Santiago Canyon College

Institutional Self Evaluation

2014

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Santiago Canyon College

Institutional Self Evaluation

Self Evaluation Report of Educational Quality
and Institutional Effectiveness

Support of Reaffirmation of Accreditation

CERTIFICATION OF THE INSTITUTIONAL SELF EVALUATION REPORT

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

From: Juan A. Vázquez, President
        Santiago Canyon College
        8045 E. Chapman Avenue, Orange, CA 92867-4512

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was broad participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:
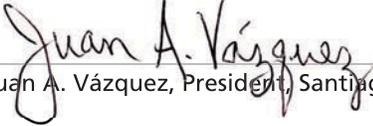
_____   7/14/14
Juan A. Vázquez, President, Santiago Canyon College   Date

_____   7/14/14
Jose Solorio, President, Rancho Santiago Community College District Board of Trustees   Date

_____   7/14/14
Raúl Rodríguez, Ph.D., Chancellor, Rancho Santiago Community College District   Date

_____   7/14/14
Aracely Mora, Ed.D., Vice President, Academic Affairs   Date
Co-Chair, Accreditation Self Evaluation Report, Accreditation Liaison Officer
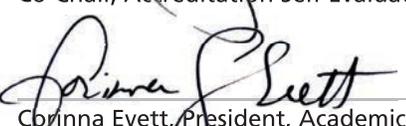
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Corinna Evett, President, Academic Senate of Santiago Canyon College   Date
Co-Chair, Accreditation Self Evaluation Report
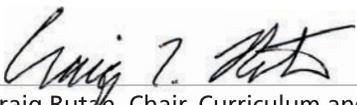
_____   7/14/14
Craig Rutan, Chair, Curriculum and Instruction Council   Date
Co-Chair, Accreditation Self Evaluation Report
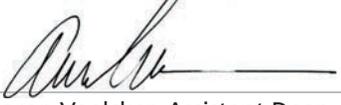
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Aaron Voelcker, Assistant Dean, Institutional Effectiveness and Assessment   Date
Co-Chair, Accreditation Self Evaluation Report

_____   7/14/14
Brenda Hohnstein, Representative, Classified Advisory Group   Date

_____   7/14/14
Jimmy Ko, President, Santiago Canyon College Associated Student Government   Date

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

Santiago Canyon College

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INTRODUCTION

HISTORY OF SANTIAGO CANYON COLLEGE

Similar to a number of California Community Colleges, Santiago Canyon College also grew out of humble beginnings. Santiago Canyon College's journey began in 1971 after the Orange Unified School District joined with the Santa Ana Unified School District to create the Rancho Santiago Community College District. Later in that year, supporting their vision for higher education in their community, residents of the City of Orange voted to levy a self-imposed tax to purchase the original 30 acres of land in East Orange that would ultimately become the foundation for Santiago Canyon College.

By 1985, the Rancho Santiago Community College District (RSCCD) developed the land in East Orange to create the Orange Campus. As the second campus in the Rancho Santiago Community College District, the Orange Campus' first semester saw more than 2,500 eager students take a variety of general education, transfer, and vocational courses. Then, from 1985 to 1996, the Orange Campus experienced tremendous growth as the student population more than doubled. As a result of this veritable growth, the Rancho Santiago Community College District Board of Trustees unanimously voted to change the name of the Orange Campus to Santiago Canyon College and, therefore, created a multi-college structure for the Rancho Santiago Community College District.

After Santiago Canyon College officially came into being, the College became independently accredited in 2000. Since that time, Santiago Canyon College has continued to evolve so as to effectively and innovatively provide an array of educational opportunities to the over 195,000 residents who comprise the eclectic community that encompasses the College. With dedication, Santiago Canyon College served a total of 16,713 students taking credit courses and 13,364 students taking non-credit courses during the 2012-2013 academic year. Furthermore, 3,549 of the students taking credit courses were also enrolled in nontraditional apprenticeship classes.

In addition to Santiago Canyon College's multiple offerings, the campus' landscape has also evolved so as to better meet the changing needs of students and community members. Similar to its name, Santiago Canyon College provides an environment that inspires contemplative thought that is conducive to learning in that the College is found in a rugged and scenic canyon that stretches across the foothills of the Santa Ana Mountains. In order to provide students and the surrounding community with the space to embrace their life-long educational pursuits, Santiago Canyon College's grounds have grown from its earlier 30 acres to 82 acres. During this 14 year expansion, the campus has undergone a dramatic physical transformation, for Santiago Canyon College has developed its building inventory to 271,138 gross square feet and continues to grow with the recent completion of the Science Center, Humanities Building, Gymnasium, Swimming Pool, and Maintenance and Operations facility. Furthermore, for enhanced usability, the College site has been improved with regard to parking, circulation, and athletic facilities. Finally, in keeping with the College priorities of sustainability and the teaching of environmental awareness, Santiago Canyon College houses the Coastkeeper Garden on its grounds.

In order to meet the needs of adult learners in the community, in spring 2005, Santiago Canyon College established a new off-campus site to house the Division of Continuing Education: the Orange Education Center (OEC). This facility consists of 92,000 square feet of instructional and administrative space that accommodates a full spectrum of non-credit, adult education courses for adult learners as well as lodges the district warehouse, a publication center, and a child development center. Each semester, the Orange Education Center provides an environment that inspires more than 7,000 students to achieve excellence in their educational pursuits. The majority of the students who took advantage of this positive environment in fall 2012 were enrolled in either the English as a Second Language (ESL) program (40.4 percent), the short-term Career Technical Education programs (26.6 percent), or the High School Diploma program (21.5 percent). Other offerings include adult basic education classes (5.8 percent), health/safety education classes (3.6 percent), parenting education classes (1.8 percent), and adults with substantial disabilities classes (0.3 percent).

In early fall 2012, the District Office identified Field Act requirement issues at the Orange Education Center's site. Later, in December 2012, the District Office determined that classes for apportionment should not be conducted at the site until it could obtain verification that the site complied with all applicable building, structural, fire, and access codes. Therefore, in January 2013, all Orange Education Center classes were temporarily moved to other locations in the community within the Santiago Canyon College geographical service area. The College relocated the majority of the English as a Second Language classes to a leased site located at 1937 West Chapman Avenue, Suite 200 (2.3 miles from the Orange Education Center). Similarly, the College moved the Adult Basic Education, High School Diploma, General Education Development (GED) Preparation, and Career Technical Education Business Skills classes to the main Santiago Canyon College campus located seven miles from the Orange Education Center. As a result of this temporary move, the Orange Education Center has experienced a fifteen percent decrease in Full-Time Equivalent Student (FTES). Currently, the Division of Continuing Education offers classes at 27 convenient locations throughout the community.

Moreover, all classes will return to the Orange Education Center site once the District Office obtains the appropriate building certifications. In order to complete the necessary construction to gain Field Act compliance at the Orange Education Center, the Rancho Santiago Community College District allocated $16 million for the project. In addition, the

Rancho Santiago Community College District Board of Trustees approved a contract with an architectural firm to begin the programming phase of the project. As of spring 2014, the District Office estimates that it will take between 18 and 24 months to complete the necessary work.

Today, Santiago Canyon College encourages students to explore a variety of dynamic learning opportunities as evidenced in its general education, transfer-level, pre-collegiate level, and career and technical class offerings. In addition, students have the ability to choose from any of its 65 Associate of Arts/Associate of Science degrees; its 17 Associate of Arts/Associate of Science Transfer degrees; or its 48 Transcriptable, 22 Skill, or 24 Non-credit certificates. Students find assistance in their instructional programs from a full range of useful support services. Moreover, Santiago Canyon College leads the state's largest trades apprenticeship programs, providing trained workers in a number of fields, such as carpentry, cosmetology, electrician, maintenance mechanic, operating engineers, power lineman, and surveying.

As a result of Santiago Canyon College's robust and rigorous curricula and programs in addition to its stellar support services, the numbers of students who transfer to California State Universities and private universities has increased over the past six years. Concluding the 2012-2013 academic year, 1,034 Santiago Canyon College students transferred to universities: 543 to California State Universities, 122 to University of California, 369 to Private/Out-of-State. Furthermore, based on the state's Transfer Velocity Project, the percentage of Santiago Canyon College students who transfer to a university is consistently above the statewide average.

Despite its humble beginnings and relative youth, Santiago Canyon College has taken root in its community and, over the years, will undoubtedly be an even more integral contributor to the community's health and history. As such, Santiago Canyon College will continue to respond to and celebrate the changing demographics of its vibrant student body as well as of its diverse community. Indeed, Santiago Canyon College will seek to provide a place of learning where future generations have the opportunity to explore varied educational opportunities that enhance their professional and personal lives.
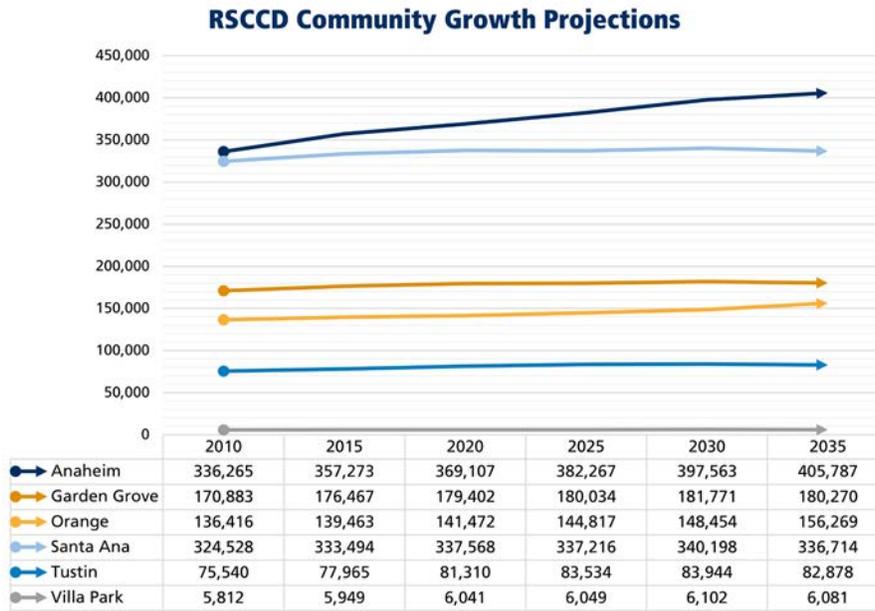
INSTITUTIONAL DATA

Santiago Canyon College takes great pride in the local community that it serves and in the composition of its well-qualified classified staff, faculty, and administrators. However, most importantly, the College takes pride in its diverse student body with their numerous educational achievements that result from their participation in various Santiago Canyon College programs and course offerings. The information in this section presents the local community demographic composition and its projected growth, demonstrates incoming student preparation, illustrates enrollment and course offering trends, exhibits success and retention rates for specific student groups, and highlights student achievement in the areas of awards and transfers to four-year institutions.

Unless otherwise noted, the data represented in the charts, tables, and graphs that follow were collected and tabulated by the Rancho Santiago Community College District's Information Technology Services and Research Departments respectively. The Office of Institutional Effectiveness & Assessment (OIE&A) carries out all of the organization, analysis, and presentation of Santiago Canyon College's institutional data.

Local Area Trends

The Rancho Santiago Community College District (RSCCD) service area and community are composed of six major cities within Orange County: Anaheim, Garden Grove, Orange, Santa Ana, Tustin, and Villa Park.

Similar to California and to Orange County, each of the six aforementioned cities are expected to experience changes in their population size and demographic composition over the next twenty-five year period.

RSCCD Community Growth Projections

	2010	2015	2020	2025	2030	2035
Anaheim	336,265	357,273	369,107	382,267	397,563	405,787
Garden Grove	170,883	176,467	179,402	180,034	181,771	180,270
Orange	136,416	139,463	141,472	144,817	148,454	156,269
Santa Ana	324,528	333,494	337,568	337,216	340,198	336,714
Tustin	75,540	77,965	81,310	83,534	83,944	82,878
Villa Park	5,812	5,949	6,041	6,049	6,102	6,081

U.S. Census Bureau
California Department of Finance
Center for Demographic Research, California State University, Fullerton

RSCCD Community Growth Projections
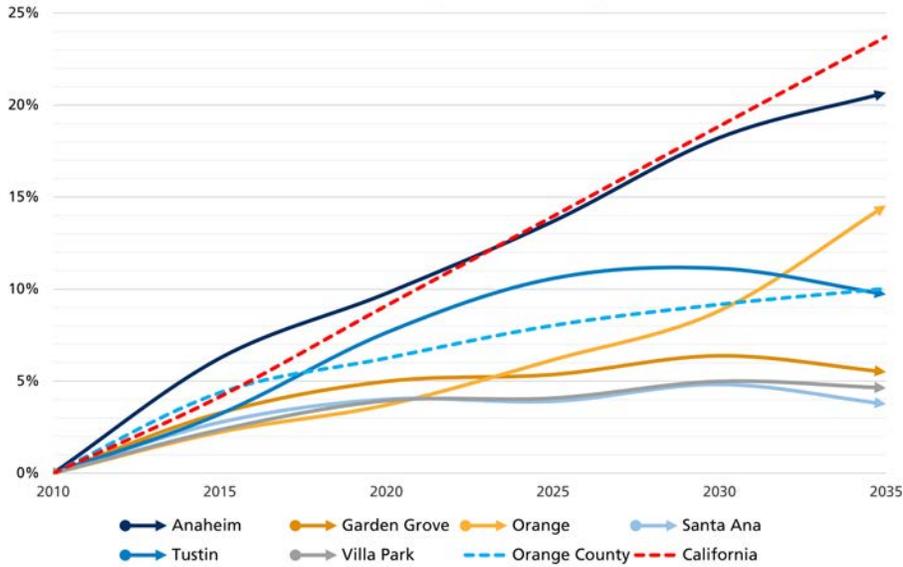
U.S. Census Bureau
California Department of Finance
Center for Demographic Research, California State University, Fullerton

Population growth projections for California and Orange County suggest growth rates of 23.7 percent and 10.0 percent respectively over the next twenty-five years.

RSCCD Community Growth Projections
Fastest Growing Cities within RSCCD
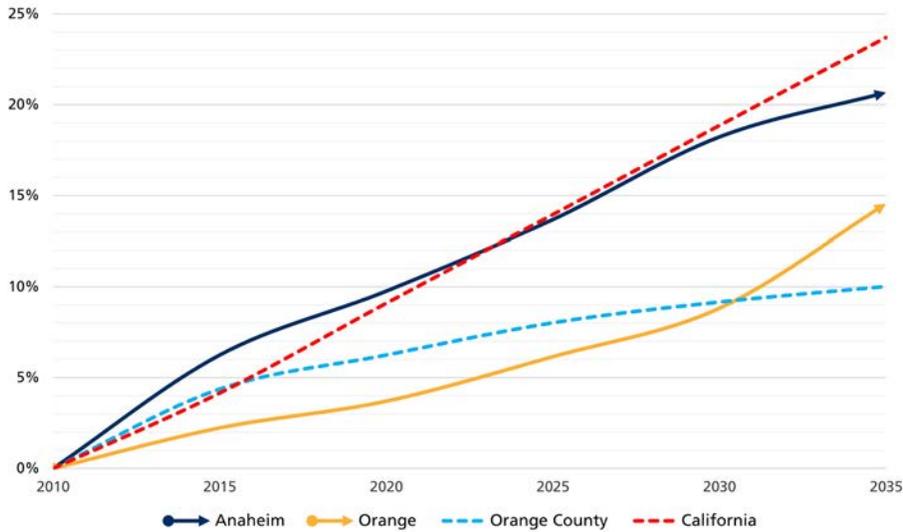
U.S. Census Bureau
California Department of Finance
Center for Demographic Research, California State University, Fullerton

Looking only at those Rancho Santiago Community College District service area cities with projected growth rates that fall between the established upper and lower growth thresholds set by California (23.7 percent) and Orange County (10.0 percent), only two service area cities can be highlighted. These two cities are Anaheim, with a projected twenty-five-year growth of 20.7 percent, and Orange, with a projected twenty-five-year growth of 14.6 percent.

Five-year Growth Attribute

U.S. Census Bureau
California Department of Finance
Center for Demographic Research, California State University, Fullerton

Total projected growth for each five-year period has been analyzed, and the proportion of growth attributable to each of the six service area cities confirms that the cities of Anaheim and Orange will contribute the most to the overall growth of the Rancho Santiago Community College District service area over the next twenty-five years.

Five-year Growth Attribute

U.S. Census Bureau
California Department of Finance
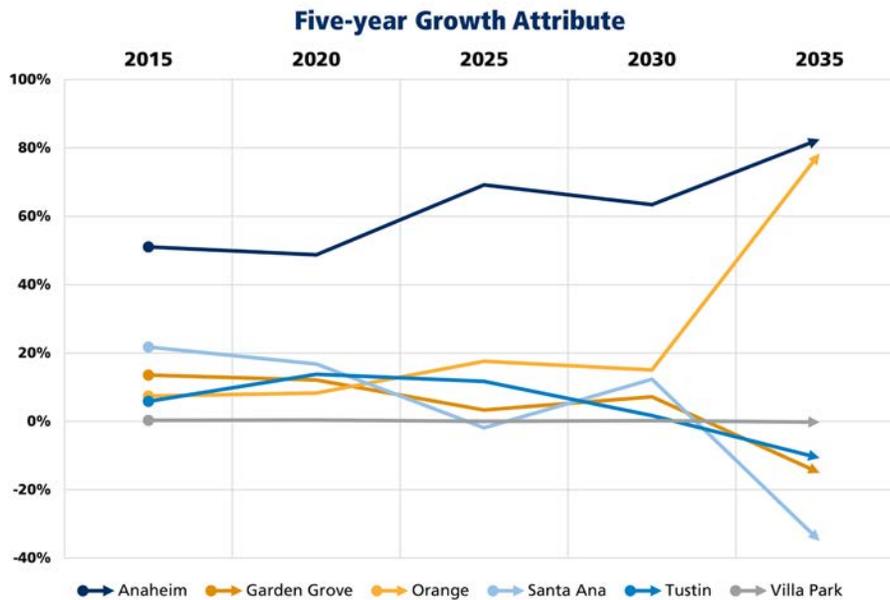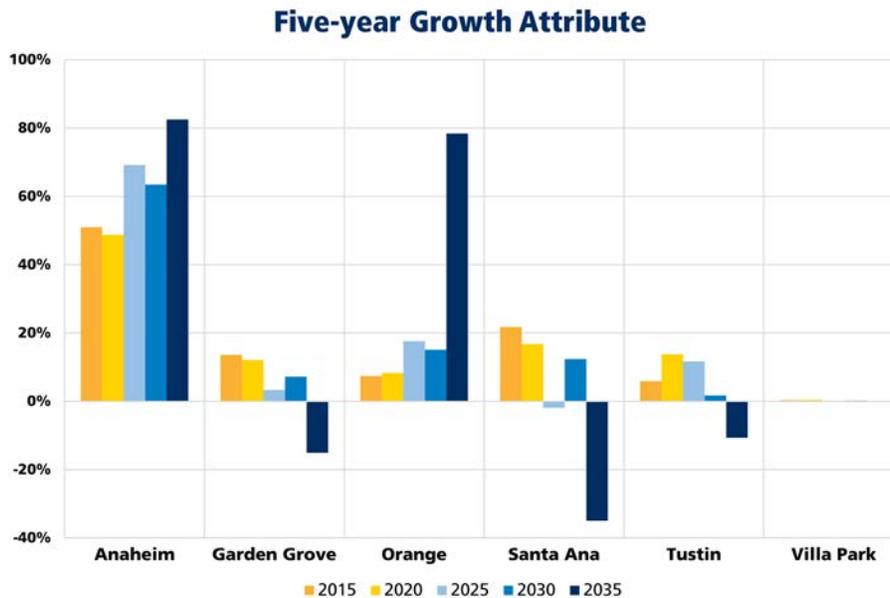Center for Demographic Research, California State University, Fullerton

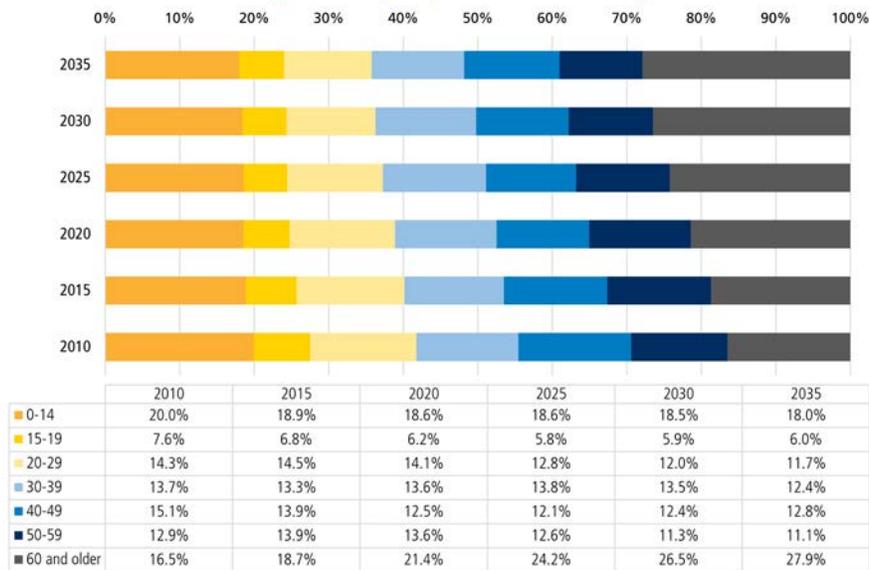The cities of Anaheim (12.4 percent) and Orange (19.0 percent) contributed to nearly a third of the credit and non-credit enrollment at Santiago Canyon College during the 2012-2013 academic year.
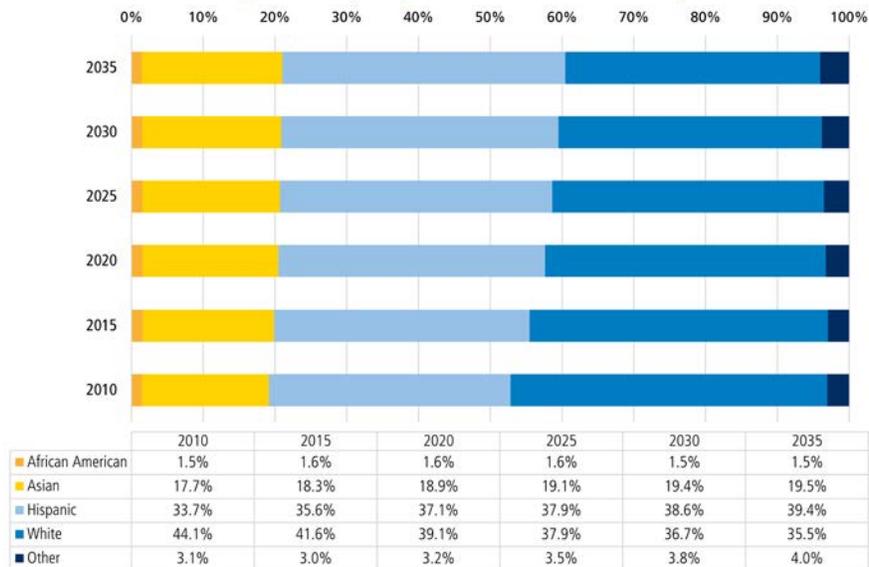
Orange County Population Shift - Age

	2010	2015	2020	2025	2030	2035
0-14	20.0%	18.9%	18.6%	18.6%	18.5%	18.0%
15-19	7.6%	6.8%	6.2%	5.8%	5.9%	6.0%
20-29	14.3%	14.5%	14.1%	12.8%	12.0%	11.7%
30-39	13.7%	13.3%	13.6%	13.8%	13.5%	12.4%
40-49	15.1%	13.9%	12.5%	12.1%	12.4%	12.8%
50-59	12.9%	13.9%	13.6%	12.6%	11.3%	11.1%
60 and older	16.5%	18.7%	21.4%	24.2%	26.5%	27.9%

U.S. Census Bureau
California Department of Finance

Over the next twenty-five years, Orange County will experience an aging of its population, with roughly thirty-nine percent of the Orange County population projected to be 50 years or older. This is up from twenty-nine percent in 2010. The college-going age groups of 15-19 years of age and 20-29 years of age are projected to decline by a combined total of 4.2 percent from 21.9 percent in 2010 to 17.7 percent in 2035.

Orange County Population Shift - Ethnicity

	2010	2015	2020	2025	2030	2035
African American	1.5%	1.6%	1.6%	1.6%	1.5%	1.5%
Asian	17.7%	18.3%	18.9%	19.1%	19.4%	19.5%
Hispanic	33.7%	35.6%	37.1%	37.9%	38.6%	39.4%
White	44.1%	41.6%	39.1%	37.9%	36.7%	35.5%
Other	3.1%	3.0%	3.2%	3.5%	3.8%	4.0%

U.S. Census Bureau
California Department of Finance

Much like the shift in age-group proportions, the ethnic composition of Orange County is projected to change as well, with the majority of the shift in ethnicity coming from an increase in the Hispanic (5.7 percent) and Asian (1.8 percent) populations and a decrease (-8.6 percent) in the White population over the next twenty-five years.
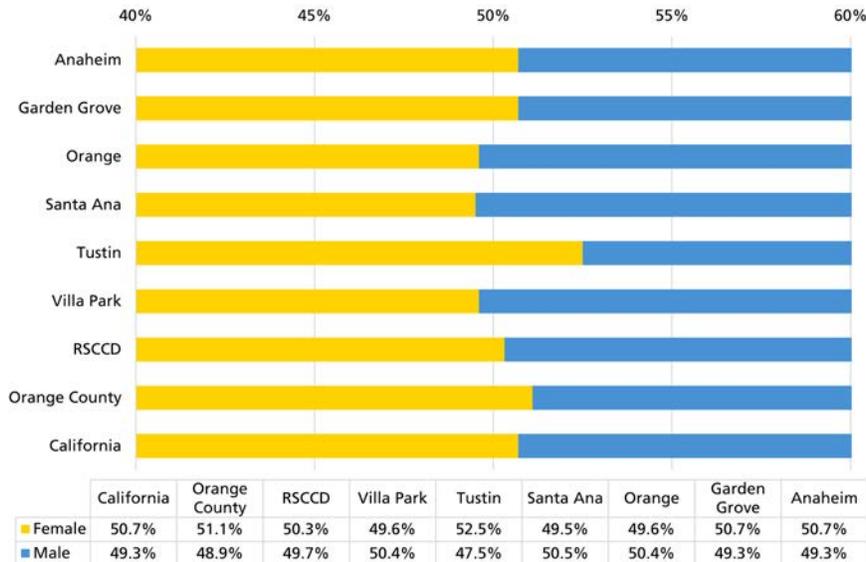
Local Community Educational Attainment: 25 years or Older
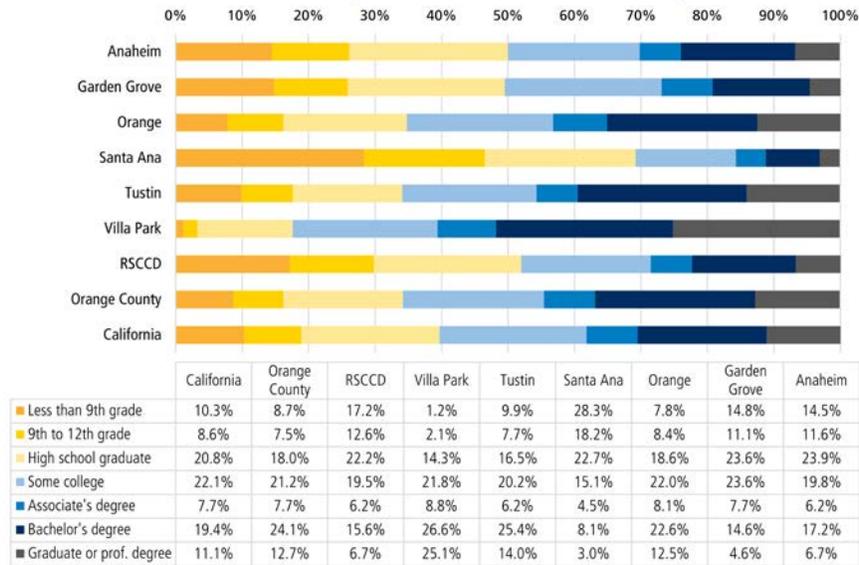
	California	Orange County	RSCCD	Villa Park	Tustin	Santa Ana	Orange	Garden Grove	Anaheim
Less than 9th grade	10.3%	8.7%	17.2%	1.2%	9.9%	28.3%	7.8%	14.8%	14.5%
9th to 12th grade	8.6%	7.5%	12.6%	2.1%	7.7%	18.2%	8.4%	11.1%	11.6%
High school graduate	20.8%	18.0%	22.2%	14.3%	16.5%	22.7%	18.6%	23.6%	23.9%
Some college	22.1%	21.2%	19.5%	21.8%	20.2%	15.1%	22.0%	23.6%	19.8%
Associate's degree	7.7%	7.7%	6.2%	8.8%	6.2%	4.5%	8.1%	7.7%	6.2%
Bachelor's degree	19.4%	24.1%	15.6%	26.6%	25.4%	8.1%	22.6%	14.6%	17.2%
Graduate or prof. degree	11.1%	12.7%	6.7%	25.1%	14.0%	3.0%	12.5%	4.6%	6.7%

U.S. Census Bureau – 2010-2012 American Community Survey 3-Year Estimates
U.S. Census Bureau – 2008-2012 American Community Survey 5-Year Estimates

Local community educational attainment data shows that the service area cities of Orange, Tustin, and Villa Park are at or above the college-going rate of Orange County (65.7 percent). The cities of Anaheim, Garden Grove, Orange, Tustin, and Villa Park all surpass the college-going rate of the Rancho Santiago Community College District service area of forty-eight percent.
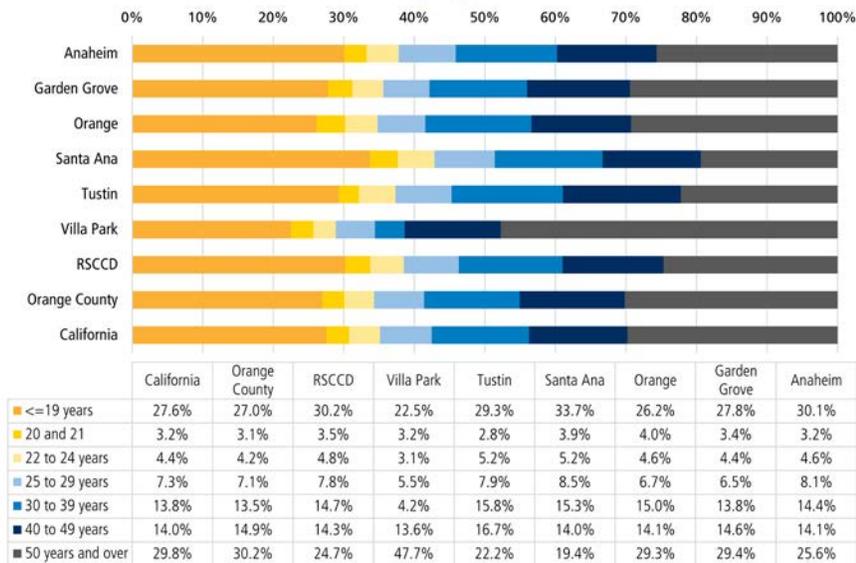
Local Community Gender Composition - 18 and Older

	California	Orange County	RSCCD	Villa Park	Tustin	Santa Ana	Orange	Garden Grove	Anaheim
Female	50.7%	51.1%	50.3%	49.6%	52.5%	49.5%	49.6%	50.7%	50.7%
Male	49.3%	48.9%	49.7%	50.4%	47.5%	50.5%	50.4%	49.3%	49.3%

U.S. Census Bureau – 2010-2012 American Community Survey 3-Year Estimates
U.S. Census Bureau – 2008-2012 American Community Survey 5-Year Estimates

The gender composition of the Rancho Santiago Community College District service area maintains a roughly 50/50 split between males and females 18 years of age or older. The city of Tustin is the single anomaly with a 52.5 percent female proportion, which is 1.8 percentage points greater than that of the state.
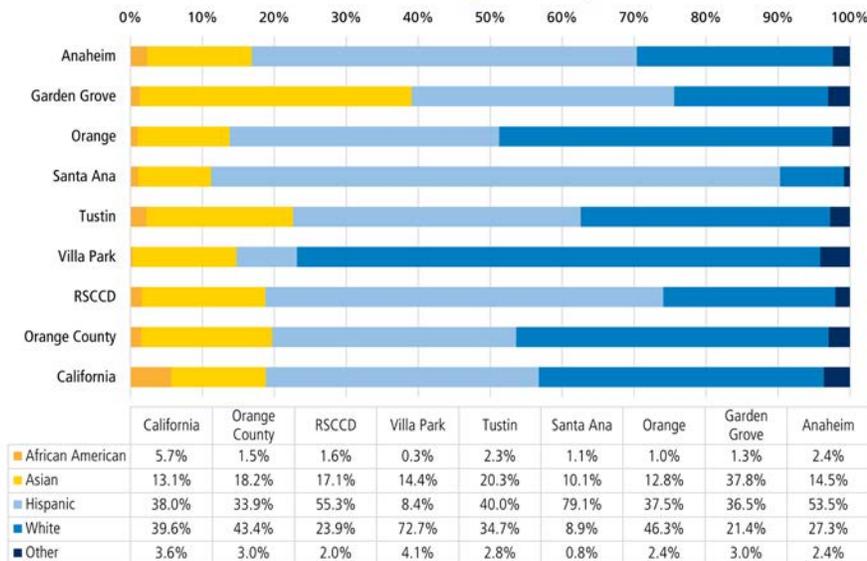
Local Community Age Distribution

	California	Orange County	RSCCD	Villa Park	Tustin	Santa Ana	Orange	Garden Grove	Anaheim
<=19 years	27.6%	27.0%	30.2%	22.5%	29.3%	33.7%	26.2%	27.8%	30.1%
20 and 21	3.2%	3.1%	3.5%	3.2%	2.8%	3.9%	4.0%	3.4%	3.2%
22 to 24 years	4.4%	4.2%	4.8%	3.1%	5.2%	5.2%	4.6%	4.4%	4.6%
25 to 29 years	7.3%	7.1%	7.8%	5.5%	7.9%	8.5%	6.7%	6.5%	8.1%
30 to 39 years	13.8%	13.5%	14.7%	4.2%	15.8%	15.3%	15.0%	13.8%	14.4%
40 to 49 years	14.0%	14.9%	14.3%	13.6%	16.7%	14.0%	14.1%	14.6%	14.1%
50 years and over	29.8%	30.2%	24.7%	47.7%	22.2%	19.4%	29.3%	29.4%	25.6%

U.S. Census Bureau – 2010-2012 American Community Survey 3-Year Estimates
U.S. Census Bureau – 2008-2012 American Community Survey 5-Year Estimates

The Rancho Santiago Community College District service area age distribution is similar to that of California and Orange County. The local community population that is 19 years old or younger is greater for Rancho Santiago Community College District than the state or county. The proportion of the population that is younger than 30 years of age for Garden Grove (42.1 percent) and Orange (41.5 percent) are comparable to that of Orange County (41.4 percent).

Local Community Ethnicity

	California	Orange County	RSCCD	Villa Park	Tustin	Santa Ana	Orange	Garden Grove	Anaheim
African American	5.7%	1.5%	1.6%	0.3%	2.3%	1.1%	1.0%	1.3%	2.4%
Asian	13.1%	18.2%	17.1%	14.4%	20.3%	10.1%	12.8%	37.8%	14.5%
Hispanic	38.0%	33.9%	55.3%	8.4%	40.0%	79.1%	37.5%	36.5%	53.5%
White	39.6%	43.4%	23.9%	72.7%	34.7%	8.9%	46.3%	21.4%	27.3%
Other	3.6%	3.0%	2.0%	4.1%	2.8%	0.8%	2.4%	3.0%	2.4%

U.S. Census Bureau – 2010-2012 American Community Survey 3-Year Estimates
U.S. Census Bureau – 2008-2012 American Community Survey 5-Year Estimates

Compared to the state, Orange County has a larger proportion of both Asian and White demographic groups. Within the Rancho Santiago Community College District service area, the Hispanic population surpasses that of both the state (38.0 percent) and county (33.9 percent) at 55.3 percent. This is mainly attributable to the large Hispanic populations of the service area cities of Anaheim (53.5 percent) and Santa Ana (79.1 percent).
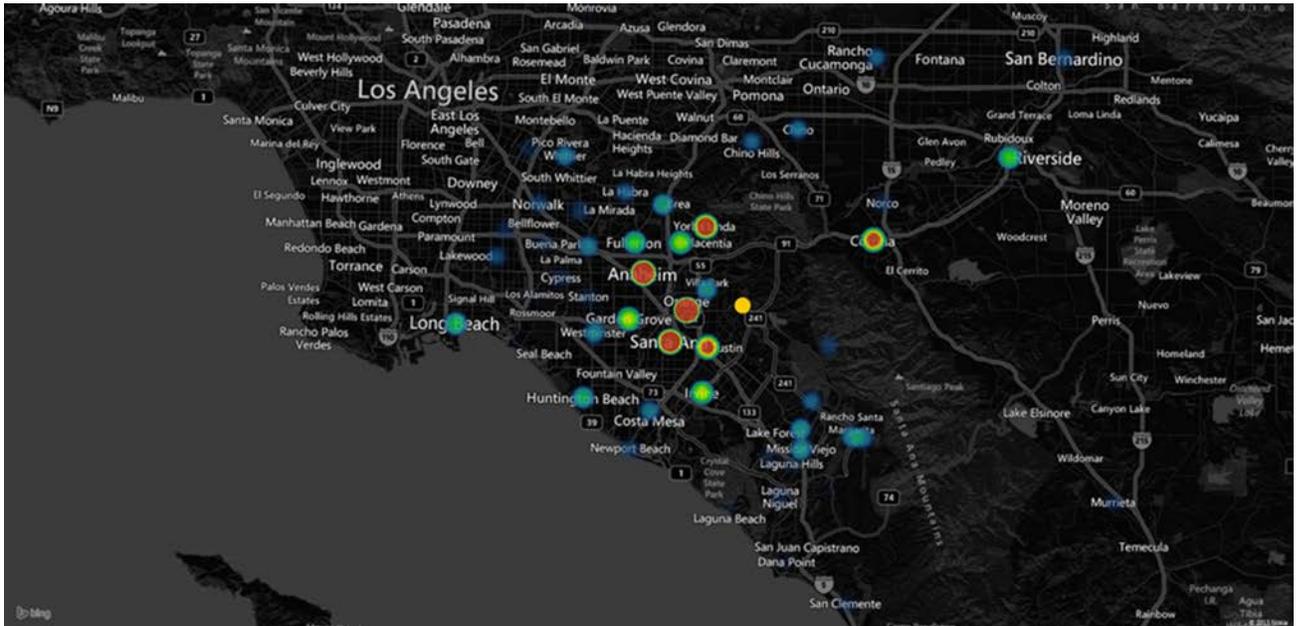
The heat map above is designed to illustrate the spread of Santiago Canyon College students throughout the Los Angeles and Orange County areas. Credit and non-credit students hail from as far north as Monrovia, CA to as far south as San Clemente, CA.
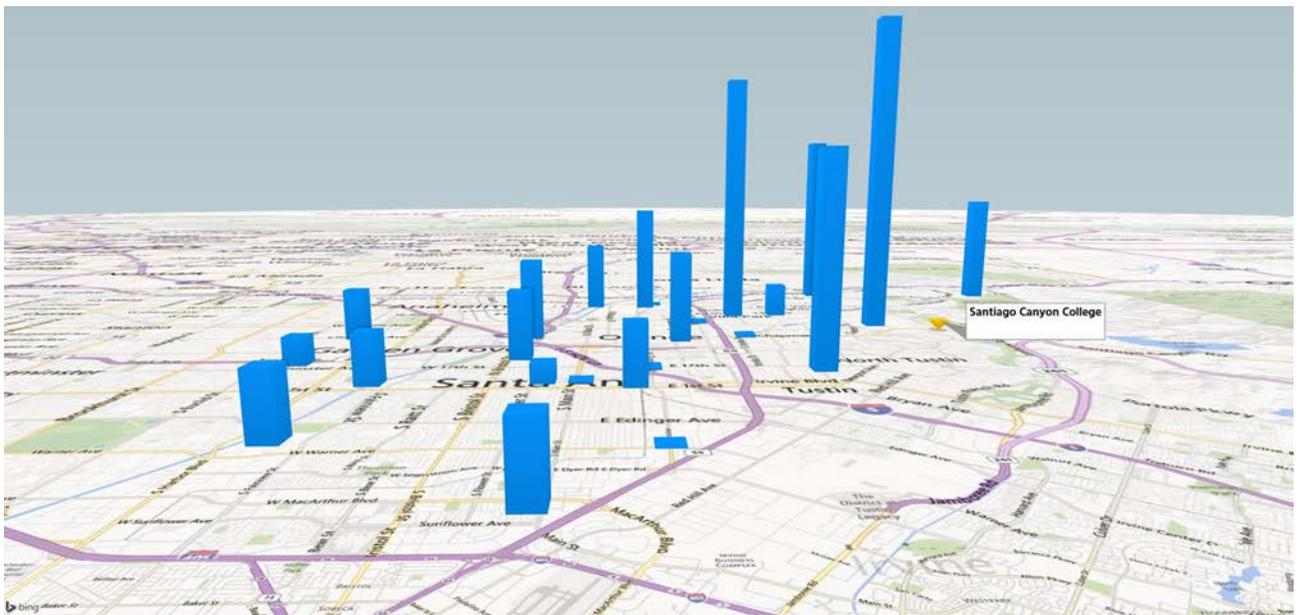

When looking at only those students who reside within Rancho Santiago Community College District service area cities, the highest concentration comes from the cities of Orange, Anaheim, and Santa Ana. Enrollments are highest from the city of Orange, which composes nineteen percent of all Santiago Canyon College enrollments and forty-seven percent of all enrollments from students residing within the Rancho Santiago Community College District service area.
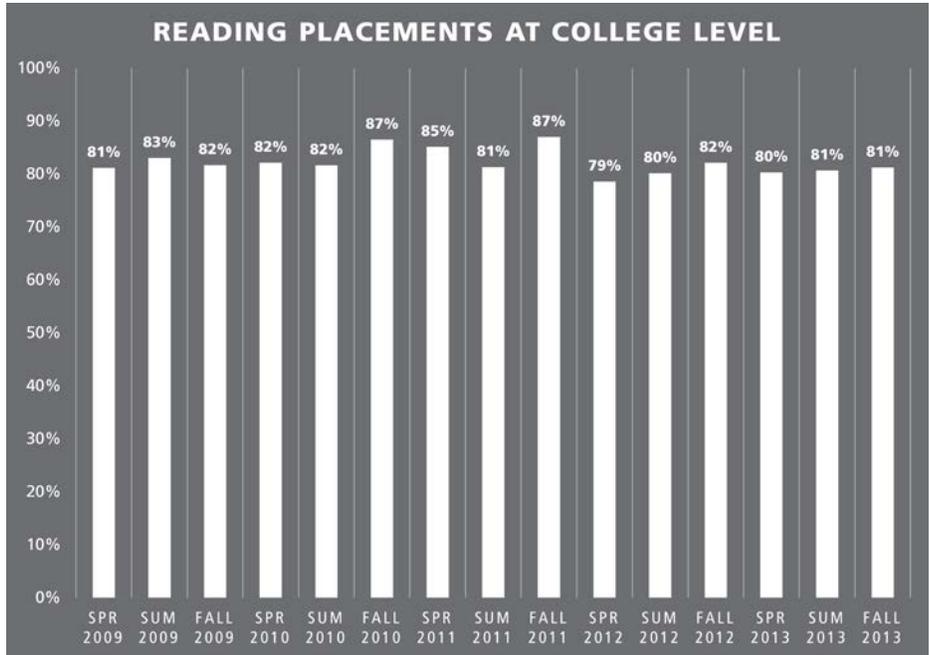
Incoming Students
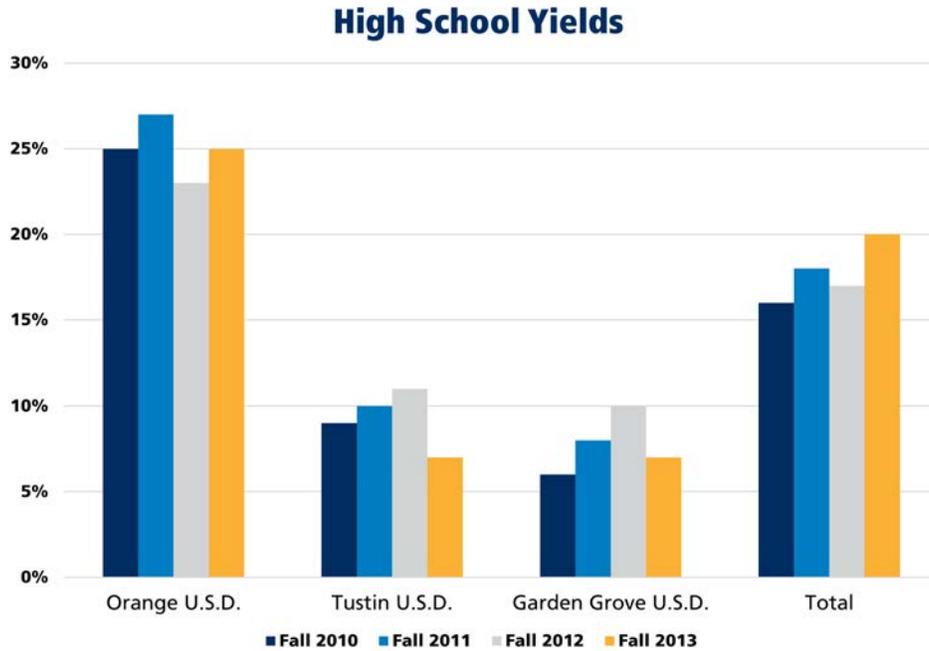
High School Yields

Total high school yields, or the percent of high school graduating classes that enroll at Santiago Canyon College, has increased over the last four fall terms. The largest proportion of high school graduates enrolling at Santiago Canyon College come from high schools within the Orange Unified School District.
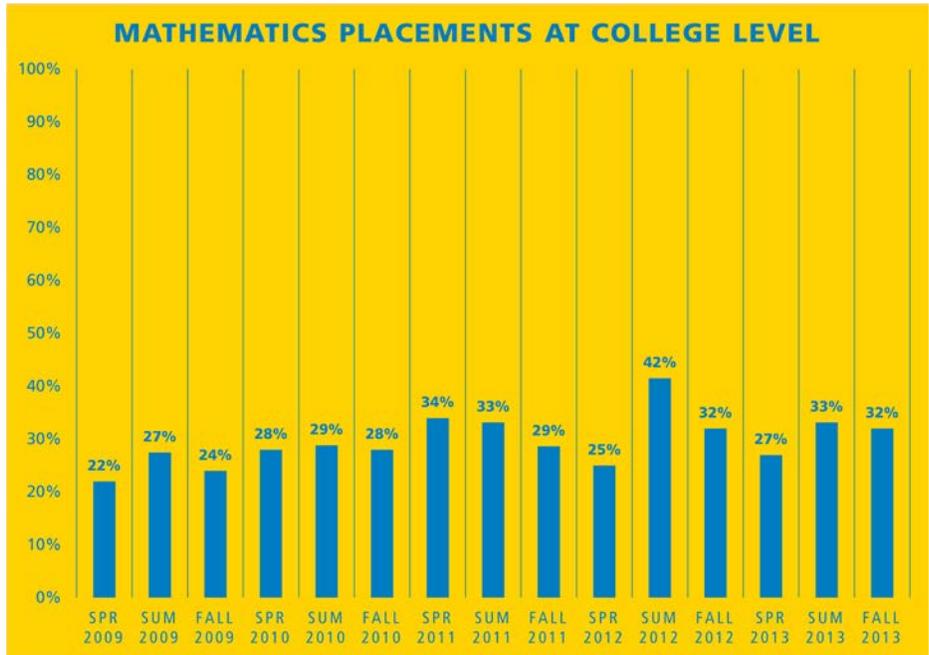
College Readiness

ENGLISH PLACEMENTS AT COLLEGE LEVEL
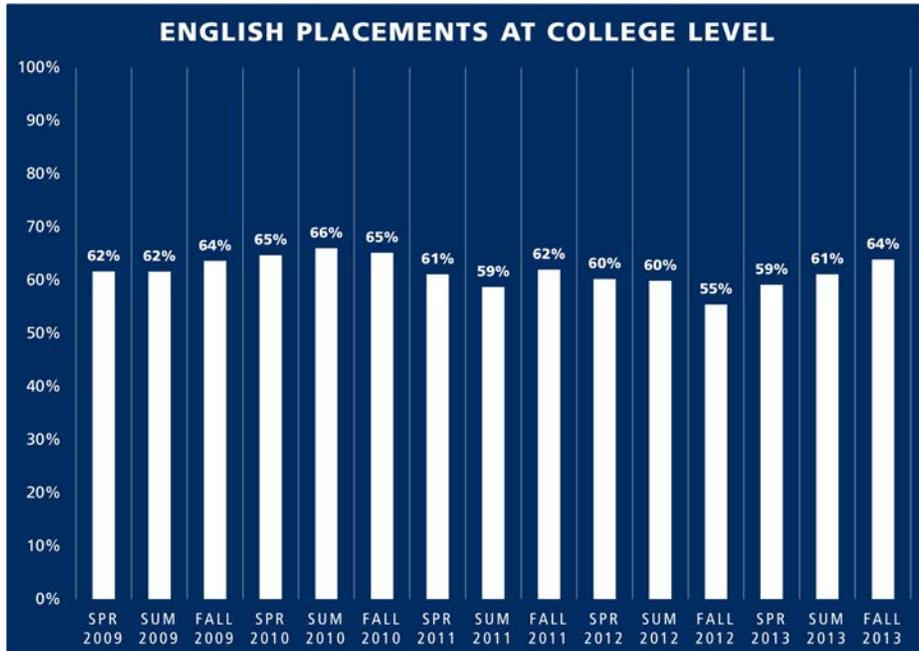
Placement test results for English demonstrate a consistency in the academic preparation of incoming students, with placement rates into college level English seldom dipping below sixty percent.

READING PLACEMENTS AT COLLEGE LEVEL

	SPR 2009	SUM 2009	FALL 2009	SPR 2010	SUM 2010	FALL 2010	SPR 2011	SUM 2011	FALL 2011	SPR 2012	SUM 2012	FALL 2012	SPR 2013	SUM 2013	FALL 2013
%	81%	83%	82%	82%	82%	87%	85%	81%	87%	79%	80%	82%	80%	81%	81%

Similar to English placement, reading placement results demonstrate consistency in academic preparation of incoming students, with placement into college level reading falling below eighty percent only once since spring 2009.

MATHEMATICS PLACEMENTS AT COLLEGE LEVEL

|	SPR 2009	SUM 2009	FALL 2009	SPR 2010	SUM 2010	FALL 2010	SPR 2011	SUM 2011	FALL 2011	SPR 2012	SUM 2012	FALL 2012	SPR 2013	SUM 2013	FALL 2013
%	22%	27%	24%	28%	29%	28%	34%	33%	29%	25%	42%	32%	27%	33%	32%

The proportion of students placed into college level mathematics courses varies to a much greater degree than that of English and reading placement results. Fall 2013 yielded the highest numbers of placement exams taken and resulted in thirty-two percent of students being placed in college level mathematics. This is up from twenty-four percent just four years prior.

Institutional Efficiency
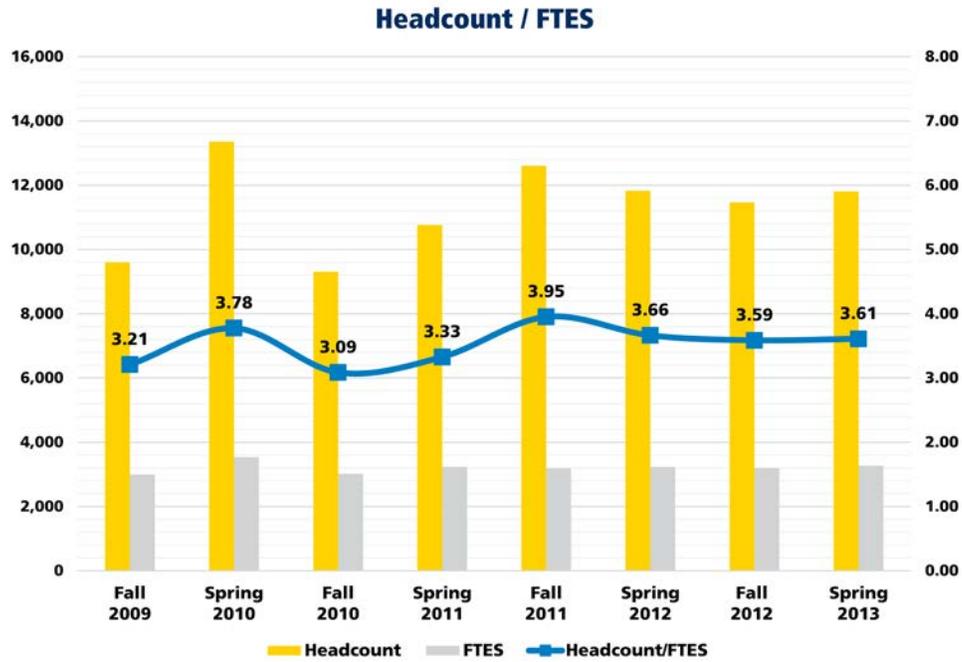
Headcount / FTES

While Full-Time Equivalent Student (FTES) generation has remained relatively consistent over the past eight major terms, headcount has fluctuated widely from a low of 9,310 unduplicated students in fall 2010 to a high of 13,359 unduplicated students in the spring of that very same year. The ratio of headcount to Full-Time Equivalent Student (FTES) has begun to flatten over the past three major terms, with the most recent term indicating that it takes 3.61 students to generate one full-time equivalent student.

Headcount / Faculty Load
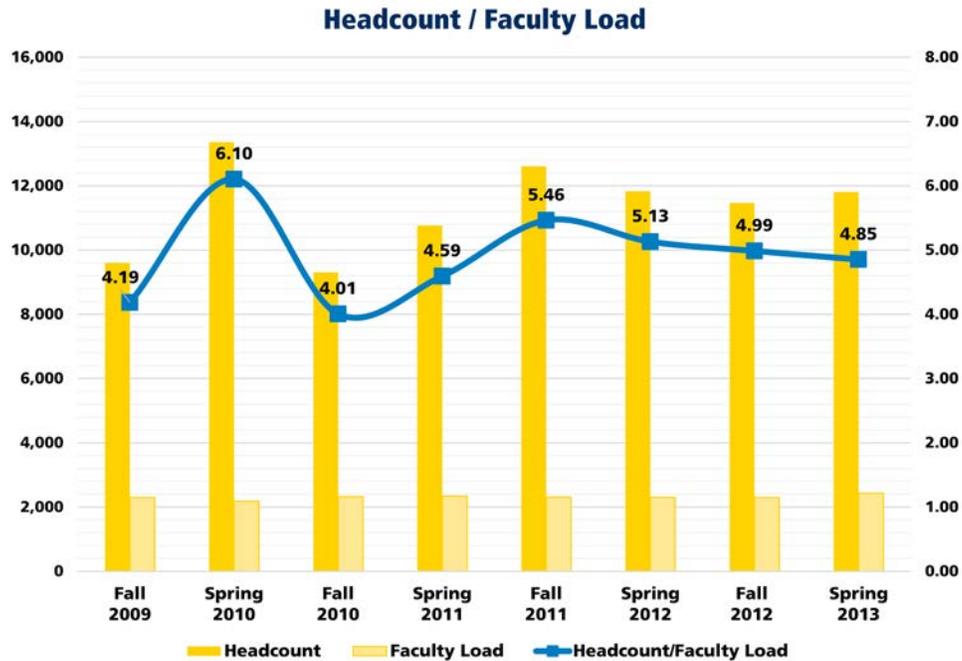
Similar to Full-Time Equivalent Student (FTES), faculty load has remained consistent over the past eight major terms. The ratio of headcount to faculty load has also begun to stabilize in recent terms with the most recent term indicating that 4.85 students are served per lecture hour equivalent.
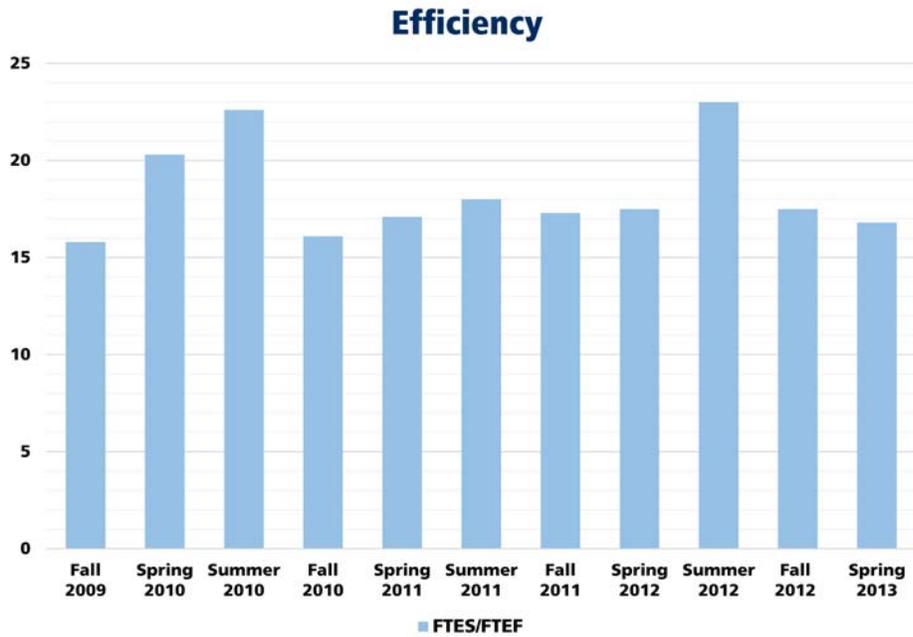
Efficiency

Efficiency is the ratio of Full-Time Equivalent Student to full-time equivalent faculty. Terms in which this ratio is higher are deemed to have a higher level of efficiency. Simply stated, high efficiency terms generate more Full-Time Equivalent Student (FTES) with less faculty workload.


TOP 10 FTES GENERATING DISCIPLINES

Historically, mathematics has been a huge generator of Full-Time Equivalent Student (FTES) for Santiago Canyon College, placing consistently at number one year after year. English and biology place second and third in the 2012-2013 academic year with Full-Time Equivalent Student (FTES) just over and just under half of that generated by mathematics, respectively.

Enrollment and Course Offering Trends

All courses at Santiago Canyon College fall within two categories: credit or non-credit courses. The following tables present a comparison of enrollment and unduplicated headcount as well as a comparison of the number of sections and the number of courses for non-credit, credit, and a number of additional subcategories of credit courses.
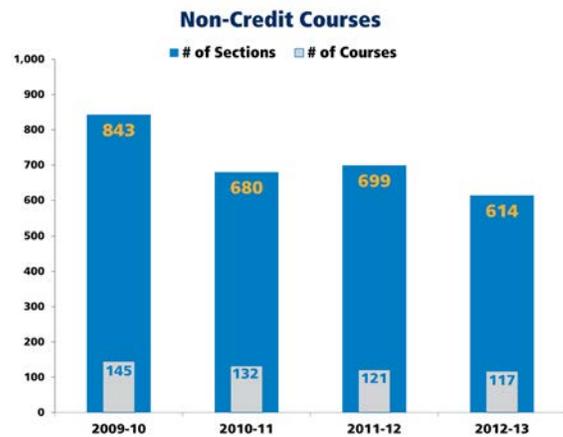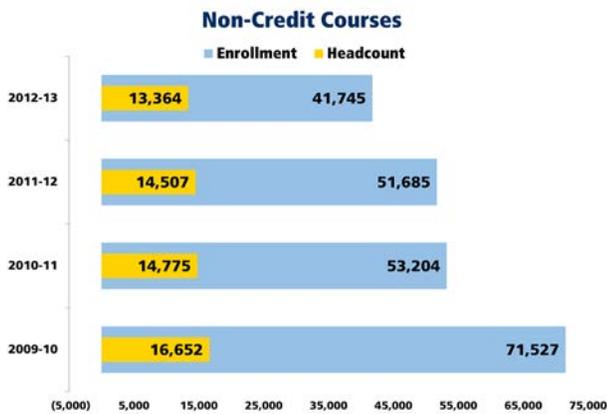
Santiago Canyon College has experienced a decrease in non-credit headcount and enrollment over the past four years. From 2009-2010 to 2012-2013, non-credit enrollment dropped from 71,527 to 41,745, exhibiting a nearly forty-two percent decrease. Similarly, the number of courses and sections offered in non-credit were reduced, contributing to the decrease in enrollment and unduplicated headcount.
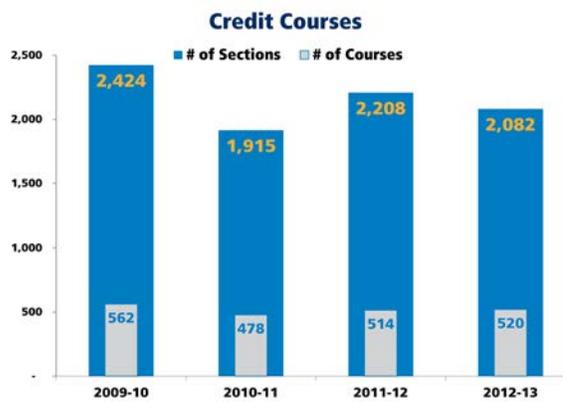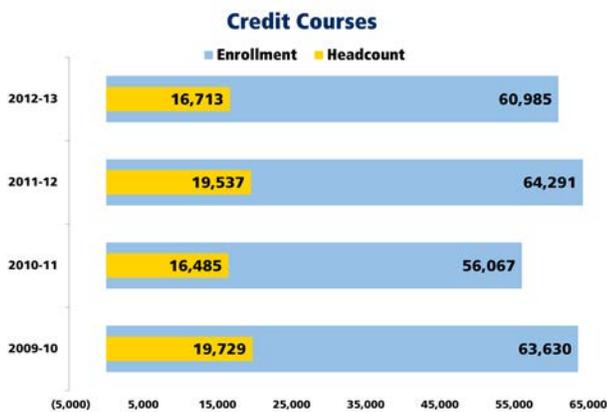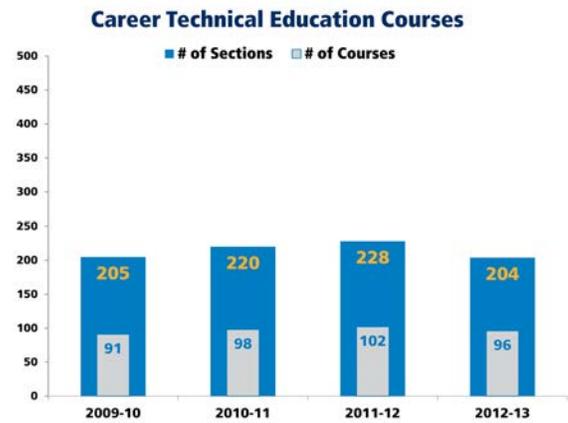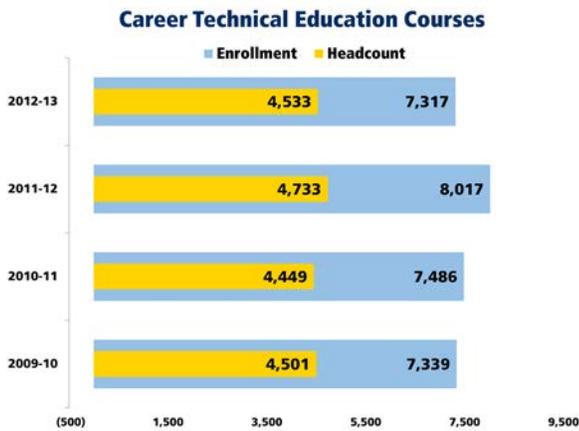

Credit headcount, enrollment, course, and section offerings have fluctuated over the past four years, with an observable decrease during the 2010-2011 academic year. While a decrease has been observed from 2011-2012 to 2012-2013, this drop in all measures was less dramatic than in the drop between 2009-2010 and 2010-2011, suggesting that course offerings have started to stabilize after the cuts made during the California budget crisis.

Apprenticeship Courses

Enrollment | **Headcount**

Year	Headcount	Enrollment
2012-13	3,549	6,867
2011-12	4,881	8,630
2010-11	3,256	4,159
2009-10	4,968	8,796

(500) 1,500 3,500 5,500 7,500 9,500

Apprenticeship Courses

# of Sections | **# of Courses**

Year	# of Sections	# of Courses
2009-10	831	186
2010-11	421	94
2011-12	677	131
2012-13	563	144

Santiago Canyon College is home to the state's largest apprenticeship program. Course offerings vary depending upon local economic conditions as the training trusts that have oversight of each apprenticeship program depend on large and small scale projects for on-sight training opportunities for apprentices. The data demonstrate a severe cut in all metrics during 2010-2011, which corresponds with the California budget crisis and crash of the local housing market.

Traditional Courses

Enrollment | **Headcount**

Year	Headcount	Enrollment
2012-13	13,356	54,118
2011-12	15,596	55,661
2010-11	13,234	51,908
2009-10	15,197	54,834

(5,000) 5,000 15,000 25,000 35,000 45,000 55,000 65,000

Traditional Courses

# of Sections | **# of Courses**

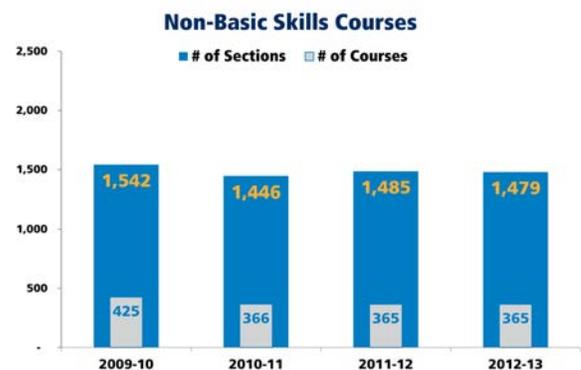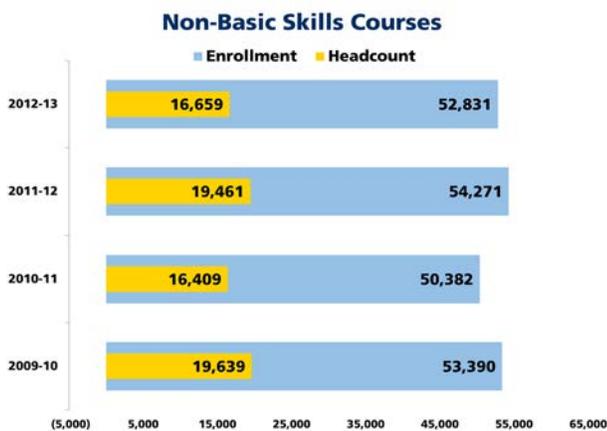| Year	# of Sections	# of Courses
2009-10	1,593	376
2010-11	1,494	384
2011-12	1,531	383
2012-13	1,519	376

Traditional courses are credit courses that are not a part of the apprenticeship program. These courses constitute the majority of courses offered at Santiago Canyon College. While there has been some fluctuation over the past four years in enrollment and headcount, course and section offerings have remained relatively stable.
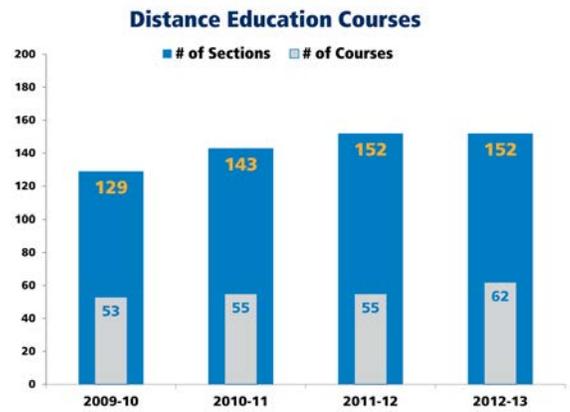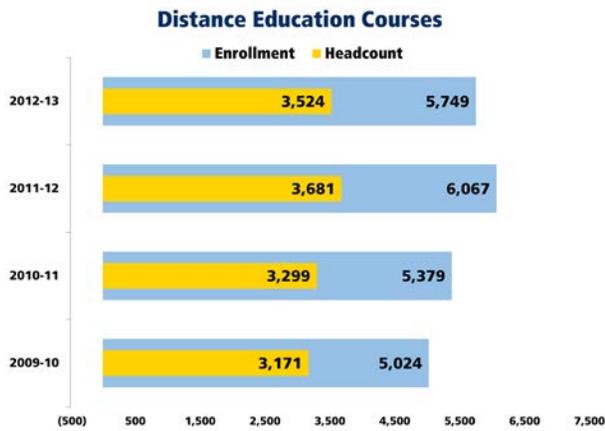
Career Technical Education Courses

Enrollment / Headcount

Year	Headcount	Enrollment
2012-13	4,533	7,317
2011-12	4,733	8,017
2010-11	4,449	7,486
2009-10	4,501	7,339

Career Technical Education Courses

# of Sections / # of Courses

Year	# of Sections	# of Courses
2009-10	205	91
2010-11	220	98
2011-12	228	102
2012-13	204	96

Career Technical Education course enrollment and headcount have remained relatively static over the past four years, with the exception of the spike in both metrics during the 2011-2012 academic year. In headcount, enrollment, and sections and courses offered, figures from 2012-2013 are nearly identical to those of 2009-2010.

Basic Skills Courses

Enrollment / Headcount

Year	Headcount	Enrollment
2012-13	894	1,287
2011-12	937	1,390
2010-11	963	1,526
2009-10	929	1,444

Basic Skills Courses

# of Sections / # of Courses

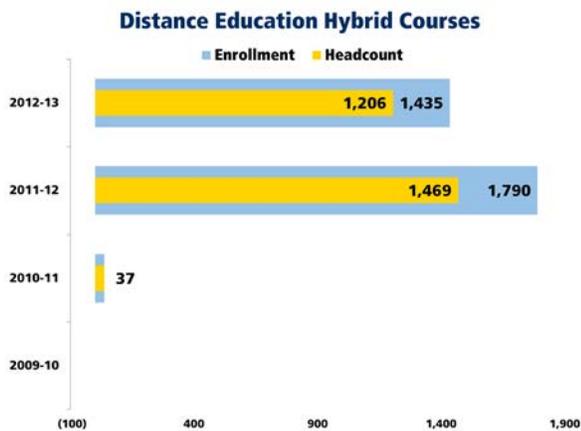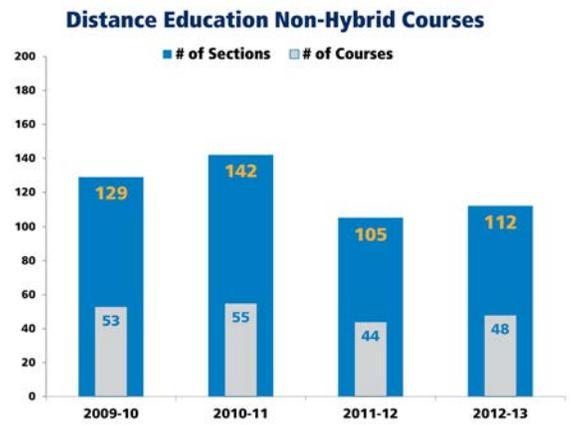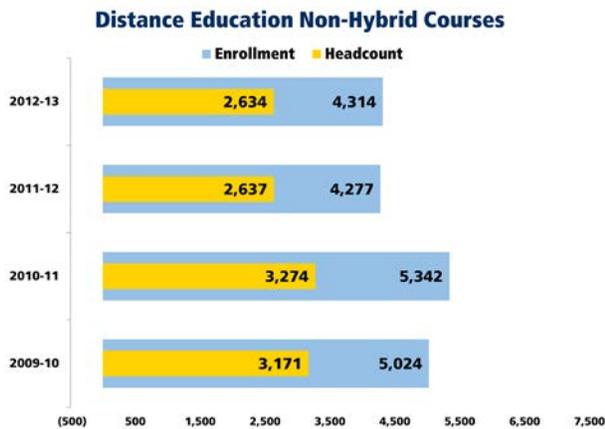| Year	# of Sections	# of Courses
2009-10	51	11
2010-11	48	9
2011-12	46	10
2012-13	40	9

Basic skills courses have seen a gradual decline over the past four years in all metrics. A twenty-two percent reduction in section offerings has resulted in an eleven percent reduction in enrollment and four percent reduction in unduplicated headcount.

Non-Basic Skills Courses

Enrollment / Headcount

Year	Headcount	Enrollment
2012-13	16,659	52,831
2011-12	19,461	54,271
2010-11	16,409	50,382
2009-10	19,639	53,390

Non-Basic Skills Courses

# of Sections / # of Courses

Year	# of Sections	# of Courses
2009-10	1,542	425
2010-11	1,446	366
2011-12	1,485	365
2012-13	1,479	365

Non-basic skills courses and all credit courses deemed not to be at the remedial level remain stable with the exception of the expected dip in enrollment during 2010-2011. Course and section offerings have remained static over the past three years.

Distance Education Courses

Enrollment ■ **Headcount** ■

Year	Headcount	Enrollment
2012-13	3,524	5,749
2011-12	3,681	6,067
2010-11	3,299	5,379
2009-10	3,171	5,024

Distance Education Courses

# of Sections ■ **# of Courses** ■

Year	# of Sections	# of Courses
2009-10	129	53
2010-11	143	55
2011-12	152	55
2012-13	152	62

Distance education courses have seen a healthy growth in enrollment over the past four years. This growth is likely due to the increase in course offerings in this increasingly popular instructional modality. Distance Education accounts for nearly eleven percent of the traditional course enrollments during 2012-2013.

Distance Education Non-Hybrid Courses

Enrollment ■ **Headcount** ■

Year	Headcount	Enrollment
2012-13	2,634	4,314
2011-12	2,637	4,277
2010-11	3,274	5,342
2009-10	3,171	5,024

Distance Education Non-Hybrid Courses

# of Sections ■ **# of Courses** ■

Year	# of Sections	# of Courses
2009-10	129	53
2010-11	142	55
2011-12	105	44
2012-13	112	48

Distance Education Hybrid Courses

Enrollment ■ **Headcount** ■

Year	Headcount	Enrollment
2012-13	1,206	1,435
2011-12	1,469	1,790
2010-11	37	
2009-10		

Distance Education Hybrid Courses

# of Sections ■ **# of Courses** ■

Year	# of Sections	# of Courses
2009-10		
2010-11	1	
2011-12	47	19
2012-13	40	16

There are two types of distance education courses: hybrid and non-hybrid. Non-hybrid distance education courses are offered completely online, while hybrid distance education courses are a combination of online and face-to-face contact between students and instructors. There is an observable inverse effect on non-hybrid distance education enrollment as Santiago Canyon College introduced hybrid distance education courses in 2010-2011. Enrollments lost in non-hybrid distance education were gained in hybrid distance education.

Course Success and Retention

Successful Course Completion

Historically, Santiago Canyon College apprenticeship students perform very well when compared to credit, traditional, and Career Technical Education students. The difference between credit and traditional success and retention rates is attributable only to apprenticeship students, which is why the credit success and retention rates will always be higher than those of traditional students.

Course Retention
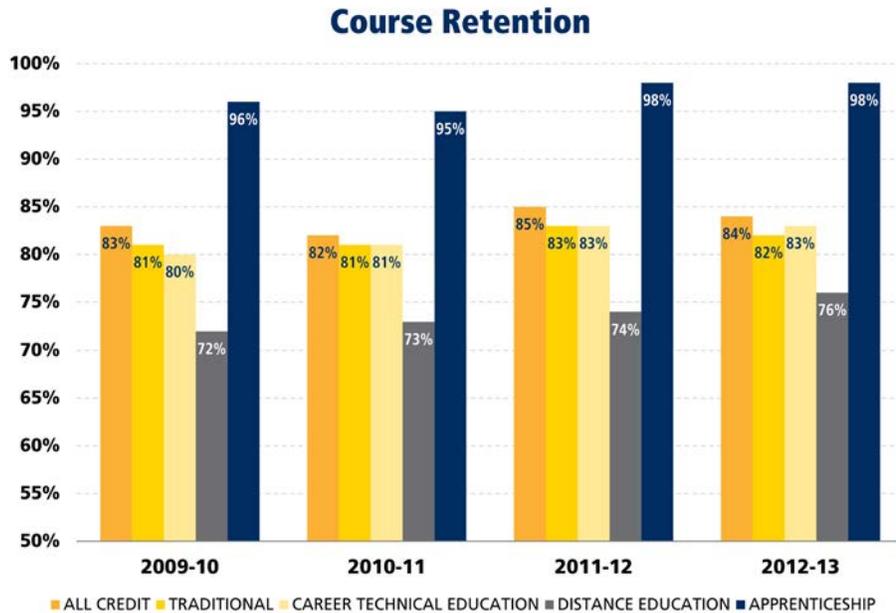
While the success and retention rates of distance education students are lower than other student groups, a gradual increase over the past four years has been observed. From 2009-2010 to 2012-2013, the distance education success rate has increased by seven percent, and the retention rate has increased by four percent.

Successful Course Completion
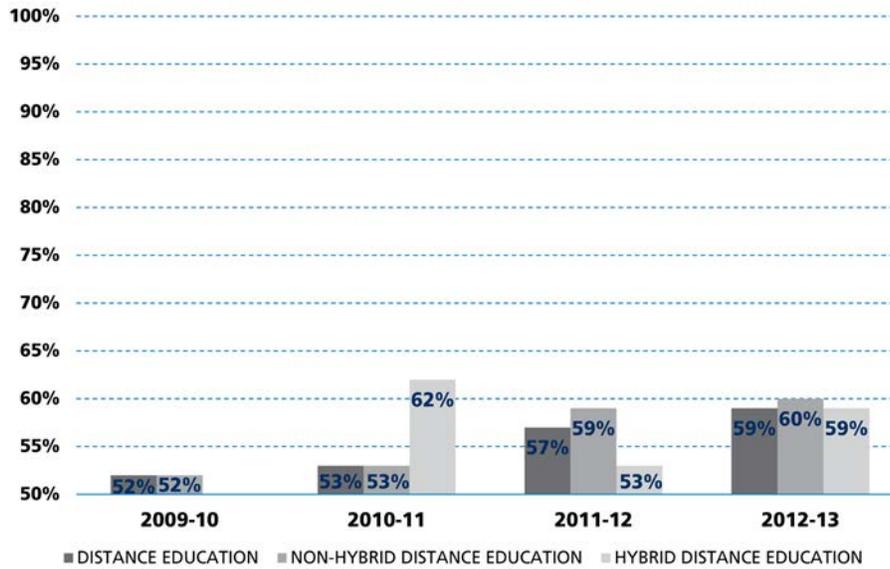
In 2012-2013, the success rates for distance education hybrid and non-hybrid courses hover around sixty percent, up from fifty-two percent in 2009-2010.

Course Retention
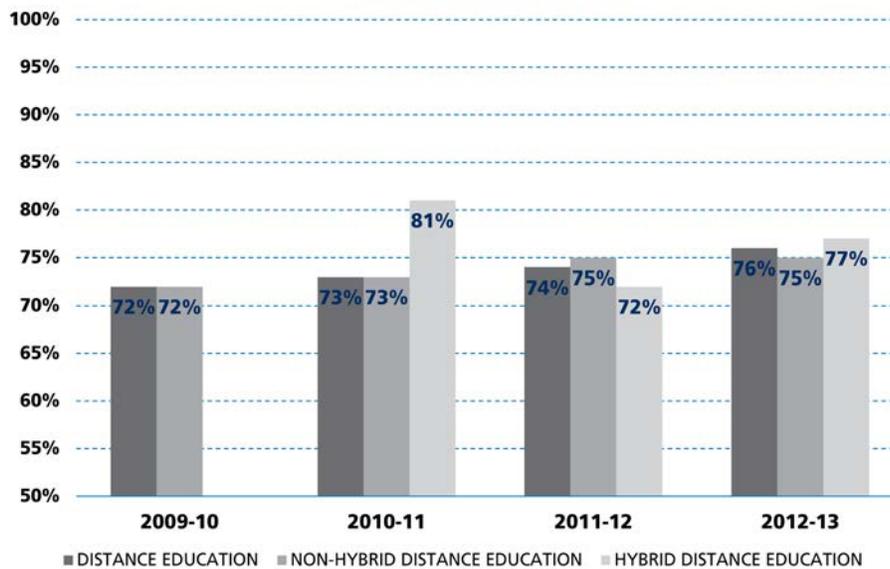
Introduced in 2010-2011, hybrid distance education started off with a success rate of sixty-two percent and retention rate of eighty-one percent, dipping to a low of fifty-three percent for success and seventy-two percent for retention in 2011-2012 and stabilizing at about fifty-nine and seventy-seven percent for success and retention, respectively.

The high success and retention rate during 2010-2011 is due to there being only a single hybrid course offered during that academic year.

Successful Course Completion

Chart showing Successful Course Completion rates by year:

Year	TRADITIONAL	NON-BASIC SKILLS	BASIC SKILLS
2009-10	64%	64%	60%
2010-11	65%	65%	62%
2011-12	68%	69%	63%
2012-13	67%	67%	66%
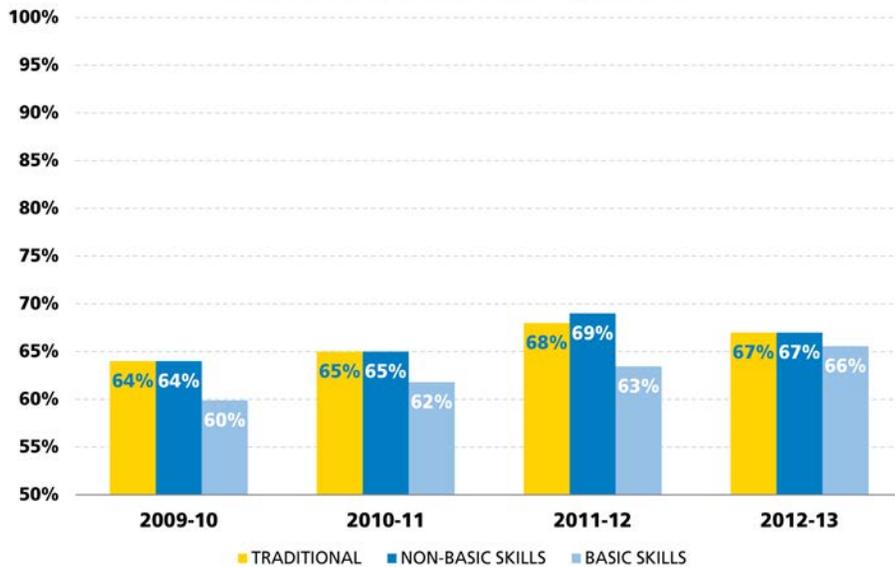
Success and retention rates for non-basic skills courses have remained similar to those rates for traditional courses. While basic skills students face many additional challenges in their academic pursuits, this student group has become more successful in recent years and has remained enrolled in courses for the duration of the term at a greater rate than in past years.

Course Retention

Chart showing Course Retention rates by year:

Year	TRADITIONAL	NON-BASIC SKILLS	BASIC SKILLS
2009-10	81%	81%	83%
2010-11	81%	82%	81%
2011-12	83%	83%	83%
2012-13	82%	82%	86%
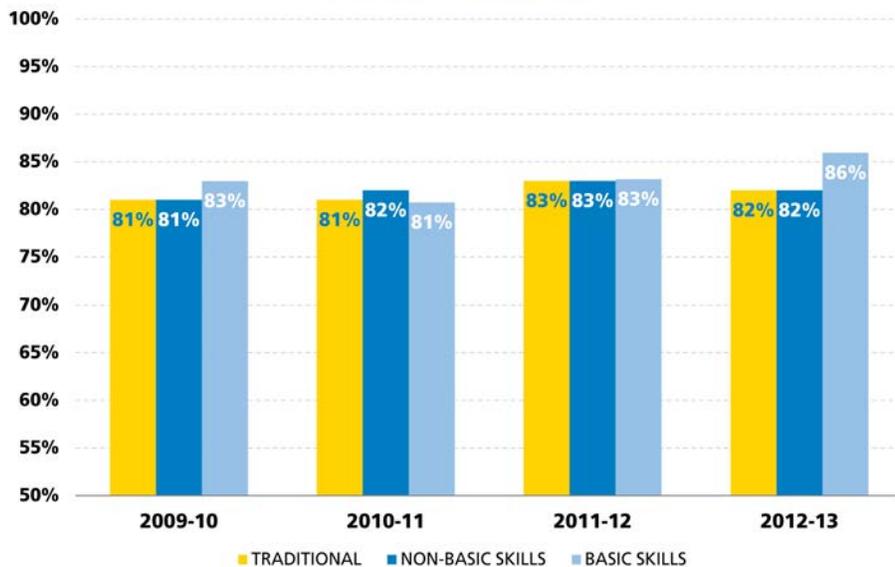
In 2012-2013, the retention rate for basic skills students surpassed that of both traditional and non-basic skills student groups. Coupled with increased success rates, these data suggest that basic skills students are actually performing better, rather than merely dropping a course when a passing grade is determined to be unachievable.

Successful Course Completion

Chart: Successful Course Completion. Y-axis 50%–100%. X-axis years 2009-10, 2010-11, 2011-12, 2012-13. Legend: DISTANCE EDUCATION, BASIC SKILLS.

- 2009-10: Distance Education 52%, Basic Skills 60%
- 2010-11: Distance Education 53%, Basic Skills 62%
- 2011-12: Distance Education 57%, Basic Skills 63%
- 2012-13: Distance Education 59%, Basic Skills 66%
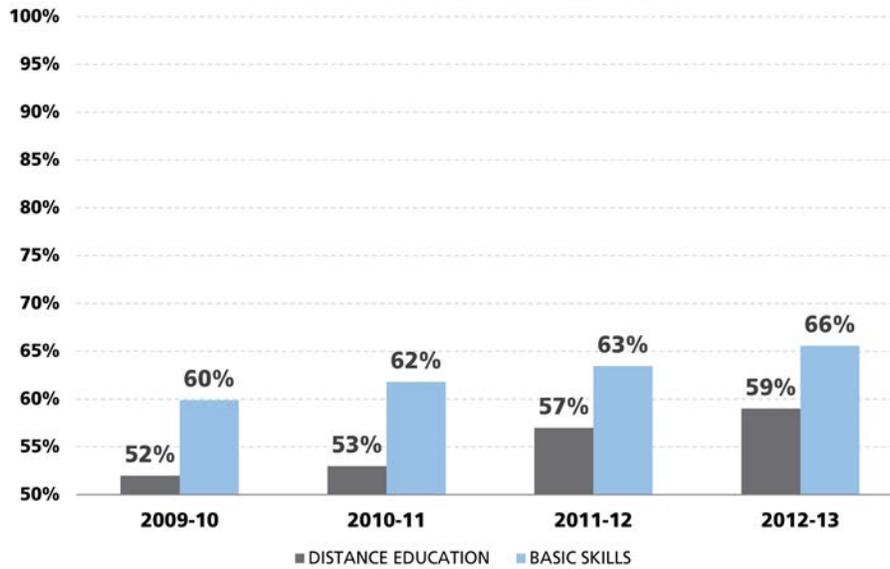
The two student groups that have historically had the lowest success and retention rates have been distance education and basic skills students. Over the past four years, improvement has been observed in success and retention rates for both of these groups.

Course Retention

Chart: Course Retention. Y-axis 50%–100%. X-axis years 2009-10, 2010-11, 2011-12, 2012-13. Legend: DISTANCE EDUCATION, BASIC SKILLS.

- 2009-10: Distance Education 72%, Basic Skills 83%
- 2010-11: Distance Education 73%, Basic Skills 81%
- 2011-12: Distance Education 74%, Basic Skills 83%
- 2012-13: Distance Education 76%, Basic Skills 86%
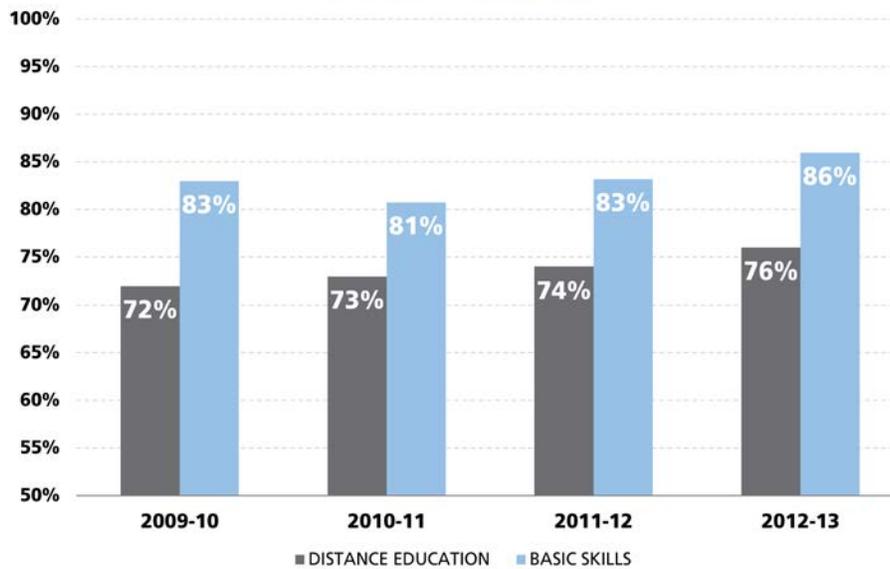
If this trend of increased success and retention continues, basic skills and distance education students may reach similar rates to those of traditional and non-basic skills students within the next four to five years.

Non-Credit Overall Learning Gains

Year	CASAS Learning Gains
2007-08	5,844
2008-09	5,874
2009-10	6,403
2010-11	6,883
2011-12	5,777
2012-13	5,440

■ Comprehensive Adult Student Assessment System (CASAS) Learning Gains
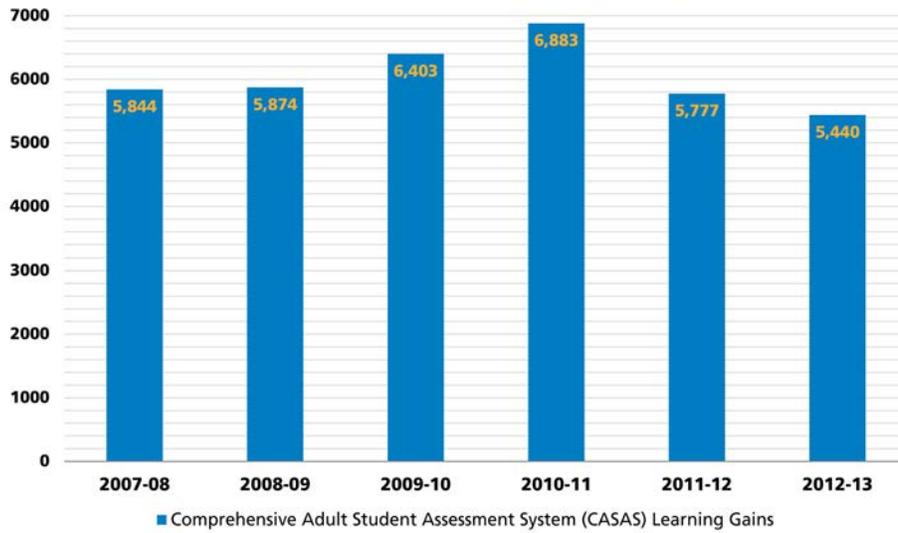
These figures represent student learning gains as measured by the Comprehensive Adult Student Assessment System pre and post-test examination, demonstrating knowledge acquisition in the areas of basic reading, listening, mathematics, and civic participation.

Four-year Comparison of Success and Retention

Successful Course Completion — 2009-10

Category	%
All Credit	68%
Traditional	64%
Career Technical Education	68%
Apprenticeship	94%
Non-Basic Skills	64%
Basic Skills	60%
Distance Education	52%
Non-Hybrid Distance Education	52%

Legend: ALL CREDIT · TRADITIONAL · CAREER TECHNICAL EDUCATION · APPRENTICESHIP · NON-BASIC SKILLS · BASIC SKILLS · DISTANCE EDUCATION · NON-HYBRID DISTANCE EDUCATION · HYBRID DISTANCE EDUCATION

Course Retention — 2009-10

Category	%
All Credit	83%
Traditional	81%
Career Technical Education	80%
Apprenticeship	96%
Non-Basic Skills	81%
Basic Skills	83%
Distance Education	72%
Non-Hybrid Distance Education	72%

Legend: ALL CREDIT · TRADITIONAL · CAREER TECHNICAL EDUCATION · APPRENTICESHIP · NON-BASIC SKILLS · BASIC SKILLS · DISTANCE EDUCATION · NON-HYBRID DISTANCE EDUCATION · HYBRID DISTANCE EDUCATION

Successful Course Completion — 2012-13

Category	%
All Credit	71%
Traditional	67%
Career Technical Education	70%
Apprenticeship	97%
Non-Basic Skills	67%
Basic Skills	66%
Distance Education	59%
Non-Hybrid Distance Education	60%
Hybrid Distance Education	59%

Legend: ALL CREDIT · TRADITIONAL · CAREER TECHNICAL EDUCATION · APPRENTICESHIP · NON-BASIC SKILLS · BASIC SKILLS · DISTANCE EDUCATION · NON-HYBRID DISTANCE EDUCATION · HYBRID DISTANCE EDUCATION

Course Retention — 2012-13

Category	%
All Credit	84%
Traditional	82%
Career Technical Education	83%
Apprenticeship	98%
Non-Basic Skills	82%
Basic Skills	86%
Distance Education	76%
Non-Hybrid Distance Education	75%
Hybrid Distance Education	77%

Legend: ALL CREDIT · TRADITIONAL · CAREER TECHNICAL EDUCATION · APPRENTICESHIP · NON-BASIC SKILLS · BASIC SKILLS · DISTANCE EDUCATION · NON-HYBRID DISTANCE EDUCATION · HYBRID DISTANCE EDUCATION

Over the past four years, from 2009-2010 to 2012-2013, there has been an observable increase in success and retention rates for all categories of credit courses. Most notable are the increases in success rates for distance education and non-hybrid distance education from fifty-two to fifty-nine percent and fifty-two to sixty percent, respectively. Santiago Canyon College's apprenticeship program remains the pinnacle of success and retention among credit course categories. As noted in a previous section, success and retention rates continue to increase for basic skills students as well as for distance education students. If this trajectory holds, success and retention rates for students enrolling in these courses may approach success and retention rates of credit, traditional, and Career Technical Education courses within the next four to five years.

Dual Enrollment at SCC and SAC
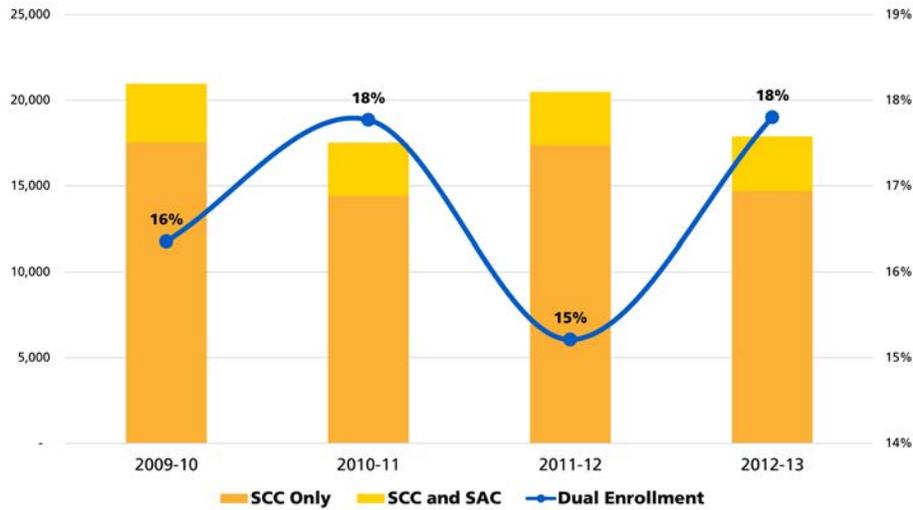
As is common with multi-college districts, students tend to enroll at more than one institution within the District. This chart presents the proportion of Santiago Canyon College students who have enrolled at both Santiago Canyon College and Santa Ana College over the past four years. Ranging between fifteen and eighteen percent, dual enrollment status is at its highest when overall credit enrollment numbers are down and at its lowest when overall credit enrollment numbers are up. This suggests that students seek to supplement their enrollment at Santa Ana College when course offerings are limited at Santiago Canyon College.

Proportion of Full-time Students
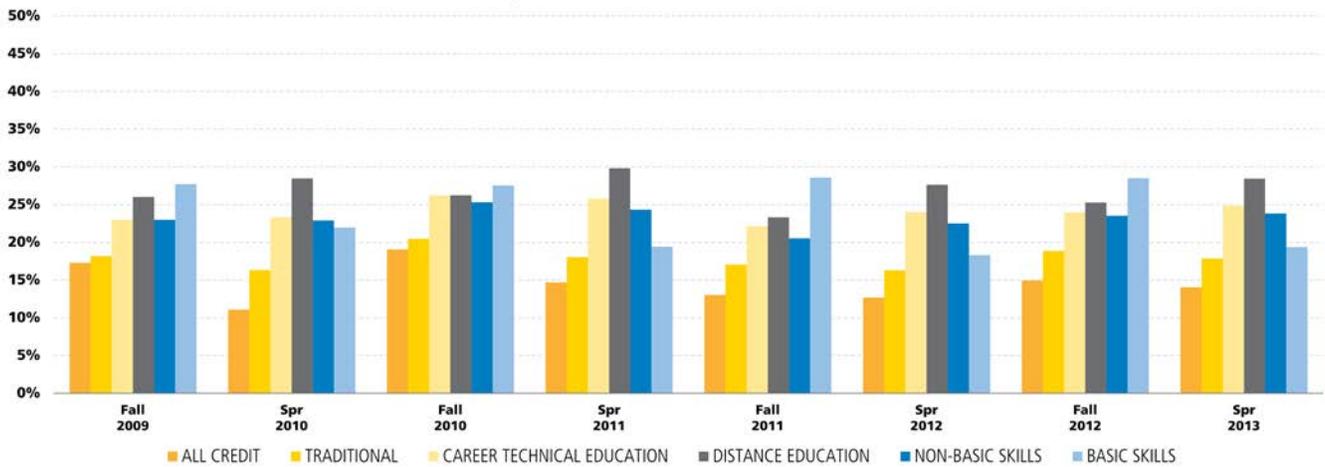
Full-time student proportions tend to be higher in the fall term than in the spring, with the exception of those students taking distance education courses. The two students groups who consistently have the highest full-time proportion are those taking distance education and basic skills courses.

Fall-to-Fall Persistence for Credit
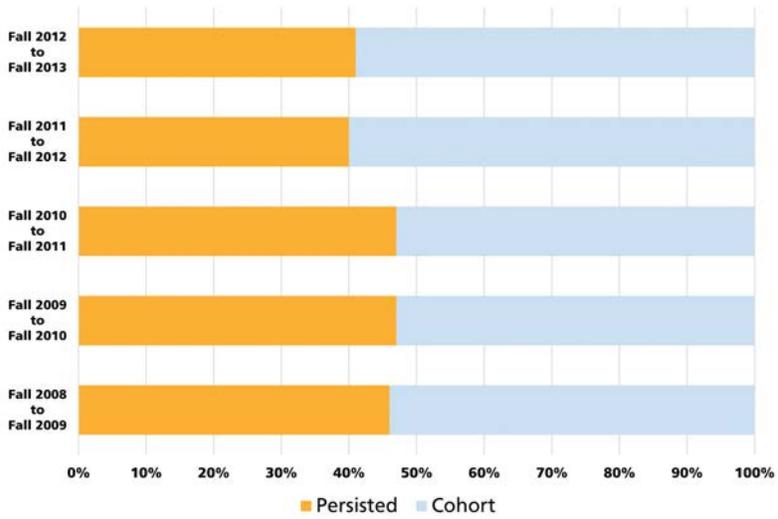
Fall-to-Fall persistence for credit students has seen a gradual decline over the past five years and appears to have stabilized around forty-one percent of students persisting from fall 2012 to fall 2013.

Fall-to-Fall Persistence for Non-Credit
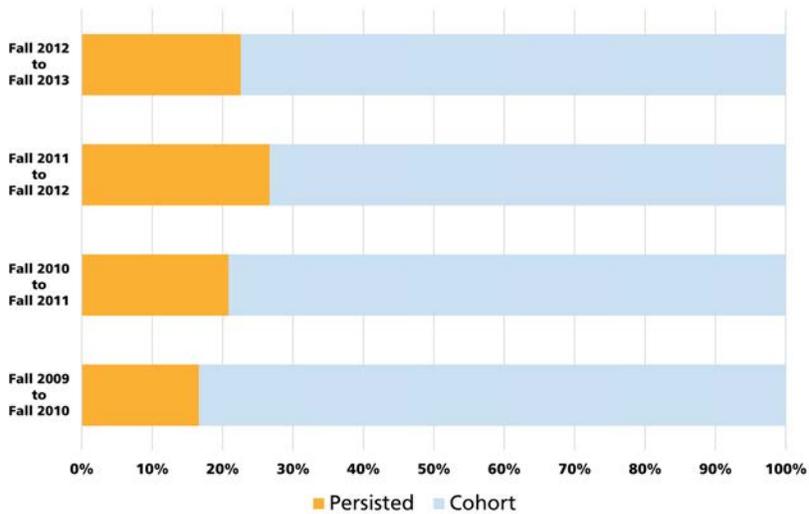
Over the past four years, Fall-to-Fall persistence has increased from seventeen to twenty-three percent for non-credit students.

Student Achievement

Degrees and Certificates Awarded
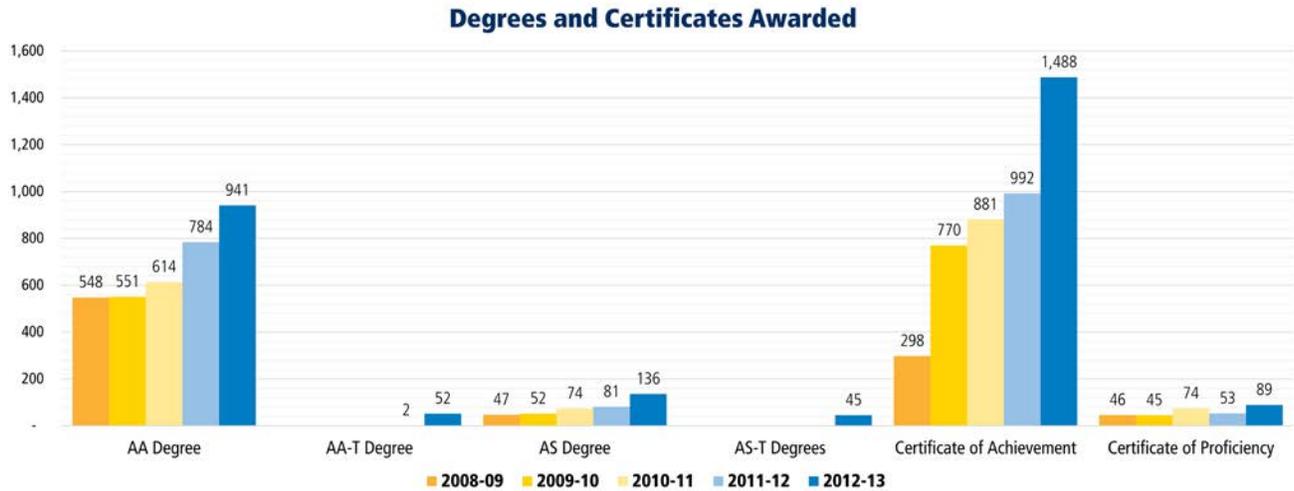
The preceding chart demonstrates the number of degrees and certificates awarded for each type over the past five years. The number of degrees and certificates has increased over this period, nearly doubling the total number of degrees awarded and increasing the number of certificates awarded by a multiple of five.
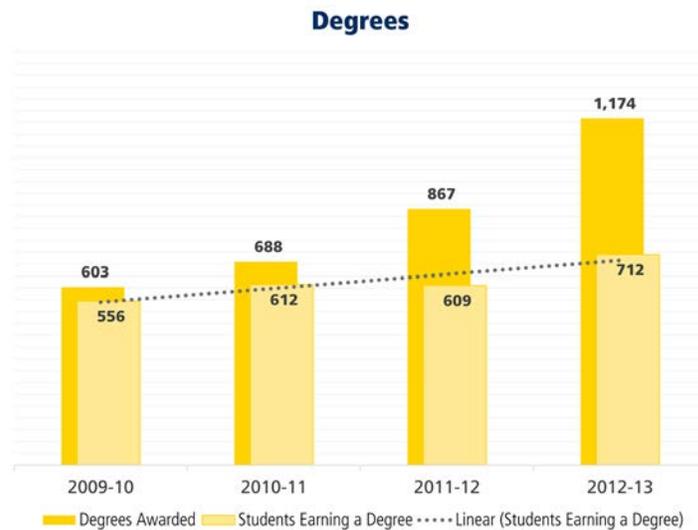
Degrees

The number of degrees awarded and the number of students earning degrees have increased from 2009-2010 to 2012-2013. In 2012-2013, the number of students earning degrees was 712, and the number of degrees awarded was 1,174. This suggests that there has been an increase in the number of students earning more than one degree.

Certificates

	2009-10	2010-11	2011-12	2012-13
Certificates Awarded	770	881	992	1,488
Students Earning a Certificate	714	832	928	1,447

- Certificates Awarded
- Students Earning a Certificate
- Linear (Students Earning a Certificate)
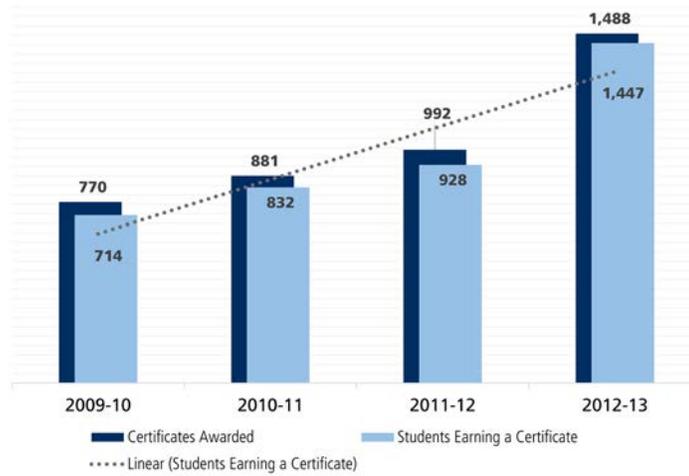
The number of certificates awarded and the number of students earning certificates have increased from 2009-2010 to 2012-2013. In 2012-2013, the number of students earning certificates was 1,447, and the number of certificates awarded was 1,488. This suggests that very few students earn more than one certificate.

Awards Earned

	2009-10	2010-11	2011-12	2012-13
Students Earning a Certificate	714	832	928	1,447
Students Earning a Degree	556	612	609	712
Students Earning any Award	861	921	1,019	1,559

- Students Earning a Certificate
- Students Earning a Degree
- Students Earning any Award
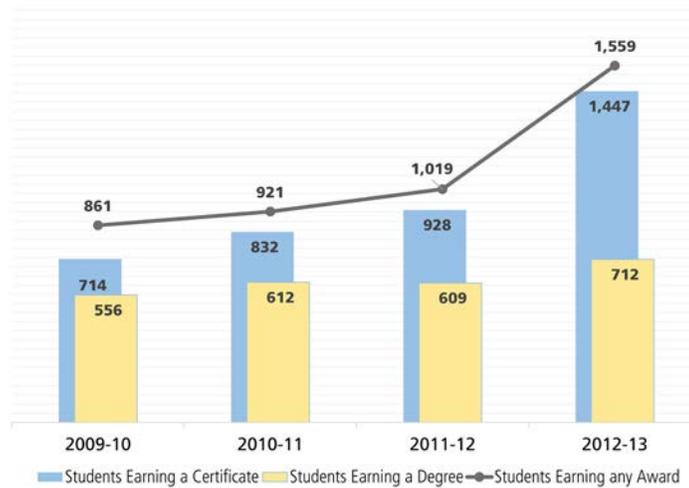
Additionally, the number of students earning any award, whether degree or certificate, has nearly doubled over the past four-year period. From 2011-2012 to 2012-2013, there was an increase of the number of students earning any award of fifty-three percent, the largest single year increase to date.

High School Diplomas Awarded

	2009-10	2010-11	2011-12	2012-13
	85	100	60	51
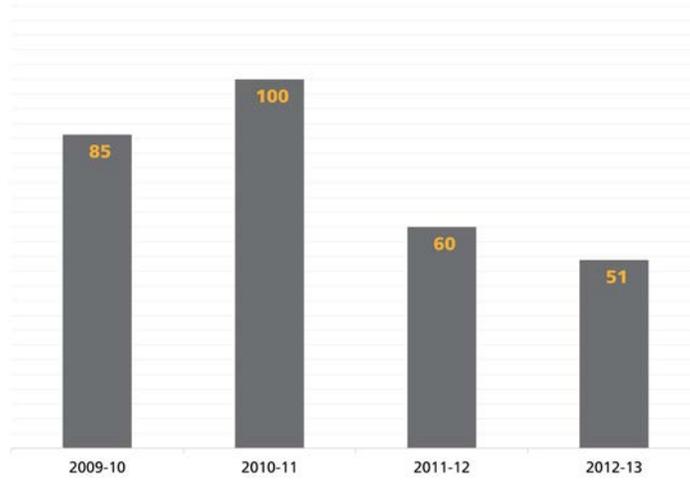
Through the Division of Continuing Education, non-credit students can earn their GED or high school diploma.

Non-Credit Certificates of Completion Awarded

	2009-10	2010-11	2011-12	2012-13
	127	213	3,609	3,712
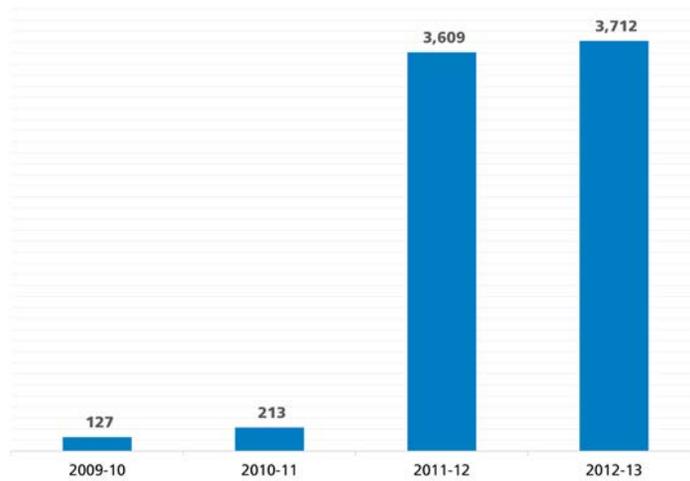
Additionally, through non-credit course offerings, students may also earn a number of certificates of completion in high demand office occupations including customer service, executive secretary, administrative/office assistant, office manager, or web associate.

Transfers to 4-year Institutions
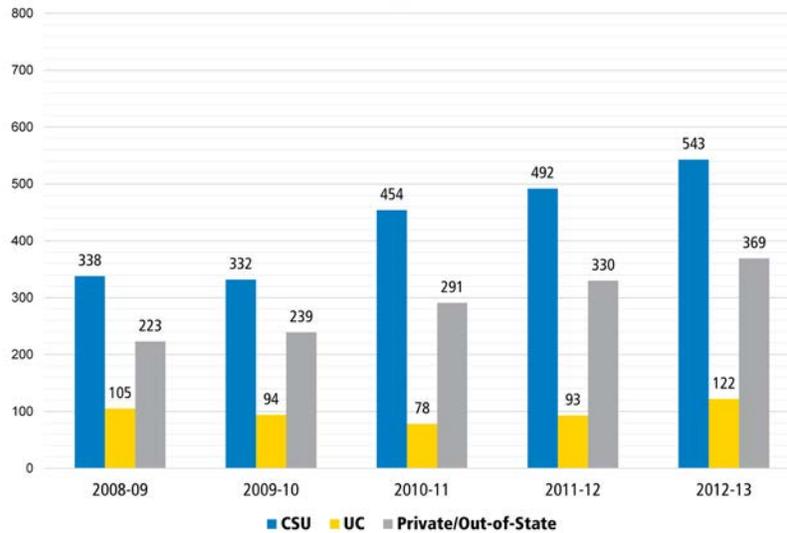
Overall, transfers to four-year institutions have increased over the past five years. Transfers to California State University (CSU) and Private/Out-of-State institutions have increased by sixty-one and sixty-five percent, respectively, during this time period. Transfers to University of California (UC) institutions have increased as well but at a more modest rate of sixteen percent over the same five-year period.

Institutional Student Learning Outcomes
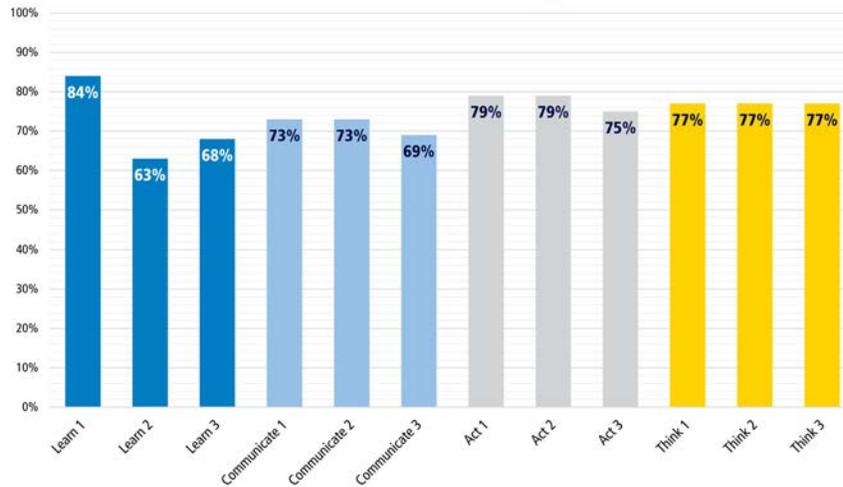
Santiago Canyon College has twelve institutional student learning outcomes (ISLOs) that are grouped into four major outcomes. These outcomes are embedded within the College's mission statement and are measured annually through the "Student Satisfaction Survey" administered by the Rancho Santiago Community College District Research Department. The results of the most recent assessment of institutional student learning outcomes can be found in the "2013 Student Satisfaction Survey."

**Student Success Scorecard
Completion**

Year	Overall	Remedial	Prepared
2007-08	55.7%	43.8%	73.3%
2006-07	57.0%	44.4%	74.0%
2005-06	57.1%	45.5%	72.0%
2004-05	55.2%	45.1%	69.3%
2003-04	54.6%	41.9%	75.0%

■ Overall ■ Remedial ■ Prepared
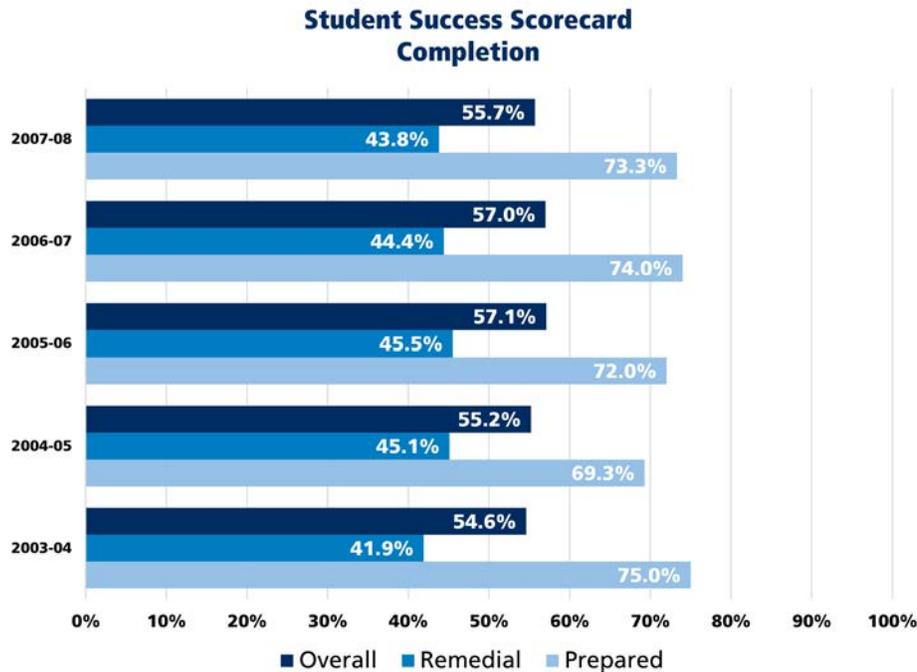
Completion

The percentage of degree and/or transfer seeking first-time students were tracked for six years to determine who succeeded in completing a degree, certificate, or transfer-related outcome. The report provides an overall rate, a rate for those whose lowest attempted mathematics or English level was remedial, and those whose lowest attempted mathematics or English course was at the college level.

**Student Success Scorecard
Persistence**

Year	Overall	Remedial	Prepared
2007-08	76.8%	76.4%	77.3%
2006-07	74.9%	75.6%	73.8%
2005-06	78.5%	77.6%	79.6%
2004-05	75.6%	75.0%	76.4%
2003-04	77.6%	79.1%	75.2%

■ Overall ■ Remedial ■ Prepared
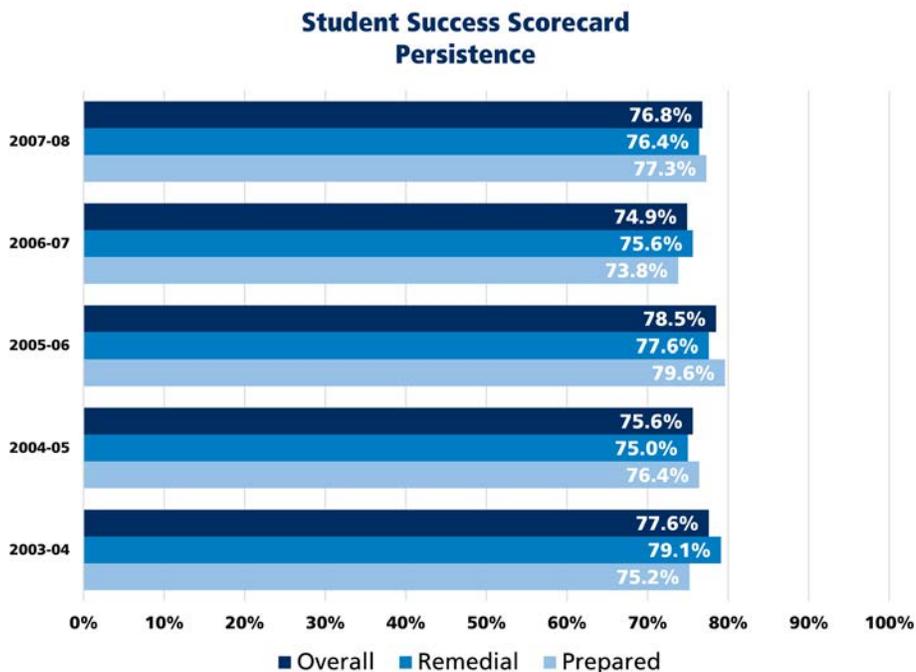
Persistence

Persistence refers to the percentage of degree and/or transfer-seeking first-time students who enroll in three consecutive primary terms anywhere in the system. This metric is considered a milestone or momentum point, and research shows that students with sustained enrollment are more likely to succeed.

Student Success Scorecard
30 Units

2007-08	72.7% / 69.4% / 77.6%
2006-07	71.4% / 67.4% / 76.9%
2005-06	71.6% / 69.1% / 74.8%
2004-05	69.6% / 67.8% / 72.3%
2003-04	71.2% / 68.2% / 75.9%

■ Overall ■ Remedial ■ Prepared
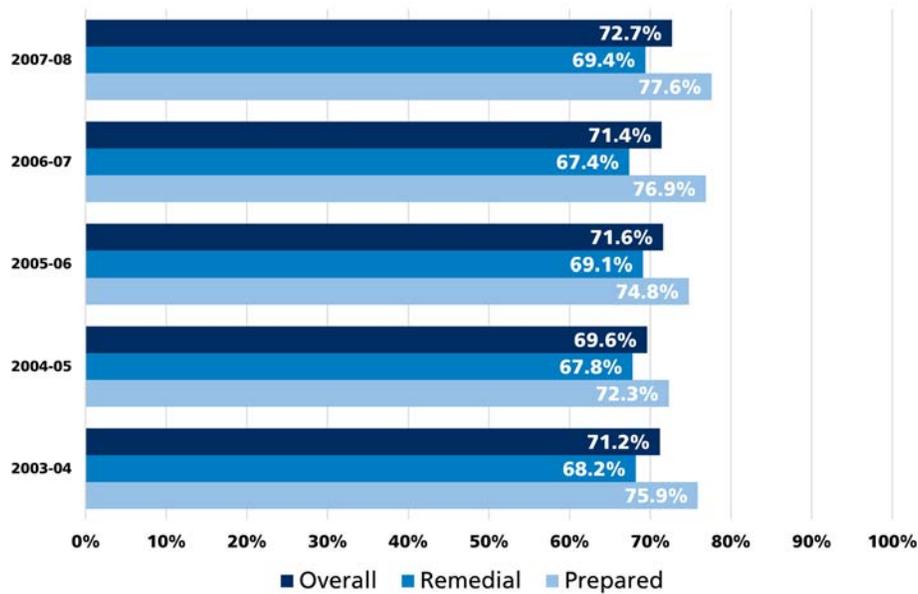
30 Units

The 30 units metric is a percentage of degree and/or transfer seeking first-time students who achieve at least 30 units after six years in the system. This metric is also a milestone or momentum point. Credit accumulation, 30 units specifically, tend to be positively correlated with completion and wage gain.

Student Success Scorecard
Remedial

2007-08	66.7% / 40.9% / 48.8%
2006-07	67.9% / 41.3% / 44.7%
2005-06	38.2% / 35.8% / 46.3%
2004-05	33.3% / 40.7% / 42.8%
2003-04	24.1% / 40.0% / 43.7%

■ ESL ■ Math ■ English
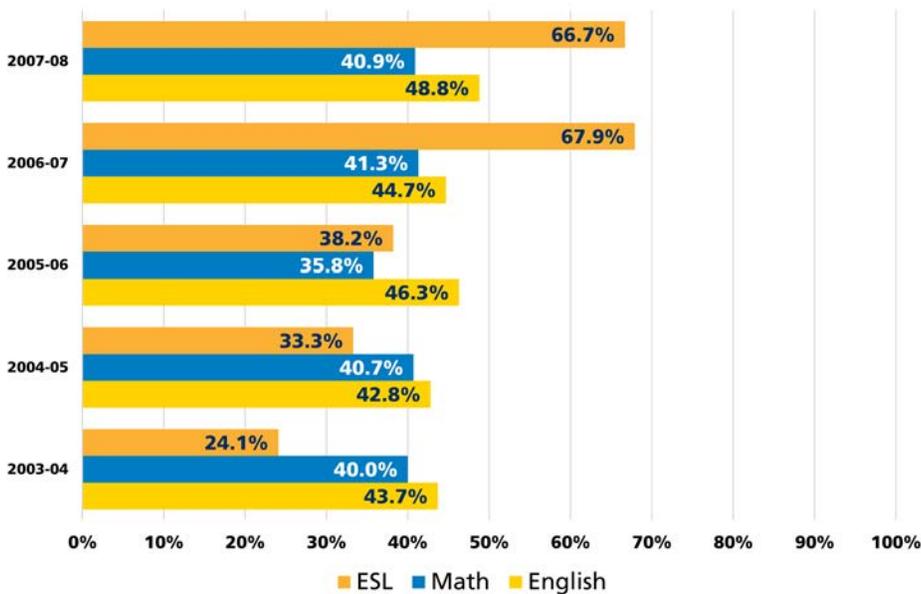
Remedial Progress Rate

Remedial progress rate refers to the percentage of credit students who start out at any levels below transfer in English, mathematics, and/or English as a Second Language (ESL) and are followed for six years to determine if they successfully completed a college-level course in the same discipline.

Student Success Scorecard
Career Technical Education

2007-08	54.9%
2006-07	64.4%
2005-06	62.4%
2004-05	61.1%
2003-04	56.0%

0%　10%　20%　30%　40%　50%　60%　70%　80%　90%　100%

■ Career Technical Education
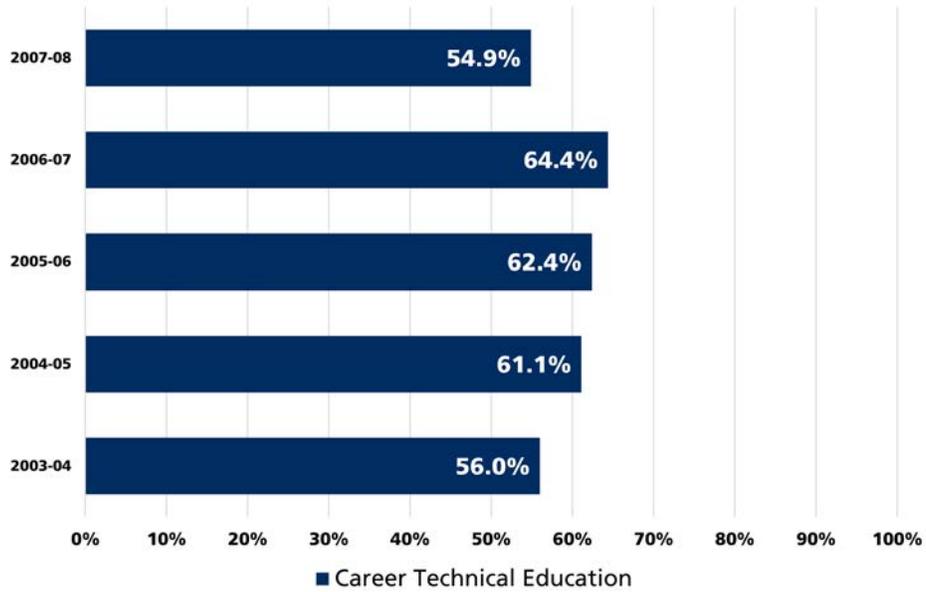
Career Technical Education Rate

The Career Technical Education metric relates to the percentage of students who completed several courses classified as Career Technical Education (or vocational) in a single discipline and succeeded in completing a degree, certificate, or transfer related outcome within six years.

Institution-Set Standards

In spring 2013, Santiago Canyon College developed its set of institution-set standards as required by the U.S. Department of Education and all regional accreditors of two-year institutions.

The following data represent both the data used to establish institution-set standards as well as the most recent data point to be measured against the institution-set standard for successful course completion, Fall-to-Fall persistence, number of students earning a degree, number of students earning a certificate, number of transfers to four-year institutions, and job placement rates.

Institution-Set Standard
Successful Course Completion Rate

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
63%	66%	69%	69%	69%

Legend: Successful Course Completion Rate | Institution-Set Standard

Institution-Set Standard
Number of Students Earning a Degree

2009-10	2010-11	2011-12	2012-13
556	612	609	712

Legend: Number of Students Earning a Degree | Institution-Set Standard

Institution-Set Standard
Number of Students Earning a Certificate
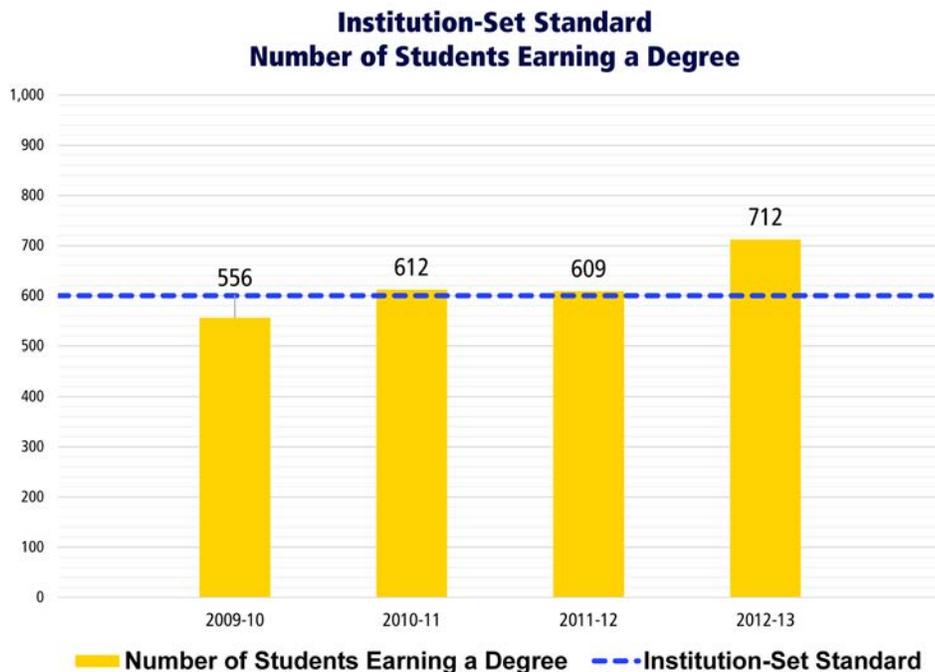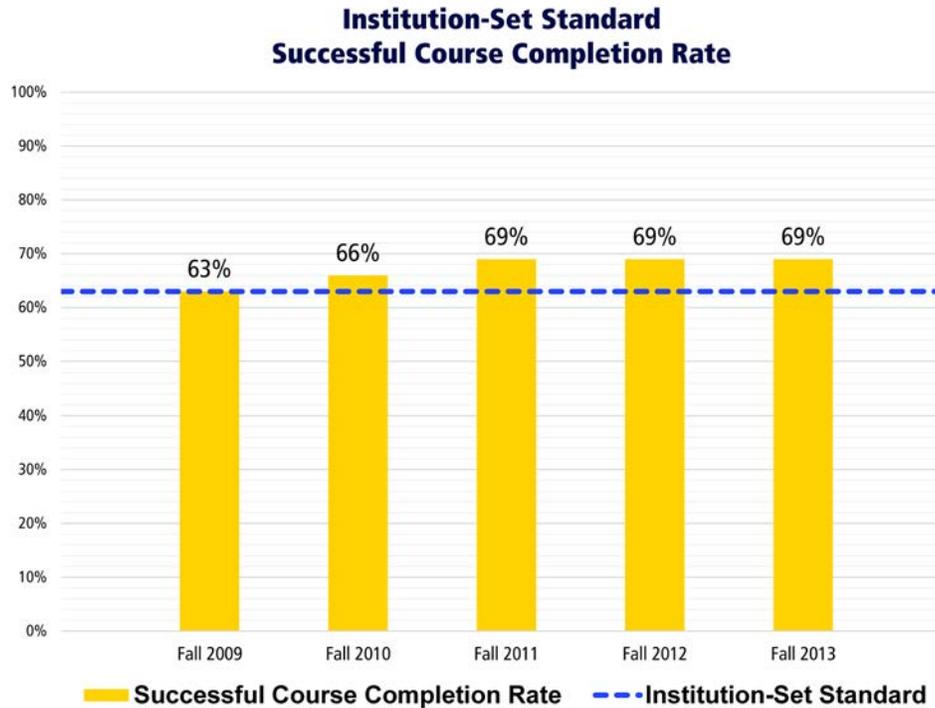
Number of Students Earning a Certificate — Institution-Set Standard
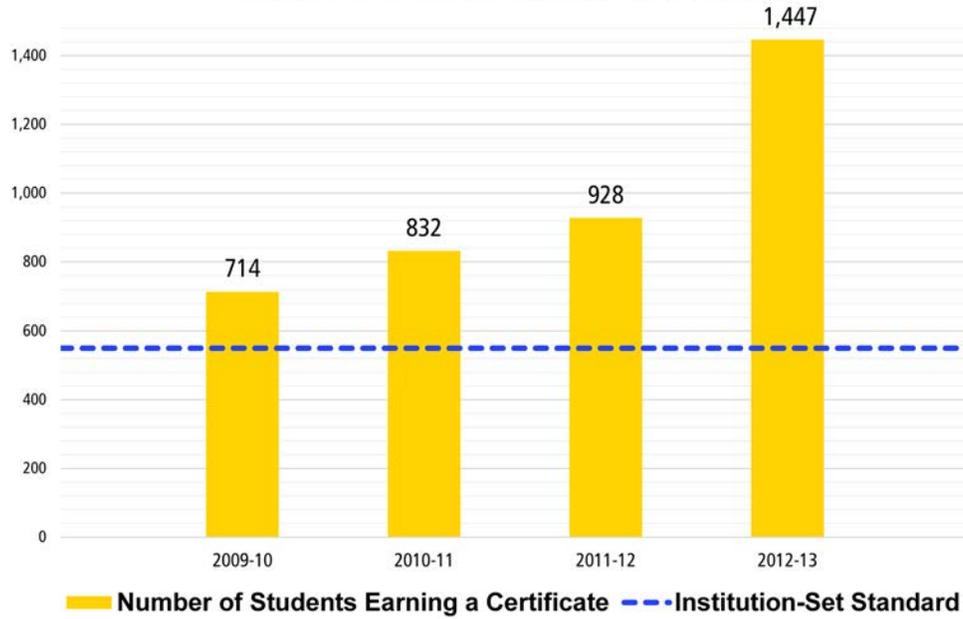
Institution-Set Standard
Number of Students Transferring to a 4-Year Institution

Number of Students Transferring — Institution-Set Standard

42
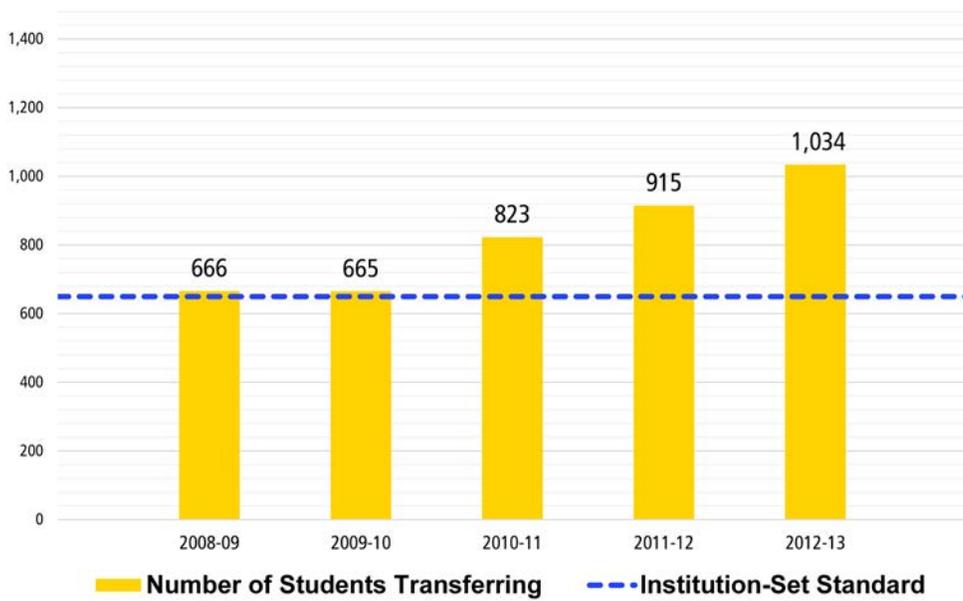
Institution-Set Standard
Job Placement Rates by CTE Program TOP Code

TOP Code	2011-2012 Placement Rate
050500	86%
059900	68%
093440	100%
095220	100%
095730	97%
095800	87%
210210	94%
300700	68%

Legend: ▮ 2011-2012 Placement Rate   - - - Institution-Set Standard
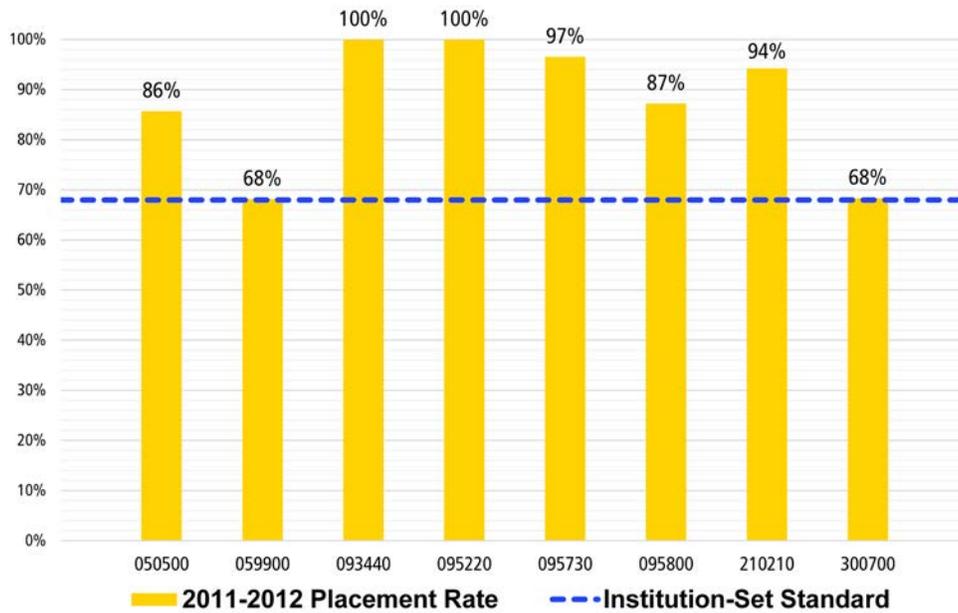
Institution-Set Standard
Fall-to-Fall Persistence

Year	Fall to Fall Persistence
2008 to 2009	46%
2009 to 2010	47%
2010 to 2011	47%
2011 to 2012	40%
2012 to 2013	44%

Legend: ▮ Cohort   ▮ Fall to Fall Persistence   - - - Institution-Set Standard
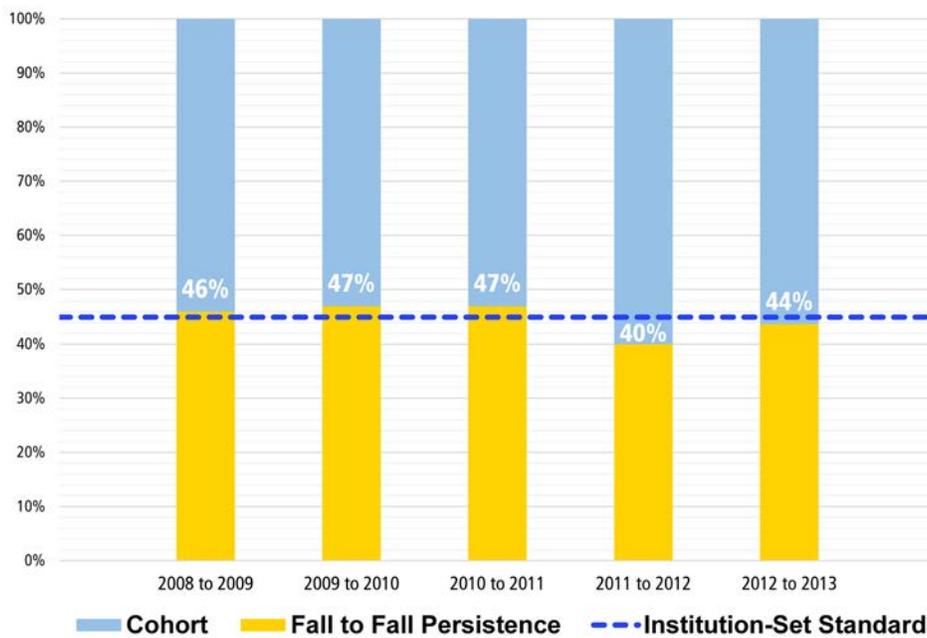
For all but one metric, the standard has been met. The exception is that of the Fall-to-Fall persistence rate, which fell short of the forty-five percent persistence requirement by one percent. Because of the increase in students receiving degrees and certificates, as well as the increase in transfers to four-year institutions, Santiago Canyon College has determined that successes in these areas have had an adverse effect on Fall-to-Fall persistence. The College will be revisiting this metric to adjust the standard to a more reasonable level.

Student Demographics

Student Gender

	NON-CREDIT	DISTANCE EDUCATION	NON-BASIC SKILLS	BASIC SKILLS	CAREER TECHNICAL EDUCATION	APPRENTICESHIP	TRADITIONAL	ALL CREDIT
Female	48%	53%	38%	54%	41%	2%	47%	38%
Male	52%	46%	62%	46%	59%	97%	53%	62%
Not Reported	0%	0%	1%	0%	0%	1%	0%	1%
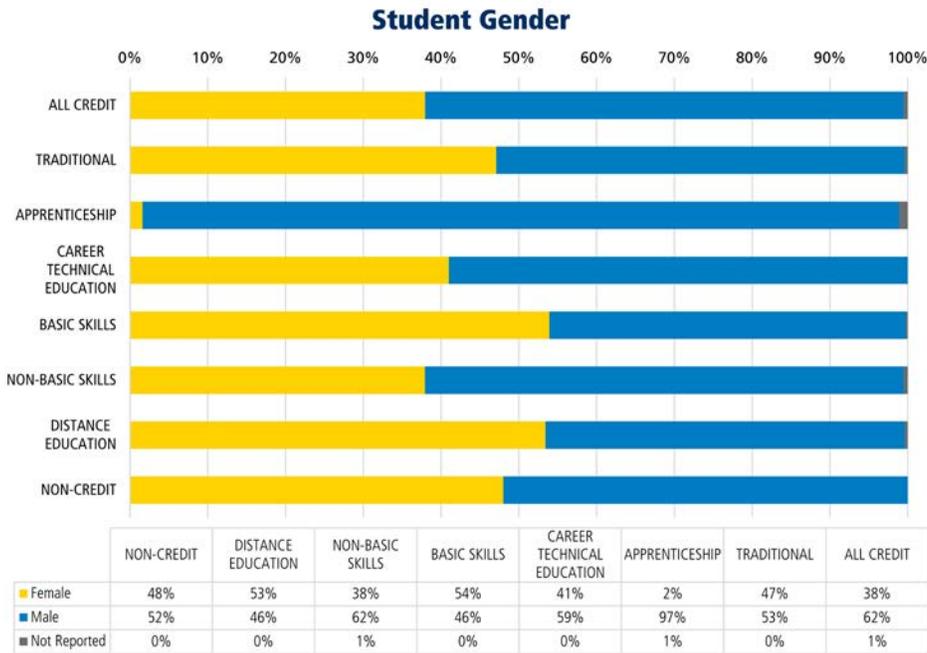
Among all student groups, apprenticeship student gender proportions are the most notable, with ninety-seven percent of apprenticeship students being male. When apprenticeship students are removed from all credit students, traditional students reflect a more reasonable gender proportion with a fifty-three percent male/forty-seven percent female split. This split is still more heavily male than many other community colleges across the state.

Student Age Distribution

	NON-CREDIT	DISTANCE EDUCATION	NON-BASIC SKILLS	BASIC SKILLS	CAREER TECHNICAL EDUCATION	APPRENTICESHIP	TRADITIONAL	ALL CREDIT
<=19	10%	21%	24%	55%	23%	2%	29%	24%
20-21	7%	28%	20%	21%	25%	7%	23%	20%
22-25	14%	23%	22%	10%	20%	23%	21%	22%
26-29	12%	10%	11%	4%	9%	21%	9%	11%
30-39	23%	11%	13%	4%	12%	29%	9%	13%
40-49	17%	5%	6%	3%	6%	11%	5%	6%
50+	18%	3%	4%	2%	5%	6%	4%	4%
Not Reported	0%	0%	1%	0%	0%	1%	0%	1%
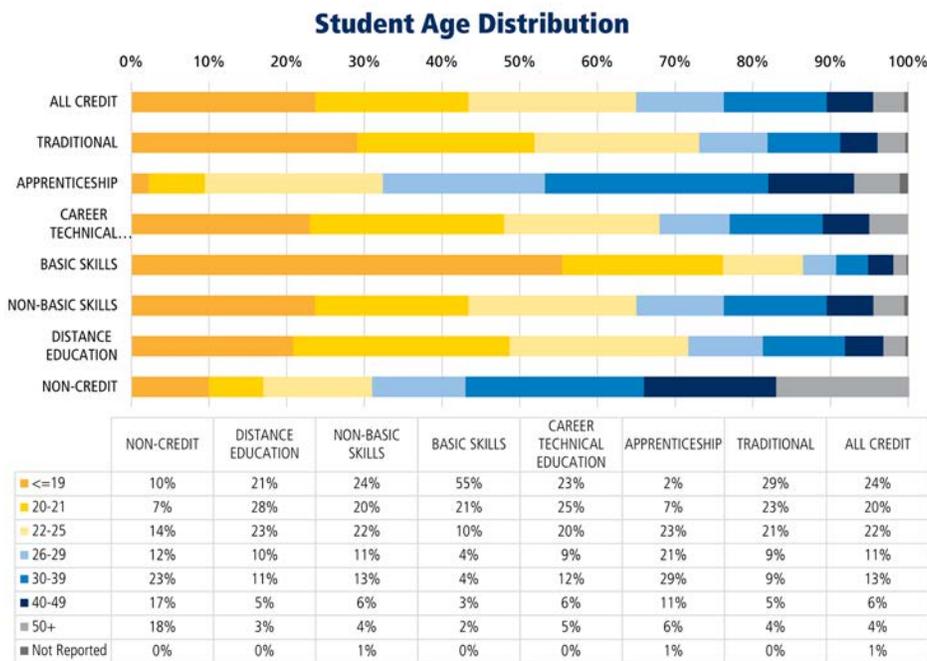
Apprenticeship and non-credit students tend to be older than the rest of the Santiago Canyon College's student groups. Basic skills students are the youngest group, with traditional and distance education students close behind.

Student Ethnicity

	NON-CREDIT	DISTANCE EDUCATION	NON-BASIC SKILLS	BASIC SKILLS	CAREER TECHNICAL EDUCATION	APPRENTICESHIP	TRADITIONAL	ALL CREDIT
African American	2%	3%	2%	2%	2%	4%	2%	2%
Asian	6%	9%	8%	4%	9%	2%	9%	8%
Hispanic	54%	34%	40%	54%	37%	41%	40%	40%
White	19%	42%	37%	29%	39%	38%	36%	37%
Other	2%	4%	5%	3%	4%	7%	4%	5%
Not Reported	17%	9%	9%	9%	9%	9%	9%	9%
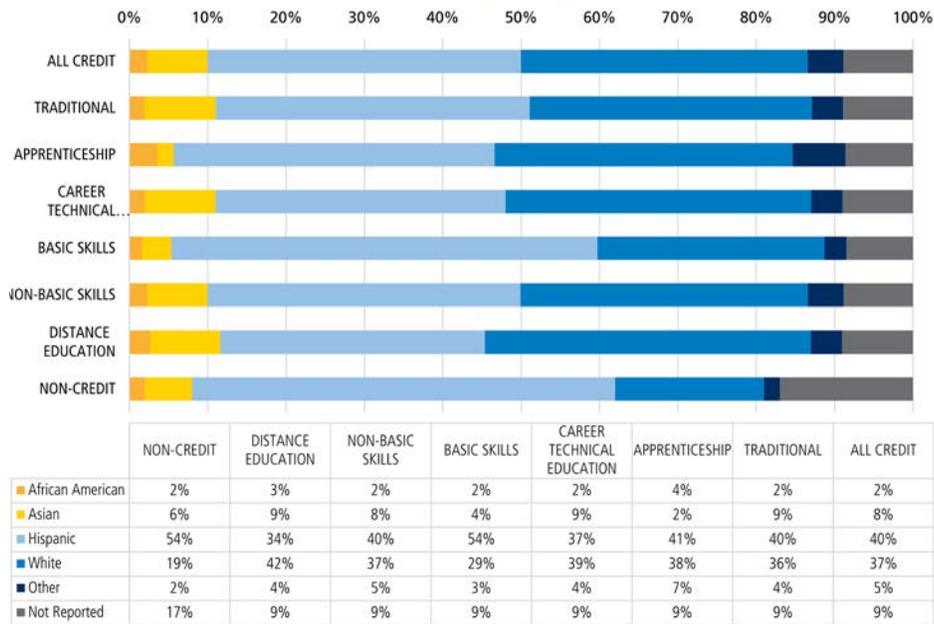
Student ethnicity groups across all student groups are relatively consistent with the exception of non-credit and basic skills students having a larger proportion of Hispanic students, off-setting the proportion of White students for these same groups. Non-credit students are also more likely to not report their ethnicity than any other student group.

Employee Demographics

Employee Gender
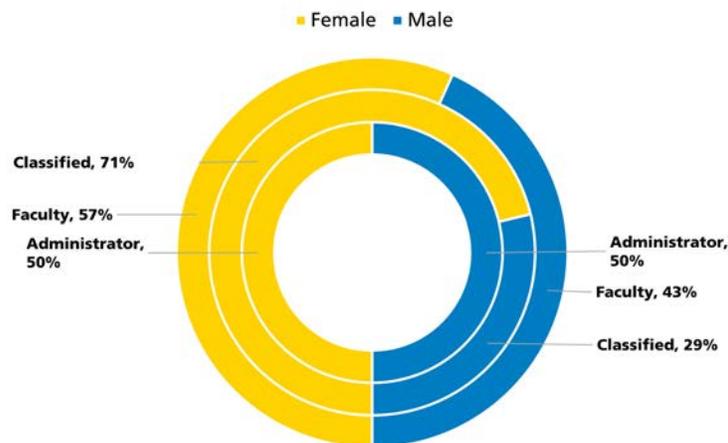
The gender proportion for Santiago Canyon College's administrative personnel is split 50/50. For faculty and classified groups, there are more female than male members.

Employee Age Distribution
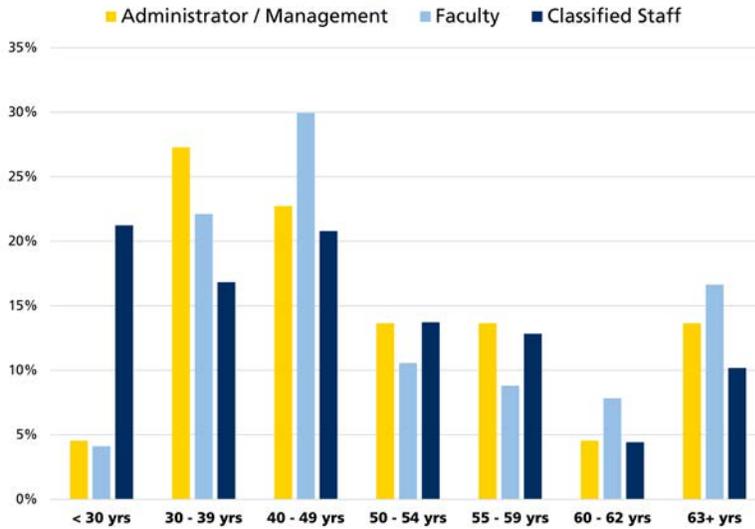
Classified staff are the youngest of the three college constituencies. Administrator/Management and Faculty are predominantly between the ages of 30 and 49.

Employee Ethnicity
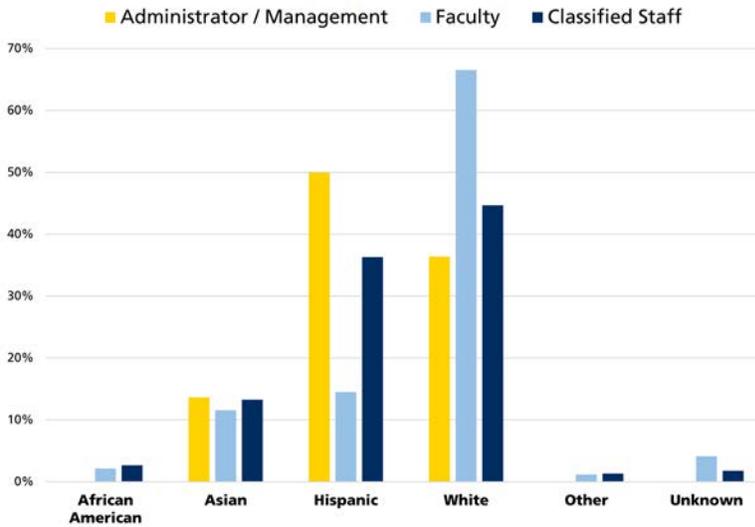
Hispanic representation is strongest within the Administrator/Management group and weakest within the Faculty. Conversely, White representation is strongest within the Faculty and weakest within the Administrator/Management group. Asian representation is equal among all constituencies.

Organization of Self Evaluation

ORGANIZATION OF SELF EVALUATION

In fall 2012, the vice president of academic affairs invited the Academic Senate of Santiago Canyon College president, Curriculum & Instruction Council chair, and the assistant dean of Institutional Effectiveness & Assessment to serve as Accreditation co-chairs for the Santiago Canyon College's 2014 Institutional Self Evaluation Steering Committee. During that semester, the co-chairs met and discussed the structure of the Steering Committee as well as created a timeline for the creation of the Self Evaluation. To ensure broad participation from the entire College community, the co-chairs recommended that each of the Standard Groups (that comprised the larger Steering Committee) have a minimum of three co-chairs, with at least one classified staff, one faculty, and one administrator leading each Standard group. As a result, the Accreditation co-chairs created a list of potential Steering Committee members and reached out to the individuals to determine their willingness to serve. Once each member's willingness to serve was confirmed, the Accreditation co-chairs distributed a draft of the Steering Committee membership to the College community, and following their governance processes, both the Academic Senate of Santiago Canyon College and College Council adopted the Steering Committee membership and recommended that the College president accept the Self Evaluation chairs and committee structure.

SCC Accreditation Steering Committee for 2014 Institutional Self Evaluation	
Committee Chairs	Aracely Mora, Vice President, Academic Affairs and Accreditation Liaison Officer
	Corinna Evett, Academic Senate President
	Craig Rutan, Curriculum & Instruction Council Chair
	Aaron Voelcker, Assistant Dean, Institutional Effectiveness & Assessment
Student Representative	Jimmy Ko, President, Associated Student Government
District Liaison	John Didion, Executive Vice Chancellor, Human Resources & Educational Services
RSCCD Board of Trustees Liaisons	Trustee Claudia Alvarez and Trustee John Hanna

Standard	Administrator	Classified Staff	Faculty
I.A: Mission	Jose Vargas Vice President, Continuing Education	Debbie Hjorth Administrative Secretary, Counseling & Student Support Services	Roberta Tragarz Professor, English
I.B: Improving Institutional Effectiveness	Aaron Voelcker Assistant Dean, Institutional Effectiveness & Assessment	Leigh Ann Unger Admissions & Records Technology Specialist	Alex Taber Professor, Economics
II.A: Instructional Programs	Corine Doughty Dean, Business & Career Technical Education Lori Fasbinder Dean, Instruction & Student Services	Tiffany Garbis Support Services Assistant	Diana Babayan Professor, American College English Mary Walker Professor, English as a Second Language
II.B: Student Support Services	Ruth Babeshoff Dean, Counseling & Student Support Services	Robert Waldren Student Service Coordinator	Jennifer Coto Professor, Counseling
II.C: Library and Learning Support Services	Marilyn Flores Dean, Arts, Humanities & Social Sciences/Library	Chris Gilson Library Technician	Joe Geissler Professor, Library & Information Science Melinda Womack Professor, Communication

Standard	Administrator	Classified Staff	Faculty
III.A: Human Resources	Martin Stringer Dean, Mathematics & Sciences	Esther Odegard Administrative Secretary, Mathematics & Sciences	Joyce Wagner Professor, Mathematics
III.B: Physical Resources	Steve Kawa Vice President, Administrative Services	Victoria Williams Facilities Coordinator	Rick Adams Professor, English
III.C: Technological Resources	Curt Childress Director, Academic Support	Scott James Assistant Professor, Distance Education Coordinator	Lana Wong Professor, Library & Information Science
III.D: Financial Resources	Steve Kawa Vice President, Administrative Services	Raul Gonzalez Del Rio Accountant	Randy Scott Professor, Mathematics
IV: Leadership and Governance	Juan Vazquez President, Santiago Canyon College John Hernandez Vice President, Student Services	Lynn Manzano Assistant to the President	Morrie Barembaum Professor, Astronomy

The Steering Committee created the timelines for creating the Institutional Self Evaluation, prepared the responses to previous Commission recommendations, and completed responses to the eligibility requirements and Commission policies. Corinna Evett edited the Santiago Canyon College 2014 Institutional Self Evaluation Report, and Rudy Tjiptahadi coordinated the evidence collection for the report.

Timelines for Creation of the Santiago Canyon College 2014 Institutional Self Evaluation Document

Fall 2012
- Vice president of academic affairs invites the Academic Senate of Santiago Canyon College president, Curriculum & Instruction Council chair, and the assistant dean of institutional effectiveness & assessment to serve as accreditation co-chairs of the steering committee.
- Accreditation co-chairs create a list of possible members of the Steering Committee and determine if the individuals are willing to participate.
- Steering Committee membership is finalized and adopted by the Academic Senate of Santiago Canyon College and College Council.
- Steering Committee has first meeting to discuss the Self Evaluation task and how the task will be accomplished.
- Steering Committee calendar is developed.

Spring 2013
- Steering Committee continues to meet and discuss various portions of the Institutional Self Evaluation. The committee engages in a number of philosophical conversations about the following: the integrity of the Self Evaluation process, an honest evaluation of College strengths and weaknesses, and a thoughtful deliberation of plans for improvement.
- The Accreditation co-chairs train the members of the Steering Committee on the following: Accreditation basics, Standard responses, questions to raise, evidence acquisition, and writing and citing suggestions.
- Standard co-chairs develop a plan on how they will address each substandard.
- Standard co-chairs solicit additional members of the College community to assist in the creation of each Standard Group's response.
- Standard Groups begin meeting to draft responses to each substandard.

Summer 2013
- Standard Groups continue to prepare the drafts for each substandard.
- Accreditation co-chairs create draft responses to the eligibility requirements.

Fall 2013
- Steering Committee is reconvened to discuss remaining tasks and provide assistance with the completion of draft responses.
- Accreditation co-chairs meet with the Board of Trustees liaisons to discuss their role in the Self Evaluation process as well as to obtain valuable information for the response to Standard IV.
- Draft responses for each standard are submitted to the Accreditation co-chairs. Each response is reviewed, and as necessary, Accreditation co-chairs request additional information of the Standard Groups.
- Standard co-chairs submit revised drafts to the Accreditation co-chairs for review.
- Evidence collection and organization begins.
- Accreditation SharePoint site is developed.

Winter 2014
- Editor begins to draft the Santiago Canyon College 2014 Institutional Self Evaluation using the standard responses submitted by each of the Standard Groups.

Spring 2014
- Editor continues to draft the final document.
- Standard co-chairs submit additional information to refine final document.
- Draft of Institutional Self Evaluation is distributed to the entire campus community, District administration, and the Board of Trustees.
- An Accreditation open forum is held to thank the members of the Steering Committee for their hard work as well as to elicit feedback on possible revisions from the entire College community.
- The editor incorporates all final revisions of the Self Evaluation.
- Evidence coordinator catalogs all of the evidence and ensures that it is properly cited in the Self Evaluation document.
- The Academic Senate of Santiago Canyon College, College Council, and Rancho Santiago Community College District Board of Trustees approve the Santiago Canyon College 2014 Institutional Self Evaluation Report.
- The Santiago Canyon College 2014 Institutional Self Evaluation Report is sent to publishing for layout and printing.

Summer 2014
- The finalized Santiago Canyon College 2014 Institutional Self Evaluation Report is printed and sent to the Accrediting Commission for Community and Junior Colleges (ACCJC).
- All Accreditation documents for the 2014 site visit are posted to the Santiago Canyon College website.

Organizational Information

ORGANIZATIONAL INFORMATION

Rancho Santiago Community College District

BOARD OF TRUSTEES

CLAUDIA ALVAREZ
ARIANNA BARRIOS
JOHN R. HANNA
LAWRENCE R. LABRADO
JOSE SOLORIO
NELIDA YANEZ
PHILLIP E. YARBROUGH

ALANA VOECHTING (FY'14-'15)
Student Trustee

Executive Assistant to the
Board Of Trustees
(Confidential)
ANITA LUCARELLI

Chancellor
RAÚL RODRÍGUEZ

Executive Assistant to the
Chancellor (Confidential)
DEBRA GERARD

FY 13 RSCCD Board of Trustees 6/16/2014

Rancho Santiago Community College District

Chancellor
RAÚL RODRÍGUEZ

Executive Vice Chancellor Human Resources and Educational Services
JOHN DIDION

- Assistant Vice Chancellor Human Resources
  JUDY CHITLIK
- Assistant Vice Chancellor Educational Services
  ENRIQUE PEREZ
- Risk Manager
  DONALD MAUS
- Director Public Affairs & Publications
  JUDY IANNACONNE

Vice Chancellor Business Operations and Fiscal Services
PETER HARDASH

- Assistant Vice Chancellor Fiscal Services
  ADAM O'CONNOR
- Assistant Vice Chancellor Information Technology Services
  SYLVIA LETOURNEAU
- Assistant Vice Chancellor Facility Planning and District Support Services
  CARRI MATSUMOTO
- Director Purchasing
  TRACEY CONNER-CRABBE
- Director Auxiliary Services
  RHONDA LANGSTON
  - Director District Safety & Security
    VACANT (CHIN)

President Santiago Canyon College
JUAN VAZQUEZ

- Vice President Academic Affairs
  ARACELY MORA
- Vice President Student Services
  JOHN HERNANDEZ
- Vice President Continuing Education
  JOSE VARGAS
- Vice President Administrative Services
  STEVE KAWA

President Santa Ana College
ERLINDA MARTINEZ

- Vice President Academic Affairs
  LINDA ROSE
- Vice President Student Services
  SARA LUNDQUIST
- Vice President Continuing Education
  JAMES KENNEDY
- Vice President Administrative Services
  MICHAEL COLLINS

FY 13 RSCCD Executive Level 4/30/2014

SANTIAGO CANYON COLLEGE
Orange, Villa Park, Anaheim Hills
6/12/2014

President
JUAN VAZQUEZ

Assistant to the President
LYNN MANZANO

Academic Senate President
CORINNA EVETT

Vice President
Student Services
JOHN HERNANDEZ

Executive Secretary
JULIE RESTIVO

Vice President
Administrative Services
STEVEN KAWA

Executive Secretary
ANN KELLY

Vice President
Academic Affairs
ARACELY MORA

Executive Secretary
MELODY VAUGHT

Vice President
Continuing Education
JOSE VARGAS

Executive Secretary
SHERYL MARTIN

Graphic Communication Manager
ERIC HARSEN

Santiago Canyon College
ADMINISTRATIVE SERVICES

6/12/2014

Vice President
Administrative Services
STEVEN KAWA

Executive Secretary
ANN KELLY

Accountant
RAUL GONZALEZ DEL RIO
.75 FTE

Information Systems Specialist
CHRISTINE MARTINEZ

Auxiliary Services Specialist
WENDY DAVIS

Bookstore Coordinator
BILL JEFFERY

Bookstore Operations Specialist
MARIA MACIAS

Buyer
TERESA RECINOS

Information Systems Specialist
JANA CRUZ

Senior Cashier
JAZMINE MACIAS
.475 FTE

Storekeeper
ZACH MCMINIMY
.475 FTE

District Safety
Interim Lieutenant
KEN GOULDSMITH

ANTHONY RABIOLA

DAVE MARTES

PHIL MARTINEZ

DAVE KNORR

GENARO GOROSTIZA

SCOTT GREENHALGH
Part-time

Facilities Coordinator
VICTORIA WILLIAMS

Administrative Clerk
IRMA DE LA TORRE

Publications Assistant
RAYE SANCHEZ

VACANT
.475 FTE

Media Systems
Electronic Technician
AL HUERTA

VACANT
.475 FTE

Facilities Manager
VACANT

Senior Custodian/
Utility Worker
JESUS VEGA

Skilled Maintenance Worker
LEE ATWOOD

ANDY TRAN

JOSEPH TRAN

Custodial Supervisor
GABRIEL GUENAS

Custodian
DANIEL CEJA

TERRENCE COLLINS

ANTONIO DAVALOS

RIGOBERTO FLORENTINO

GUADALUPE HERNANDEZ

MELVEN HERREREA

JUAN MARQUEZ

ALFONSO MEDINA

JUAN REZA

RAUL SERRANO

LONG SOK

REUBEN STEWART

RENE LARA (.475 FTE)

FILADELFO NARVAEZ (.475 FTE)

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Santiago Canyon College
ACADEMIC AFFAIRS
6/12/2014

Vice President Academic Affairs
ARACELY MORA

Executive Secretary
MELODY VAUGHT

Dean, Counseling and Student Support Services
RUTH BABESHOFF

Director of Academic Support
CURT CHILDRESS

Dean of Arts, Humanities and Social Sciences/Library
MARILYN FLORES

Dean of Mathematics and Sciences Athletics Director
MARTIN STRINGER

Associate Dean, Exercise Science and Athletics
VACANT

Dean of Business and Career Technical Education
CORINE DOUGHTY

Director Career Technical Education
KARI IRWIN

Title V Grant

Scheduling and Curriculum

Support Services Assistant
TIFFANY GARBIS

Administrative Clerk
LAURA ESPINOSA
Curriculum

Instructional Coordinator/ Analyst
ANNIE VAN LOON-KUPFRIAN

Administrative Clerk
JESSICA GILBERT
.475 FTE

Assistant Dean Institutional Effectiveness and Assessment
AARON VOELCKER

Research Assistant
RUDY TJIPTAHADI

Science Learning Center
See Math and Science Div Org Chart

MaSH
(Math Study Hall)
See Math and Science Div Org Chart

Coordinator
MARY MCMULLIN

Assessment Facilitator
KAY POWELL

Special Projects Specialist
STEPHANIE COLE
.475 FTE

Science Facilitators
NAHLA EL SAID
.50 FTE

CINDY SWIFT
.50 FTE

Santiago Canyon College
ACADEMIC AFFAIRS
ARTS, HUMANITIES AND SOCIAL SCIENCES DIVISION

6/12/2014

Dean
Arts, Humanities and Social Sciences/Library
MARILYN FLORES

Administrative Secretary
BARBARA GARRAHY
JANELL MCWILLIAM

ACADEMIC DEPARTMENTS

English
(Writing Center)
RICK ADAMS
LYNNETTE BEERS-MCCORMICK
LISA DELACUSACK
ELIZABETH ELCHLEPP
CORINNA EVETT
JAMES ISBELL
WILLIAM LENNERTZ
MAUREEN ROE
ROBERTA TRAGARZ

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Anthropology
NICK MAGALOUSIS

Economics
ALEX TABER

History
SCOTT HOWELL
NARGES RABII
STEPHEN REED

Political Science
MICHAEL PARELLA
NOOSHAN SHEKARABI

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CARI CANNON
CHRISTINE UMALI KOPP

Social Sciences
Sociology

Humanities
Ethnic Studies

American College English
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KAY POWELL

Reading
MARY MCMULLIN

Philosophy
DOUG DEEVER
JAMES GRANITTO
MARCELO PIMENTAL

Interdisciplinary Study
Women's Studies
GEORGIA SUMMERS

Modern Languages
ELIZABETH BAEZ
LOURDES FAJARDO

Performing Arts
Dance

Music
BINH VU

Theater

Communication
MICHAEL DE CARBO
JARED KUBICKA-MILLER
TARA KUBICKA-MILLER
MELINDA WOMACK

Art
ROBERT MILLER

LIBRARY
LEAH FREIDENRICH
JOE GEISSLER
ALICE HO
BARBARA SPROAT
ANITA VARELA
LANA WONG

LANGUAGES LAB
Instructional Center
Technician
ALMA SURA

Library Tech II
THERESA BUCK
CHRISTINE GILSON
VACANT

Library Technician
JUSTIN BANDERAS
BARBARA BELLIS
.475 FTE 10 mos

ACADEMIC SUCCESS CENTER

Success Center Specialist
M. SILVIA LOPEZ

Instructional Center Technician
PATRICIA LUPERCIO
CYNTHIA COWDELL
.475 FTE

Santiago Canyon College
ACADEMIC AFFAIRS
BUSINESS AND CAREER-TECHNICAL EDUCATION DIVISION

6/12/2014

Dean
Business and Career Technical Education
CORINE DOUGHTY

Senior Account Clerk
PILAR VASQUEZ

Administrative Secretary
JULIE PEEKEN

AMY STYFFE

CHELSEA DUCLOS

Director, Business &
Career Technical Education
KARI IRWIN

Interim Distance Education
Coordinator
SCOTT JAMES

Instructional Assistant
VACANT
.15 FTE

GRANT
Los Angeles/Orange County
Consortium

Academic Departments

Human Development
REGINA LAMOURELLE

Management

Public Works

Real Estate

Surveying/Mapping Sciences

TV/Video Communications

Water Utility Science
Vacant

Accounting
BONNIE SLAGER

Apprenticeship (APPR)

Business (including
Marketing)
STEVEN DEELEY
ANDY SALCIDO

Computer Science/Computer
Information Systems
LYNDA ARMBRUSTER
RON KESSLER
STEWART MYERS

Cosmetology

Gemology

Carpenter APPR

Cosmetology APPR

Electrical APPR

Maintenance Mechanic APPR

Operating Engineers APPR

Power Lineman APPR

Surveyors APPR

Santiago Canyon College
ACADEMIC AFFAIRS
MATHEMATICS AND SCIENCES DIVISION

6/3/2014

Dean
Mathematics and Sciences
MARTIN STRINGER

Administrative Secretary
ESTHER ODEGARD

REYES VAZQUEZ

Senior Clerk
LISA HERMEN
.475 FTE (10 mos)

Athletic Trainer
KELSEY BAINS

Associate Dean, Health and Athletics/ Athletic Director
VACANT

MATHEMATICS
Darlene Diaz
Jane Francis
Alicia Frost
Anne Hauscarriague
Vanessa Jones
Craig Nance
Kathy Moore
Scott Sakamoto
Randy Scott
John Smith
Joyce Wagner
Alison Williams
Laney Wright

KINESIOLOGY
Aerobic Fitness
Exercise Science
Fitness
Health Education
Nutrition & Food
Athletics

Lisa Camarco
Shawn Cummins
Ian Woodhead

LIFE SCIENCES
Anatomy
Biology
Physiology

Denise Foley
Robert Houska
Anson Lui
Charleen Powers
Mark Smith
Mike Taylor

EARTH, SPACE AND PHYSICAL SCIENCES
Astronomy
Morrie Barembaum
Danielle Martino

Chemistry
Denise Bailey
Nahl El Said
Jeffrey Wada

Earth Science and Geology
Debra Brooks
Eric Hovanitz

Physical Science
Physics
Craig Rutan
Cynthia Swift

Learning and Tutoring Center
Instructional Center Specialist
BRYAN MILLS

Learning Assistants
WILLIAM CONNACKER
.475 FTE 11 mos

SUMITRA SHAH
.475 FTE 11 mos

VACANT
.475 FTE 11 mos

Learning Facilitators
MADELEINE SPENCER
.475 FTE

JANE VEDELL
.475 FTE

Science Lab Coordinator
KRISTINE HALE
JAGRUTI PATEL
ASHLEY JENSEN

Instructional Assistants
Biology: BOWIE LEONG
.45 FTE 40 wks

Chemistry: Trinity Nguyen
.45 FTE 40 wks

Instructional Assistants
Title V
LEONILA LAGUNES
up to .475 FTE
VANESSA SOLORZANO
up to .475 FTE
ROBERT VALERIOTE
up to .475 FTE

Instructional Assistants
Title V
JOHN NIHEI
DIANA HERRERA
Total hours not to exceed
19 per week for general
and Title V funds

MaSH
(Math Study Hall)
Facilitator
ALICIA FROST
.402 FTE

Title V Facilitator
SCOTT SAKAMOTO
.201 FTE

Instructional Assistants
VACANT
up to .475 FTE
DIANA HERRERA
up to .475 FTE
JOHN NIHEI
up to .475 FTE
Total not to exceed
.95 FTE

Instructional Assistants
Title V
WAYNE NAGAI
up to .475 FTE
JESSICA KRAMER
up to .475 FTE

Science Learning Center
NAHLA EL SAID
.331 FTE
CINDY SWIFT
.671 FTE

Instructional Assistants
Title V
NAVANJOT BATTH
.475 FTE
RIKI PATEL
.475 FTE
VACANT
.475 FTE

Learning Facilitators
Title V
MARK OSEA
.475 FTE
SANAM ZEINALI
.475 FTE
VACANT
.475 FTE

Santiago Canyon College
STUDENT SERVICES

6/12/2014

Vice President
Student Services
JOHN HERNANDEZ

Executive Secretary
JULIE RESTIVO

Vice President
Academic Affairs

Dean
Counseling and Student
Support Services
RUTH BABESHOFF

Associate Dean
Student Development
LORETTA JORDAN

Associate Dean
Admissions and Records
LINDA MISKOVIC

Associate Dean
Student Support Services
SYED RIZVI

SCC Foundation

Accountant
RAUL GONZALEZ
DEL RIO
.25 FTE

Development Coordinator
KAREN BUSTAMANTE

Santiago Canyon College
STUDENT SERVICES
COUNSELING AND STUDENT SUPPORT SERVICES

6/12/2014

Dean
Counseling and Student Support Services
(Student Success & Support Program Coordinator)
RUTH BABESHOFF

Administrative Secretary
DIANE DURDELLA

DEBBIE HJORTH

Counseling

Counseling Assistant
ZINA EDWARDS

CECILIA DIAZ

Information Systems Specialist
JASON TA

Generalist Counselors
RUDY CARRION
PHIL CRABIL
ROSI ENRIQUEZ
CAROLYN MOTOKANE
BARRY RESNICK
JUDY STROTHER
SHARON WRIGHT

(STEM)2 Grant
Counselor/Coordinator
JENNIFER COTO

Testing Center
Adminstrative Clerk
THERESE FLORES

Articulation
Counselor/Articulation Officer
LEONOR AGUILERA

Student Success and Support Program
Student Services Specialist
VACANT

Career Services
Career Guidance Coordinator
DORA CONTRERAS-BRIGHT

CTE Pathways to Teaching Grant
Counselor/Program Facilitator
JANIS PERRY

Career Guidance Specialist
MARIA CHAIDEZ
.475 FTE

Transfer Center
Transfer Center Specialist
AMANDA CAMPBELL

MIGUEL LUNA

Student Services Coordinator
ROBERT WALDREN

EOPS/CARE/CalWORKS
Program Facilitator/Counselor
NENA BALDIZON-RIOS

Counselor
MARK FRANCO
(part-time)

Senior EOPS Specialist
ROSIE GONZALEZ

High School & Community Outreach Specialist
ANGELICA MELGOZA-HURTADO

Counseling Assistant
ZULEMA MENDEZ

CalWORKS
Counselor (part-time)
SUSIE DUARTE

JUANA GALVAN
CalWORKS Funded

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Santiago Canyon College
STUDENT SERVICES
STUDENT DEVELOPMENT

6/12/2014

Associate Dean
Student Development
LORETTA JORDAN

Administrative Secretary
MARTI MORIN

Upward Bound Math and Science

Director of Special Programs
MAGGIE CORDERO
(Bil)

Student Services Specialist

NEW
.475 FTE

NEW
.475 FTE

College Assistance Migrant Program (CAMP)

Director (Bil)
DEISY COVARRUBIAS

Senior Clerk
ERICA JAIMES

Student Services Specialist
VACANT
.475 FTE
(Bil)

Counselor
GUSTAVO ROMERO
(part-time)

Student Life and Leadership

Student Services Coordinator
DIANA CASARES

Associated Student Government

Santiago Canyon College
STUDENT SERVICES
ENROLLMENT SERVICES

6/12/2014

Administrative Secretary
ELIZABETH PINON

Graduation Specialist
MARIA RODRIGUEZ

Associate Dean
Admissions and Records
LINDA MISKOVIC

Student Information Support

Project Manager
SERGIO RODRIGUEZ

Admissions/Records
Technology Specialist
LEIGH ANN UNGER

High School &
Community Outreach

High School &
Community Outreach
Specialist
EDUARDO
CERVANTES

NGOC TAM NGUYEN

International Student
Program

International Student
Coordinator
KANANA GITONGA

Registrar
TUYEN NGUYEN

Admissions/Records

Senior Admissions &
Records Specialist
ANCIE DULALAS

Admissions/Records
Specialist I

GUADALUPE
CERVANTES

VACANT
.475 FTE

Admissions/Records
Specialist III
NADINE SELBY

Admissions/Records
Specialist II
VACANT

MAI NGUYEN

ESTHER ROMERO
.475 FTE

Santiago Canyon College
STUDENT SERVICES
STUDENT SUPPORT SERVICES

6/12/2014

Vice President Student Services
JOHN HERNANDEZ

Administrative Secretary
GAYLE SAPAK

Associate Dean Student Support Services
SYED RIZVI

Financial Aid Coordinator
ANDREA GARCIA

HEALTH CENTER

- **Nurse Coordinator**
  BETH HOFFMAN
- **Administrative Secretary**
  DIANE VINCENT
- **Intermediate Clerk**
  ANAISABELLE GARCIA
  .475 FTE 12 mos
- **Physicians, Nurses and Psychologists**
- **Psychologist**
  MELISSA CAMPITELLI-SMITH

STUDENT PLACEMENT PROGRAM

- **Job Placement Coordinator**
  JACQUE MYERS
- **Intermediate Clerk**
  LORETTA CAMPBELL
  .475 FTE

DISABLED STUDENTS PROGRAM AND SERVICES

- **DSPS Program Facilitator**
  LUCY CARR-ROLLITT
- **Learning Disabilities Specialist**
  LAURA WIRTZ

  MARY METTLER
- **Student Program Specialist**
  VACANT
- **Alternate Media Specialist**
  VACANT
- **DSPS Specialist**
  MICHAEL RINALDI
- **Instructional Assistant**
  TRUDY LONG
  .475 FTE 10 mos

VETERANS PROGRAM AND SCHOLARSHIPS

FINANCIAL AID

- **Financial Aid Analyst**
  SONYA LANGALIER

  JATESH PRAJAPATI

  ELIZABETH THOMAS

  ELIZABETH BERGARA
- **Financial Aid Computer Analyst**
  LYNN AU

  LINDA GUNDERSON
- **Financial Aid Technician**
  BALTIMORE PADRON III

  VACANT

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Santiago Canyon College
CONTINUING EDUCATION

6/12/2014

Oecadmn.08

Vice President
JOSE VARGAS

Executive Secretary
SHERYL MARTIN

Dean of Instruction and Student Services
MARY WALKER
(James Kennedy
(serving as Interim VP at CEC)

Dean of Instruction and Student Services
LORI FASBINDER

Administrative Secretary
LINDA FREDERICK

Director,
Continuing Education Support Services
PAT ALVANO

Administrative Secretary
PAT HALL

EMPLOYEE SERVICES

Administrative Secretary
SONIA GIDDING

SITE DIRECTORS

Santiago Canyon College
CONTINUING EDUCATION
INSTRUCTION AND STUDENT SERVICES

6/12/2014

Administrative Secretary
LINDA FREDERICK

Intermediate Clerk
VICKI DILLON

On-site
ITS Staff
JEREMY COLLINS
EJ BAGDONAS

Dean
Instruction and Student Services
LORI FASBINDER

COMMUNITY
SERVICES

Community Services
Coordinator II
BRENDA HOHNSTEIN

Senior Account Clerk
DONNA SILOTI

AMERICAN LANGUAGE
INSTITUTE

SCC OUTREACH
& ASSESSMENT

High School and
Community Outreach
Specialist
ISABEL GARCIA
(Bil)

INSTRUCTIONAL DEPARTMENTS

Home
Economics

Coordinator
HSS / ABE
Older Adult
Parent Education
Adults w/Substantial Disabilities
Health & Safety
ETHEL JORDAN

Associate Professor
HSS / ABE
JOLENE SHIELDS

Instructional Assistants
ABE
NICOLE BENNETT   .475 FTE
MARYSOL AGUIRRE   .475 FTE

HSS
JENNY GE   .475 FTE
THYDAN HUYNH   .475 FTE
GREGORY DAVENPORT   .475 FTE
JULIANA SALDIVAR   .475 FTE

Coordinator
Vocational Education
CONNIE WILSON

Instructional Assistants
Business Skills
LUCIA VARGAS   .475 FTE
ELSA LEYSACK   .475 FTE
MIRELLA HERNANDEZ   .475 FTE
BLANCA BARRIOS   .475 FTE
VERONICA
GOMEZ DE MUNOZ   .475 FTE

Santiago Canyon College
CONTINUING EDUCATION
INSTRUCTION AND STUDENT SERVICES

6/12/2014

Interim Dean
Instruction and Student Services
MARY WALKER

RESOURCE CENTER

Student Program
Specialist
ARACELI TRUJILLO

STUDENT ACTIVITIES

Student Activities
Specialist
.475 FTE
(Evening / Bil)
JUAN VELEZ

INSTRUCTIONAL DEPARTMENTS

Inmate Education

Interim Coordinator
ESL / Citizenship
EDEN QUIMZON
(Mary Walker serving as
Interim Dean)

Professor
ESL
VACANT
(Eden Quimzon serving
as Interim Coordinator
ESL)

Instructional Assistants
ESL

MARIA FLORES	.475 FTE
JOHN TRUONG	.475 FTE
VACANT (Linda Gomez)	.475 FTE
DAVID VILLALOVOS	.475 FTE
LUPE VILLALOVOS	.475 FTE
GLORIA TRUJILLO	.475 FTE
JAZMIN MARTINEZ	
ESCUTIA	.475 FTE
ANAISABELLE GARCIA	.475 FTE

COUNSELING

Counselors
ROSA SALAZAR DE LA
TORRE

RUDY FRIAS

OUTREACH &
ASSESSMENT

Student Services
Coordinator/Bil.
ROSEMARY
TOUYANOU

LEYVI BERGANZA
(Bil)

Test Proctor
MANUEL SERRATOS
(Bil) .475 FTE

Santiago Canyon College
CONTINUING EDUCATION SUPPORT SERVICES

6/12/2014

Director, Continuing Education Support Services
PAT ALVANO

Administrative Secretary
PAT HALL

SECURITY

BOOKSTORE OPERATIONS

Auxiliary Services Specialist
EDNA TSE

ADMISSIONS / RECORDS & COUNSELING

Admissions & Records Specialist III
ASCENSION RAMIREZ
(Bil)

Senior Admissions & Records Specialist
TERESA STURRUS
(Bil)

Administrative Clerk
MARIA BUDGETT
(Bil)

GISELA RODRIGUEZ
(Bil)

PILAR GUTIERREZ-LUCERO
(Bil)

GLORIA GOSS
(Bil)

MAINTENANCE AND OPERATIONS

Lead Custodian
OSCAR GOMEZ TORRES

Custodian
GRACIELA CHAVEZ
(swing)

ARMIDA ZUL
(day)

ANTONIO MUNOZ
(graveyard)

TERRENCE COLLINS (graveyard)

ATTENDANCE

Student Program Specialist
DIANE ESPITIA
(Bil)

SITE DIRECTORY

1. Central Men's Jail (CJM)
550 N. Flower Street
Santa Ana, CA 92703

2. Central Women's Jail (CJW)
550 N. Flower Street
Santa Ana, CA 92703

3. Chapman Avenue Site (CHAP)
1937 W. Chapman Avenue
Suite 200, Orange, CA 92868

4. Community Garden Towers (CGT)
4001 W. Garden Grove Boulevard
Garden Grove, CA 92868

5. District Office (RSCCD)
2323 N. Broadway
Santa Ana, CA 92706

6. East Anaheim Community Center (EACC)
8201 E. Santa Ana Canyon Road
Anaheim, CA 92867

7. El Modena Community Center (EMCC)
18672 Center Street
Orange, CA 92869

8. El Modena High School (EMHS)
3920 Spring Street
Orange, CA 92869

9. El Prado Golf Course (EPGW)
6555 Pine Avenue
Chino, CA 91708

10. Emeritus at Orange (EMER)
142 S. Prospect Avenue
Orange, CA 92869

11. Fountain Senior Assisted Living (FSAL)
1800 W. Culver Avenue
Orange, CA 92868

12. Friendly Center - Lemon Street (FRLY)
615-A Lemon Street
Orange, CA 92867

13. Handy Elementary (HDES)
860 N. Handy Street
Orange, CA 92867

14. Intake and Release Center (IRC)
550 N. Flower Street
Santa Ana, CA 92703

15. James A. Musick Security Facility (JMSF)
13502 Musick
Irvine, CA 92618

16. Lampson Elementary School (LAES)
13221 Lampson Avenue
Garden Grove, CA 92840

17. Los Serranos Country Club (LSCC)
15656 Yorba Avenue
Chino Hills, CA 91709

18. Orange County Communities Organized for Responsible Development (OCRD)
13252 Garden Grove Boulevard., Suite 209
Garden Grove, CA 92843

19. Orange County Public Works (OCPW)
2301 N. Glassell Street Conference Room 1A
Orange, CA 92865

20. Orange Education Center (OEC)
1465 N. Batavia Street
Orange, CA 92867

21. Orange High School (OHS)
525 N. Shaffer Street
Orange, CA 92867

22. Orange Senior Center (OSC)
170 S. Olive
Orange, CA 92866

23. Recovery Education Institute (REI)
401 S. Tustin Street
Building B, Orange, CA 92866

24. Rehabilitation Institute of Southern California (RIO)
1800 E. La Veta Avenue
Orange, CA 92866

25. Rapid Manufacturing (RPID)
8080 E. Crystal Drive
Anaheim, CA 92807

26. Santa Ana Beauty Academy (SABA)
2231 N. Tustin Avenue
Santa Ana, CA 92705

27. Santiago Canyon College (SCC)
8045 E. Chapman Avenue
Orange, CA 92869

28. Service Employees International Union (SEIU)
1936 W. Chapman Avenue
Orange, CA 92868

29. Sycamore Elementary (SYES)
340 N. Main Street
Orange, CA 92868

30. Taft Elementary School (TAES)
1829 N. Cambridge
Orange, CA 92865

31. Theo Lacy Facility (TLSF)
501 City Drive South
Orange, CA 92868

32. Tustin Ranch Golf Course (TRGC)
12442 Tustin Ranch Road
Tustin, CA 92782

33. University of CA Irvine Medical Center (UCMC)
101 City Drive South, 56-113
Orange, CA 92868

34. Villa Park High School (VPHS)
18042 Taft Avenue
Villa Park, CA 92861

35. Yorba Linda Country Club (YLCC)
19400 E. Mountain View Ave., Yorba Linda, CA 92886

36. Yorba Middle School (YMS)
935 N. Cambridge, Orange, CA 92867

RSCCD Functions Map

RSCCD FUNCTIONS/MAPPING OF RESPONSIBILITIES

April 28, 2014

This is NOT a comprehensive document of functions/mapping of responsibilities for the Rancho Santiago Community College District. It encompasses only those functions that require a clear distinction between the District and the colleges. Functions that exist solely at the District or at the colleges are not included.

RANCHO SANTIAGO
Community College District
Santa Ana College • Santiago Canyon College

Area 1: Instructional Programs

Function	District	Santa Ana College	Santiago Canyon College
Program/course development	• Board of Trustees has final approval of all new program/course curriculums. The District provides supporting research necessary to develop new programs such as labor market analysis and demographics of the community. Contract education may be developed and offered by the District if the colleges decline the opportunity.	• Program/course development is the primary focus and responsibility of the college and faculty therein. All new, revised, and deleted programs/courses must follow the college curriculum approval process via the College Curriculum & Instruction Council, which reports to the Academic Senate. The Academic Senate submits an annual letter for Board of Trustees approval every spring. New vocational programs also go through a regional approval process.	• Program/course development is the primary focus and responsibility of the college and faculty therein. All new, revised, and deleted programs/courses must follow the college curriculum approval process via the College Curriculum & Instruction Council, which reports to the Academic Senate. The Academic Senate submits an annual letter for Board of Trustees approval every spring. New vocational programs also go through a regional approval process.
Course scheduling	• The District, in consultation with the colleges, negotiates the instructional calendar with the faculty association.	• The college is responsible for developing a schedule of classes that reflect the needs of most students. It is the responsibility of the college CIO, vice presidents, division deans, and department chairs, with guidance from the Enrollment Management Committee, to develop a schedule of classes that meets the FTES goals of the college/district in a productive and efficient manner.	• The college is responsible for developing a schedule of classes that reflect the needs of most students. It is the responsibility of the college CIO, vice presidents, division deans, and department chairs, with guidance from the Enrollment Management Committee, to develop a schedule of classes that meets the FTES goals of the college/district in a productive and efficient manner.
Program review	• The district research department provides data and guidance that is necessary for program review.	• The college, primarily through the Institutional Assessment and Effectiveness Committee and Academic Senate, develops the program review model. The program review model and the program review model process are reviewed on a cyclical basis for effectiveness. Each program is reviewed annually with capstone review quadrennially. The results of program review lead to appropriate changes within the program to improve student learning outcomes and achievement. These results inform resource allocation.	• The college, primarily through the Educational Master Planning Committee and Academic Senate, develops the program review model and facilitates the program review process. The program review model and the program review model process are reviewed on a cyclical basis for effectiveness. Each program is reviewed every three years. The results of program review lead to appropriate changes within the program to improve student learning outcomes and achievement. These results inform resource allocation.

Area 2: Student Services

Function	District	Santa Ana College	Santiago Canyon College
Admissions	• Contribute enrollment information for the comprehensive enrollment management reports.	• Contribute enrollment information for the comprehensive enrollment management reports ensuring compliance with relevant sections of the Education Code and Title 5. • Ensure application and student enrollment data is complete, correct, determine residency, and enforce CAP status, MIS Data Element accuracy. • Oversee implementation of state and local academic policies as related to enrollment services processing and infrastructure monitoring.	• Provide oversight for enrollment data used in state reporting: MIS and 320. Maintains accuracy of data for MIS reporting. • Maintain auditable applications, registration, attendance and apportionment files for the annual audit review. • Ensure compliance with relevant sections of the Education Code and Title 5. • Review and suggest updates to Board Policies and Administrative Regulations.
Records	• The Risk Management Department reviews legal sufficiency of subpoenas and judicial orders for student records.	• Manage all student records, evaluations of transcripts, petitions and waivers including imaging and storage. • Oversee and/or process grade changes, Admissions and Grade petitions, probation and dismissals. • Manage and maintain faculty records, rosters, attendance and grade reporting, which includes imaging and storage. • Oversee the academic standing process and loss of enrollment priority per the Student Success & Support Act. • Review record retention polices on an annual basis and archive student records accordingly. • Evaluate academic records and issue diplomas, degrees and certificates of completion. • Prepare graduation reports for Board approval. • Evaluate/certify student eligibility for athletes and veterans. • Process subpoenas and judicial court orders for copies of students' academic records.	• Provide the management, evaluation, scanning, imaging, and achieving student academic records. • Manage evaluations of all "in-house" and incoming transcripts from other institutions for course enrollment, financial aid, graduation, and transfer purposes. • Maintain auditable admissions, attendance, and transcript files. • Oversee the academic standing process and loss of enrollment priority per the Student Success & Support Act. • Review record retention polices on an annual basis and archive student records accordingly. • Evaluate academic records and issue diplomas, degrees and certificates of completion. • Prepare graduation reports for Board approval. • Evaluate/certify student eligibility for athletes and veterans. • Process subpoenas and judicial court orders for copies of students' academic records.
International Students	• Public Affairs/Publications supports marketing activities and media outreach.	• Maintain the infrastructure for an international student program. • Annually update the International Student Business Plan. • Provide orientation, insurance and program services for International students.	• Maintain the infrastructure for an international student program. • Annually update the International Student Business Plan. • Provide orientation, insurance and program services for International students.

Function	District	Santa Ana College	Santiago Canyon College
Outreach	• Public Affairs/Publications coordinates marketing activities and media outreach.	• Support collaboration and recruitment between local high schools and the college. • Collaborate with Admissions, Counseling, and Testing to provide matriculation services prior to the fall semester.	• Support collaboration and recruitment between local high schools and the college. • Collaborate with Admissions, Counseling, and Testing to provide matriculation services prior to the fall semester.
Community Services	• Provide information on economic development programs to community services for inclusion in program materials.	• Provide a fee-based, self-supporting, not-for-credit program of educational and recreational class offerings designed to complement the college's credit and non-credit course offerings curriculums. • Maintain coordination between sister college programs. • Develop plan for on-going assessment of community needs at both colleges' service areas.	• Provide a fee-based, self-supporting, not-for-credit program of educational and recreational class offerings designed to complement the college's credit and non-credit course offerings curriculums. • Maintain coordination between sister college programs. • Develop plan for on-going assessment of community needs at both colleges' service areas.
Health Services	• Human Resources monitors TB testing requirements for faculty, staff and volunteers. • Risk Management reviews student, visitor and staff injury reports. • Risk Management refers employees who are included in the district's Bloodborne Pathogens Program and who elect to receive the Hepatitis-B vaccine to the Health Center to receive their shots. Risk Management pays for the cost of the vaccine.	• Provide ambulatory care services to students. • Partner with the Orange County Health Care Agency to ensure appropriate notification to OCHCA Epidemiology for on campus TB exposures including staff testing, student notification and quarantine. • Provide assessment of student, visitor and staff injuries, submit incident reports and document injury report. • Refer injuries as appropriate to workers' compensation providers or Student Insurance. • Comply with CA State mandated reporting of disease and conditions listed on Confidential Morbidity Report. • Co-sponsor campus-wide health events, e.g., blood drives.	• Provide ambulatory care services to students. • Partner with the Orange County Health Care Agency to ensure appropriate notification to OCHCA Epidemiology for on campus TB exposures including staff testing, student notification and quarantine. • Provide assessment of student, visitor and staff injuries, submit incident reports and document injury report. • Refer injuries as appropriate to workers' compensation providers or Student Insurance. • Comply with CA State mandated reporting of disease and conditions listed on Confidential Morbidity Report. • Co-sponsor campus-wide health events, e.g., blood drives.

Area 2: Student Services

Function	District	Santa Ana College	Santiago Canyon College
Financial Aid	• Accounting completes a portion of the FISAP and MIS reports, manages program accounts, mails disbursements, performs monthly reconciliation with IFAS, invoices and recovers overpayments and over-awards to students, balances monthly expenditures with Student Placement, manages the Perkins portfolio and handles fraud and forgery issues. • ITS generates checks for disbursements, runs numerous financial aid reports and provides technical support in creating new required types of reports and interfaces with the mainframe on Datatel and PowerFaids.	• Process financial aid applications and corrections; perform needed analysis to derive an EFC. • Perform verifications and analyze tax returns. • Implement state and federal assistance programs. • Complete FISAP and submit to Department of Education. • Process all BOGWs. • Conduct workshops and exit counseling for student loans. • Process FFELP loans through lenders and guarantee agencies, prepare loan checks for disbursement and reconcile at appropriate intervals. • Calculate and process Title IV refunds and over-award repayments. • Use professional judgment for special circumstances and dependency overrides. • Retrieve FAFSA applicants from Central Processor, notify students with required documents and transmit corrections to electronic ISIR records. • Manage the Web Grant system for Cal Grants B and C. • Create Disbursement Schedule, Award Policy, Student Budget, SAP policy and maintain the Policy and Procedure Manual. • Manage the program funds associated with the awarding of financial aid. Complete the FISAP, COD, MIS reports and reconciles all funds. Coordinate the enrollment file, SSCR, Clearing House and GPA verification transmittal with ITS. • Maintain financial aid records associated with program reviews and audits (MIS, enrollment and graduation). • Prepare and submit periodic reports to public agencies. • Monitor and comply with federal and state financial aid regulations and Title IV regulations.	• Process Financial Aid applications and corrections; perform needed analysis to derive an EFC. • Perform verifications and analyze tax returns. • Implement state and federal assistance programs. • Complete FISAP and submit to the Department of Education. • Process all BOGWs. • Conduct workshops and exit counseling for student loans. • Process FFELP loans through lenders and guarantee agencies, prepare loan checks for disbursement and reconcile at appropriate intervals. • Calculate and process Title IV refunds and over-award repayments. • Use professional judgment for special circumstances and dependency overrides. • Retrieve FAFSA applicants from the Central Processor, notify students with required documents and transmit corrections to electronic ISIR records. • Manage the Web Grant system for Cal Grants B and C. • Create Disbursement Schedule, Award Policy, Student Budget, SAP policy and maintain the Policy and Procedure Manual. • Manage the program funds associated with the awarding of financial aid. Complete the FISAP, COD, MIS reports and reconciles all funds. Coordinate the enrollment file, SSCR, Clearing House and GPA verification transmittal with ITS. • Maintain financial aid records associated with program reviews and audits (MIS, enrollment and graduation). • Prepare and submit periodic reports to public agencies. • Monitor and comply with federal and state financial aid regulations and Title IV regulations.
Student Life and Leadership	• Provide opportunities for student input on participatory governance committees.	• Collaborate with campus community to implement leadership programs focusing on intellectual, social and leadership development.	• Collaborate with campus community to implement leadership programs focusing on intellectual, social and leadership development.

Area 2: Student Services

Function	District	Santa Ana College	Santiago Canyon College
	• Provide an advisory vote for a student on the Board of Trustees. • Receive regular reports from the colleges' Associated Student Government presidents at Board of Trustees meetings.	• Provide advisory role to student clubs and organizations through the Inter-Club council. • Promote district-wide efforts to encourage voter registration.	• Provide advisory role to student clubs and organizations through the Inter-Club council. • Promote district-wide efforts to encourage voter registration.

Area 3: Human Resources

Function	District	Santa Ana College	Santiago Canyon College
Human Resources	• Manage employee recruitment activities and oversee selection processes. • Review minimum qualifications/equivalency determinations for all assignments. • Train EEO Monitors, monitor screening committee membership, applicant pool diversity, orient screening committee, review screening criteria and interview questions. • Conduct prescreening testing. • Make employment offers and determine salary placement. • Process applicant for employment. • Conduct new employee orientations. • Investigate complaints of illegal discrimination and sexual harassment. • Manage Unemployment Insurance claims. • Maintain official personnel files and records. • Monitor all employee assignments for compliance with relevant contractual provisions, statutes and regulations. • Manage assignment, classification, compensation, leaves, reasonable accommodations requests, transfer, layoff, discipline and separation. • Submit personnel actions to the Board of Trustees for approval.	• Submit personnel requisition to initiate hiring. • Formulate selection committee using hiring procedures. • Establish selection criteria/interview questions. • Conduct paper screening, interviews, and reference checks. • Recommend finalists. • Select candidate. • Submit status change to human resources to hire.	• Submit personnel requisition to initiate hiring. • Formulate selection committee using hiring procedures. • Establish selection criteria/interview questions. • Conduct paper screening, interviews, and reference checks. • Recommend finalists. • Select candidate. • Submit status change to human resources to hire.
Benefits	• Maintain documentation on employee and retiree benefits. • Oversee annual Open-Enrollment process. • Conduct benefit orientation meetings. • Provide educational programs on retirement, health and welfare. • Serve as liaison between employees, broker, and insurance carrier regarding insurance related issues. • Coordinate Joint Benefits Committee meetings. • Manage COBRA notices. • Support colleges in times of crisis with EAP services.		

Function	District	Santa Ana College	Santiago Canyon College
Risk Management	• Administer property/liability, workers' compensation, student insurance and other insurance programs. • Administer claims filed against the District. • Investigate and adjust complaints regarding regulatory issues, such as Title IX and Section 504. • Provide certificates of insurance for district functions and contractual requirements. • Coordinate response to subpoenas for records. • Monitor incident reports to ensure district safety issues are addressed and corrected if needed. • Monitor driving records of any employee and/or student who drives on behalf of the District. • Review insurance requirements, hold harmless and indemnification requirements of vendors and third parties. • Administer the District's AED program. • Conduct ergonomic evaluations of employee workstations. • Provide guidelines and/or training programs to ensure compliance with Environmental Health and Occupational Safety, Hazardous Materials Management, Hazardous Waste Management, Laboratory Safety, and other regulatory requirements. • Support safety and emergency preparedness activities at the colleges.		
Employer-Employee Relations	• Conduct negotiations on successor agreements or re-openers with individual unions. • Develop and sunshine bargaining proposals. • Administer union contracts. • Advise and support managers on issues related to employee evaluation, grievances and discipline.	• Administer union contracts in accordance with the agreements. • Facilitate intra-college communication, especially on single college or single site issues. • Provide information about staff recognitions and achievements.	• Administer union contracts in accordance with the agreements. • Facilitate intra-college communication, especially on single college or single site issues. • Provide information about staff recognitions and achievements.

Area 4: Fiscal & Administrative Services

Function	District	Santa Ana College	Santiago Canyon College
Bookstores	• Initiate capital projects and building improvements to enhance and expand existing facilities in response to the expanding needs of the District.	• Provide educational tools to serve students and staff including textbooks, course supplies and office supplies. • Initiate and coordinate with faculty the acquisition of textbooks, supplies and material required for instruction. • Conduct year-round buy back of used books. • Purchase supplies and emblematic clothing and soft goods to meet the needs of students and the college community. • Order announcements and graduation attire. • Maintain bookstore accounts receivable records for special programs (EOPS, Department of Rehabilitation, Scholarships, Veterans and Associated Student Government). • Operate and maintain convenience store and vending machines.	• Provide educational tools to serve the students and staff including textbooks, course supplies and office supplies. • Initiate and coordinate with faculty the acquisition of textbooks, supplies and material required for instruction. • Conduct year-round buy back of used books. • Purchase supplies and emblematic clothing and soft goods to meet the needs of students and the college community. • Order announcements and graduation attire. • Maintain bookstore accounts receivable records for special programs (EOPS, Department of Rehabilitation, Scholarships, Veterans and Associated Student Government). • Operate and maintain convenience store and vending machines.
Food Services	• Provide contract management of campus dining and catering services, vending services (beverage and snack), and general support services to the District Office, colleges, sites, centers and child development centers.	• Provide food service to meet needs of students, faculty/staff including catering for district/college sponsored events and special services to accommodate community and student sponsored events. • Receive suggestions and complaints from students and staff.	• Receive suggestions and complaints from students and staff.
Cashier's Offices	• Maintain internal controls and fraud prevention systems for cashiering locations.	• Collect enrollment fees and process refunds for registration, parking, health, IDs, materials and non-resident tuition. • Maintain student accounts as they relate to student registration and enrollment. • Process photo IDs and collect fees. • Process billing for student tuition and scholarships (Veterans, Active Military, Department of Rehabilitation, Journalism, EOPS, Employment Development Department, PSI Business Seminars, Fire Academy, Criminal Justice Academy). • Setup and maintain deferred tuition payments and audit billing for non-resident tuition and fees. • Disburse gas cards and bus passes for special projects.	• Collect enrollment fees and process refunds for registration, parking, health, IDs, material fees, non-resident tuition. • Maintain student accounts as they relate to student registration and enrollment. • Process photo IDs and collect fees. • Process billing for student tuition and scholarships (Veterans, Active Military, Department of Rehabilitation, Journalism, EOPS, Employment Development Department, PSI Business Seminars and Apprenticeship programs). • Setup and maintain deferred tuition payments and audit billing for non-resident tuition and fees. • Disburse gas cards and bus passes for special projects. • Direct phone and counter support for inquiries related to registration, administrative holds and billings.

Area 4: Fiscal & Administrative Services

Function	District	Santa Ana College	Santiago Canyon College
		• Direct phone and counter support for inquiries related to registration, administrative holds and billings. • Collect funds for returned checks for all Auxiliary Funds. • Apply financial aid awards to student accounts and process remaining balances as a credit balance.	• Collect funds for returned checks for all Auxiliary Funds. • Apply financial aid awards to student accounts and process remaining balances as a credit balance.
Student Business Office	• Ensure compliance with accounting and documentation standards to control receipt and disbursement of funds. • Confer and meet with associated student government, faculty and administration in the development of budgets under the auspices of Auxiliary Services and provide financial guidance relevant to expenditures and budget administration. • Confer and coordinate with the VPs of Administrative Services at each college, the Assistant Vice Chancellor of Fiscal Services and the independent external auditors.	• Serve as Accounts Payable department for Auxiliary Funds. • Process payments of all invoices, purchase orders and reimbursements and verify proper documentation. • Collect and process deposits for all funds, issue receipts and classify accounts for input in Datatel Accounting system. • Reconcile bank accounts for all Auxiliary Funds. • Manage Golden State Scholarships and 529 College Savings Plans. • Disburse Financial Aid hold checks and reissue special program checks including AmeriCorps, Golden State Scholarship and Chaffey grant checks. • Sell staff parking permits, gate and elevator cards. • Collect non-registration fees: lab breakage, library fines, testing, Continuing Education Division fees, custodial supplies, lost keys, ELA and Planetarium income. • Collect, reconcile and monitor daily parking dispenser and parking citation revenue. • Coordinate with District Safety regarding the maintenance and servicing of parking meter dispensers, ordering of supplies and procurement of new equipment and upgrades. • Sell discounted movie theatres, amusement parks and other entertainment tickets and reconcile invoices. • Maintain and update the secure RSCCD employee intranet online ticket store.	• Serve as Accounts Payable department for Auxiliary Funds. • Process payments of all invoices, purchase orders and reimbursements and verify proper documentation. • Collect and process deposits for all funds, issue receipts and classify accounts for input in Datatel Accounting system. • Reconcile bank accounts for all Auxiliary Funds. • Manage Golden State Scholarships and 529 College Savings Plans. • Disburse Financial Aid hold checks and reissue special program checks including AmeriCorps, Golden State Scholarship and Chaffey grant checks. • Sell staff parking permits, gate and elevator cards. • Collect non-registration fees: lab breakage, library fines, testing, Continuing Education Division fees, custodial supplies, lost keys, ELA and Planetarium income. • Collect, reconcile and monitor daily parking dispenser and parking citation revenue. • Coordinate with District Safety regarding the maintenance and servicing of parking meter dispensers, ordering of supplies and procurement of new equipment and upgrades. • Sell discounted movie theaters, amusement parks and other entertainment tickets and reconcile invoices. • Maintain and update the secure RSCCD employee intranet online ticket store. • Disburse change funds for college events and fundraisers. • Maintain and file monthly/quarterly sales and use tax. • Process payments for International Student Program. • Distribute and interpret financial statements to departments. • Perform accounting functions for a variety of assigned accounts and monitors expenditures.

Function	District	Santa Ana College	Santiago Canyon College
		• Disburse change funds for college events and fundraisers. • Maintain and file monthly/quarterly sales and use tax. • Process payments for International Student Program. • Distribute and interpret financial statements to departments. • Perform accounting functions for a variety of assigned accounts and monitors expenditures. • Oversee and manage remote surveillance systems for retail and cash operations.	• Oversee and manage remote surveillance systems for retail and cash operations.
Contracts	• Use the Contracts Review Checklist for District contracts to ensure appropriate terms and conditions are included. • Determine the need for legal advice on contract issues. Serve as liaison between the District and outside legal counsel on contractual issues. • Maintain appropriate case files and records for contracts.	• Use the Contracts Review Checklist for college contracts to ensure appropriate terms and conditions are included. • Assess the product/ service provided to determine if it is in compliance with the requirements specified in the contract. • At the college, maintain appropriate case files and records for contracts from the colleges.	• Use the Contracts Review Checklist for college contracts to ensure appropriate terms and conditions are included. • Assess the product or service provided to determine if it is in compliance with the requirements specified in the contract. • At the college, maintain appropriate case files and records for contracts from the colleges.
Facilities Planning and District Support Services	• Develop and submit the District's Five Year Construction Plan pursuant to State Education Code. • Oversee and coordinate the planning of capital outlay projects. • Define need, develop scope of work and provide a budget for all state-funded Scheduled Maintenance and Hazardous Materials projects as well as locally-funded Facility Modification projects. • Coordinate the screening and hiring for architects, engineers, space planners and envircnmental consultants. • Provide technical assistance and support for the planning and development of all facility projects. • Keep abreast and up-to-date on major facility planning issues and provide input regarding the development of facilities to meet long term needs and modern educational delivery systems.	• Serve as district liaison on college committees dealing with facility planning and development. • Facilitate input, revisions, and updates of the college's Facility Master Plan. • Provide technical expertise to faculty, staff and administration in the planning of facilities to meet the educational needs of the community. • Develop college facilities master plan based on the requirements specified in the educational master plan. • The Administrative Services Department serves as the liaison between college divisions and departments and the district staff in the development and implementation of major facilities projects. • Review the facilities inventory and submits changes to the district staff. • Maintain, manage and continue to upgrade the building automation systems as funding and technology becomes available. Systems shall be	• Serve as district liaison on college committees dealing with facility planning and development. • Facilitate input, revisions, and updates of the college's Facility Master Plan. • Provide technical expertise to faculty, staff and administration in the planning of facilities to meet the educational needs of the community. • Develop college facilities master plan based on the requirements specified in the educational master plan. • The Administrative Services Department serves as the liaison between college divisions and departments and the district staff in the development and implementation of major facilities projects. • Review the facilities inventory and submits changes to the district staff. • Maintain, manage and continue to upgrade the building automation systems as funding and technology becomes available. Systems shall be designed and installed to provide support while maximizing efficient use of energy.

Area 4: Fiscal & Administrative Services

Function	District	Santa Ana College	Santiago Canyon College
	- Liaison in the planning and development of facilities with planning, construction, regulatory compliance and environmental review agencies. - Develop and update architectural standards for facility development. - Negotiate and review property and facilities leases. - Develop bid specifications, bid awards, construction and implementation of major construction and renovation. - Do long-range planning to maximize efficient use of facilities for all district sites. - Maintain all documentation relating to facilities (blueprints, bid and construction documents, transition to an automation system of CADD drawings and setting standards for work performed). - Apply and maintain all operational permits required by state, local or national regulations. - Develop and update building and construction specifications and monitor facility standards for new construction and remodel projects. - Provide technical assistance on matters that relate to building maintenance, grounds or custodial service.	designed and installed to provide support while maximizing efficient use of energy.	
Foundations	Conduct programs and activities that support the District's economic development programs.	- Provide comprehensive program of educational philanthropy and provide staff support to board of directors. - Implement fundraising activities to generate revenues for specific college needs including: scholarships, capital campaigns, college endowments, annual giving opportunities, special events, planned gifts, corporate contributions, special events, planned gifts, corporate contributions, outreach to special targeted groups, and development of community centered fund-raising opportunities. - Monitor the foundation's investment portfolio, gift receipting and tracking process, donor recognition programs, and compliance with state and federal audit regulations.	- Provide comprehensive program of educational philanthropy and provide staff support to board of directors. - Implement fundraising activities to generate specific college needs including: scholarships, capital campaigns, college endowments, annual giving opportunities, special events, planned gifts, corporate contributions, outreach to special targeted groups, and development of community centered fund-raising opportunities. - Monitor the foundation's investment portfolio, gift receipting and tracking process, donor recognition programs, and compliance with state and federal audit regulations.

Function	District	Santa Ana College	Santiago Canyon College
Facilities and Grounds Maintenance	• Coordinate facility operation for the District Office including custodial services, grounds, building maintenance and miscellaneous service contract providers.	• Conduct on-going and direct responsibility for maintenance and operation of facilities. • Issue all building, furniture, and equipment keys and maintaining an inventory of all keys distributed. • Repair and maintain landscaping in addition to athletic fields. This includes all plants, trees, irrigation systems, parking lots, walkways and roadways within the college.	• Conduct on-going and direct responsibility for maintenance and operation of facilities. • Issue all building, furniture, and equipment keys and maintaining an inventory of all keys distributed. • Repair and maintain landscaping in addition to athletic fields. This includes all plants, trees, irrigation systems, parking lots, walkways and roadways within the college.
Budget	• Formulate annual budget assumptions for review and discussion at Fiscal Resources Committee (FRC) and recommendations to the Chancellor for Board's approval. • Establish the revenue budgets and regular personnel expenditure budgets. Provide campuses with their remaining ongoing and one-time carryover allocations. • Prepare and coordinate information for the FRC. • Coordinate budget preparation and augmentations with the Resource Development for categorical programs/ grants. • Coordinate budget preparation and funds availability with Facilities for the bonds and capital outlay budgets. • Monitor and revise the budget as needed. • Prepare the Tentative and Adopted Budget books and present them to the Board of Trustees. • Produce monthly revenue and expenditure projections. • Produce monthly financial budget comparison reports. • Prepare forecasts and cost estimations for collective bargaining purposes. • Monitor and provide backfill for classified vacancies. • Comply with external reporting requirements.	• From appropriated revenues in the Budget Allocation Model, allocate college budget to departments, disciplines and programs. • Produce monthly financial report comparing actual expenditures to budget and for the management of its total allocated budget. • Consolidate and submit annual college budget request to the District. • Monitor and revise the budget as needed. • Initiate any requirements for new accounts or changes in allocations to accounts that do not affect the overall college budget.	• From appropriated revenues in the Budget Allocation Model, allocate college budget to departments, disciplines and programs. • Produce monthly financial report comparing actual expenditures to budget and for the management of its total allocated budget. • Consolidate and submit annual college budget request to the District. • Monitor and revise the budget as needed. • Initiate any requirements for new accounts or changes in allocations to accounts that do not affect the overall college budget.

Function	District	Santa Ana College	Santiago Canyon College
Enrollment Management	• Prepare and obtain certification for the apportionment attendance reports (CCFS-320) and the apprenticeship attendance reports (CCFS-323) by Fiscal Services. • Develop analysis, historical performance trends, and projections compared to the annual targets as requested by the campuses. • Oversee the adequacy of record retention to support the audit trail. • Prepare documents and reports as required or requested by State agencies or district personnel working in collaboration with campus personnel.	• Identify needed revisions to the college projections and collaborate on the suggested changes. • Provide guidance relative to new and revised education code sections and regulations; assure adequacy of record retention. • Coordinate the college portions of streamlining reporting and reducing the labor content; collaborate on system conversion related to attendance. • Assure that the methods of collecting attendance and reporting comply with the education code, regulations, advisories and related publications.	• Identify needed revisions to the college projections and collaborate on the suggested changes. • Provide guidance relative to new and revised education code sections and regulations; assure adequacy of record retention. • Coordinate the college portions of streamlining reporting and reducing the labor content; collaborate on system conversion related to attendance. • Assure that the methods of collecting attendance and reporting comply with the education code, regulations, advisories and related publications.
Fiscal Services	• Act as a resource to campus and district personnel for any fiscal issues. • Prepare quarterly financial and investment reports for the Board of Trustees. • Monitor cash balances to assure liquidity and diversify funds for better market yield when appropriate. • Prepare monthly cash flow statements for General Fund. • Ensure all financial reports are completed accurately and filed timely. • Monitor arbitrage calculations for bond proceeds. • Provide for bi-annual actuarial studies on workers' compensation, property and liability, and retiree benefits obligations. • Prepare and submit annual continuing disclosure documents for bond issuances. • Prepare monthly bond expenditures reports. • Prepare and coordinate information for the Bond Oversight Committee. • Ensure all district accounts and funds undergo annual independent audit. Follow-up and resolve audit issues. • Present the audit reports to the Board Fiscal & Audit Review Committee. • Monitor federal, state and local law changes and revise practices and procedures as necessary for compliance.	• Responsible for informing the District when a service or product has been received from a vendor and that it meets requirements. This contributes to the timeliness of payment to the vendor. • Accountable for the timeliness of expenditures so that products and services are received the same fiscal year they are booked.	• Responsible for informing the District when a service or product has been received from a vendor and that it meets requirements. This contributes to the timeliness of payment to the vendor. • Accountable for the timeliness of expenditures so that products and services are received the same fiscal year they are booked.

Area 4: Fiscal & Administrative Services

Function	District	Santa Ana College	Santiago Canyon College
	• Prepare financial reports and forecasts as requested.		
Accounting	• Interact with program directors, government agencies and external auditors on compliance and audit issues. • Prepare internal reports for Board of Trustees and users. • Prepare financial reports for submission to the State and Orange County Department of Education. • Prepare Comprehensive Annual Financial Report as required by and in accordance with the Governmental Accounting Standards Board and generally accepted accounting principles. • Perform reconciliation procedures for district activities with the Orange County Department of Education and all district bank accounts. • Maintain Chart of Accounts, general ledger, subsidiary ledgers and special journals. • Receive and allocate district revenues from local, state and federal sources. • Process budgets, verify and monitor expenditures to ensure compliance with all regulations. • Prepare categorical program financial reports. • Provide capital asset summary and support schedules based on established capitalization and depreciation policies in conformity with generally accepted accounting principles. • Disburse financial aid payments and maintain ledgers. • Provide support, bookkeeping services and financial reporting to the District Foundation.	• Maintain student financial aid records. • Responsible for ensuring product or service rendered by an outside party is received and in working order before authorizing payment.	• Maintain student financial aid records. • Responsible for ensuring product or service rendered by an outside party is received and in working order before authorizing payment.
Payroll	• Collect, prepare and process timely and accurate payroll, payroll taxes and retirement information for all district employees, including retroactive payments, contract changes and corrections. • Analyze Human Resources, Risk Management and other source documents to ensure proper payments, taxation and withholdings.	• Prepare time sheets for all hourly staff, including student assistants, utilized by the college and submit them to district Payroll for processing. • Submit completed paper and electronic absence forms to payroll for processing.	• Prepare time sheets for all hourly staff, including student assistants, utilized by the college and submit them to district Payroll for processing. • Submit completed paper and electronic absence forms to payroll for processing.

Function	District	Santa Ana College	Santiago Canyon College
	• Process and maintain records of employee voluntary deductions and remittances. • Balance and process accruals and usage of all leave types (sick, vacation, etc.) verifying compliance with education code requirements and union agreements. • Assure payroll compliance with federal and state regulations and district policies and procedures. • Audit, reconcile and file annual, quarterly and monthly reports to federal and state agencies including, W-2 forms, W-2C forms, 1099 forms, 941 forms, DE43 forms, etc. • Process and reconcile employee insurance benefit payments for full-time employees, domestic partners, retirees and COBRA. • Oversee third party administration of 403B & 457 plans. • Assist departments to calculate budget for new positions. • Keep updated with changes in accounting, tax and retirement law regulations. • Prepare/update the Payroll and Desk Procedures Manuals. • Prepare and provide necessary schedules, documentation and files to internal/external auditors.		
Electronic Financial System Management	• Assess current processes, procedures and reporting needs including process mapping. • Record level security classes for various roles and assign employees to appropriate roles. • Determine approvers for all departments and assign users to appropriate departments and approvers. • Update chart of accounts, including account components, subcomponents and account strings. • Work with ITS to add new users into the system with appropriate security classes. • Work with ITS to develop reports to accommodate end-users and external reporting requirements.	• Provide input for reporting and training needs.	• Provide input for reporting and training needs.

Function	District	Santa Ana College	Santiago Canyon College
	• Determine customization, third party software and other needs in addition to the standard Datatel system. • Test system including various scenarios, module to module and live simulation testing. Identify and resolve problems that arise. • Train end-users in the new financial system, including purchase requisition, general ledger/budget, approvals and introduction and navigation training.		
Accounts Payable	• Process for payment the general obligations in accordance with state and federal laws, education code, district policies/ procedures and audit practices. • Ensure the accuracy, completeness and appropriateness of payments made to outside vendors and to staff for expense reimbursements. • Process payments to students for grants, tuition refunds, stipends and other reimbursements. • Disseminate and interpret district, state and federal regulations related to accounts payable functions. • Maintain relationships with vendors through timely and accurate payment and respond to inquiries. • Monitor timing of payments to take discounts, maintain satisfactory credit ratings and avoid or minimize interest expense and penalties. • Establish and maintain vendor records and archiving of files in accordance with county, local and state requirements and IRS regulations. • Prepare and provide necessary schedules, documentation and files to internal/external auditors. • Maintain effective relationships with the OC Department of Education personnel and departments. • Coordinate accounts payable activities with the Purchasing, warehouse and receiving departments.	• Notifies district Accounting that the product or service has satisfactorily been received and that payment for that product or service can be made.	• Notifies district Accounting that the product or service has satisfactorily been received and that payment for that product or service can be made.

Area 4: Fiscal & Administrative Services

Function	District	Santa Ana College	Santiago Canyon College
	• Prepare, remit, reconcile and file reports to federal and state agencies (1042, 1042-S and DE542). • Prepare and file miscellaneous income tax forms. • Perform Taxpayer Identification Number (TIN) matching of 1099 payee information against IRS records to avoid B-Notices, decrease backup withholding & penalty, and reduce errors.		
ITS - Academic Support	• Provide site-licensed operating system and business application software supported by Application systems. • Provide technical expertise of hardware/software specifications and approve purchases to ensure they meet cistrict standards. • Provide desktop, mobile device, wireless connectivity support for campus students and employees. • Develop system and maintain inventory of hardware and software. • Provide low level technical assistance to employees. • Coordinate and communicate college needs with Networking, Application Development and Web Development. • Support technical needs of classroom instruction.	• Provide training for faculty on using equipment and software. • Purchase/upgrade instructional software and equipment for faculty. • Fund technical training(s) for district technician(s) on unique instructional software/hardware. • Provide technical assistance to faculty, staff, and students on an as-needed basis. • Work with Media Systems department to support classrooms and online instruction. • Procure and maintain academic servers. • Purchase miscellaneous IT supplies, such as toner cartridges for hardware.	• Provide training for faculty on using equipment and software. • Purchase/upgrade instructional software and equipment for faculty. • Responsible for funding technical training(s) for district technician(s) on unique instructional software/hardware. • Provide technical assistance to faculty, staff, and students on an as-needed basis. • Work with Media Systems department to support classrooms and online instruction. • Procure and maintain academic servers. • Purchase miscellaneous IT supplies, such as toner cartridges for hardware.
ITS - Application Systems	• Maintain the Ellucian Enterprise Resource System. • Support Ellucian third party vendor applications. • Apply/maintain Ellucian and third party updates. • Ensure data availability, quality and consistency by provide for ease of access and analysis. • Develop ERP and third party enhancements and customizations for usability, planning and budgeting. • Develop and maintain web services for students and faculty via the Ellucian product, WebAdvisor. • Comply with mandated MIS and Federal reporting. • Migrating system applications hosted in older servers to newer servers with more current versions of operating systems and database engines.	• Review/update college/department specific parameters for reporting. • Supply assistance for web services, such as *Blackboard.*	• Review/update college/department specific parameters for reporting. • Supply assistance for web services, such as *Blackboard.*

Area 4: Fiscal & Administrative Services

Function	District	Santa Ana College	Santiago Canyon College
	• Support *Blackboard* Course Management Systems.		
ITS - Network Administration	• Procure and maintain virtual and physical servers for academic and administrative needs. • Design, implement and maintain the Wide Area Network including physical infrastructure and core network equipment. • Design, implement and maintain the Local Area Network including the physical infrastructure and building network equipment. • Design, implement and maintain Wireless Network. • Develop mechanisms to manage network growth and internet bandwidth usage. • Develop mechanisms for safe and reliable network, e.g. firewalls, antivirus, intrusion systems. • Responsible for backups of enterprise and departmental systems. • Design, implement, and maintain the Voice Over Internet Protocol (VOIP) phone system. • Responsible for the email services and products related to email such as spam prevention. • Provide secure remote access to our network. • Design, implement and maintain Video Surveillance System.	• College Help Desk receives all college related technology problems. Academic Support reassigns or works with the ITS network team to resolve the issue. • Identify network issues and collaborate with network administration for resolutions. (Examples are network switches, infrastructure cable, wireless access, Blackboard, bandwidth, and phone matters.) • Identify technology expansion requirements with college staff. Relate needs to the ITS network administration to determine solutions. • Maintain communication with district ITS staff to meet the needs of the colleges related to new buildings, staffing issues and vendor support.	• College Help Desk receives all college related technology problems. Academic Support reassigns or works with the ITS network team to resolve the issue. • Identify network issues and collaborate with network administration for resolutions. (Examples are network switches, infrastructure cable, wireless access, Blackboard, bandwidth, and phone matters.) • Identify technology expansion requirements with college staff. Relate needs to the ITS network administration to determine solutions. • Maintain communication with district ITS staff to meet the needs of the colleges related to new buildings, staffing issues and vendor support.
Website	• Provide evolving user-friendly websites that promote District, Colleges and Continuing Education Centers. • Facilitate District and College services online for the community, staff and media. • Web content management responsibilities for the district web site are a collaborative effort of Public Affairs/Publications, ITS and the content publishers. • Collaborate with ITS on recommended functional or design changes of the district and college websites.	• Maintain content through a collaborative effort of the college web committees and educational and service departments. • Provide content for the areas college staff maintain and update. • Provide support in designing new web pages. • Assist in expanding District Economic Development commitments to the State via web services for the entrepreneurial community.	• Maintain content through a collaborative effort of the college Website and Technology Committees and educational and service departments. • Provide content for the areas college staff maintain and update. • Provide support in designing new web pages. • Assist in expanding District Economic Development commitments to the State via web services for the entrepreneurial community.

Function	District	Santa Ana College	Santiago Canyon College
Intranet	• In collaboration with Public Affairs/Publications, create a vibrant employee Intranet with updated and relevant information, news and initiatives that allows for two-way communication as appropriate. • Provide an online presence for administration, faculty and staff to access to district policies, handbooks, reports, forms and directories.	• Contribute to and maintain content of employee intranet.	• Contribute to and maintain content of employee intranet.
Internal Auditing	• Evaluate adequacy of internal control structures. • Assess compliance with written policies/procedures. • Investigate reported occurrences of waste and fraud and recommend controls to prevent or detect them. • Conduct audits, reviews and examinations of District activities and transactions. • Assist in internal investigations by documenting, compiling, analyzing and maintaining evidence. • Review systems established to ensure compliance with policies, plans, procedures, laws and regulations, which could have a significant impact on operations. • Review the means of safeguarding assets and, as appropriate, verify the existence of such assets. • Review and appraise the efficiency of resources usage. • Review operations or programs to ascertain whether results are consistent with established objectives.	• Review and evaluate current operations to ensure compliance with board policy and administrative regulations. • Implement corrective action recommended by audit.	• Review and evaluate current operations to ensure compliance with board policy and administrative regulations. • Implement all corrective action recommended by audit.

Function	District	Santa Ana College	Santiago Canyon College
Purchasing	• Execute procurement of merchandise and services in accordance with appropriate regulations and policy. • Manage competitive quotation and bid process. • Prepare, evaluate, analyze and recommend awards of bids for maintenance service contracts. • Maintain contractor insurance and bonding certificates. • Maintain database and control of maintenance and service contracts, independent contractors, leases and rental of property and facilities. • Execute service contracts and manage services for maintenance agreements, which are centralized. • Provide training for online requisitioning system and maintain training manuals. • Prepare annual contract renewals, obtain new pricing, update database and distribute renewal list to departments for budget purposes. • Maintain database of qualified contractors that includes checking the status of contractor's licenses. • Monitors district participation with State of California in travel program, i.e. air travel, car rental, fuel, etc. • Maintains office supplies online ordering system, i.e. product review reports, active/inactive users and custom core.	• Prepare purchase requisitions identifying the specific product or service required and forwards them to district Purchasing to prepare purchase orders.	• Prepare purchase requisitions identifying the specific product or service required and forwards them district Purchasing to prepare purchase orders.
Warehouse & Inventory Control	• Ensure shipments of received supplies and equipment are correct, undamaged and delivered to departments. • Make arrangements for the return of items to vendors. • Follow-up on non-delivery or late delivery of orders. • Deliver surplus property from storage to requestor. • Maintain moveable equipment inventory (fixed assets), upgrades of equipment, deletions and equipment transfer. • Prepare inventory reports and reconcile inventory additions against the general ledger.	• Maintain a nominal amount of furniture and equipment that is intended for re-use at the college. • Identify surplus furniture and equipment to be sent to the district Warehouse. • Coordinate with the district Warehouse to address furniture or equipment needs. • Complete a Furniture and Equipment Transfer Request form whenever furniture or equipment is moved from one location to another or sent to surplus.	• Maintain a nominal amount of furniture and equipment that is intended for re-use at the college. • Identify surplus furniture and equipment to be sent to the district Warehouse. • Coordinate with the district Warehouse to address furniture or equipment needs. • Complete a Furniture and Equipment Transfer Request form whenever furniture or equipment is moved from one location to another or sent to surplus.

Area 4: Fiscal & Administrative Services

Function	District	Santa Ana College	Santiago Canyon College
	• Tag all inventorial equipment, federally funded items. • Coordinate public auction of surplus property and arrange for disposal of remaining items. • Maintain records and coordinate the delivery and return of record to Schick Storage facility. • Witness the secure destruction of district records that have reached the end of their retention period.		
Safety & Security	• Scheduling of officers to ensure adequate coverage. • Advise and lead efforts to install security surveillance systems in strategic locations within district property. • Coordinate response to serious incidents/emergencies. • Respond to changes in the environment by recommending policy changes relating to safety and security. • Facilitate, coordinate and conduct training for safety staff. • Review and update department policies/procedures. • Provide training support for all district safety officers. • Maintain accurate crime statistics and ensure that they are reported to the communities and to the federal Department of Education. • Advise district and site administrators on safety and security concerns and provide updated information regarding significant incidents. • Provide technical expertise to staff and faculty for possible solutions to safety and security problems. • Perform payroll and purchasing recordkeeping functions. • Support and advise College Safety Committees and College Emergency Preparedness committees. • Liaison with local law enforcement agencies to ensure cooperation and coordination.	• Monitor crime reports and direct patrol activities. • Conduct crime prevention and awareness programs (alert bulletins, presentations, posters and email reminders). • Work with Administrative Services and Maintenance and Operations to identify and correct safety hazards. • Monitor fire and life safety alarm systems and intrusion alarms systems to ensure proper functioning and to ensure timely response to activated alarms. • Respond to criminal incidents and emergencies. • Maintain accurate documents of incidents and daily activities. • Maintain effective Lost and Found Property procedures. • Work closely with other departments in handling student disciplinary problems. • Patrol campuses to deter crime and be available to provide assistance, information and security services. • Enforce parking regulations and direct traffic on campus. • Provide security coverage for special events. • Work with college Administrative Services to prepare and maintain an emergency preparedness plan at site. • Conduct emergency drills. • Participate in Threat Assessment Team's efforts to identify potentially violent individuals.	• Monitor crime reports and direct patrol activities. • Conduct crime prevention and awareness programs (alert bulletins, presentations, posters and email reminders). • Work with Administrative Services and Maintenance and Operations to identify and correct safety hazards. • Monitor fire and life safety alarm systems and intrusion alarms systems to ensure proper functioning and to ensure timely response to activated alarms. • Respond to criminal incidents and other emergencies. • Maintain accurate documents of incidents and daily activities. • Maintain effective Lost and Found Property procedures. • Work closely with other departments in handling student disciplinary problems. • Patrol campuses to deter crime and be available to provide assistance, information and security services. • Enforce parking regulations and direct traffic on campus. • Provide security coverage for special events. • Work with college Administrative Services to prepare and maintain an emergency preparedness plan at site. • Conduct emergency drills. • Participate in Threat Assessment Team's efforts to identify potentially violent individuals.

Area 4: Fiscal & Administrative Services

Function	District	Santa Ana College	Santiago Canyon College
Mail Services	• Provide mail services to all sites. • Prepare mail for delivery to post office. • Sort incoming mail/packages and distribute to departments. • Send and receive fax correspondence. • Maintain department and faculty mailboxes.	• Each college and continuing education center maintains a mailroom for U.S. mail, outside and intra-district deliveries. • Each college and continuing education center prepares mail and packages for pick up by the district mail service, delivery companies and the U.S. Postal Service.	• Each college and continuing education center maintains a mailroom for U.S. mail, outside and intra-district deliveries. • Each college and continuing education center prepares mail and packages for pick up by the district mail service, delivery companies and the U.S. Postal Service.
College Advancement	• Board of Trustees is apprised of all college advancement activities.	• Responsible for overall development and implementation of a philanthropic master plan to generate community goodwill and financial support for the college. • Develop and monitor college fundraising activities in close collaboration with college foundation. • Direct alumni activities and serve as community liaison. • Develop and oversee student-centered programs and events that generate revenue for college and student needs. • Solicit and disburse funds for scholarships and other program.	• Responsible for the overall development and maintenance of programs that generate community goodwill and financial support for the college. • Develop and monitor college fundraising activities in close collaboration with college foundation. • Direct alumni activities and serve as community liaison. • Develop and oversee student-centered programs and events that generate revenue for college and student needs. • Solicit and disburse funds for scholarships and other program.
Transportation	• Review driving records and maintain vehicle inventory for insurance purposes.	• Responsible for maintaining vehicles assigned to the college. This would include passenger vehicles, trucks, vans and all utility carts. Administrative Services is also responsible for the assignment of owned or leased vehicles as well as for the arrangement of all rental vehicles including those used for athletic teams and class field trips.	• Responsible for maintaining vehicles assigned to the college. This would include passenger vehicles, trucks, vans and all utility carts. Administrative Services is also responsible for the assignment of owned or leased vehicles as well as for the arrangement of all rental vehicles including those used for athletic teams and class field trips.
Facilities Usage	• Board of Trustees establishes policies related to facilities use.	• Handle all requests from external groups who request usage of college facilities.	• Handle all requests from external groups who request usage of college facilities.

Function	District	Santa Ana College	Santiago Canyon College
Policies	• Manage the revision and development of new board policies and administrative regulations with appropriate staff. • Provide liaison with CCLC policy subscription service.	• Provide advice and input relative to new and revised Board Policies and Administrative Regulations as requested. • Identify needed revisions as appropriate. • Ensure faculty and staff awareness of Board Policies and Administrative Regulations. • Ensure compliance with Board Policies and Administrative Regulations.	• Provide advice and input relative to new and revised Board Policies and Administrative Regulations as requested. • Identify needed revisions as appropriate. • Ensure faculty and staff awareness of Board Policies and Administrative Regulations. • Ensure compliance with Board Policies and Administrative Regulations.
Planning	• Maintain and update *RSCCD Planning Design Manual, Comprehensive Master Plan, and Strategic Plan.* • Manage annual assessment and revision of District planning processes to ensure continuous quality improvement. • Provide external and internal environmental scanning information for planning. • Provide planning assistance to colleges as requested.	• Collaborate in the development, implementation, evaluation and refinement of the RSCCD's mission, goals and comprehensive plans. • Utilizing RSCCD goals, develop, implement, evaluate and refine the college mission, comprehensive plans and resulting institutional goals, which serve as the basis for resource allocation. • Establish and monitor institution-set standards of achievement and ensure outcomes assessment and student achievement data drive the planning and resource allocation process. • Facilitate institution-wide dialogue about outcomes assessment data student achievement data through long, near and short-term planning. • Provide feedback to the Chancellor and Board of Trustees regarding progress towards RSCCD and college goals.	• Collaborate in the development, implementation, evaluation and refinement of the RSCCD's mission, goals and comprehensive plans. • Utilizing RSCCD goals, develop, implement, evaluate and refine the college mission, comprehensive plans and resulting institutional goals, which serve as the basis for resource allocation. • Establish and monitor institution-set standards of achievement and ensure outcomes assessment and student achievement data drive the planning and resource allocation process. • Facilitate institution-wide dialogue about outcomes assessment data student achievement data through long, near and short-term planning. • Provide feedback to the Chancellor and Board of Trustees regarding progress towards RSCCD and college goals.
Resource Development/Grants	• Provide research, coordination, writing and editorial support for planning and development of proposals. • Submit grant proposals to funding agencies. • Develop line-item expenditure budgets. • Take budgets, grant-related contracts, and subcontract agreements to docket.	• Define college approval process for seeking grant funding. • Obtain College Council's approval to submit grant proposals. • Plan and develop grant proposals. • Implement and manage grant-funded projects and budgets.	• Define college approval process for seeking grant funding. • Obtain College Council's approval to submit grant proposals. • Plan and develop grant proposals. • Implement and manage grant-funded projects and budgets.

Area 5: Educational Services

Function	District	Santa Ana College	Santiago Canyon College
	• Provide timely grant-related information to relevant departments and individuals. • Provide ongoing grant management assistance to grant-funded project staff.	• Complete forms, including status change forms, budget change forms, transfer of expenditure forms, purchase requisitions, load sheets and payroll sheets. • Complete non-financial progress, compliance and final reports for funding agency. • Ensure compliance of project activities with funding agency. • Cooperate with Resource Development and Accounting to ensure proper execution of grant project.	• Complete forms, including status change forms, budget change forms, transfer of expenditure forms, purchase requisitions, load sheets and payroll sheets. • Complete non-financial progress, compliance and final reports for funding agency. • Ensure compliance of project activities with funding agency. • Cooperate with Resource Development and Accounting to ensure proper execution of grant project.
Economic and Workforce Development	• Provide customized training, testing and assessment services for business and industry on a fee basis. • Maintain close liaison with district credit and non-credit sites as well as with community colleges statewide. • Develop and enhance training programs designed to serve local workforce needs. • Strategic planning and system building for workforce development. • Serve as a resource for district and statewide community college system for training needs. • Deliver economic development services by contract. • Provide no-cost business consulting and low-cost training for existing small businesses and future entrepreneurs. • Conduct job market studies for potential, new and ongoing vocational programs. • Manage district VTEA contract.	• Coordinate career education and workforce development programs and services. • Represent college on different workforce committees. • Develop and implement strategies for achieving college goals and objectives related to career/occupational education. • Provide leadership for marketing and outreach to high schools, special populations and community. • Plan, develop and implement programs and partnerships with business and industry. • Plan, develop and maintain compliance with appropriate regulations and policies related to workforce development. • Research and prepare special reports related to career education and workforce development programs. • Provide leadership for articulation program with K-12/ROP. • Develop instructional contracts with business and industry. • Work with Technical Advisory Committees to review and revise existing programs to meet industry needs. • Seek out new training opportunities to meet industry needs.	• Coordinate career education and workforce development programs and services. • Represent college on different workforce committees. • Develop and implement strategies for achieving college goals and objectives related to career/occupational education. • Provide leadership for marketing and outreach to high schools, special populations and community. • Plan, develop and implement programs and partnerships with business and industry. • Plan, develop and maintain compliance with appropriate regulations and policies related to workforce development. • Research and prepare regular and special reports related to career education and workforce development programs. • Provide leadership for articulation program with K-12/ROP. • Develop instructional contracts with business and industry. • Work with Technical Advisory Committees to review and revise existing programs to meet industry needs. • Seek out new training opportunities to meet industry needs. • Market and promote opportunities for job training to community, high schools and special populations.

Area 5: Educational Services

Function	District	Santa Ana College	Santiago Canyon College
Research	• Conduct and coordinate institutional research for colleges and district. • Complete government mandated reports (IPEDS, SRTK). • Coordinate, monitor and report performance measures. • Design, conduct and publish "regular" statistical studies (such as enrollment trends, graduates and persistence reports) to assist in program planning and development. • Design, conduct and publish "special" studies to meet departmental, institutional, community and state/federally-mandated requirements. • Coordinate, assist, guide, and/or support faculty, staff and other individuals conducting research activities. • Coordinate data requests from external agencies. • Validate assessment test course placement. • Respond to research needs in support of departmental activities and grant proposals. • Administer surveys to students, staff and community. • Develop and maintain outside data sources.	• Market and promote opportunities for job training to community, high schools and special populations. • Identify and request research, as needed. • Provide input for the annual research agenda and prioritize research needs of the college. • Conduct routine research to support college program needs, such as program monitoring. • Assist in data gathering for research as needed. • Review report drafts, disseminate research findings and use research results appropriately in planning and decision making. • Use "research protocol" to mediate permission to conduct research for non-college-specific purposes. • Develop, implement, manage, evaluate and improve cycles and processes for the collection, reporting and analysis of outcomes assessment data at the institutional, program, service area and course levels. • Actively disseminate research to support college-level strategic planning centered on student learning and success.	• Identify and request research, as needed. • Provide input for the annual research agenda and prioritize research needs of the college. • Conduct routine research to support college program needs, such as program monitoring. • Assist in data gathering for research as needed. • Review report drafts, disseminate research findings and use research results appropriately in planning and decision making. • Use "research protocol" to mediate permission to conduct research for non-college-specific purposes. • Develop, implement, manage, evaluate and improve cycles and processes for the collection, reporting and analysis of outcomes assessment data at the institutional, program, service area and course levels. • Actively disseminate research to support college-level strategic planning centered on student learning and success.
Child Development Services & Centers	• Provide oversight for operation of CDCs at all sites. • Monitor regulations for operation of centers. • Monitor enrollments in relation to contract awards for state, federal and local funding. • Maintain all records and reporting requirements – personnel, financial, grant, state and federal. • Facilitate outreach/marketing plan for all centers. • Collaborate with other divisions/departments. • Supervise all child development staff at all centers.	• Refer students for service at the centers. • Coordinate services for special classes of students, such as CalWORKS. • Facilitate integration between Centers and the Human Development Instructional Departments. • Provide maintenance for physical environment.	• Refer students for service at the centers. • Coordinate services for special classes of students, such as CalWORKS. • Facilitate integration between Centers and the Human Development Instructional Departments. • Provide maintenance for physical environment.

Function	District	Santa Ana College	Santiago Canyon College
Digital Media Center (DMC)	• Incubate digital media companies that demonstrate potential for high growth and creation of jobs. • Conduct needs assessments and provide services to help businesses achieve their goals. • Augment and enhance services through relationships and partnerships with other service providers. • Monitor businesses to ensure agreed upon milestones are met and resources are used prudently. • Work with incubator companies and affiliate clients to establish their operations in the surrounding area. • Coordinate facilities maintenance and operations. • Schedule and coordinate facilities maintenance and operations services. • Oversee DMC advisory group assisting in advocating the program and identifying candidates for incubation.	• Promote the economic development/job creation mission of the DMC by developing and participating in collaborative, integrated programs within the DMC that prepare students for employment. • Promote and supervise college instructional programs that foster digital media in the region. • Provide academic and student support services for students attending instructional programs at the DMC. • Participate in the collaborative environment among faculty, staff, students, businesses and clients of the DMC. • Purchase and maintain instructional equipment. • Schedule and reserve instructional conference rooms, classrooms and TV/video studio spaces.	

Function	District	Santa Ana College	Santiago Canyon College
Board of Trustees	• Delegate authority to the Chancellor for district. • Oversight of District as a whole with regards to accreditation. • Maintain self-evaluation policy and follow through. • Establish structure and create policies related to governance.	• Assure the implementation of all Board Policies and Administrative Regulations related to college functions and support their updating as appropriate to changes in policy and practice. • Actively participate in Board of Trustees meetings and in other topical Board development presentations and workshops.	• Assure the implementation of all Board Policies and Administrative Regulations related to college functions and support their updating as appropriate to changes in policy and practice. • Actively participate in Board of Trustees meetings and in other topical Board development presentations and workshops.
Academic Senates	• Provide input directly to the Board on professional and academic matters.	• Academic Senate Presidents attend all Board meetings. • Serve on college and district governance committees. • Recommend to the Board annual approval of curriculum to include new, revised and/or deleted programs and courses. • Maintain a relationship directly with the Board of Trustees per AB 1725.	• Academic Senate Presidents attend all Board meetings. • Serve on college and district governance committees. • Recommend to the Board annual approval of curriculum to include new, revised and/or deleted programs and courses. • Maintain a relationship directly with the Board of Trustees per AB 1725.
ASB/ASG	• Provide input to the Chancellor and Board of Trustees on student matters as they pertain to governance.	• Provide input to the Chancellor and Board of Trustees on student matters as they pertain to governance. • Coordinate programs and events for a diverse student body focusing on social, intellectual and emotional development. • Provide advisory assistance to student clubs via the ASB/ASG Inter-Club Council (ICC). • Coordinate student body elections and Senator elections. • Work with ASB/ASG President to select Executive Cabinet. • Provide an environment where students can make recommendations to improve their college experience. • Coordinate interview process for Student Trustee selection. • Edit ASB/ASG publications to ensure appropriateness of language and content. • Oversees the allocated budget. • Empower students to be proactive in their concerns/causes. • Develop student leadership opportunities. • Ensure adherence to high ethical standards.	• Provide input to the Chancellor and Board of Trustees on student matters as they pertain to governance. • Coordinate programs and events for a diverse student body focusing on social, intellectual and emotional development. • Provide advisory assistance to student clubs via the ASB/ASG Inter-Club Council (ICC). • Coordinate student body elections and Senator elections. • Work with ASB/ASG President to select Executive Cabinet. • Provide an environment where students can make recommendations to improve their college experience. • Coordinate interview process for Student Trustee selection. • Edit ASB/ASG publications to ensure appropriateness of language and content. • Oversee the allocated budget. • Empower students to be proactive in their concerns/causes. • Develop student leadership opportunities. • Ensure adherence to high ethical standards. • Provide resources for club advisors to effectively oversee the campus organizations. • Participate in committees through participatory governance.

Area 6: Governance

Function	District	Santa Ana College	Santiago Canyon College
		• Provide resources for club advisors to effectively oversee the campus organizations. • Participate in committees through participatory governance.	

Area 7: Public Affairs & Publications

Function	District	Santa Ana College	Santiago Canyon College
Community Relations	• Share responsibility for community relations with the colleges. • Manage district-wide community relations responsibilities for the Chancellor. • Assist the college presidents with communications strategies and participation community groups.	• Facilitate communications with neighbors and neighborhood associations seeking their counsel. • Represent the college to the community, providing timely information on matters of interest and significance. • Support president with communication strategies and participation with neighborhood home associations and other community groups gathering insights into current issues affecting the colleges and their operations.	• Facilitate communications with neighbors and neighborhood associations seeking their counsel. • Represent the college to the community and providing timely information on matters of interest and significance. • Support president with communication strategies and participation with neighborhood home associations and other community groups gathering insights into current issues affecting the colleges and their operations.
Governmental Relations	• The Chancellor represents district/colleges and their issues to elected and appoint representatives at all levels of government. • In consultation with Board of Trustees, the Chancellor develops state and federal public policy agendas. • The Chancellor initiates strategic activities, supervises and directs contracted political consultants and participates in legislative committees of county and state Chambers of Commerce, the OC Legislative Task Force and the OC Business Council.	• Provide information about the impact of specific legislation on students, programs and services to support the District's advocacy efforts. • Accompany the Board of Trustees and/or Chancellor at legislative visits and advocacy trips to Sacramento and Washington, D.C. • Share information, gleaned from key meetings and industry associations, about current and pending legislation to support the construction of public policy agendas.	• Provide information about the impact of specific legislation on students, programs and services to support the District's advocacy efforts. • Accompany the Board of Trustees and/or Chancellor at legislative visits and advocacy trips to Sacramento and Washington, D.C. • Share information, gleaned from key meetings and industry associations, about current and pending legislation to support the construction of public policy agendas.
Marketing	• Collaborate with district and college departments on marketing strategies and provide professional assistance as needed. • Develop appropriate messages and mediums and coordinate collateral production and advertisement placements.	• Manage requests for marketing assistance originating with college-located managers. • Identify marketing needs in consultation with departmental managers, determine if budget is available at the college or district level, collaborate with District Public Affairs/Publications to develop appropriate messages and determine appropriate media, partner with Graphic Communications for graphic design, and team with District Public Affairs/Publications on advertisement/marketing placements and implementation.	• Manage requests for marketing assistance originating with college-located managers. • Identify marketing needs in consultation with departmental managers, determine if budget is available at the college or district level, collaborate with District Public Affairs/Publications to develop appropriate messages and determine appropriate media, partner with Graphic Communications for graphic design and team with District Public Affairs/Publications on advertisement/marketing placements and implementation.
Media Relations	• Recommend and implement strategies, tactics and channels for the release of newsworthy information. • Provide advice and support to the colleges regarding media relations issues.	• Collaborate with Public Affairs/Publications to determine appropriate strategies and channels to release newsworthy information and to position the college in the most favorable light. • Partner with Public Affairs/Publications on the	• Collaborate with Public Affairs/Publications to determine appropriate strategies and channels to release newsworthy information and to position the college in the most favorable light. • Partner with Public Affairs/Publications on the distribution of news releases and initiation of media pitches for college

Area 7: Public Affairs & Publications

Function	District	Santa Ana College	Santiago Canyon College
	• Create media pitches that maximize positive exposure for the district, colleges and programs. • Serve as media spokespersons for the district. • Prepare staff for media interviews.	distribution of news releases and initiation of media pitches for college programs, services and events. • Partner with Public Affairs/Publications to prepare college president and other college personnel for media interviews. • Solicit story ideas from the college community and share with Public Affairs/Publications. • Collaborate with Public Affairs/Publications on stories and issues that involve the college. • Collaborate with Public Affairs/Publications on possible media strategies for college-related stories. • The Sports Information Coordinators manage the media relations for intercollegiate athletic teams, college golf tournaments, Hall of Fame events and all athletic-related events and recognitions.	programs, services and events. • Partner with Public Affairs/Publications to prepare college president and other college personnel for media interviews. • Solicit story ideas from the college community and share with Public Affairs/Publications. • Collaborate with Public Affairs/Publications on stories and issues that involve the college. • Collaborate with Public Affairs/Publications on possible media strategies for college-related stories.
Publications/Graphic Communication/ Electronic Media	• Provide centralized reprographic services for administrative operations, public relations and marketing. • Manage bids for outside printing services. • Develop and maintain Graphics Standards and the visual brand for the district and the colleges. • Provide graphic design services for all district and college graphic materials. • Manage district/colleges' web, intranet and social media content ensuring consistent branding and messaging. • Assist content publishers in creating new functionality for their respective departments' web pages. • Collaborate with ITS on any recommended functional or design changes of the district and colleges' websites. • Interface with college Sports Information Coordinator and provide advice on key projects as needed. • Assist the Chancellor and Presidents with internal communications effort.	• Provide reprographic for academic, administrative operations for smaller volume black and white jobs requiring minimal finishing work. • College copy centers provide attended and self-service quick copy service. Printing or copy services requiring large quantities or special features (e.g., binding, special paper, etc.) are forwarded to district Publications. • College copy centers serve as a distribution point for district publications jobs. • Collaborate with Public Affairs/Publications on sharing social media content ensuring consistent branding and messaging. • Collaborate with Graphic Communications on production of all graphic materials to ensure consistent graphic standards. • The Sports Information Coordinators manages the website and social media for intercollegiate athletic teams, college golf tournaments, Hall of Fame events, and all athletic-related events and recognitions.	• Provide reprographic for academic, administrative operations for smaller volume black and white jobs requiring minimal finishing work. • College copy centers provide attended and self-service quick copy service. Printing or copy services requiring large quantities or special features (e.g., binding, special paper, etc.) are forwarded to district Publications. • College copy centers serve as a distribution point for district publications jobs. • Collaborate with Public Affairs/Publications on sharing social media content ensuring consistent branding and messaging. • Collaborate with Graphic Communications on production of all graphic materials to ensure consistent graphic standards.

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. *Authority*

   The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges accredits Santiago Canyon College (SCC). Through its accreditation, the College is authorized to operate as a degree-granting institution. As one of two colleges in the Rancho Santiago Community College District (RSCCD), the authority for Santiago Canyon College is the locally elected Board of Trustees that oversees the activities of the District's two colleges. The Board of Trustees has full legal authority and responsibility for the District. The Board of Trustees governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in the California Education Code Section 70902.

2. *Mission*

   The Santiago Canyon College Mission Statement defines the College's broad educational purposes, its intended student population, and its commitment to student learning. Santiago Canyon College's current educational mission statement was revised in spring 2013 and adopted by the Rancho Santiago Community College District Board of Trustees in fall 2013. The mission statement is consistent with the College's legal authorization and is appropriate to a degree-granting institution.

3. *Governing Board*

   The Rancho Santiago Community College District Board of Trustees consists of seven members elected by trustee areas. Following an election as outlined in Administrative Regulation 2105, the nonvoting student trustee serves a one-year term and represents students from both Santiago Canyon College and Santa Ana College. Trustees, with the exception of the student trustee, are elected to four-year terms, commencing at the first Board meeting in December, following the general election in November. As terms are staggered, elections are held every two years, in even numbered years. The Board represents the residents of Anaheim Hills, East Garden Grove, Irvine, Orange, Santa Ana, Tustin, and Villa Park.

   The Governing Board is an independent policy making Board and reflects constituent and public interest in activities and decisions as is reflected in the minutes of the regularly scheduled Board meetings. The Board ensures that the College adheres to and carries out its educational mission. The Board adheres to a conflict of interest policy, BP 2710, as well as its Code of Ethics/Standards of Practice Policy, BP 2715, to ensure the academic and fiscal integrity of the district.

4. *Chief Executive Officer*

   Santiago Canyon College has a Chief Executive Officer, Juan Vázquez, who has served as the College's president for twelve years. President Vázquez was appointed by the Chancellor of the Rancho Santiago Community College District and confirmed by the Board of Trustees. President Vázquez began his duties as president in August 2002. President Vázquez has the primary responsibility for Santiago Canyon College. As the College's leader, he is responsible for maintaining policies, rules, and regulations as set forth by the chancellor, the Board of Trustees, the California Education Code, and the Board of Governors of California Community Colleges. Among his primary responsibilities is to guide the College in defining its goals, to lead effectively in fiscal management, and to lead long-range planning.

5. *Administrative Capacity*

   Santiago Canyon College has an administrative structure sufficient to provide the necessary administrative services to support its mission and purpose. Four vice presidents support the president: vice presidents of Academic Affairs, Student Services, Administrative Services, and Continuing Education. Each vice president oversees a particular area and is supported by deans, directors, managers, and supervisors. The staff is well qualified for their positions. The Rancho Santiago Community College District Human Resources Office screens all applicants to ensure that appropriate and necessary qualifications are met before forwarding applications for review by screening committees.

6. *Operational Status*

   Santiago Canyon College is operational and achieved an end-of-term credit headcount enrollment of 11,148 and an end-of-term non-credit headcount enrollment of 4,795 for a combined total of 15,900 full and part-time students taking credit and non-credit courses in fall 2013. The College is committed to serving its enrolled students in achieving their goals: to pursue degree and certificate completion, to obtain career and technical education training, to receive basic skills education instruction, and to benefit from non-credit course offerings. Additionally, students enroll in fee-based community services classes. Classes are offered during the following times: day, evening, and weekends as well as offered in the following modes: face-to-face, hybrid, and online. Furthermore, classes encompass a wide variety of scheduling patterns. Courses offered are listed in the schedule of classes, annually published *Santiago Canyon College (SCC) College Catalog*, and posted on the College's registration website.

7. *Degrees*

    The *Santiago Canyon College (SCC) College Catalog* contains a listing of 65 associate degrees (Associates in Arts [AA] and Associates in Science [AS]), 17 associate degrees for transfer (ADT), 48 transcriptable certificates, 22 additional skills certificates, and 24 certificates from Santiago Canyon College's Division of Continuing Education. Each of these listings includes learning outcomes, required and elective courses, and total number of units required to complete the award. At the time of the application and registration process, students indicate their educational goal.

    In the 2012-2013 academic year, 1,077 Santiago Canyon College students completed an AA/AS degree; 97 completed an ADT; 1,488 completed a credit certificate; and 3,715 completed a Continuing Education certificate.

8. *Educational Programs*

    The College offers a wide variety of educational, career, and technical programs to both credit and non-credit students. For credit students, Santiago Canyon College offers general education, transfer, career technical education programs, and certificates that are consistent with the missions of Santiago Canyon College, Rancho Santiago Community College District, and California Community Colleges.

    All courses are conducted at levels of quality and with high levels of rigor that are appropriate to the degree offered. The College has identified the general education, degree and certificate, and course level student learning outcomes. The quality and rigor of Santiago Canyon College's courses have resulted in valid articulation agreements with state and private four-year institutions. Santiago Canyon College currently offers 17 associate degrees for transfer that guarantee students' admission to the California State University (CSU) system with junior standing.

    The Division of Continuing Education offers courses to non-credit students that allow students to complete a high school diploma, learn English, prepare for the citizenship exam, and acquire new skills for their careers.

9. *Academic Credit*

    The *Santiago Canyon College (SCC) College Catalog* clearly and accurately describes institutional policies, transfer requirements, course descriptions, and credit earning policies. Specifically, Santiago Canyon College awards academic credit based on the Carnegie formula: One semester unit of credit is defined as three hours of student work. For each unit of credit, lecture courses are scheduled with 16 hours of instructor contact and 32 hours of work to be completed outside of the classroom. One unit of laboratory credit consists of 48 hours of instructor contact, where all of the primary assignments are completed during class.

10. *Student Learning Achievement*

    Santiago Canyon College conducts regular and systematic assessments of its courses and programs. Program review is completed on a triennial basis, and all courses are reviewed on a quadrennial cycle. Santiago Canyon College's *Educational Master Plan* will next be revised in 2016, and the planning process will shift to a six-year cycle to coincide with Santiago Canyon College's accreditation cycle.

    All courses, degrees, and certificates have identified learning outcomes and methods of assessment. Course level assessment is ongoing, and the Office of Institutional Effectiveness & Assessment (OIE&A) compiles the data. The assessment data is a key component of the evaluation of programs during the program review process.

    Classified staff, faculty, and administrators work with College and District research to facilitate and assess student achievement in specific programs as well as student achievement for the institutional student learning outcomes (ISLOs).

11. *General Education*

    Santiago Canyon College's philosophy and comprehensive institutional student learning outcomes ensure that students acquire a breadth of knowledge and engage in intellectual inquiry.

    Appropriate competency is expected in reading, computational skills, and oral communication as reflected in the proficiencies required of all students receiving an associate degree. There are specific courses required for the major or area of emphasis, with a minimum of 18 units for each degree. Students must complete these courses with a grade of C or better.

    Degree credit for general education is consistent with a level of quality and rigor appropriate to higher education, with general education courses spanning the six general academic areas of: Natural Science, Social and Behavioral Sciences, Humanities, Cultural Breadth, Language and Rationality, Lifelong Understanding, and Self-Development.

    All of these academic areas, appropriate to higher education quality and rigor, have articulation agreements with the University of California and California State University systems as well as with various other private institutions of higher education throughout the United States.

12. *Academic Freedom*

Rancho Santiago Community College District Board Policy 4030 addresses and ensures that Santiago Canyon College maintains an atmosphere in which intellectual freedom and academic independence exist and also ensures that the faculty and students at Santiago Canyon College are free to examine and test all knowledge appropriate to their disciplines as judged by the general academic community. The Academic Freedom policy is placed in the *Santiago Canyon College (SCC) College Catalog*, in the *Santiago Canyon College Instructor Information Handbook*, and on the Santiago Canyon College website.

13. *Faculty*

Santiago Canyon College has a sufficient core of qualified and experienced full and part-time faculty to support its educational programs. Each member of the faculty meets the teaching and hiring requirements that demonstrate competency and sufficient knowledge to teach her or his assigned classes.

Each job announcement outlines the responsibility of each faculty member to develop and review curriculum and use proper and adequate assessment systems. All faculty packets contain a clear statement addressing these facts, which includes the requirement to meet institutional student learning outcomes.

14. *Student Services*

Santiago Canyon College provides an all-encompassing array of support systems designed for student success that foster learning and strive to enhance the achievement of the College's mission. From the onset of completing an application, student services and programs are offered to support students as they move toward completion of their educational goal. Student Services includes the following departments or units: Admissions & Records, Counseling, Career Services, College Assistance Migrant Program (CAMP), Disabled Students Programs & Services (DSPS), Extended Opportunities Programs & Services (EOPS/CARE/Cal WORKS), Financial Aid Office, High School & Community Outreach, International Students Office, Scholarships & Veterans Services Office, Student Health & Wellness Services, Office of Student Life & Leadership, Testing Office, Transfer Center, and Upward Bound Mathematics & Science. In the Division of Continuing Education, student services include academic counseling, a career center, outreach department, and the *Passport to Your Future* program that is designed to help students matriculate from non-credit to credit programs.

15. *Admissions*

Santiago Canyon College provides open access to high school graduates, individuals in possession of a California high school proficiency certificate, individuals who are 18 years of age or older, and concurrently enrolled high school students. Santiago Canyon College has not imposed any admissions deadlines. The online application remains open to students until all short term and late starting sections have passed their census dates.

The admissions policies are consistent with the College's mission and conform to parameters outlined in state law and college regulations. These are published in the *Santiago Canyon College (SCC) College Catalog*, in the hard copy schedule of classes, and on the College website. To enroll at Santiago Canyon College, students must satisfy the published eligibility requirements. All new students are required to go through the matriculation processes of assessment, orientation, and completion of a first semester education plan.

16. *Information and Learning Resources*

Santiago Canyon College provides long-term access to sufficient information and learning resources and services to support its mission and educational programs. The Library is a 40,000 square foot, two-story facility that includes more than 40,000 print books; 14,000 electronic books; 21 print periodical titles; 1,000 audio visual materials; and over 43 databases, with over six million full-text articles. Since its opening, the 77 computer work stations; 13 group-study rooms; Library Instruction Lab; Faculty Development Center; Student Innovation Zone; and a copy, print, and self-check-out station have enhanced Santiago Canyon College's learning environment.

Santiago Canyon College provides additional support services to students through the Tutoring Center, Academic Success Center, Mathematics Study Hall, and Writing Center. Supplemental Instruction and Directed Learning Activities in the Science, Teaching, and Resource (STAR) Center support students enrolled in the sciences.

17. *Financial Resources*

The College is part of the Rancho Santiago Community College District, which maintains a five percent reserve fund. In 2012-2013, the District, Santiago Canyon College, and Santa Ana College transitioned to a new revenue allocation funding model. According to the model, available revenue is budgeted to the colleges as base funding and per Full-Time Equivalent Student (FTES) funding. The adopted budget for Santiago Canyon College for the 2013-2014 fiscal year was $33.7 million for unrestricted funds and $7.7 million for categorical, grant, and restricted funds.

The College's Budget Committee oversees the College's financial resources to ensure that base funding is maintained. The Budget Committee recommends funding changes and ensures adequate funding for new resources that have been prioritized by the Planning & Institutional Effectiveness (PIE) Committee. Ultimately, it is the College's mission and goals, identified by the College's *Educational Master Plan*, that serve as the compass for funding programs and services in support of improving institutional effectiveness.

With funding from both State Bond Measure M and local Rancho Santiago Community College District Measure E, Santiago Canyon College has been able to build the Santiago Canyon College Library/Learning Resource Center in 2006 and the Science Center in 2010. Also, utilizing funds from Measure E, Santiago Canyon College has added a parking lot with 1,000 spaces, two new campus entrances, a softball field, a Maintenance and Operations Center, an Athletic & Aquatics Complex, and a Humanities Building. Other capital projects include a video surveillance system to ensure student safety and an enhanced WiFi system to improve student access.

18. *Financial Accountability*

In all fiscal matters, Santiago Canyon College adheres to specific Board-approved policies and procedures that govern the responsible allocation of funds to support all of its educational programs and support services. An outside auditor conducts an annual external financial audit. The Vavrinek, Trine, Day & Co., LLP conducted the most recent audit. The outside auditor utilizes Audits of Colleges and Universities that is published by the American Institute of Certified Public Accountants. The Rancho Santiago Community College District Board of Trustees receives and reviews the auditors' annual audit report.

As indicated in the Rancho Santiago Community College District *2013-2014 Adopted Budget*, the District has maintained a substantial reserve contingency fund beyond the three percent state requirement and five percent local board requirement. This reserve contingency is available to the College if necessary and if approved by the Board of Trustees.

19. *Institutional Planning and Evaluation*

Santiago Canyon College systematically evaluates the accomplishment of its purpose through the evaluation of its academic programs and support services. Evaluation of programs and services occurs within program review where units across the College make use of student learning outcome and student achievement data to determine the degree to which each academic program or support service has been effective in serving Santiago Canyon College's mission.

Program review and its annual counterpart: Department Planning Portfolios are an opportunity for units to develop plans to improve student learning, to enhance the College's physical and technological resources, and to make more efficient and effective College processes. By tying each unit's planned activities to the Santiago Canyon College Goals, identified in the Santiago Canyon College *Educational Master Plan*, and by evaluating progress made in carrying out unit plans, the College can determine progress made toward achieving its stated goals.

Resource allocation is designed around the College's collegial governance and administrative structure, and the College uses the results of Program Reviews and Department Planning Portfolios, which are supported by student learning outcome and student achievement data, as the basis for prioritization of requests for additional resources. Evaluation of the effectiveness of carried out unit plans occurs through the cyclical nature of the College's outcomes assessment process, and evaluation of the planning process occurs formally and informally through the College's established communication structure identified in its "Collegial Governance Framework."

Institutional student learning outcomes are integral to and embedded within the language of the Santiago Canyon College Mission Statement. Furthermore, the College presents regular assessment of College student learning outcomes reports to the Rancho Santiago Community College District Board of Trustees and also makes the information publicly available on the District Research Department's web page. In addition, the College annually tracks metrics for which it has established institutional standards to ensure educational quality and communicates the results of the analysis of metric data to its District through the District's *Strategic Plan* update and to its Board of Trustees at an Annual Planning Session so that student achievement data may support the development of District wide plans.

20. *Integrity in Communication with the Public*

Santiago Canyon College publishes a catalog annually. The *Santiago Canyon College (SCC) College Catalog* contains accurate information about the College Mission; degree and certificate offerings, including learning outcomes; course offerings for the credit and continuing education programs; and information about general education and transfer.

The catalog includes the names of the Board of Trustees, the names of Rancho Santiago Community College District administration, and the names and degrees of all full-time faculty and administrators at Santiago Canyon College. Additionally, the catalog provides vital policy information regarding admissions, student fees and other financial obligations, financial aid, transfer of credit, prerequisites, grievance and complaint procedures, sexual harassment, and nondiscrimination. The catalog and all policies are available on the Santiago Canyon College website.

21. *Relations with the Accrediting Commission*

Santiago Canyon College provides assurance that the College adheres to the Eligibility Requirements and Accreditation Standards and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC). Santiago Canyon College describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

Commission Policies

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

Policy on Distance Education and Correspondence Education

Santiago Canyon College values its ability to extend access to a high quality education through distance education learning course offerings to students who are not able to, or choose not to, attend face-to-face classes. Santiago Canyon College students take distance education learning classes for a variety of reasons. Some students elect to do so for the flexible schedule, others because of scheduling conflicts, and others to save money or time on transportation (Intro-01). Furthermore, Santiago Canyon College's distance learning courses directly support the College Mission of maintaining an innovative learning community.

Meeting the requirements that have been established by the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Department of Education for distance education learning is an important task that requires policies, procedures, and training targeted at compliance. In recognition of this mandate, Santiago Canyon College is continually improving its processes to ensure that its distance education learning courses meet or exceed these important foundational requirements.

Several policies are in place to support the foundation of the College's distance education learning offerings. The College began the process of ensuring quality distance education learning courses by submitting a *Substantive Change Proposal* to the Accrediting Commission for Community and Junior Colleges in May 2008.

One of the most important policies relating to distance education is the distinction between a correspondence course and a distance education course. The major difference between the two is that distance education courses maintain robust instructor-initiated regular and effective contact and that there is regular contact from instructor-to-student, student-to-instructor, and student-to-student. Several additional policies and procedures have been put in place in order to ensure that Santiago Canyon College distance education learning classes meet this important requirement through policy, curriculum, and training.

The curriculum process has been altered for online courses to include a "Distance Education Addendum," and committee members have been trained on how to effectively evaluate the addendum. Faculty workshops were also available to train faculty on how to write a distance education addenda. The addendum references the College's "Regular and Effective Contact" policy and asks instructors to describe, in detail, how instructor-initiated regular and effective contact will be assured in the course. Furthermore, the addendum asks for detailed explanations for how assignments and assessments will be altered for distance learning, how instructors will promote student-to-student contact, how learning will be evaluated, what type of equipment will be required, and how Americans with Disabilities Act (ADA) Accessibility will be maintained.

Training for faculty is an important piece of supporting distance education foundational documents and policy. Santiago Canyon College has developed a *Distance Education Faculty Handbook* that breaks down the policy and puts it into an easy to understand format that instructors can reference when they are designing their online classes. The *Distance Education Faculty Handbook* also institutes a policy that requires all new online instructors to complete an online instructor certificate program before being assigned an online class at Santiago Canyon College. The College has also developed an in-house online instructor certificate program that will commence in the spring 2014. Training for current online instructors is also available through Flexible (FLEX) workshops and individual meetings with the distance education coordinator. The online instructors were all encouraged to attend the spring 2014 workshop, *Instructor Initiated Regular and Effective Contact* (Intro-02, Intro-03).

Distance education classes are expected to be equivalent to face-to-face classes, are evaluated in the same manner as face-to-face classes, and have the same student learning outcomes. An annual "Distance Education Student Survey" guides the program, identifies areas for improvement, assists in better meeting online students' needs, and helps target interventions that will lead to better student outcomes (Intro-04).

Authentication of online students is another important policy for distance education classes. Santiago Canyon College authenticates online students by using the *Blackboard* Learning Management System (LMS), which requires a unique student log in credential in order to access online classes (Intro-05). Authentication through *Blackboard* is the first step of authenticating our students. Faculty are encouraged to use a variety of assignments in their classes to identify students, such as assigning one high-stakes proctored exam, group projects, writing assignments; employing *Turnitin* plagiarism detection software; and instituting robust communication between instructor and students. Moreover, a student's course interaction, assignment completion, and communication with other students and the instructor determine student attendance in an online class. The instructor officially drops students who do not complete regular and substantive course work and who do not engage in regular interaction or communication (Intro-06).

All distance education classes are expected to be American Disabilities Act accessible. American Disabilities Act expectations can be confusing and complicated. To address this, Santiago Canyon College requires that every online instructor be certified

in American Disabilities Act Accessibility prior to teaching online. Additionally, the course curriculum "Distance Education Addendum" requires a detailed explanation of how American Disabilities Act Accessibility will be implemented for the online course. The distance education coordinator and the disabled student program's alternate media specialist support online faculty with American Disabilities Act Accessibility training and are available to evaluate or convert media into the proper format for online students requiring special services (Intro-07).

Policy on Institutional Compliance with Title IV

Santiago Canyon College is in compliance with all Title IV and State regulatory requirements, mandated by Accrediting Commission for Community and Junior Colleges' policy on institutional compliance with Title IV.

Selected by the Board of Trustees, an independent audit firm audits the College's Financial Aid Office on an annual basis. The firm also audits all Title IV programs in accordance with the Single Audit Act Amendments of 1996 and the U.S. Office of Management and Budget's revised Circular A-133, Audits of States, Local Governments and Non-Profit Organizations, and the related Compliance Supplement.

It is College policy that if there are auditing findings that are questionable, they are noted in the report, and the College's Financial Aid Office is required to assist the College in responding to the notes under the item summary of findings and questions as well as to rectify any problems noted.

To date, since the inception of Santiago Canyon College's independent financial aid program in 2005-2006, there have been no such notations or findings. Please refer to page 74 of the 2012-2013 audit report outlining the *Schedule of Findings and Questioned Cost* (Intro-08).

In addition, the District participates in the eZ-Audit with the Federal Student Aid (FSA). The eZ-Audit system is web-based and provides a paperless, single point of submission for financial statements and compliance audits. A District Fiscal Services employee logs on to eZ-Audit, as Santiago Canyon College's designee, and enters summary audit and financial data directly into a web form. The College's submission through eZ-Audit allows for rapid and efficient processing by the Department of Education (ED) and provides immediate feedback.

How does eZ-Audit work?

1. The Rancho Santiago Community College District submits its compliance audit data and summary financial data via an Internet web form.
2. The Rancho Santiago Community College District attaches an electronic copy of its financial statement and compliance audit in a noneditable PDF format.
3. The eZ-Audit system automatically forwards flagged financials and deficient audits to the Federal Student Aid's School Participation Management Team for resolution.
4. School Participation Teams communicate with the Rancho Santiago Community College District to reach resolution.

Since the inception of Santiago Canyon College's independent financial aid program in 2005-2006, the College has had no eZ-Audit findings.

The Financial Aid Office has multiple internal checks and balances in place to ensure program compliance and separation of duties; the processing staff does not come in direct contact with funds in accordance with the *Federal Bluebook Requirements*. Santiago Canyon College maintains a good balance between compliance and timely delivery of financial aid to students.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accrediting Status

Santiago Canyon College provides students and the public clear and accurate information in all advertisements, publications, and promotional literature. The College accurately represents itself and provides correct statements regarding its accreditation status. Santiago Canyon College upholds integrity and responsibility in advertisements, student recruitment activities, and representation of accredited status in compliance with Accrediting Commission for Community and Junior Colleges' (ACCJC) policies.

Advertising, Publications and Promotional Literature

Santiago Canyon College emphasizes educational programs and services in all statements and representative material in both printed and/or electronic formats. The *Santiago Canyon College (SCC) College Catalog* and the class schedule serve as the primary sources of information about educational programs and services. Other sources of information include, but are not limited to, Gainful Employment disclosures, brochures, and handbooks. Publications are also made readily available through the College website, the District website, and various unit and department web pages.

To ensure clarity and accuracy of all College materials, Santiago Canyon College collaborates with various departments in the creation and dissemination of publications, including Public Affairs, Graphic Communications, Academic Affairs, Student Services, and Administrative Services. The *Santiago Canyon College (SCC) College Catalog* and class schedule contain in-depth descriptions of official information, contact information, facilities, mission statements, nondiscrimination policy, entrance requirements, registration, degree and certificate programs, courses and availability, standards of conduct, tuition,

fees, refunds, financial aid options and requirements, and transfer information, including transferability of courses and educational options. The *Santiago Canyon College (SCC) College Catalog* also lists faculty and administrator educational preparation and degree information as well as a statement on academic freedom.

Student Recruitment and Admissions
Santiago Canyon College's Admissions & Records Office and Community Outreach Department recruit and prepare a diverse student population to participate in the matriculation process. A well-qualified admissions staff provides critical information on Santiago Canyon College programs to promote student growth and learning.

Santiago Canyon College accurately represents job placement, employment opportunities, program costs, or required abilities to complete a program. Students are not assured or guaranteed employment. Paid offerings or inducements are never exchanged for student enrollment with other educational services or agencies.

Representation of Accrediting Commission for Community and Junior Colleges Accredited Status
Santiago Canyon College publishes a comprehensive statement in which the College identifies the Accrediting Commission for Community and Junior Colleges by name without misrepresentation. Documentation represents and meets the expectation of the Accrediting Commission for Community and Junior Colleges.

Policy on Institutional Degrees and Credits
Santiago Canyon College offers a wide selection of degrees and certificates to meet the needs of its diverse student population. All Santiago Canyon College Associate Degrees require the students to complete a minimum of 18 units in a major or area of emphasis, one of three general education patterns, and a minimum of 60 degree applicable units. In the *Santiago Canyon College (SCC) College Catalog*, each major lists whether the award is an associate in arts or associate in science degree and includes the degree's stated learning outcomes. Students completing an associate degree must also complete one of three general education patterns: Santiago Canyon College General Education, California State University General Education Breadth, or Intersegmental General Education Transfer Curriculum (IGETC). Students may also earn an associate degree for transfer (ADT). Students completing these degrees must complete 60 California State University transferable units that include a minimum of 18 units in the major and one of two transfer general education patterns, California State University General Education Breadth or Intersegmental General Education Transfer Curriculum. Santiago Canyon College awards Certificates of Achievement (minimum of 18 units) and Certificates of Proficiency (less than 18 units) to students completing a directed area of study. Each certificate program has learning outcomes that are included in the *Santiago Canyon College (SCC) College Catalog* ([Intro-09](#)).

The College issues units of credit based upon the Carnegie unit. At Santiago Canyon College, one unit of credit is equivalent to 16 hours of lecture or 48 hours of laboratory ([Intro-10](#), [Intro-11](#)). Lecture hours assume that the student will complete a minimum of two hours of work outside of class for every hour that she or he spends in lecture. For a student enrolled in a three-unit lecture course, she or he will receive 48 hours of lecture and complete 96 hours of outside work during the course. For a sixteen-week semester, this is equivalent to three hours of lecture and six hours of outside work each week.

The Curriculum & Instruction Council (CIC) reviews and approves all College courses, degrees, and certificates. In addition, the Curriculum & Instruction Council is responsible for ensuring the quality and rigor of all of the educational offerings at Santiago Canyon College. The council's responsibilities include the approval of prerequisites, the assessment of credit hour guidelines, the inclusion of courses in general education, the review of new degrees and certificates, the implementation of changes to existing degrees and certificates, and the offering of courses through distance education ([Intro-12](#)).

Policy on Integrity and Ethics
Santiago Canyon College closely monitors and adheres to a high standard of ethics. The Financial Aid office ensures that the quality of the education or training offered by the College is compliant with the program responsibilities under Title IV regulations, including student loan default rate data, financial or compliance audits, and program reviews.

All activities dealing with internal and external relationships of students, faculty, classified staff, administration, general public, Board of Trustees, Accrediting Commission for Community and Junior Colleges, and organizations and agencies are upheld and protected with practices of integrity, honesty, and accuracy. Information and reports are readily available and disseminated with current, complete, and correct information.

The College Mission Statement is foundational to Santiago Canyon College's operation. Imbedded within its mission, the institutional student learning outcomes provide Santiago Canyon College students with the ability to Learn, Communicate, Act and Think (LCAT). The College practices these same outcomes by acting with ethical practices. Educational programs, admission and entrance requirements, students services programs, tuition, fees, refunds, financial aid options and requirements, transcript policies, and transfer information, including transferability of courses and educational options, are communicated with clarity and accuracy as stated in the mission. All College employees subscribe to standards of ethical and professional behavior grounded in Board Policy 7001: Code of Ethics ([Intro-13](#)). Santiago Canyon College publishes a comprehensive statement in which the College represents accreditation status in compliance with Accrediting Commission for Community and Junior Colleges policies.

The College ensures transparency and protects students, faculty, classified staff, and administrators with policies regarding academic honesty, hiring processes, conflicts of interest, and Board of Trustees decision making. As a result, interactions with students, prospective students, and the general public are truthful interactions. The Rancho Santiago Community College District Board of Trustees establishes and publishes policies that the College community follows, describing how violations of integrity will be remediated and resolved.

The established collegial governance process allows for confidential and anonymous submission of complaints for possible illegal processes that include, but are not limited to, questionable accounting practices, unlawful application of laws, rules and regulations, fraud, waste, and abuse.

The College is current with all required Commission Reports. The College provides easy access to all reports and correspondence with the Commission on the Santiago Canyon College Accreditation web page. The College welcomes Accreditation Evaluation Teams and Commission representatives in a spirit of collegiality, openness, and commitment to external evaluation. In addition, Santiago Canyon College submits all required reports to the California Community College Chancellor's Office as well as to any other agency with whom the College is required to comply.

Contractual Relationships with Non-Regionally Accredited Organizations
Santiago Canyon College does not have contractual relationships with non-regionally accredited agencies.

RESPONSES TO RECOMMENDATIONS FROM THE 2005 SELF STUDY AND THE 2008 ABBREVIATED SELF STUDY

Santiago Canyon College (SCC) conducted a full Institutional Self Study in 2005 when its accreditation was reaffirmed. The Commission's desire to align the accreditation of colleges in multi-college districts required that the colleges in the Rancho Santiago Community College District coordinate their accreditation cycles. As a result, Santiago Canyon College submitted an Abbreviated Self Study in 2008 at the same time as its sister college, Santa Ana College, submitted its Self Study. Consequently, Santiago Canyon College wrote two accreditation Self Studies and had two accreditation team visits within a three-year period. Therefore, for this 2014 Self Evaluation, Santiago Canyon College is addressing recommendations from two different teams.

The Responses to the Recommendations section includes responses to the recommendations of the 2005 team that were not fully addressed at the time of the 2008 team visit as well as the recommendations from the 2008 team visit. Of the eleven recommendations from the 2005 team, six recommendations were considered fully addressed by the 2008 team and are not included in this 2014 Self Evaluation document. Thus, this document addresses the five remaining recommendations from the 2005 team, the six recommendations from the 2008 team, and one 2008 Commission Recommendation. Two 2008 Team Recommendations were restatements of 2005 recommendations; therefore, the College is responding to nine total Team Recommendations and one Commission Recommendation.

2005 COLLEGE RECOMMENDATIONS

RECOMMENDATION 1
The team recommends that the college should continue to develop and refine the Educational Master Plan (EMP) as part of its cycle of evaluation, so that college goals and objectives are clearly identified, are based upon an analysis of qualitative and quantitative data, are measurable and are regularly reevaluated (Standards I.B.2. and I.B.3.).

Planning at Santiago Canyon College (SCC) exists in a variety of interconnected processes and documents. In Santiago Canyon College's culture, the term "*Educational Master Plan*ning" refers to three inter-related and dynamic documents:

- Department Planning Portfolios (DPP): Departments and units annually review progress and set goals (Intro-14).

- Program Reviews: Every two to three years, departments and units take a more comprehensive look back and then engage in a multi-year goal setting process that provides in-depth discussions, introspection, quantitative analyses, and evaluation. This document is the central link between the Rancho Santiago Community College District and College Goals, accreditation feedback, and department plans (Intro-15).

- *Educational Master Plan (EMP)*: The multi-year *Educational Master Plan* is the primary College wide planning document and contains the overview planning piece: This includes elements that have broad implications for the College as a whole, that bridge more than one department or unit, or that reside apart from the units as currently configured (Intro-16).

In 2009, the College revised the cycle of planning activities to align it with scheduled accreditation reports. Because the timing of Santiago Canyon College's accreditation report was adjusted in 2008 to correspond with that its sister college, Santa Ana College, the other institution in the Rancho Santiago Community College District, the realignment of planning and accreditation needed to occur over a six-year period. Thus, the College developed its *2012-2016 Educational Master Plan* to cover a four-year period, while subsequent *Educational Master Plans* contain plans for a six-year period.

The revised cycle of planning aligns the College's planning so that feedback from accreditation site visits and midterm reports helps the Educational Master Planning Committee (EMPC) to refine the format of program review templates. As departments and units conduct program reviews, they use analyses of the previous three years' Department Planning Portfolio goals and activities to write their program reviews. In turn, findings from the Program Reviews are used to inform the Department Planning Portfolio goals and activities for subsequent years, inform the next *Educational Master Plan* document, and inform the subsequent Midterm Report or Accreditation Self Evaluation. Over time, this cycle of planning illustrates the dynamic relationship between the Department Planning Portfolios, the Program Reviews, the *Educational Master Plan* Document, and the accreditation process.

The College changed the format of the *2012-2016 Educational Master Plan* from that of its two previous documents in 2002 and 2007 to resemble a more cohesive College wide plan. To help inform the planning process, the College conducted an Institutional Scan consisting of both an External Environmental Scan and an Internal Scan. The data gathered through the process were synthesized in ways that revealed possible upcoming challenges and provoked thoughtful discussion about the direction of Santiago Canyon College.

The synthesis of the information and the analyses of the data resulted in the development of an *Educational Master Plan* that included fifteen goals and action items that focus the College's priorities in specific areas. Recognizing that the conditions present during the development of the *Educational Master Plan* could change quickly, in unforeseen ways, the plan was developed to allow for flexibility and adjustment to the College's goals.

In developing the goals for the *2012-2016 Educational Master Plan*, the College attempted to ensure the following: that the goals were mapped to the Rancho Santiago Community College District Goals, that the goals included action items, and that the goals identified a responsible party. Taken as a whole, Santiago Canyon College's planning goals provide a roadmap for College actions that increase student success, enhance effectiveness, demonstrate accountability, and improve efficiency. The inclusive goal setting process Santiago Canyon College used in the development of the *Educational Master Plan* ensures that College constituents not only understand the Santiago Canyon College Goals but also provides a framework for the College to work collaboratively toward achieving the goals.

Recommendation 1 is fully met.

RECOMMENDATION 2

Building upon the groundwork and planning timeline in place for instructional student learning outcomes (SLOs), the college should complete the work that it has begun so effectively in that area and assure that work on SLOs is undertaken in student services and all other areas of the college in which the standards require. Assessment of outcomes should be used to guide improvement (II.A.1.c., II.A.2.b., II.A.3., and II.B.4.).

Since the 2005 recommendation and the 2008 team visit, Santiago Canyon College (SCC) has achieved proficiency level in student learning outcomes implementation. As documented in the College's October 2012 *College Status Report on Student Learning Outcomes Implementation*, one hundred percent of the College's courses have student learning outcomes, and these outcomes are included in all Course Outlines of Record and in course syllabi. Additionally, College programs and support services have defined outcomes with ongoing assessment of outcomes (Intro-17, Intro-18). Moreover, all student services programs have defined expected student learning outcomes for their areas, identified appropriate assessment methodologies for their expected student learning outcomes, and have completed five full cycles of student learning outcomes assessment (Intro-19). In addition, all institutional student learning outcomes undergo ongoing assessment (Intro-20).

Through Santiago Canyon College's Curriculum & Instruction Council (CIC), the Student Learning Outcomes & Assessment Review Committee (SLOARC), and the Office of Institutional Effectiveness & Assessment (OIE&A), the College established a culture and infrastructure of student learning outcomes and assessment at the course, program, and institutional levels. Moreover, the College utilizes the Student Learning Outcomes & Assessment Review Committee developed guide to authentic program student learning outcomes assessment that includes tools for mapping course student learning outcomes to program learning outcomes as well as tools for specifying an assessment timeline (Intro-21).

Institutional student learning outcomes are mapped directly to course and program student learning outcomes, which ensures that assessments done at the course and program levels directly support institutional student learning outcomes assessment. Institutional student learning outcomes are also assessed using the annual Santiago Canyon College "Student Satisfaction Survey."

Student Services program leaders have participated in a series of retreats and meetings specific to student learning outcomes, and in conjunction with the Office of Institutional Effectiveness & Assessment, Student Services has produced the "Statement on Standards of Assessment Practice for Student Services Programs" that requires Santiago Canyon College Student Services assessment to meet the following five specific criteria:

1. identification of at least one student learning outcome;
2. use of direct and indirect assessment methods;
3. current and specific assessments of record for student learning outcomes on file;
4. a regular, explicitly stated cycle of assessment for all programs on file; and
5. reports of assessment results and action plans on file.

Student Services programs report annually on their student learning outcomes assessment results using the procedures established in the "Statement on Standards of Assessment Practices for Student Services Programs." In addition, Student Services engages in ongoing dialogue of assessment results and in a continual process to enhance the assessment framework in meetings, workshops, and retreats (Intro-22).

Recommendation 2 is fully met.

RECOMMENDATION 3

The college should capitalize on the strengths of the new program review process by assuring that the reviews are completed fully and thoughtfully, and that the resultant analysis and conclusions inform the annual DDP and EMP process (II.A.1.a., II.A.1.c., and II.A.2.a.).

The recommendation was fully addressed in the College's 2009 Follow-Up Report at which time Santiago Canyon College responded to a 2008 Commission Recommendation that directed the College to complete a meaningful analysis of its planning process to ensure that the results from program reviews were used as a basis for decision making.

Although this recommendation was met in 2009, it is worth noting that revisions to the "Academic Program Review Template" continue to occur to ensure sufficient quality and currency and to guarantee that completed program reviews can be used as a basis for decision making. The revised "Academic Program Review Template" includes specific prompts for facilities, technology, equipment, and personnel so that departments and units can identify areas of need and so that departments and units also have an opportunity to put forward requests as part of the College's resource allocation process.

The Educational Master Planning Committee began revisions to the "Academic Program Review Template" in spring 2012. The revisions were concluded in fall 2013 when the Academic Senate of Santiago Canyon College adopted the enhanced "Academic Program Review Template." The 2013 "Academic Program Review Template" further strengthens the document's utility in serving as a bridge and in connecting local considerations, such as student performance, student learning outcomes assessment, curricula development, department dialogue, the College's *Educational Master Plan*, budgeting and allocation of resources, facilities utilization, long-term planning, and accreditation.

The Educational Master Planning Committee, as a participatory governance committee, is central in guiding the program review process through the use of standard program review templates for Academic Affairs departments, Student Services departments, and Administrative Services units. Disciplines and programs evaluate the results of their outcomes assessments and link the results to their Program Reviews and Department Planning Portfolios (DPPs), which, in turn, inform the College's *Educational Master Plan* writing process.

The Educational Master Planning Committee requires informational, informal presentations from academic departments and Student Services units at regularly scheduled Educational Master Planning Committee meetings to discuss program review findings. Additionally, a representative from the Educational Master Planning Committee provides "Program Review Summary Reports" to College Council (Intro-23).

In spring 2011, the Educational Master Planning Committee assisted the vice president of administrative services in developing an "Administrative Services Program Review Template." The first Administrative Services Program Review was completed in fall 2011 and spanned the period from 2008-2011. Most recently, Administrative Services overhauled its program review template to include components of the Santiago Canyon College *Educational Master Plan*, *Facilities Master Plan*, and *Technology Master Plan*. Another added feature of the template was the inclusion of Administrative Unit Outcomes. The newly modified template was used for the 2014 "Administrative Services Program Review."

Recommendation 3 is fully met.

RECOMMENDATION 8 (same as 2008 Recommendation 1)

The college should work with the district in incorporating SLOs into the evaluation processes for faculty members and others directly responsible for monitoring SLOs and achieving them (III.A.1.c.).

Santiago Canyon College responded to this Recommendation in the 2011 Midterm Report. The Commission accepted the College's Midterm Report at its January 10-12, 2012 Commission Meeting. Please refer to the 2008 Team Recommendation 1 for the College's updated response.

Recommendation 8 is fully met.

RECOMMENDATION 10 (same as 2008 Recommendation 2)

The college with the support of the district should examine the budget allocation model and ensure that the college identifies all discretionary general and categorical funds that are available to support the needs of the college (III.D.1.c.).

The College responded to this Recommendation in its Midterm Report in 2011. The Commission accepted the College's Midterm Report at its January 10-12, 2012 Commission Meeting. Please refer to the 2008 Team Recommendation 2 for the College's updated response.

Recommendation 10 is fully met.

2008 COLLEGE RECOMMENDATIONS

COMMISSION RECOMMENDATION 1

The Commission recommends that the college complete a meaningful analysis of its planning process to ensure that program reviews are of sufficient quality and currency to be used as the basis for decision making, and that results of program review, the educational master plan, and the human resource, technology, fiscal, and facilities plans are integrated into the institution's resource allocation model (I.A.1., I.A.3., I.B.4., I.B.6., II.A.1., II.A.2.f., III.B.2.d., III.D.1., III.D.2., III.D.3., IV.B.3.a., and IV.B.3.b.).

Santiago Canyon College responded to this Recommendation in its October 15, 2009 Follow-Up Report. Additionally, the College updated its response to the Recommendation in its 2011 Midterm Report.

After reviewing the College's Self Study Report and the report of the evaluation team that visited Santiago Canyon College October 20-23, 2008, the Commission, at its meeting on January 7-9 2009, acted to issue the College a Warning. Additionally, the Commission required the College to correct the deficiencies noted by submitting a Follow-Up Report by October 15, 2009. The report was to be followed by a visit of Commission representatives.

At its January 6-8, 2010 meeting, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges reviewed the Follow-Up Report submitted by the College and the report of the evaluation team that visited the College on November 17, 2009. The Commission took action to accept the report, remove the Warning, and reaffirm accreditation, with a requirement that Santiago Canyon College complete a Follow-Up Report in October 2010.

The College has continued to refine its planning processes with the following actions: (1) modifications to the program review template, (2) enhancements to the *Educational Master Plan*, and (3) addition of governance committees. The aforementioned modifications, enhancements, and additions ensure improved College wide integration of planning and resource allocation. Since the College's Midterm Report in 2011, Santiago Canyon College has made additional adjustments to the planning process that have reinforced and strengthened college planning.

Additional revisions to the "Academic Program Review Template" have occurred that have further ensured the quality and currency of program reviews. Specific prompts for facilities, technology, equipment, and personnel remain in the document so that departments and units can identify areas of need and so that department and units have an opportunity to put forth requests as part of the College's resource allocation model (Intro-24).

The Educational Master Planning Committee continues to engage in open dialog with academic departments and Student Services units to discuss program review findings (Intro-25, Intro-26). Moreover, the committee continues to share program review findings at College Council through "Program Review Summary Reports" (Intro-27, Intro-28).

In spring 2011, the Educational Master Planning Committee (EMPC) formulated a template for an Administrative Services Program Review. The Administrative Services Program Review was completed in fall 2011 and covered a three-year period from 2008 to 2011 (Intro-29). More recently, Administrative Services overhauled its program review template to include components of the Santiago Canyon College *Educational Master Plan*, *Facilities Master Plan*, and *Technology Master Plan* in addition to an analysis of Administrative Unit Outcomes (Intro-30).

In addition, since one of the 2009 Accreditation Task Force Recommendations was to realign the practices of the Educational Master Planning Committee with its charge to synthesize annual requests from Department Planning Portfolios into a prioritized master list, the College took steps to prepare the committee for the task (Intro-31).

In fall 2010, College Council began discussing the role of the Educational Master Planning Committee in Santiago Canyon College's planning process. College Council members considered the need to modify and expand the Educational Master Planning Committee's role so that it would receive input from all collegial governance committees. Moreover, College Council discussed the possibility of the Educational Master Planning Committee assuming the responsibility of prioritizing the College's resource requests (Intro-32, Intro-33). An update of these discussions was provided to the Educational Master Planning Committee, and committee members considered the recommendation of expanding its existing role and assuming the additional responsibility of synthesizing the information from Program Reviews and Department Planning Portfolios in order to develop a list of College wide priorities for recommended funding (Intro-34). However, the Educational Master Planning Committee determined that it was not appropriately structured to assume the workload of such a critical responsibility (Intro-35).

Upon learning of the Educational Master Planning Committee's perspective, College Council shifted its focus to the development of a Budget Committee with the goal of strengthening the link between the College's planning processes and its budgeting practices (Intro-36). At the Budget Committee's initial meeting in September 2011, the committee reached consensus that the group would work at a macro-level and not at the department or division level (Intro-37). Overall, the Budget Committee did not see its role in evaluating planning but, instead, saw its role as maintaining focus on identifying available resources within the College's budget in order to support identified priorities established through the planning process that occur separate from the Budget Committee.

In November 2012, the College agreed that the role of prioritizing planning requests and determining available budget resources was too large for a single committee with multiple roles. The original plan needed to be modified to separate planning and resource allocation from a single committee (Intro-38). Recognizing the urgency in filling this gap in the planning and resource allocation process, the Academic Senate of Santiago Canyon College began discussions regarding the creation of a planning committee in early 2013 (Intro-39). These discussions culminated in the creation of the Planning & Institutional Effectiveness (PIE) Committee, and in April 2013, College Council approved the Planning & Institutional Effectiveness Committee membership (Intro-40, Intro-41, Intro-42).

Over the last two years, the College has transitioned to its existing budget allocation model that includes a modification of the 2009 model developed through the efforts of a District task force. As Santiago Canyon College has grown, its understanding of integrated planning has grown as well. The College's well-documented journey and understanding of integrated planning has resulted in an integrated planning model that continues to evolve. This evolution has resulted in an integrated planning model that is illustrated in the College's "Year at a Glance," "Long-Term Planning Highlights," and Planning & Institutional Effectiveness Committee documents (Intro-43, Intro-44, Intro-45, Intro-46). These documents depict the College's systematic cycle of integrated planning and resource allocation.

Commission Recommendation 1 is fully met.

TEAM RECOMMENDATION 1
In accordance with the recommendations of the 2005 team, the college is encouraged to continue to work with the district in incorporating SLOs into the evaluation processes for faculty members and others directly responsible for monitoring SLOs and achieving them (III.A.1.c.).

Santiago Canyon College responded to this Recommendation in its Midterm Report in 2011. The Commission accepted the College's Midterm Report at its January 10-12, 2012 Commission Meeting.

Since 2010-2011, the College has incorporated student learning outcomes into the classified staff, faculty, and administrator evaluation processes. In the mandatory self-evaluation submitted as part of the evaluation process of full-time faculty, faculty must address their "participation in the improvement of student learning related to student outcomes" as a standard of evaluation (Intro-47). Adjunct faculty, although using a different evaluation instrument, must also demonstrate their participation in the improvement of student learning related to student outcomes (Intro-48). Similarly, in their evaluation instrument, administrators outline their "contributions to the college, district and/or community in congruence with the overall mission of the college including the improvement of student learning" (Intro-49).

More recently, in February 2013, the College included student learning support participation as a component of the evaluation process for classified staff that is included in the "Classified Performance Appraisal Form" (Intro-50). Consequently, all members of the District engage in student learning related activities according to each member's responsibilities.

Team Recommendation 1 is fully met.

RECOMMENDATION 2
In accordance with the recommendations of the 2005 team, the college, with the support of the district, should examine the budget allocation model and ensure that the college identifies all discretionary general and categorical funds that are available to support the needs of the college (III.D.1.a.).

Santiago Canyon College responded to this Recommendation in its Midterm Report in 2011. The Commission accepted the College's Midterm Report at its January 10-12, 2012 Commission Meeting.

Since the 2011 Midterm Report response was written, it is worth noting that the College has transitioned to a new budget allocation model patterned after the SB 361 community college funding formula. During the 2012-2013 academic year, the Rancho Santiago Community College District (RSCCD) transitioned to a new budget allocation model that mirrors the California Community Colleges Chancellor's Office approved allocation model that was created in response to the passage of SB 361. According to the District's new Budget Allocation Model (BAM), the District allocates available revenue to Santiago Canyon College (SCC) and to Santa Ana College (SAC) as base funding and per Full-Time Equivalent Student (FTES) funding. Moreover, the District employs a charge back system to each of the colleges for District Office Operations as well as for District Wide Services based on each college's proportion of funded Full-Time Equivalent Student that was generated the previous year.

As a result, conceptually, in growth periods, monies follow Full-Time Equivalent Student generation, therefore, providing the funds for program and institutional improvements based on identified needs. Even though savings have yet to be realized, the new Budget Allocation Model allows both Santiago Canyon College and Santa Ana College to keep any unused funds to build funds or reserves for long-term projects. The revised Budget Allocation Model should provide

greater operational discretion and flexibility over both fixed and discretionary costs to Santiago Canyon College as well as to Santa Ana College ([Intro-51](#)).

Furthermore, the College retains the control to allocate categorical and other non-general fund monies for their designated purpose that supports the College's mission as well as the College's goals. For example, the Workforce Investment Act, Title II (Adult Education and Family Literacy Act) Grant supports Santiago Canyon College Goals 2, 3, 5, 6, 10, 11, 12, and 13 ([Intro-52](#), [Intro-53](#)).

The transition to the SB 361 Budget Allocation Model has occurred within a spirit of collaboration and collegiality. As the Rancho Community College District continues the use of the SB 361 Budget Allocation Model, the District community recognizes that it may take three to five years to fully transition to the new model. As such, adjustments and refinements over the next iterations may be necessary to ensure that one or both of the colleges are not negatively impacted by the transition.

Recommendation 2 is fully met.

RECOMMENDATION 3
The team recommends that the district evaluate its planning processes, including the integration of technology, staffing, and facilities master plans, to ensure the budget is used as a planning tool to achieve both district and college strategic goals. As part of this integration, the team recommends that the district resource allocation model be based on the plans, program reviews, and actual budgetary performance. This requires that the district evaluate the outcomes of its planning/ budget process and use that data in subsequent budget development (I.A.1., I.A.3., I.B.4., I.B.6., II.A.1., II.A.2.f., III.B.2.d., III.D.1., III.D.2., III.D.3., IV.B.3.a., and IV.B.3.b.).

Santiago Canyon College responded to this Recommendation in the October 15, 2009 Follow-Up Report and again in the October 15, 2010 Follow-Up Report. Additionally, the College updated its response to the Recommendation in the 2011 Midterm Report.

After reviewing the College's Self Study Report and the report of the evaluation team that visited Santiago Canyon College October 20-23, 2008, the Commission acted to issue the College a Warning at its meeting on January 7-9 2009. Additionally, the Commission required the College to correct the deficiencies noted by submitting a Follow-Up Report by October 15, 2009. The report was to be followed by a visit of Commission representatives.

At its meeting on January 6-8, 2010, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges reviewed the 2009 Follow-Up Report as well as the report of the evaluation team that visited the College on November 17, 2009. The Commission took action to accept the report, remove the Warning, and reaffirm accreditation, with a requirement that Santiago Canyon College complete an additional Follow-Up Report on October 15, 2010 and further address Recommendation 3.

At its January 11-13, 2011 meeting, the Commission reviewed the 2010 Follow-Up Report and affirmed that the College had resolved the issue noted in District Recommendation 3 from the 2008 evaluation team.

Since the 2011 Midterm Report, the Rancho Santiago Community College District has continued to review and modify its integrated planning processes to ensure that planning drives resource allocation. For example, the participatory governance processes have been adjusted, and the duties and responsibilities of District governance committees have been modified to better guide and inform the District's decision-making activities, short and long-range planning, and problem-solving tasks.

A *Planning Design Manual* was developed in 2012 that guides integrated institutional planning at the District level. The processes described in the manual identify ways that governance bodies contribute to student success through District level long-term and short-term planning. There are six participatory governance committees involved in planning at the District level.

District Council serves as the primary participatory governance body that is responsible for District wide planning activities that include developing planning and budgetary recommendations for submission to the chancellor and Board of Trustees.

The following five District level participatory governance committees support the work of the District Council:

Planning and Organizational Effectiveness (POE) Committee
The Planning and Organizational Effectiveness Committee, a newly created committee, ensures that District planning practices follow the processes and timelines outlined in the Rancho Santiago Community College District *Planning Design Manual* ([Intro-54](#)). The Planning and Organizational Effectiveness Committee provides leadership for coordination of all District planning activities. As the participatory governance group responsible for District-level planning, the Planning and Organizational Effectiveness Committee is responsible for monitoring and overseeing the development and implementation of the Rancho Santiago Community College District *Comprehensive Master Plan*. The composition of the committee includes

classified staff, faculty, and administrators from both colleges and the District who are involved in planning efforts. The executive vice chancellor, human resources & educational planning services and a faculty member from one of the colleges co-chair the committee.

Fiscal Resources Committee (FRC)
The Fiscal Resources Committee, formerly the Budget Allocation Planning and Resource Committee, has been modified in scope, membership, and responsibility to focus on the fiscal implications of planning. The Fiscal Resources Committee reviews and evaluates the newly established Rancho Santiago Community College District budget allocation model. The committee also assesses the effective use of financial resources. When the Fiscal Resources Committee receives planning priorities from District Council, the committee assesses budget implications. The composition of the committee includes classified staff, faculty, and administrators from both colleges and the District who are involved with fiscal matters. The vice chancellor, business operations & fiscal services and a faculty member from one of the colleges co-chair the committee.

Human Resources Committee
The Human Resources Committee evaluates the effective use of human resources. The committee monitors the human resources metrics including but not limited to Full-time/Part-time faculty ratio, full-time faculty obligation, classified staffing ratios, turnover ratios, and recruitment activities. The composition of the committee includes classified staff, faculty, and administrators from both colleges and the District. The executive vice chancellor, human resources & educational planning services and a faculty member from one of the colleges co-chair the committee.

Physical Resources Committee (PRC)
The Physical Resources Committee reviews plans related to District physical resources that include facilities, equipment, land, and other assets. The committee reviews all District plans associated with physical resources including the *Facility Master Plan*. The composition of the committee includes classified staff, faculty, and administrators from both colleges and the District who are involved with physical resource matters. The vice chancellor, business operations & fiscal services and a faculty member from one of the colleges co-chair the committee.

Technology Advisory Group (TAG)
The Technology Advisory Group assesses the effective use of technology resources. The committee develops and evaluates the Rancho Santiago Community College District *Strategic Technology Plan*. In addition, the committee reviews Santiago Canyon College and Santa Ana College technology plans to ensure compatibility and synergy between the plans. The composition of the committee includes classified staff, faculty, and administrators from both colleges and the District who are involved with technology matters.

District Council reviews and acts on recommendations from the five District-level participatory governance committees. Moreover, the council ensures District wide involvement in the development of all District-level planning. As the primary recommending committee to the chancellor, the membership of the committee includes the chancellor, vice chancellors, College presidents, Academic Senate presidents, classified union president, associated student government presidents and the co-chairs of each of the five district participatory governance committees. Furthermore, District Council must review all recommendations from any of the governance committees. Prior to submittal of recommendations to District Council, the Planning and Organizational Effectiveness Committee Reviews recommendations for planning implications and the Fiscal Resources Committee determines fiscal impact.

For resource allocations to be considered, the requested allocation must align with the Rancho Santiago Community College District Mission and link Rancho Santiago Community College District Goals and Rancho Santiago Community College District objectives to the resources needed to accomplish the institutional goals. Since the goals and objectives at the District, at Santiago Canyon College, and at Santa Ana College reflect the District's commitment to the mission, resource allocations should support the programs and services that directly and indirectly promote student success.

It is worth noting that since the 2011 Midterm Report response was prepared, in 2012-2013, the Rancho Santiago Community College District transitioned to the SB 361 Budget Allocation Model discussed in the Midterm Report. A transition plan was developed to facilitate the change to the new model and to address budgeting issues associated with the prolonged decline of state funding. The SB 361 Budget Allocation Model distributes revenue to each of the colleges as base funding and per Full-Time Equivalent Student (FTES) funding. The colleges are then charged back for District Office Operations and District Wide Services based on each college's proportion of funded Full-Time Equivalent Student generated in the previous year. Conceptually, in growth periods, the monies will follow where Full-Time Equivalent Student is generated, thus, providing the funding for programs and institutional improvements based on identified needs. The model allows each college to keep any unused funds/reserves to build funds for long-term projects. The SB 361 model is designed to provide greater operational discretion over both fixed and discretionary dollars to Santiago Canyon College and to Santa Ana College and, thus, facilitate the linkage of college planning priorities to budgetary allocations and performance. It is expected that it may take several years to fully transition to the SB361 Budget Allocation Model. As such, adjustments and refinements may be necessary to ensure that one or both colleges are not negatively affected by the transition.

It is also important to note that since the 2011 College's Midterm Report, the Rancho Santiago Community College District has developed a *Comprehensive Master Plan* and a *Strategic Plan*. The *Comprehensive Master Plan* is a long-range plan that documents what the District intends to achieve based on an internal and external analysis of demographic data as well as on the identified needs of the constituents and communities it serves. As a long-range plan, the Rancho Santiago Community College District *Comprehensive Master Plan* covers a cycle that is roughly linked to the U.S. Census. The Rancho Santiago Community College District Planning and Organizational Effectiveness Committee guided the development of the District's *Comprehensive Master Plan*.

The Rancho Santiago Community College District *Comprehensive Master Plan* is a central element in Rancho Santiago Community College District's ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. The plan includes the identification of current and anticipated challenges, the Rancho Santiago Community College District's Goals for the next ten years, the colleges' *Educational* and *Facilities Master Plans* summaries, and the plans for Rancho Santiago Community College District's facilities that are not included in the College's *Facilities Master Plans* ([Intro-55](#)).

The Rancho Santiago Community College District *Strategic Plan* is the District's short-term plan ([Intro-56](#)). The plan uses the Rancho Santiago Community College District Goals as the basis for developing Rancho Santiago Community College District Objectives. The Rancho Santiago Community College District Objectives describe specific initiatives intended to achieve the Rancho Santiago Community College District Goals that require collaboration and coordination among District Services and College classified staff, faculty, and administrators. College planning documents and District Services Planning Portfolios detail the initiatives developed at each site that contribute to the achievement of the Rancho Santiago Community College District Goals.

Although Santiago College and Santa Ana College have independent cycles of integrated planning, the College planning processes link to district planning in the following way:

- The Rancho Santiago Community College District Goals are foundational to planning at the two colleges. Each College develops site specific goals, objectives, and action plans that collectively contribute to the achievement of the Rancho Santiago Community College District Goals.

- An annual Progress Report details progress on Rancho Santiago Community College District Goals and Rancho Santiago Community College District Objectives as well as the colleges' goals and objectives.

Recommendation 3 is fully met.

RECOMMENDATION 4
In order to maintain stable financial resources, the team recommends that the district review its computer-based student attendance recording system to ensure that repeated courses are being appropriately reported for state apportionment funding consistent with existing regulations (III.D.1.b., III.D.2.a., and III.D.2.g.).

Santiago Canyon College responded to this Recommendation in its October 15, 2009 Follow-Up Report. Additionally, the College updated its response to the Recommendation in its 2011 Midterm Report.

After reviewing the College's Self Study Report and the report of the evaluation team that visited Santiago Canyon College October 20-23, 2008, the Commission acted to issue the College a Warning at its meeting on January 7-9 2009. Additionally, the Commission required the College to correct the deficiencies noted by submitting a Follow-Up Report by October 15, 2009. The report was to be followed by a visit of Commission representatives.

At its meeting on January 6-8, 2010, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges reviewed the 2009 Follow-Up Report as well as the report of the evaluation team that visited the College on November 17, 2009. The Commission took action to accept the report, remove the Warning, and reaffirm accreditation, with a requirement that Santiago Canyon College complete an additional Follow-Up Report on October 15, 2010.

Since the 2011 Midterm Report, Santiago Canyon College has added additional measures that guarantee that repeated courses are appropriately reported for state apportionment funding. The College has been very proactive in ensuring that the appropriate mechanisms are in place to ensure compliance with recent changes to Course Repetition Guidelines effective November 2013.

Adjusting to the most recent repeatability changes has required a collaborative effort between Santiago Canyon College, Santa Ana College, and the District. A coordinated effort with the Admissions & Records Office, District Informational Technology Services, Counseling, and the Santiago Canyon College Curriculum & Instruction Council chair has resulted in the implementation of an efficient and effective process of monitoring course repeats.

Course repetition must be addressed as a District wide issue since enrollment at either college counts toward the maximum enrollment limit. Courses with similar content are equated between Santiago Canyon College and Santa Ana College to prevent course repetition in excess of what the repetition guidelines allow.

The associate dean of Admissions & Records and the College registrar both monitor the XRPC report on a monthly basis. This report tracks all course repetitions since 1986 and also indicates any courses that are legally mandated. Santiago Canyon College and Santa Ana College run separate reports. At the current time, the greatest majority of college credit courses are non-repeatable. As a result, a registration rule created in Datatel prevents students from repeating courses that they have successfully completed in the past. Title 5 regulation allows for a maximum of three attempts to successfully pass a course. A course can be repeated up to a maximum of three times when substandard grades of D, F, NC, NP, or W are recorded on the academic record. Another Datatel rule prevents students from enrolling in a nonrepeatable course for the third attempt. At the third attempt, an intervention takes place, and students are required to complete a petition in order to be eligible for a third enrollment in the same course. Upon completion of the petition, the student meets with the registrar or associate dean of Admissions & Records for an evaluation of her or his circumstances. The appropriate Admissions & Records administrator reviews the new state policy on repetition with the student and verifies that the student understands the consequences of dropping or failing the course on the third attempt. Students who are unsuccessful in passing the same course three times are required to make any additional attempts to complete the course outside of the Rancho Santiago Community College District.

In the past, colleges had discretion as to whether or not to allow students additional repetitions without collecting apportionment. The new November 2013 Course Repetition Guidelines, which supersede all prior versions of repetition regulations, prohibit granting additional repeats even if the repeats are unfunded. The restrictions in the new guidelines were put in place not only to limit apportionment but also to expand opportunities for other students. Additional repetitions are not allowed unless explicitly authorized by Title 5.

Santiago Canyon College records and maintains records of all third time repeat petitions. Copies of these petitions are also scanned and placed in the student's academic record in Laser fiche.

Recommendation 4 is fully met.

RECOMMENDATION 5
The team recommends that a set of written policies and regulations be created that establish appropriate communication processes between the trustees and district employees. The team further recommends that board adherence to these regulations and procedures be assessed within a systematic culture of evidence and cycle of continuous improvement (IV.B.1.a., IV.B.3.a., IV.B.3.e., and IV.B.3.f.).

Santiago Canyon College responded to this Recommendation in its Midterm Report in 2011. The Commission accepted the College's Midterm Report at its Commission Meeting on January 10-12, 2012.

Analysis of this recommendation, conducted at the time of the Midterm Report, included the determination that board policies were in place to address the ethical and expected communication interaction between members of the Rancho Santiago Community College District Board of Trustees and other District employees. Since Board Policy 2305 requires the Board to review Board Policy 2715: Code of Ethics/Standards of Practice at its Annual Organization Meeting in December, the Board annually reaffirms its commitment to "promoting trust, confidence, and integrity in the working relationship between Trustees, administrators, faculty and Staff" (Intro-57, Intro-58). A key component to addressing the 2008 recommendation has been the link that has been created between Board communication with classified staff, faculty, and administrators and the Board evaluation process.

As part of their annual evaluation process per Board Policy 2745: Board of Trustees Self-Evaluation, the Board establishes goals that are based upon constituent feedback in the evaluation process (Intro-59). Since 2009, a section of the Board's evaluation survey instrument has included statements related to Board relations with the chancellor, presidents, faculty, and staff. A specific statement addresses Board communication with staff. Respondents are asked to respond to the statement "the board follows communication procedures with staff." Respondents are given the option to respond Strongly Agree, Agree, Disagree, Strongly Disagree or Not Applicable/Don't Know. In the 2013 Rancho Santiago Community College District Student and Staff Evaluation of Board of Trustees' Operation and Performance Survey, 75 percent of respondents agreed or strongly agreed that the Board follows communication procedures with staff. Further analysis of the same survey question over the last five years indicates that the percent of respondents who agree or strongly agree has increased since 2009 when the percent was 66 percent. The percentages in 2012 and 2011 were 89 percent and 83 percent, respectively (Intro-60).

Although no issues with improper communications have been identified, it is important to note that the percent of respondents who answered strongly agree or agree to the statement about the Board following communication procedures with staff has dropped 14 percent since last year's evaluation. The drop can be attributed to a lower number of survey respondents in 2013 compared to 2012 or to the higher number of survey respondents who answered Don't Know/NA to

the 2013 survey statement. Nevertheless, it is important for the Board to remain vigilant and committed to ensuring that appropriate communication between trustees and District employees is maintained.

Overall, regarding "appropriate communication processes between the trustees and district employees," the Board of Trustees and Santiago Canyon and Santa Ana Colleges have responded by adhering to Board Policy 2715: Code of Ethics/Standards of Practice and Board Policy 7001: Code of Ethics. In the six years since this recommendation was issued, there have been no violations of these policies, nor has there been inappropriate communication between the Board of Trustees and District employees. Furthermore, the chancellor is comfortable with Board members seeking information from staff, and staff advise the chief executive officer of Board contact and Board queries. It is the intent of the Rancho Santiago Community College District Board of Trustees not to micromanage, for the Board does not want to create an additional workload for district employees and staff. Therefore, when an individual trustee asks questions or seeks information, often requested through the chancellor, the information is reported to the Board of Trustees as a whole (Intro-61).

Recommendation 5 is fully met.

RECOMMENDATION 6
The team recommends that the district review its board evaluation policy/regulation to ensure integrity and effectiveness, and that its assessment results are widely communicated and applied within a systematic culture of evidence and cycle of continuous improvement (IV.A.5. and IV.B.1g.).

Santiago Canyon College responded to this Recommendation in the October 15, 2009 Follow-Up Report. Additionally, the College updated its response to the Recommendation in the 2011 Midterm Report.

After reviewing the College's Self Study Report and the report of the evaluation team that visited Santiago Canyon College October 20- 23, 2008, the Commission acted to issue the College a Warning at its meeting on January 7-9 2009. Additionally, the Commission required the College to correct the deficiencies noted by submitting a Follow-Up Report by October 15, 2009. The report was to be followed by a visit of Commission representatives.

At its meeting on January 6-8, 2010, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges reviewed the 2009 Follow-Up Report as well as the report of the evaluation team that visited the College on November 17, 2009. The Commission took action to accept the report, remove the Warning, and reaffirm accreditation, with a requirement that Santiago Canyon College complete an additional Follow-Up Report on October 15, 2010.

Since the 2008 Team Recommendation 6, as appropriate, the Board has annually reviewed and revised its survey instrument at Board Policy Committee Meetings and approved recommended revisions at Board of Trustees Meetings (Intro-62, Intro-63). Changes have been made to the survey in succeeding years based on response rates. The Board publicly reviews survey instrument results from the College community before it completes its own self-evaluation survey instrument (Intro-64). The Board also discusses results from the Rancho Santiago Community College District Community, Student and Staff Evaluation of Board of Trustees' Operations and Performance Survey, and the Board self-evaluation survey instrument during Board meetings and publishes the results in the Board Docket (Intro-65).

The Board has implemented changes based on the survey results. For example, the Board amended its policy to obtain the student trustee's advisory vote prior to elected members voting on action items (Intro-66).

Recommendation 6 is fully met.

INTRODUCTION AND OVERVIEW EVIDENCE

Intro-01   "Distance Education Student Satisfaction Survey" (Fall 2013)
Intro-02   *Distance Education Faculty Handbook 2014*
Intro-03   FLEX Calendar (Spring 2014)
Intro-04   "Distance Education Student Satisfaction Survey" (Fall 2013)
Intro-05   *Blackboard* Learn Web Page
Intro-06   *Distance Education Faculty Handbook 2014* (11-12)
Intro-07   *Distance Education Faculty Handbook 2014* (3, 17)
Intro-08   RSCCD Annual Financial Report 2012-2013 (74-87) Schedule of Findings and Questioned Costs
Intro-09   *Santiago Canyon College (SCC) College Catalog 2014-2015* (37)
Intro-10   *Santiago Canyon College (SCC) College Catalog 2014-2015* (32)
Intro-11   Curriculum & Instruction Handbook 2012-2013 (71)
Intro-12   *Collegial Governance Handbook* (7) Curriculum & Instruction Council
Intro-13   RSCCD Board Policies: BP7001 Code of Ethics
Intro-14   Department Planning Portfolio
Intro-15   "Academic Program Review Template 2012-2014"
Intro-16   *Educational Master Plan 2012-2016*
Intro-17   College Status Report on Student Learning Outcomes Implementation (10-15-2012)
Intro-18   Student Learning Outcomes Reports (OIE&A Website)
Intro-19   Student Services Student Learning Outcomes Web Page
Intro-20   "Santiago Canyon College Student Satisfaction Survey" (October 2013)
Intro-21   Statement on the Standards of Assessment Practice for Instructional Programs
Intro-22   Statement on the Standards of Assessment Practice for Student Services Programs
Intro-23   Program Review Summary Report 2013
Intro-24   "Academic Program Review Template 2012-2014"
Intro-25   Educational Master Planning Committee Minutes (10-25-2012)
Intro-26   Educational Master Planning Committee Minutes (05-09-2013)
Intro-27   College Council Minutes (11-27-2012)
Intro-28   College Council Minutes (05-14-2013)
Intro-29   Administrative Services Program Review 2008-2011
Intro-30   Administrative Services Program Review 2011-2014
Intro-31   *Collegial Governance Handbook* (10) EMPC
Intro-32   College Council Minutes (10-12-2010)
Intro-33   College Council Minutes (10-26-2010)
Intro-34   Educational Master Planning Committee Minutes (10-28-2010)
Intro-35   College Council Minutes (11-09-2010)
Intro-36   College Council Minutes (05-10-2011)
Intro-37   College Council Minutes (09-27-2011)
Intro-38   College Council Minutes (11-27-2012)
Intro-39   Academic Senate of Santiago Canyon College Spring Retreat (01-23-2013)
Intro-40   College Council Minutes (03-12-2013)
Intro-41   College Council Minutes (04-09-2013)
Intro-42   College Council Minutes (04-23-2013)
Intro-43   "Year at a Glance 2013-2014"
Intro-44   "Year at a Glance 2012-2013"

Intro-45   "Year at a Glance 2011-2012"
Intro-46   Long-Term Planning Highlights
Intro-47   Tenured Faculty Evaluation Packet
Intro-48   Adjunct Faculty Evaluation Packet
Intro-49   Management Evaluation Procedure
Intro-50   Classified Performance Appraisal Form
Intro-51   SB361 Budget Allocation Model
Intro-52   *Educational Master Plan 2012-2016* (73-75)
Intro-53   Workforce Investment Act, Title II Grant Award Notification 2013-2014
Intro-54   RSCCD *Planning Design Manual*
Intro-55   RSCCD *Comprehensive Master Plan* 2013-2023
Intro-56   RSCCD Strategic Plan 2013-2016
Intro-57   RSCCD Board Policies: BP 2305 Annual Organizational Meeting
Intro-58   RSCCD Board Policies: BP 2715 Code of Ethics
Intro-59   RSCCD Board Policies: BP 2745 Board Self-Evaluation
Intro-60   RSCCD Student and Staff Evaluation of Board of Trustees' Operation and Performance Survey 2013
Intro-61   Board of Trustees Minutes (05-27-2014)
Intro-62   Board Policy Committee Meeting Minutes (09-30-2013) (Item 2.0)
Intro-63   Board of Trustees Meeting Minutes (10-14-2013) (Item 6.5)
Intro-64   Board of Trustees Meeting Minutes (10-28-2013) (Item 6.4)
Intro-65   Board of Trustees Meeting Docket Agenda (11-12-2013) item 6.4 (273)
Intro-66   Board of Trustees Meeting Minutes (11-14-2011) (Item 6.6)

Standard I: Institutional Mission and Effectiveness

STANDARD I.A.: MISSION

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify the effectiveness by which the mission is accomplished.

I.A.   Mission
The institution has a statement of mission that defines the institution's broad educational purpose, its intended student population, and its commitment to achieving student learning.

1.A.1.   The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

Santiago Canyon College's mission statement succinctly depicts the vibrant character of its campus as well as its dedication to meeting the needs of its student population. Since its inception, the Santiago Canyon College (SCC) community has welcomed and nurtured innovation and change as is evidenced in its diverse programs and services that provide direct response to student needs. Santiago Canyon College offers curriculum, programs, and services for students seeking degrees, certificates, transfer opportunities, career and technical education, and basic skills courses. In order to maintain and develop high-quality programs and services, Santiago Canyon College focuses on identifying the needs of all students and expanding programs and services accordingly.

Santiago Canyon College has a variety of programs and services that it has created in order to fulfill the academic needs of its student population. In response to the needs of its developmental students, Santiago Canyon College created the Writing Center and Math Study Hall (MaSH) that support students in developmental English and Mathematics courses. Furthermore, the center and study hall provide workshops and non-transferable credit to college-level students who desire extra support. The Academic Success Center (ASC) also offers students assistance through offering individualized instruction in a wide variety of academic subjects with the use of an assortment of customized software programs. Moreover, in addition to offering an array of Science, Technology, Engineering, and Mathematics (STEM) programs, Santiago Canyon College also provides support for science and mathematics majors with its innovative Science Teaching and Resource (STAR) Center where the learning activities are geared to enhance student success. Similarly, in partnership with El Modena and Orange High Schools, the Upward Bound Math and Science (UBMS) program helps students to strengthen their mathematics and science skills and also encourages students to pursue careers in the aforementioned disciplines. In addition, Santiago Canyon College provides educational support for students from migrant seasonal worker backgrounds through the efforts of the College Assistant Migrant Program (CAMP). In a like manner, the Santiago Canyon College Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) provide comprehensive services for first-generation and low-income students. The College also supports a Safe Space program for interested faculty and staff to train to become allies who will maintain safe spaces of support for underrepresented Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) students. More recently, in order to assist an emerging veteran student population with its specific needs, Santiago Canyon College created its own Veterans' Services Center that offers a variety of services to assist veteran students in achieving their educational goals. (I.A-01)

The Santiago Canyon College community encourages students to utilize a number of additional facilities to support their academic and personal success. The following are examples of additional facilities that Santiago Canyon College provides for enhanced student success: Library, Academic Success Center, and Tutoring Center. In addition, with a wide range of hours, the Child Development Center provides adept and engaging childcare, giving first choice spaces to student parents. Moreover, Santiago Canyon College's Counseling, Transfer Center, Career Services, and Student Placement services help students to find and assess career choices as well as to create academic educational plans. Furthermore, the Apprenticeship Program offers training in a variety of fields, such as carpentry, electrician, and surveying that allows apprentices to become journey workers as well as to receive a certificate from the state of California. (I.A-02)

To further assist students with challenging schedules, Santiago Canyon College offers a variety of courses, in a variety of formats, during a variety of times. In addition to Saturday and day and evening courses, Santiago Canyon College offers online, hybrid, eight-week, and late-start classes. Whether students take a face-to-face course or utilize a distance education mode of instruction, Santiago Canyon College students will find consistency between modalities in that all courses have the same rigorous requirements (I.A-03, I.A-04, I.A-05).

Self Evaluation

Santiago Canyon College meets this standard.

Santiago Canyon College's mission statement defines the guiding principles and areas of emphasis for the College community.

It focuses on a commitment to foster student success, acknowledges the College's diverse student population, and promises to maintain standards of excellence while providing accessible, transferable, and engaging education.

Furthermore, per the College's planning process, the mission is periodically reviewed and reaffirmed by the Academic Senate of Santiago Canyon College and the College Council and approved by the Rancho Santiago Community College District Board of Trustees.

Actionable Improvement Plans
None

I.A.2.   The mission statement is approved by the governing board and published.

Descriptive Summary
On September 23, 2013, the Rancho Santiago Community College District (RSCCD) Board of Trustees approved the current version of Santiago Canyon College's mission statement (I.A-06). The approved statement reflects a slight revision to the previous mission statement and is the product of a College wide survey conducted by the Educational Master Planning Committee (EMPC).

The mission statement is widely published and found in many of Santiago Canyon College's primary documents. These documents include the *Santiago Canyon College (SCC) College Catalog*, the *Educational Master Plan*, Class Schedules, committee agendas, and the College website. In addition, the mission statement is prominently displayed in all major Santiago Canyon College offices (I.A-07, I.A-08, I.A-09, I.A-10, I.A-11, I.A-12, I.A-13).

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College assures that any revisions to its mission statement go through the appropriate collegial governance process for ultimate approval at the Rancho Santiago Community College District Board of Trustees. Furthermore, so as to inform the College and surrounding community of its pledge to students and community members, Santiago Canyon College publishes its mission statement in a number of documents as well as on its website.

Actionable Improvement Plans
None

I.A.3.   Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary
The Santiago Canyon College (SCC) College Council regularly reviews the College Mission Statement as part of its planning process. The College Council is comprised of the representatives from the following groups: students, classified staff, faculty, and administrators. The College Council tasked the Educational Master Planning Committee to review and make recommendations for modifications of the Santiago Canyon College Mission Statement. Since the last accreditation visit in 2008, College Council reviewed, modified, and approved the mission statement in spring 2011 and again in fall 2013 (I.A-14, I.A-15).

The most current version of the mission statement was approved using the College's governance and decision-making process. On March 18, 2013, the Educational Master Planning Committee (EMPC) designed and distributed a mission statement survey to all campus constituencies. The survey asked respondents the degree to which the Santiago Canyon College Mission Statement defines the institution's broad educational purpose, its intended student population, and its commitment to achieving student learning. The survey also asked respondents the degree to which they subscribed to each of the three statements that collectively compose the Santiago Canyon College Mission Statement. Survey respondents were also afforded the opportunity to recommend changes to each component of the mission statement (I.A-16).

At the April 11, 2013 Educational Master Planning Committee meeting, the committee members reviewed the results of the mission statement survey. The results of the survey showed that ninety percent or more of the respondents either agreed or strongly agreed with each of the three statements made within the Santiago Canyon College Mission Statement. Furthermore, upon review of the recommended changes offered by survey respondents, the Educational Master Planning Committee drafted and approved a revised mission statement (I.A-17). The Academic Senate of Santiago Canyon College affirmed the revised mission statement on September 3, 2013; the College Council adopted the revised mission statement on September 10, 2013, and, ultimately, the Rancho Santiago Community College District Board of Trustees approved the revised mission statement on September 23, 2013 (I.A-18, I.A-19, I.A-20).

Santiago Canyon College meets this standard.

Following its governance and decision-making processes, Santiago Canyon College regularly reviews its mission statement and revises it as necessary.

Actionable Improvement Plans
None

I.A.4.   The institution's mission is central to institutional planning and decision making.

Descriptive Summary
With the mission statement and planning documents as the foundation, Santiago Canyon College follows a planning cycle to methodically evaluate and revise programs according to its educational purpose, its student population, and its dedication to student achievement.

As a result, the Santiago Canyon College (SCC) Mission Statement is effectively and consistently used in the planning processes of the College's councils, committees, groups, and task forces. As a strong reflection of the College's mission statement, the 2012-2016 *Educational Master Plan (EMP)* proves a deliberate and cohesive document designed to illustrate a more comprehensive four-year perspective on institutional goals. The 2012-2016 *Educational Master Plan* specifically describes this planning process as "a variety of interconnected processes and documents [including] accreditation self-studies, department and unit plans, and program reviews and campus-wide plan"—all informing and guiding the efforts of the College (I.A-21). Moreover, in the 2013-2023 *Comprehensive Master Plan* for the Rancho Santiago Community College District (RSCCD), the Santiago Canyon College president's "Message from the President" affirms the connection between the College's plan and its mission as the president describes the expected completion of the *Educational Master Plan*: "The result is a roadmap designed to increase student success, improve efficiency, demonstrate accountability, and enhance institutional effectiveness" (I.A-22). Furthermore, the following collegial governance committees and councils lead mission-driven institutional planning at Santiago Canyon College: the Academic Senate of Santiago Canyon College, the Planning & Institutional Effectiveness (PIE) Committee, the Educational Master Planning Committee (EMPC), and the College Council. More specifically, our collegial governance bodies' discussions, proposals, action items, minutes, and supporting documents depict the way that the College's commitment to providing students with accessible, transferable, diverse, and engaging curriculum directly align with and follow Santiago Canyon College's mission (I.A-23, I.A-24, I.A-25).

Similarly, the Academic Senate of Santiago Canyon College routinely refers to the College's mission when discussing planning, making decisions, and considering resolutions. For example, in April 2013, the Academic Senate of Santiago Canyon College approved resolution F2013.3 to accept the Educational Master Planning Committee's recommended revision of the Santiago Canyon College Mission Statement. Moreover, the Academic Senate of Santiago Canyon College approved resolution S2013.8 to adopt a faculty enrollment management philosophy and set of guiding principles. The first sentence of the Statement of Philosophy and Guiding Principle 2013 states, "With a primary focus on sustaining long-term student success and in accordance with Santiago Canyon College's mission and core goals, Enrollment Management includes an integrated planning approach. . ." (I.A-26). Moreover, when discussing resolution S2013.9 to support the creation of a collegial governance Enrollment Management Committee, the Academic Senate of Santiago Canyon College's discussion highlighted the importance of Santiago Canyon College's ability to respond to a changing environment in times of growth and contraction while still meeting the precepts of its mission. In addition, the discussion displayed an acute awareness of the necessity for the College's planning and prioritization processes to, first and foremost, align with the College Mission (I.A-27). In addition, in fall 2013, the Academic Senate of Santiago Canyon College passed resolution F2013.10 to affirm a Planning & Institutional Effectiveness *Committee Collegial Governance Handbook* description that charged the committee with reviewing all requests for resource allocation and with making recommendations to the College Council based on how well proposed activities support the College Mission and meet institutional goals (I.A-28, I.A-29).

In addition to the Academic Senate of Santiago Canyon College, the Educational Master Planning Committee is another collegial governance body that frequently discusses Santiago Canyon College's mission when members regularly meet to contemplate the program reviews of each discipline and department (I.A-30). For example, the Transfer Center's Program Review emphasizes offering workshops, tours, and visits to encourage students to transfer, which directly links to the mission statement in that the activities show the College's dedication to "intellectual and personal growth" as well as to "fostering student success" (I.A-31). Furthermore, the Disabled Students Programs and Services' Program Review outlines a commitment to strengthening technology to expand access to disabled students by offering text conversion to e-text, audio texts, Braille, large print, and aid for the hearing-impaired, which effectively illustrates how this program provides accessible education to a diverse community (I.A-32).
(I.A-33)

Santiago Canyon College's Program Review Process relates to the Department Planning Portfolios (DPPs) that identify the needs and goals of all College departments, both instructional and non-instructional. Each department is responsible for

maintaining an updated Department Planning Portfolio, which includes a section for the department mission statement. To assess how well department mission statements connect to and align with the College Mission Statement, the Standard I.A. Committee developed a spreadsheet that compares the College Mission Statement components with the department mission statements. Reflectively, the data indicate that most department mission statements align with the College Mission Statement (I.A-34).

Like other collegial governance bodies that use the College's mission statement as the roadmap for which it is intended, College Council continually revisits the mission by reviewing, revising, and implementing more effective language to better convey Santiago Canyon College's commitment to students. Although the College Council approved a version of the mission in April 2011, it again considered the clarity and conciseness of the message in 2013 and, subsequently, approved the most recent version of the mission statement in September 2013 (I.A-35, I.A-36).

As further evidence of how Santiago Canyon College's mission is central to institutional planning and decision making, the College aligns course student learning outcomes (SLOs) with the institutional student learning outcomes (ISLOs) that serve as a critical component of the College Mission statement. To facilitate alignment of student learning outcomes with institutional student learning outcomes, the College instituted a process that is delineated in the *2012-2013 Curriculum & Instruction Handbook* (I.A-37).

Self Evaluation
Santiago Canyon College meets this standard.

The mission statement is included on all College Council, Academic Senate of Santiago Canyon College, Educational Master Planning Committee, Curriculum & Instruction Council, Budget, Facilities, Student Success, and Planning & Institutional Effectiveness Committee minutes. The mission is a significant force in driving the planning and decision-making processes of Santiago Canyon College's committees and other collegial governance bodies.

Actionable Improvement Plans
None

STANDARD I.A.: EVIDENCE

STANDARD I.B.: IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify the effectiveness by which the mission is accomplished.

I.B.   Improving Institutional Effectiveness
The institution demonstrates a conscious effort to produce and support student learning, measures to that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1.   The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary
Santiago Canyon College (SCC) encourages ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes in its varied collegial governance committees and councils, in individual departments and service areas, and at College wide events and activities.

In order to facilitate this dialogue, the College utilizes the structural lines of communication detailed within the "Collegial Governance Framework" that are contained within the Santiago Canyon College *Collegial Governance Handbook* (I.B-001). As a result, all members of the College community have an opportunity to engage in dialogue at various department, division, and collegial governance committee meetings, and this discourse informs College wide planning and decision-making processes.

The primary collegial governance committees and councils initiating this dialogue include the Curriculum & Instruction Council, the Educational Master Planning Committee, the Enrollment Management Committee, the Planning & Institutional Effectiveness Committee, the Academic Senate of Santiago Canyon College, and College Council. Although some College members serve on more than one of the aforementioned collegial governance bodies, for the most part, the membership of each of these committees and councils includes a significant cross section of the College community.

The Curriculum & Instruction Council (CIC)
Santiago Canyon College's Curriculum & Instruction Council remains a place where conversations concentrate on student learning. With the involvement of the following voting members: fifteen faculty, one administrator, and one student, the Curriculum & Instruction Council oversees all College academic standards and policies. Furthermore, during its bimonthly meetings, the council reviews, develops, discusses, and votes upon all recommendations regarding student learning outcomes and institutional processes directly and indirectly related to student learning that are tied to curriculum. Moreover, the Curriculum & Instruction Council facilitates the integration of course and program learning outcomes directly into the College's curriculum and mandates that course student learning outcomes are included in all course syllabi (I.B-002). (I.B-003)

The Curriculum & Instruction Council also maintains a database of course and program student learning outcomes as well as mappings from course student learning outcomes to institutional/general education student learning outcomes as well as from program student learning outcomes to institutional/general education student learning outcomes within CurricUNET (I.B-004). As a result of the diligent efforts of its members, the Curriculum & Instruction Council maintains ongoing dialogue in an effort to continually improve student learning at Santiago Canyon College. (I.B-005, I.B-006, I.B-007)

The Educational Master Planning Committee (EMPC)
As one of the central planning committees at Santiago Canyon College, the Educational Master Planning Committee seeks continuous evaluation and improvement of Santiago Canyon College's institutional planning processes. The committee's members include representatives from all constituency groups. With its ten faculty, two administrators, four classified staff, and one student, the Educational Master Planning Committee manages and facilitates the development of the plans for individual departments as well as for the entire College (I.B-008).

To fulfill its planning responsibilities, the committee monitors the annual departmental planning process with Department Planning Portfolios (DPPs) (I.B-009). The biennial updating of the Department Planning Portfolios is critical to the institution, for these documents serve as the vehicle through which discipline, department, and division resource requests are made in an effort to support developed plans for the coming academic year. In addition, provided adequate supporting evidence exists and planned goals or activities can be tied to at least one of the fifteen Santiago Canyon College Goals, per the

prioritization process, resource requests are forwarded to the Planning & Institutional Effectiveness Committee where committee members determine institutional funding priorities for the subsequent budget year (I.B-010).

Similar to the Department Planning Portfolios, academic and nonacademic program review is also an important part of Santiago Canyon College's planning process. In order to refine planning so as to improve student learning, revisions are made to the program review template as a direct result of discussions and feedback that occur with leaders from each department or service area during the bimonthly Educational Master Planning Committee meetings (I.B-011, I.B-012, I.B-013, I.B-014). The "Academic Program Review Template" contains sections dedicated to the analysis of department student achievement data (Part III), to discussion of course and program student learning outcomes assessment data (Part IV), and to changes the department has made in response to assessment data (Part V). A "Program Review Summary Report" from each program review document is brought forward to College Council so that academic and nonacademic programs can communicate highlights of what is going well in addition to what is not going well for their programs with a broader college audience (I.B-015, I.B-016).

The Educational Master Planning Committee also coordinates the production of the six-year *Educational Master Plan (EMP)* document. However, currently, Santiago Canyon College is going through a four-year transition cycle so as to align with a 2016-2022 planning process. The *Educational Master Plan* document synthesizes input from all of the College constituencies into an institutional plan that contains College wide goals. Working closely with the Office of Institutional Effectiveness & Assessment, the *Educational Master Plan* Committee gathers input through external and internal scans; focus groups consisting of students, classified staff, faculty, and administrators; and public forums. Once the document is compiled, the committee distributes the *Educational Master Plan* document to the College community for review and discussion prior to its approval by the Academic Senate of Santiago Canyon College, College Council, the president, and the Rancho Santiago Community College District Board of Trustees (I.B-017, I.B-018, I.B-019). The Educational Master Planning Committee makes a dedicated effort to continuously improve several aspects of the College's planning processes as evidenced through the evolution of the *Educational Master Plan* document from a more descriptive approach for the 2002-2007 document, to a more program-based approach for the 2007-2012 document, to a more cohesive institution-level approach for the 2012-2016 (I.B-020, I.B-021). The most recent format of the *Educational Master Plan* document incorporates aspects of the former two models and also emphasizes feedback, dialogue, and input from various focus groups and College constituents. (I.B-022, I.B-023, I.B-024, I.B-025, I.B-026, I.B-027, I.B-028, I.B-029, I.B-030)

The Enrollment Management Committee (EMC)
The Enrollment Management Committee exists to discuss enrollment strategies and to make recommendations that contribute to student access, recruitment, persistence, completion, and lifelong learning through diverse program offerings (I.B-031). With a primary focus on sustaining long-term student success and in accordance with Santiago Canyon College's mission and core goals, the Enrollment Management Committee develops a holistic and integrated approach to enrollment management that supports College wide collaboration, engagement, creative thinking, and consensus building.

The fourteen faculty, seven administrators, three classified staff, and one student who serve on the Enrollment Management Committee are responsible for the following: evaluating ongoing enrollment trends, activities, and initiatives; initiating research on scheduling and instruction at the department and division levels as well as within and outside the District; using high-quality qualitative and quantitative data to inform recommendations; collaborating with College constituencies to develop, implement, and evaluate enrollment management goals and strategies that align with Santiago Canyon College's *Educational Master Plan*; assessing, evaluating, and making recommendations for student support strategies to enhance student access, success, persistence, and goal attainment; reporting and making recommendations to the Curriculum & Instruction Council and the Planning & Institutional Effectiveness Committee; and monitoring and evaluating progress toward strategic enrollment planning goals (I.B-032, I.B-033). The work of the Enrollment Management Committee provides another example of how Santiago Canyon College efficiently allocates its resources to effectively support student learning. (I.B-034)

The Planning & Institutional Effectiveness (PIE) Committee
Even though it is one of the newest committees at Santiago Canyon College, the Planning & Institutional Effectiveness Committee is the College's principal central planning committee that is charged with reviewing all requests for resource allocation as well as with making prioritized recommendations to College Council (I.B-035). When compared to Santiago Canyon College's other committees, this committee has a unique composition in that its membership is mostly comprised of chairs of other collegial governance committees (I.B-036). With its twelve faculty, five administrators, three classified staff, and one student, the Planning & Institutional Effectiveness Committee is one of the largest committees at the College. This comprehensive membership design was intentional so that the focused perspectives of each collegial governance committee would be present to influence planning policies and procedures, to develop institutional funding priorities, and to ensure that decision-making is evidence-based and data-informed.

The primary responsibilities of the Planning & Institutional Effectiveness Committee are as follows: to review all College planning documents and ensure that recommendations are consistent with those plans; to review College wide resource allocation requests and evaluate them based on how well they support the College Mission and meet institutional goals; to utilize, evaluate, and revise rubrics for resource allocation, expansion, and contraction recommendations; to review

all requests to "Apply for a Grant" and assess short/long-term implications of the grant, including financial viability; to consult with the Santiago Canyon College Budget Committee to determine available funding for Planning & Institutional Effectiveness Committee prioritized recommendations; to refine recommendations based on feedback from the Budget Committee; to regularly administer a survey to seek input for improvement of planning processes from the College community; to assess progress toward achieving stated institutional goals; and to provide an annual planning cycle to the College community. The concerted efforts of the members of the Planning & Institutional Effectiveness Committee assure that Santiago Canyon College undergoes a systematic evaluation of its planning to enhance student learning (I.B-037).

The Academic Senate of Santiago Canyon College

With its 24 faculty senators, the Academic Senate of Santiago Canyon College receives reports and recommendations from each of the aforementioned committees or councils. Moreover, the Academic Senate of Santiago Canyon College discusses all recommendations regarding student learning and institutional processes to determine the potential impact the recommendations may have on the quality of education or services rendered (I.B-038, I.B-039, I.B-040). Through its resolution process, the Academic Senate of Santiago Canyon College affirms or declines recommendations following informed discussion and input from the entire faculty.

College Council

As an advisory group to the College president, the College Council is a representative group with 21 members: six faculty, plus one alternate and one Educational Master Planning Committee representative; four administrators, plus the College president; four classified staff, plus one alternate and one technology representative; and one student (I.B-041). The College Council reviews College processes and procedures and makes recommendations to the College president. The council annually reviews the mission of the College and receives updates from departments' program reviews through a "Program Review Summary Report" presented by a member of the Educational Master Planning Committee (I.B-042, I.B-043). This council's discussions and recommendations further demonstrate Santiago Canyon College's conscientious effort to support learning (I.B-044).

Department and Service Areas

In addition to collegial governance bodies, dialogue about the continuous improvement of student learning occurs at department meetings and within service area meetings as well as through the program review process (I.B-045, I.B-046). Each department establishes timelines for assessing its course and program student learning outcomes. Once assessments are completed, each department engages in ongoing discussions of student learning as a routine agenda item at department meetings (I.B-047, I.B-048, I.B-049, I.B-050). Faculty chairs also routinely discuss how student learning and institutional processes can be improved at department chairs and joint chairs meetings (I.B-051, I.B-052, I.B-053). (I.B-054, I.B-055)

Professional Development

The Santiago Canyon College Faculty Development Committee provides the College community a number of professional development opportunities to support the enhancement of student learning. A variety of Flexible (FLEX) week activities and workshops focus on improving student learning outcome achievement and assessment as well as providing updates on program review, the *Educational Master Plan* document, accreditation, the planning process, and other institutional processes (I.B-056, I.B-057, I.B-058).

The Student Learning Outcomes & Assessment Review Committee

Comprised of eight faculty, three administrators, two classified staff, and one student, the members of the Student Learning Outcomes & Assessment Review Committee meet bimonthly to discuss learning outcomes related issues pertinent to the college. The committee brings forward learning outcomes that require additional input from the College to the Curriculum & Instruction Council that, if necessary, develops a recommendation to be forwarded to the Academic Senate of Santiago Canyon College and College Council for review. In addition to discussing student learning outcomes related issues, the committee also maintains a web page that houses documents containing student learning outcome educational information and guidelines (I.B-059). Together with the Office of Institutional Effectiveness & Assessment, the Student Learning Outcomes & Assessment Review Committee facilitates Faculty Inquiry Groups that provide an intimate forum for faculty to share experiences regarding the assessment of student learning outcomes (I.B-060). In fall 2010, the Student Learning Outcomes & Assessment Review Committee hosted a workshop with a consultant from the Cambridge West Partnership who gave a presentation about program definitions and outcomes, course to program mapping, and general education outcomes and programs assessments. By fulfilling its responsibilities, it is evident that the Student Learning Outcomes & Assessment Review Committee has led the College in self-reflective dialogue to improve Santiago Canyon College's student learning and institutional processes (I.B-061, I.B-062, I.B-063). After much deliberation and with much gratitude for the Student Learning Outcomes & Assessment Review Committee's dedicated efforts with Santiago Canyon College's student learning outcomes journey, the College community determined that the Student Learning Outcomes & Assessment Review Committee had accomplished its mission, and following its collegial governance processes, the College voted to disband this committee in fall 2013 (I.B-064, I.B-065, I.B-066, I.B-067). The College community believes that the Academic Senate of Santiago Canyon College, the Curriculum & Instruction Council, the Office of Institutional Effectiveness & Assessment, and the Planning & Institutional Effectiveness Committee can continue to guide Santiago Canyon College effectively on its student learning outcomes path.

The Office of Institutional Effectiveness & Assessment (OIE&A)
The Office of Institutional Effectiveness & Assessment works diligently to provide the College community with ample support and resources so that Santiago Canyon College can assess how well students are learning and make improvements as necessary. The Office of Institutional Effectiveness & Assessment offers workshops during the College's Flexible Weeks to help College constituents better understand and develop effective methods of assessing student learning (I.B-068, I.B-069, I.B-070, I.B-071, I.B-072, I.B-073). In addition to providing activities during Flexible Week, the Office of Institutional Effectiveness & Assessment also avails itself to individual faculty and entire departments to meet one-on-one with a member of the office to discuss effective outcomes assessment. Moreover, the Office of Institutional Effectiveness & Assessment produced a Statement on Standards of Assessment Practice for Instructional Programs that was presented to the Curriculum & Instruction Council as well as to Academic Senate of Santiago Canyon College for discussion (I.B-074, I.B-075, I.B-076). Formally adopted by the Academic Senate of Santiago Canyon College, this document has been pivotal in keeping the College on track with implementing planned outcomes assessment processes (I.B-077).

Self Evaluation
Santiago Canyon College meets the standard.

Santiago Canyon College offers ample opportunities for College community members to engage in collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. These opportunities include discussions and activities within collegial governance committees and councils, discussions within individual departments and service areas, and participation in College wide activities.

More recently, and in a similar fashion to the annual planning activity calendar labeled the "Year at a Glance" document, the Office of Institutional Effectiveness and Assessment has distributed a "2013-2014 Outcomes Assessment Calendar for Academic Areas" document, which details outcomes assessment activities for the year as they relate to course student learning outcomes assessment, program student learning outcomes assessment, cycles of assessment, outcomes assessment related dialogue, plans of action, planning, accreditation, and Taskstream implementation. This document is updated at the beginning of each academic year and has the purpose of providing academic areas with all relevant outcomes assessment related deadlines for the coming year. Additionally, the "Outcomes Assessment Calendar for Academic Areas" informs academic areas of the office's activity related to accreditation and Taskstream implementation. This document is an additional tool the institution uses to emphasize the importance of and encourage dialogue about the improvement of student learning and institutional processes (I.B-078).

Actionable Improvement Plans
None

I.B.2.   **The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

Descriptive Summary
Santiago Canyon College (SCC) takes great care to create an environment of collaboration where goal setting is a priority of the entire College community. With its set of fifteen institutional goals that support Santiago Canyon College's mission, the *2012-2016 Santiago Canyon College Educational Master Plan* is a clear example of the College's collaborative goal setting practices. The Office of Institutional Effectiveness & Assessment (OIE&A) initiated the College wide goal setting process when it conducted an environmental scan and interviewed a variety of focus groups. The focus groups consisted of a wide cross section of College stakeholders including students, classified staff, faculty, and administrators. As a result of the focus group discussions and working with the Educational Master Planning Committee (EMPC), the Office of Institutional Effectiveness & Assessment identified several themes that became the topics of a series of open forums to which all College participants were invited. These forums were held at various times to allow discussion and gather additional input from as many of the College community as possible (I.B-079, I.B-080, I.B-081, I.B-082, I.B-083, I.B-084).

Educational Master Plan Timeline

Spring 2011
External Environmental Scan
Internal Evaluation

Fall 2011
4-6 Domains of Inquiry
Identify Strengths and Weaknesses
Completed External Scan
List of Broad Themes
EMPC Meetings with Invited Constituents
Academic Program Review
Student Services Program Review
Administrative Services Program Review
2011 Accreditation Report

Spring 2012
Conversation and Discussion Triangulation
Action Plan, SCC Goals
RSCCD Strategic Plan

Summer 2012
EMP Document Edited

Fall 2012
Completed 2012-2016 EMP Document Approved

Subsequently, each of four subgroups charged with developing goals and action items in the areas of (a) curriculum and programs; (b) faculty/staff and campus; (c) students; and (d) community partners and resources, met twice to synthesize the findings from the environmental scan, the focus groups, and the open forums into a set of four to six goals consistent with the College's mission statement (I.B-085, I.B-086, I.B-087, I.B-088). Furthermore, the subgroups created a set of associated actions items to accompany each of their four to six goals. The subgroups followed a SMART goal model for goal creation: Specific (clearly linked to the underlying issue), Measureable (it will be evident when a goal is met), Attainable (within the power of the College alone to complete), Realistic (completed with the available resources), and Timely (completed by 2016).

Upon receiving the SMART goals from the four subgroups, the Educational Master Planning Committee consolidated the goals and mapped them to the Rancho Santiago Community College District Goals (I.B-089). The committee incorporated the goals and the responsible parties for each goal into the *Educational Master Plan* document. Next, the Educational Master Planning Committee distributed a draft of the goals to the College community for feedback (I.B-090). Finally, the Academic Senate of Santiago Canyon College, College Council, the president, and the Rancho Santiago Community College District Board of Trustees approved the final draft of the goals along with the completed 2012-2016 *Educational Master Plan* document (I.B-091, I.B-092, I.B-093). As a result of this inclusive goal setting process, Santiago Canyon College ensures that the College members not only understand the College wide goals but also provides a framework for College members to work collaboratively toward achieving the goals.

Another example of a College wide shared understanding of College Goals is illustrated at the department level. In Part II of the "Academic Program Review Template" and Section II of "Administrative Services Program Review," departments align their Department Planning Portfolio goals, or planned activities, with the College Goals from the *Educational Master Plan* document (I.B-094, I.B-095). Furthermore, the "Academic Program Review Template" contains prompts at the ends of Parts VI-IX and in Part X for departments to identify planning agenda items that will inform Department Planning Portfolio goals (I.B-096). Moreover, a document containing a Department Planning Portfolio Tutorial and Guidelines emphasizes the creation of SMART goals and provides examples of vague goals that have been reworked so as to be more in line with the SMART model (I.B-097).

Early in 2013, the College established five institution-set standards to serve as benchmarks for student achievement (I.B-098). The College evaluates its five standards on an annual basis using quantitative data, along with the assessment of progress toward achieving stated institutional goals; after the conclusion of its evaluation process, the college forwards the results of the evaluation and assessment through the processes defined by the integrated planning model for potential resource allocation implications (I.B-099).

The *Educational Master Plan (EMP)* document is not the only collaboratively compiled document created to meet Santiago Canyon College student learning needs. Written by the members of the Santiago Canyon College Technology Committee through biweekly meetings and in collaboration with commercial vendors, the Santiago Canyon College *Technology Master Plan* also provides College members objectives to improve effectiveness when it comes to student learning in both face-to-face or online modalities (I.B-100). Furthermore, maintaining a specific focus on the College's technical needs, the

Technology Committee worked to align the *Technology Master Plan* with the Rancho Santiago Community College District *Strategic Technology Plan*. Where the *Strategic Technology Plan* assesses Rancho Santiago Community College District's technical operations from an "enterprise" perspective, the *Technology Master Plan* evaluates Santiago Canyon College's technical support structure and the instructional technology infrastructure that assists classroom education (I.B-101). Following the College's approval processes, the Academic Senate of Santiago Canyon College, College Council, and the president approved the Santiago Canyon College *Technology Master Plan* (I.B-102, I.B-103).

Self Evaluation
Santiago Canyon College meets the standard.

The College has a clearly defined process for setting institutional goals as part of the *Educational Master Plan* document creation process. The College Goals are specific, measurable, attainable, realistic, and linked to a timeline, and they also align with the Rancho Santiago Community College District Goals (I.B-104, I.B-105). Each goal has action items with identified responsible parties who are to collaborate to achieve each action item. The College creates its goals through widespread and inclusive dialogue and shares the goals with members of the College community.

Actionable Improvement Plans
None

I.B.3.   **The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

Descriptive Summary
As Santiago Canyon College (SCC) continues to grow, its understanding of integrated planning has grown as well. However, the College's more than decade long integrated planning development did not occur in a vacuum. With additional contemplation of Santiago Canyon College's last full institutional self study in 2005, the College's abbreviated self study in 2008, Commission Recommendation from 2008, the College's 2009 Follow-Up Report, and the report of progress in the College's 2011 Midterm Report, Santiago Canyon College has a well documented account of how its understanding of integrated planning has evolved. This evolution has resulted in an integrated planning model that is illustrated in the College's "Year at a Glance" and "Long-Term Planning Highlights," and Planning & Institutional Effectiveness (PIE) Committee documents (I.B-106, I.B-107, I.B-108, I.B-109). These documents depict the College's systematic cycle of integrated planning and resource allocation: College units, through the use of student learning outcome and student achievement data, establish goals within their Department Planning Portfolios (DPPs); identify actions to be carried out and necessary resources to accomplish stated goals; identify who is responsible for ensuring the prescribed actions are accomplished and resources are acquired; and biennially update both the status of prescribed actions as well as the unit's set goals.

The College's Department Planning Portfolios are interconnected with its Program Reviews, and this connectivity allows the College to determine what actions, across the institution, are being taken to move the College toward its goals. Furthermore, through the document prompted status updates of prescribed actions, the College community has a vehicle to reflect on whether or not the College is making progress toward achieving its stated goals. Using the Department Planning Portfolio as its foundation, when following the regularly scheduled program review process, units take a more holistic view of their area and may, after evaluation, develop new or update existing goals and also map the alignment between unit goals and the College's goals (I.B-110, I.B-111, I.B-112).

Similar to Santiago Canyon College's evolving integrated planning process, the College's resource allocation process has also evolved. If there are necessary resources being requested to help academic departments and nonacademic units achieve their annual goals or to carry out planned activities, these requests are prioritized first at the department and unit level. For requests originating from academic departments, additional prioritization occurs at the division and Joint Chairs Committee and joint chair levels (I.B-113, I.B-114, I.B-115, I.B-116). Ultimately, all units (including departments and governance bodies) forward their resource requests to vice presidents associated with their area for additional prioritization at the level of the four major areas of the College: Academic Affairs, Continuing Education, Student Services, and Administrative Services, prior to being passed on to the Planning & Institutional Effectiveness Committee.

The Planning & Institutional Effectiveness Committee takes all prioritized resource request lists and ranks them using the Planning & Institutional Effectiveness Committee's "PIE Resource Request Prioritization Rubric" (I.B-117). This prioritization rubric enables committee members to evaluate each request based on a number of factors: relation to the College Mission; support for the College Goals; connection to the College's *Educational Master Plan*, *Technology Master Plan*, and *Facilities Master Plan* documents; association with Department Planning Portfolios and Program Reviews; fulfillment of a replacement need, legal mandate, or regulatory or safety requirement; and support from learning outcomes assessment data. Once the committee compiles a single list of funding priorities, the Planning & Institutional Effectiveness Committee forwards the resource request prioritization list to the Budget Committee for a budget analysis that determines the number of the funding

priorities that the following year's tentative budget will accommodate. After providing its analysis, the Budget Committee sends its budget evaluation of the funding priorities back to the Planning & Institutional Effectiveness Committee. After reevaluating the prioritized list and discussing any possible revisions, the Planning & Institutional Effectiveness Committee forwards the recommended prioritized resource allocation list to College Council. Next, College Council provides the College president a recommendation. Once the College president approves the prioritized resource allocation list, the College community acquires resources in rank order based on actual funds received through apportionment, grant, and alternative funding sources.

The following diagrams illustrate a visual representation of the Santiago Canyon College integrated planning process that takes place in two phases: Phase I and Phase II.

Phase I
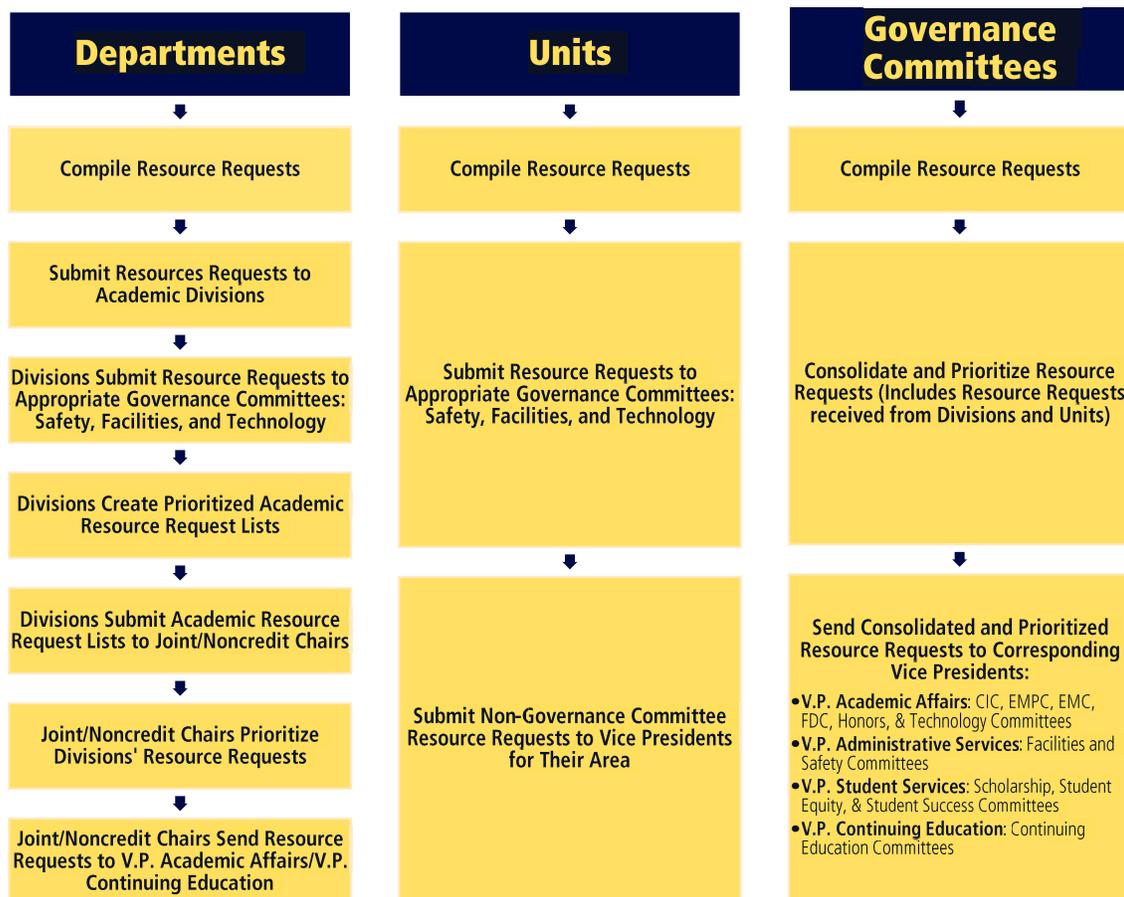
Phase II
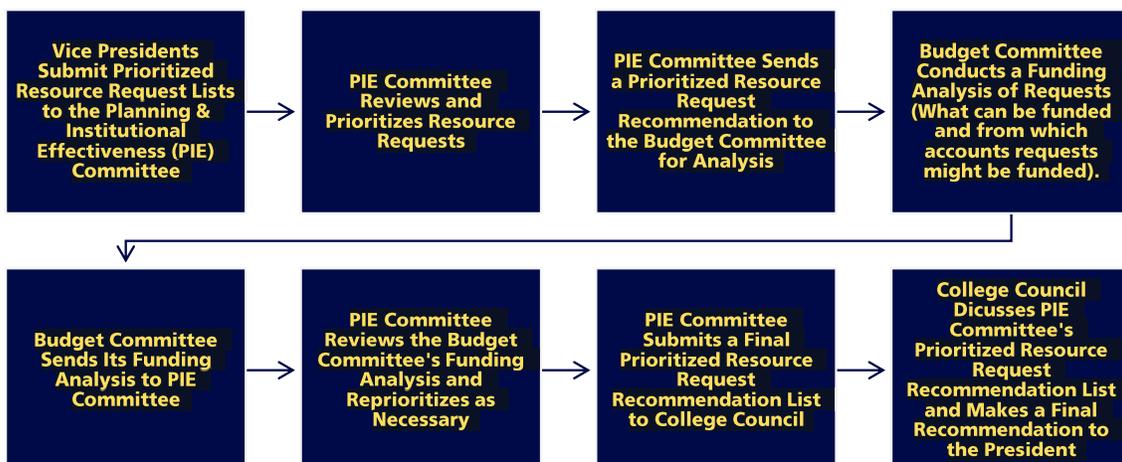
Even though the Planning & Institutional Effectiveness Committee re-evaluates College wide planning processes, re-evaluation also occurs through the annual Department Planning Portfolio process where departments have an opportunity to update previous plans based on what has occurred since the previous year (I.B-118). If resources were received as a result of the resource allocation process, this re-evaluation practice provides an opportunity to document the positive and/or negative effects that resources had on the department. In many cases, this timeframe will have been too short to determine any impact that acquired resources may have had. Hence, due to this proximity of resource allocation and the updating of annual plans, the College encourages departments to update their Department Planning Portfolios biennially: once in early fall and a second time toward the end of spring (I.B-119).

Similar to the Department Planning Portfolios, student learning outcomes assessment results are also a critical component in the annual planning process, for the results of assessment activities could lead to the identification of deficiencies within a program that requires action to be taken (I.B-120, I.B-121, I.B-122, I.B-123, I.B-124, I.B-125, I.B-126). When planning for the subsequent academic year, the College specifically encourages departments to include defined plans of action within their Department Planning Portfolios (I.B-127).

During the fall and spring Flexible (FLEX) Weeks, faculty from each department meet to discuss assessment results and develop plans of action for courses and programs (I.B-128, I.B-129, I.B-130). During the fall, following closely behind Flexible week activities, departments submit an updated Department Planning Portfolio for inclusion in the current year's planning and resource allocation process in preparation for the following academic year (I.B-131). This re-evaluation process allows Santiago Canyon College to maintain a continual assessment of progress toward achieving its stated goals.

So as to collect, manage, and monitor qualitative and quantitative student learning and student achievement data more effectively, Santiago Canyon College created the Office of Institutional Effectiveness & Assessment (OIE&A) in the spring of 2011 through the sponsorship of the College's Title V Grant. In addition to opening the office, the College hired an assistant dean of institutional effectiveness & assessment and a research specialist. A portion of the Office of Institutional Effectiveness & Assessment mission states,

> transform data into institutional knowledge used to foster student learning and achievement. The office supports the college culture of data-informed decision-making by facilitating meaningful understanding of data and results related to outcomes assessment, program evaluation and improvement, institutional planning and accountability, and accreditation. The office monitors processes which facilitate institution-wide dialogue centered on student learning, institutional quality, and the pursuit of institutional excellence. In the area of outcomes assessment, the office supports the college's commitment to excellence in student learning and achievement by encouraging a culture of exemplary and systematic inquiry and by promoting meaningful discussion of assessment methods, processes and results. In the area of program evaluation and improvement, the office supports the college's commitment to sustainable continuous quality improvement by encouraging the use of outcomes assessment and student achievement data for thoughtful analysis of academic and support service programs. In the area of institutional planning and accountability, the office supports the college's commitment to meeting the needs of its diverse student population by encouraging the use of evidence to establish institutional priorities, develop and execute plans to achieve institutional goals, and support the resource allocation process through a collegial governance framework. (I.B-132)

The Office of Institutional Effectiveness & Assessment serves as an advisor to the College's program review, planning, and outcomes assessment processes. The office places particular emphasis on a continuous cycle of assessment in order to facilitate the availability of outcomes assessment data for use as supporting evidence in College wide planning efforts (I.B-133). Also, under the College's Title V Grant, *ParScore* and Taskstream software solutions have been purchased to ease the collection (*ParScore* and Taskstream) and reporting (Taskstream) of assessment data.

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

Through a systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation, the College tracks its progress toward achieving its stated goals and makes decisions to improve its effectiveness.

Santiago Canyon College continues to refine its integrated planning processes to strengthen the connection between resource allocation and its goals. In the 2012-2013 academic year, Academic Affairs modified the process that it used to establish resource request priorities (I.B-134). In the past, academic divisions brought forward their resource requests to the Committee where a collegial and collaborative dialogue occurred to determine the top priorities to be funded for Academic Affairs. In the spring of 2013, the Joint Chairs Committee convened to undergo a more structured process whereby the committee created an "Academic Affairs Budget Request Prioritization Rubric" to ensure requests were given higher priority based on the degree to which the resource being requested would support each of the Santiago Canyon College Goals (I.B-135). This rubric also allowed for safety concerns to influence the ranking of resource requests. The rubric allowed each department chair equal influence in the process and resulted in a prioritized resource request list for Academic Affairs that was shaped by College Goals (I.B-136). The final priority list from Academic Affairs moved

forward to the Budget Committee where it was combined and evaluated along with the prioritized resource requests brought forward by Continuing Education, Student Services, and Administrative Services. The result of the planning and resource allocation process for 2012-2013 resulted in a Top 20 list of requests for additional funding for 2013-2014 (I.B-137). At the conclusion of this process, the College distributed a survey to all department chairs who participated in the Academic Affairs prioritization process to evaluate participants' level of satisfaction with the process as well as to solicit recommendations for improvement of the process for the following year (I.B-138). The department chairs' feedback helped guide the Planning & Institutional Effectiveness Committee as it refined the College's resource allocation process that is described in the above Descriptive Summary (I.B-139, I.B-140).

For its 2014-2015 planning and budget allocation process, the College has endeavored to carry out a process that is simultaneously being modified, for while planning for 2014-2015, the Planning & Institutional Effectiveness Committee is also refining planning processes for the 2015-2016 planning and budget allocation process. Therefore, since the committee needed fall 2013 to set its mission, membership, and responsibilities and spent the first half of spring 2014 creating a modified/transitional planning process while also creating the College's formal, more permanent process, the committee was not able to include all of the components of its refined planning process in the College's 2014-2015 modified/transitional process. For instance, the committee hadn't concluded its discussion of its two-phased planning process until after the Academic Divisions completed a portion of their resource request prioritization process. As a result, since a measure of Phase I of the planning process had almost been concluded, the committee was unable to include the Collegial Governance Committee segment of the planning process in the modified/transitional 2014-2015 planning cycle. Even so, full implementation of Phase I of the resource allocation process will occur during the 2014-2015 academic year for the 2015-2016 planning and budget allocation cycle. Also, so as to enhance both Phase I and Phase II of the 2015-2016 prioritization process, the Planning & Institutional Effectiveness Committee academic and administrative co-chairs held a planning process follow up presentation where they asked members of the Joint Chairs committee for qualitative feedback regarding the 2014-2015 prioritization process (I.B-141). The Planning & Institutional Effectiveness Committee discussed the Joint Chairs as well as other constituency feedback and used that input to inform enhancements to the 2015-2016 planning and budget allocation cycle (I.B-142).

Additionally, the College's inclusion of the Planning & Institutional Effectiveness Committee in the "Collegial Governance Framework" has added an additional layer in Phase II of the resource allocation process where the creation of a single prioritized College resource request list is completed by the Planning & Institutional Effectiveness Committee rather than the Budget Committee (I.B-143). The Planning & Institutional Effectiveness Committee utilizes a more robust prioritization rubric than the rubric utilized by the Joint Chairs Committee during the 2012-2013 prioritization process (I.B-144). The Joint Chairs employed a modified version of the Planning & Institutional Effectiveness Committee's "PIE Resource Request Prioritization Rubric" during the 2013-2014 academic year so that alignment between Academic Affairs and institutional prioritization processes would remain evident (I.B-145).

Resulting from the development of the "PIE Resource Request Prioritization Rubric," the "Santiago Canyon College Resource Request Form" provides departments and units a tool to help organize evidence to support resource requests that may be submitted to the Planning & Institutional Effectiveness Committee (I.B-146). This information is critical to the function of the "PIE Resource Request Prioritization Rubric." One added benefit to using the "Santiago Canyon College Resource Request Form" is that the Planning & Institutional Effectiveness Committee will receive resource requests in a standardized format where committee members can easily identify supporting evidence as they prioritize requests. Another benefit to the "Santiago Canyon College Resource Request Form" is that the document further reinforces the expectation that plans for departments and units must align with the Santiago Canyon College Mission and Goals and should be supported by outcomes assessment and student achievement data.

Regarding assessment, the College community utilizes various tools for the assessment of student learning outcomes, service area outcomes, and administrative unit outcomes; various tools for the updating and development of Department Planning Portfolios and the completion of Program Reviews; and various tools for the submission of resource requests, and this wide range of assessment tools could prove challenging. For the reporting of student learning outcomes, service area outcomes, and administrative outcomes, department chairs and unit managers submit completed forms to the Office of Institutional Effectiveness & Assessment. The development and updating of Department Planning Portfolios takes place inside a password protected portal that is supported by Informational Technology Services (ITS) (I.B-147). Various departments and units complete their program reviews by filling out the appropriate templates and submitting completed templates to the appropriate administrator and to the Educational Master Planning Committee.

As previously mentioned, under the College's Title V Grant, a software solution called Taskstream has been purchased to ease the collection and reporting of assessment data. While the College initially acquired the software to support the outcomes assessment processes of the College, the Office of Institutional Effectiveness & Assessment has determined through negotiation and collaboration with Taskstream representatives that many, if not all, of the College's planning and resource allocation documents and forms can be replicated within the Taskstream user interface. The Office of Institutional Effectiveness & Assessment will work to incorporate as much of the planning and resource allocation documents and forms into the Taskstream user interface as is feasible so that the College community will have a "one-stop-shop" for institutional

effectiveness related activities. The result of this effort will be a more efficient process of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

Actionable Improvement Plans
1. The Office of Institutional Effectiveness & Assessment will incorporate planning and resource allocation documents and forms into the Taskstream user interface so that the College community will have a "one-stop-shop" for institutional effectiveness related activities.

I.B.4. **The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

Descriptive Summary
Santiago Canyon College (SCC) has a broad-based integrated planning process that offers opportunities for input by appropriate constituencies through its "Collegial Governance Framework" of councils, committees, and task forces.

Collectively, all of the College's primary functions and responsibilities have a dedicated collegial governance entity so that planning decisions being made are not top-down directives; rather, planning decisions being made at the College are the result of the collaborative work of college constituencies that follow the "Collegial Governance Framework" and allow for varied College community perspectives. Santiago Canyon College's current collegial governance committee composition is as follows:

- College Council
- Planning & Institutional Effectiveness Committee
- Educational Master Planning Committee
- Budget Committee
- Enrollment Management Committee
- Curriculum & Instruction Council
- Exceptions to Academic Regulations Committee
- Student Learning Outcomes & Assessment Review Committee
- Accreditation Committee
- Facilities Committee
- Safety/Emergency Committee
- Scholarship Committee
- Faculty Development Committee
- Honors Committee
- Student Success Committee
- Student Equity Committee
- Technology Committee
- Website Committee

The following diagram depicts a visual representation of the Santiago Canyon College "Collegial Governance Framework" that include lines of communication.

Santiago Canyon College
Collegial Governance Framework

Legend

- Governance
- Advisory
- Operational
- Faculty
- Academic & Professional Recommendations
- Information/Recommendations
- Makes Decisions

ASG

President's Classified Advisory Group

President's Cabinet

Administrative Services

Safety/Emergency

++Voice

BOARD OF TRUSTEES

Chancellor District Council

SCC President

College Council

Planning & Institutional Effectiveness

Budget Committee

DSPS Advisory
EOPS/CARE Advisory

Web Committee

Educational Master Planning

Accreditation
Facilities
Honors Program
Professional Development
Student Equity
Student Success
Technology

Academic Senate

Curriculum Council

Enrollment Management

Exceptions to Academic Regulations

+ Primary Advice 1,2,3,5,8

+ Mutual Agreement 4,6,7,9,10

Framework approved by College Council on 7/8/2014

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In addition to the aforementioned collegial governance entities, the Academic Senate of Santiago Canyon College has a substantial role in the College's decision-making processes in that each collegial governance entity has an Academic Senate of Santiago Canyon College faculty co-chair. In addition, the Rancho Santiago Community College District (RSCCD) Board of Trustees relies on the Academic Senate of Santiago Canyon College to make recommendations with respect to academic and professional matters (I.B-148).

In compliance with AB 1725, the Academic Senate of Santiago Canyon College and the Rancho Santiago Community College District Board of Trustees have agreed that the Board will rely on the Academic Senate of Santiago Canyon College for primary advice in five areas: (1) Curriculum, including establishing prerequisites and placing courses within disciplines; (2) Degree and certificate requirements; (3) Grading policies; (4) Standards regarding student preparation and success; and (5) Policies for faculty professional development activities. Furthermore, the Board of Trustees will reach mutual agreement in six additional areas: (1) Educational program development, (2) District and college governance structures as related to faculty roles, (3) Faculty roles and involvement in accreditation processes, including self-study and annual report, (4) Processes for program review, (5) Processes for institutional planning and budget development, and (6) Other academic and professional matters as mutually agreed upon.

The College designed its "Collegial Governance Framework" to ensure that its community members have the right to participate in college governance and that all members remain assured that their opinions are given every reasonable consideration. Therefore, in addition to encouraging College community participation in collegial governance, Santiago Canyon College also allows its entire community: students, classified staff, faculty, and administrators equal and ample opportunity to participate fully in governance activities as evidenced by the College's *Collegial Governance Handbook* (I.B-149).

To ensure participation in collegial governance activities, the schedule of meeting times for all collegial governance bodies accommodates the schedules of student, classified staff, faculty, and administrator members. Moreover, all meetings of collegial governance councils, committees, and task forces are public, allowing for public comment (I.B-150, I.B-151).

A specific example of broad-based participation in planning processes is the involvement of all College community members in the development of Santiago Canyon College's 2012-2016 *Educational Master Plan* document. Starting in spring 2010, the Educational Master Planning Committee presented workshops during Flexible (FLEX) week to inform and guide the College regarding the planning process. Descriptions of the workshops were published in each semester's Flexible (FLEX) schedule, and a list of all workshops has been included in the 2012-2016 *Educational Master Plan* (I.B-152). In fall 2011, the College conducted meetings with focus groups comprised of students, classified staff, faculty, and administrators. Following the focus group meetings, coupled with data from an extensive environmental scan, the College presented the group findings in a series of open forums that were designed to encourage broader reactions and input from the College community. Summaries of the open forum discussions, along with the environmental scan data and focus group findings, were presented to four subgroups charged with developing College Goals and action items in the areas of (a) curriculum and programs, (b) faculty/staff and campus, (c) students, and (d) community partners and resources (I.B-153, I.B-154, I.B-155, I.B-156). Furthermore, each of the four subgroups was comprised of members from each of the College's constituency groups (I.B-157).

Following an abbreviated Self-Study and accompanying accreditation site visit in the fall of 2008, Santiago Canyon College was given the following recommendation:

> ***Commission Recommendation 1:*** *The Commission recommends that the college complete a meaningful analysis of its planning process to ensure that program reviews are of sufficient quality and currency to be used as the basis for decision making, and that results of program review, the educational master plan, and the human resource, technology, fiscal, and facilities plans are integrated into the institution's resource allocation model. (Standards I.A.1., I.A.3., I.B.4., I.B.6., II.A.1., II.A.2.f., III.B.2.b., III.D.1., III.D.2., III.D.3., IV.B.3.a., IV.B.3.b.)*

In 2009, the College president convened a task force, representative of college constituent groups, to analyze the College's planning processes to ensure that program reviews form the basis for effective decision making as well as to understand how the program review and other plans might be integrated into the resource allocation model (I.B-158). As a result of this analysis, the College developed a set of recommendations and resulting actions within the following six categories:

1) **Program Reviews**: Academic and Student Service Program Reviews were revised to include facilities, technology, and personnel (I.B-159, I.B-160).

2) ***Educational Master Plan* and Educational Master Planning Committee**: The Educational Master Planning Committee's practices were realigned with its charge to synthesize annual requests from Department Planning Portfolios into a prioritized master list of current needs for personnel, equipment, facilities, and supplies in order to make recommendations to the College Council (I.B-161). However, upon further discussion, the committee determined that the resource prioritization task moved beyond the scope of the committee's responsibilities. This notion inspired additional conversation in the Academic Senate of Santiago Canyon College and College Council that culminated in the creation of the Planning & Institutional Effectiveness Committee that is responsible for creating a prioritized master list of College wide resource requests.

3) **Department Planning Portfolios**: Instructions were revised to include specific prompts related to facilities, technology, and personnel within the portfolios as well as to align the portfolios with Program Reviews and the *Educational Master Plan* ([I.B-162](I.B-162)).

4) **College Council**: The council receives pertinent information from the Educational Master Planning Committee to foster a more comprehensive understanding of the challenges and success faced by individual programs.

5) **College Planning and Budget Allocation Documents and Processes**: The College created planning and budget process documents and diagrams, that include the "Long-Term Planning Highlights" and "Year at a Glance" documents, to provide important guidance to all members of the Santiago Canyon College community ([I.B-163](I.B-163), [I.B-164](I.B-164)).

6) **College Wide Communication**: The College improved its communication of information regarding College community recommendations and planned courses of action within various collegial governance committee and operational meetings so that the College community would be informed of the processes and recommendations ([I.B-165](I.B-165), [I.B-166](I.B-166)).

As a result of the actions carried out by the Santiago Canyon College Accreditation Task Force that directed the College in addressing the recommendations resulting from the institution's 2008 abbreviated self study and accompanying site visit, the Accrediting Commission for Community and Junior Colleges removed the College from warning and reaffirmed the College's accreditation.

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College has a planning process that is broad-based, offers opportunity for input by appropriate constituencies, allocates necessary resources, and leads to the improvement of institutional effectiveness.

Since the College's Midterm Report in 2011, additional progress has been made to reinforce and strengthen the work of the College that brought it back into good standing with the Commission.

In addition, the College continues to refine the "Academic Program Review Template" in order to ensure sufficient quality and currency so that completed program reviews can be used as the basis for decision making. Specific prompts for facilities, technology, equipment, and personnel remain in the document so that departments and units can identify areas of need and also have an opportunity to put forth requests as part of Santiago Canyon College's resource allocation process ([I.B-167](I.B-167)).

Furthermore, the Educational Master Planning Committee continues to engage in dialog with academic departments and Student Services units in order to discuss program review findings ([I.B-168](I.B-168), [I.B-169](I.B-169)). Also, the Educational Master Planning Committee continues to bring forward "Program Review Summary Reports" to College Council ([I.B-170](I.B-170), [I.B-171](I.B-171)).

Moreover, in spring 2011, the Educational Master Planning Committee formulated a template for an Administrative Service Program Review. The Administrative Services Program Review was completed in fall 2011 and covered a three-year period from 2008 to 2011 ([I.B-172](I.B-172)). More recently, Administrative Services overhauled its program review template to include components of the Santiago Canyon College *Educational Master Plan*, *Facilities Master Plan*, and *Technology Master Plan* in addition to an analysis of Administrative Unit Outcomes ([I.B-173](I.B-173)). The updated "Administrative Services Program Review Template" may serve as a model for an Administrative Review Template so that areas that do not fall under the Academic or Student Services Program Review umbrellas will have an opportunity to carry out a thoughtful analysis of their administrative area, including its function and purpose as well as its service to the College Mission. In addition, the administrative areas will have the opportunity to develop a strategic plan that identifies any facility, technology, equipment, and personnel needs for each area.

Actionable Improvement Plans
None

I.B.5. **The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

Descriptive Summary
Santiago Canyon College (SCC) communicates matters of quality assurance to the College community throughout the academic year, and the inclusion of assessment results in program review documents for academic programs, support services, and Administrative Services illustrate how matters of quality assurance are incorporated into the College's planning processes.

Within their Academic Program Review documents, the College requires academic programs to document how they systematically assess course student learning outcomes using specific and measurable performance criteria. Furthermore, the College requires academic programs to provide at least one example of each student learning outcome that students

did or did not meet as well as to provide a faculty analysis explaining why students were either successful or unsuccessful in demonstrating the knowledge associated with the referenced student learning outcomes. Once faculty examples have been provided, the College asks academic programs to provide specific examples of changes that the program has made based on assessment of course student learning outcomes as well as to describe how faculty have determined that implemented changes have increased success (I.B-174, I.B-175).

Similar to academic programs, the College requires Student Service areas to present student learning outcome assessment data and a description of their data results within their Student Services Program Review documents. After Student Service areas have provided a thorough analysis of their data, the College requires Student Service areas to report their findings that should include any final conclusions about what the student learning outcome assessment data has told them about their service area. Moreover, the College requires Student Service areas to document any recommendations that they develop as a result of the outcomes assessment process (I.B-176, I.B-177).

When it comes to the College's Program Review Process, Administrative Services is the newest adopter of the outcomes assessment process and has embedded administrative unit outcomes for each of its units within the Administrative Services Program Review document. The College requires Administrative Services to provide a description of its measurement tool along with a criterion for success for each administrative unit outcome. The criterion for success establishes a benchmark for the unit to determine whether or not a provided function or service meets expectations. After an analysis of findings, where any criteria for success has not been met, the Administrative Service unit must develop a plan of action in order to assure quality in all Administrative Services units (I.B-178).

At Santiago Canyon College, departments also use assessment results to assist disciplines in maintaining a high quality of instruction. During each semester's Flexible (FLEX) week, departments have assessment result discussions as standing items on their department meeting agendas. In particular, these department meetings have been identified as ideal for the discussion of outcomes assessment results as full- and part-time faculty attend these meetings. This broad-based attendance allows for more inclusive and robust conversations centered on educational quality (I.B-179). Furthermore, during department meetings throughout the academic year, departments discuss the results of course level assessment efforts and unique program level assessment efforts in order to allow discipline experts the opportunity to determine what, if any, implications the data may have for their courses and programs (I.B-180, I.B-181, I.B-182).

At the institutional level, the Rancho Santiago Community College District (RSCCD) Research Department communicates yearly assessment results of institutional student learning outcomes. For instance, the Rancho Santiago Community College District Research Department administers a "Student Satisfaction Survey" to a sample of Santiago Canyon College students in order to determine levels of student satisfaction with regard to many of the programs and services that the College offers (I.B-183). A portion of the "Student Satisfaction Survey" asks students to rate the level of preparation they received at Santiago Canyon College. The skills and knowledge that students rate relate directly to the Santiago Canyon College Institutional Student Learning Outcomes (ISLOs). The District Research Department compiles all of the survey findings into a report that is made available on the Rancho Santiago Community College District Research Department's web page for general viewing (I.B-184, I.B-185).

Similarly, the District Research Department conducted a student survey that was sent to all students who earned an Associate of Arts/Sciences or a Certificate of Achievement during the 2009-2010 academic year (I.B-186). Like the "Student Satisfaction Survey," the District designed the "Graduate Student Study Survey" to assess the quality of College provided services and education levels. Furthermore, the survey asked students to assess the Santiago Canyon College Institutional Student Learning Outcomes by having students comment on how well Santiago Canyon College prepared them for upper division coursework at a four-year institution. Again, the District Research Department compiled all of the survey findings into a report that is made available on the Rancho Santiago Community College District Research Department's web page for general viewing (I.B-187).

Self Evaluation
Santiago Canyon College meets the standard.

Santiago Canyon College uses documented assessment results to communicate matters of quality assurance to appropriate constituencies; however, measures of quality assurance for Santiago Canyon College are not reserved for learning outcomes assessment. The College also evaluates educational quality through the collection and evaluation of student achievement data that is disaggregated at the discipline level for use in program review processes. Within the Academic Program Review, faculty are asked to provide a summary of the provided data and indicate any significant patterns, trends, or anomalies that the department has identified, especially including disproportionate impact. Academic Program Reviews also describe how the data were used and what changes to the program were made based on analysis of the data (I.B-188).

In spring 2013, the College underwent a process of formally establishing institution-set standards for student achievement in five areas: successful course completion, fall-to-fall persistence, degree achievement, certificate achievement, and transfer (I.B-189, I.B-190). As a result, the College's institution-set standard for successful course completion has been incorporated into the "Academic Program Review Template," and the College requires academic programs to compare the success rate of students within the program to the institution-set standard as well as to provide comments on the differences.

During the 2012-2013 academic year, the Accrediting Commission for Community and Junior Colleges required each institution of its accredited institutions to submit a College Status Report on student learning outcomes implementation that asked each institution to reflect upon the student learning outcomes assessment structure and processes it had developed and, using the Rubric for Evaluation Institutional Effectiveness, to determine if it had reached the "proficiency" level of the rubric (I.B-191, I.B-192). Santiago Canyon College received feedback from the Commission in November 2013 regarding its submission of this status report (I.B-193). Overall, Santiago Canyon College's average score is a 3.92 that is well above the overall average score of all member institutions, which is 3.44. Nevertheless, the feedback received from the Accrediting Commission for Community and Junior Colleges helped the College in identifying areas of weakness related to the College's student learning outcomes practices. Most notable is the College's score of 2: "Doesn't Fully Meet Expectation of Effective Practice on Proficiency Rubric Statement 5: Comprehensive assessment reports exist and are completed and updated on a regular basis." Without a homegrown tracking system, the Santiago Canyon College Office of Institutional Effectiveness & Assessment has a limited ability to generate robust student learning outcomes assessment result reports in a timely fashion. Fortunately, Santiago Canyon College identified this issue and has taken steps to remedy the situation by purchasing and beginning the implementation process of Taskstream. Taskstream is a software solution that provides a central online system to manage discipline-specific assessment, non-academic assessment, program review, and strategic planning. One of the many benefits of Taskstream is its reporting capabilities at all levels of the assessment process.

At the end of the fall 2013 semester, preliminary implementation of Taskstream began with the development of a Taskstream Pilot Group that was composed of a small number of department chairs willing to enter student learning outcome assessment results from a past cycle. The purpose of the pilot was to determine how well the custom template built within the Taskstream software by the Office of Institutional Effectiveness & Assessment would serve the College as it moved forward to full implementation. As a result of this pilot, the Office of Institutional Effectiveness & Assessment will be hosting a Summer Institute in 2014 dedicated to training academic department chairs on the Taskstream system in preparation for fall 2014 deployment (I.B-194). Similarly, Student Services will be hosting a Student Services Program Leaders' Retreat where the Office of Institutional Effectiveness & Assessment will be training Student Services leadership how to use Taskstream to document outcomes assessment information for student learning outcomes and service area outcomes.

Actionable Improvement Plans
None

I.B.6.   The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary
Santiago Canyon College (SCC) works to assure that its ongoing planning and resource allocation processes are effective through the continual review of its collegial governance structure and of the collegial governance bodies' responsibilities that are tied to planning and resource allocation within this structure (I.B-195, I.B-196, I.B-197, I.B-198, I.B-199, I.B-200, I.B-201, I.B-202, I.B-203, I.B-204).

Following an Abbreviated Self-Study and accompanying the accreditation site visit in fall 2008, Santiago Canyon College was given the following recommendation:

> **Commission Recommendation 1**: The Commission recommends that the college complete a meaningful analysis of its planning process to ensure that program reviews are of sufficient quality and currency to be used as the basis for decision making, and that results of program review, the *educational master plan*, and the human resource, technology, fiscal, and facilities plans are integrated into the institution's resource allocation model. (Standards I.A.1., I.A.3., I.B.4., I.B.6., II.A.1., II.A.2.f., III.B.2.b., III.D.1., III.D.2., III.D.3., IV.B.3.a., IV.B.3.b.)

As described in Standard I.B.4., in 2009, the College president convened a task force, representative of College constituent groups, to analyze the College's planning processes so as to ensure that program reviews form the basis for effective decision making as well as to understand how the program review and other plans might be integrated into the resource allocation model (I.B-205). As a result of this analysis, the College developed a set of recommendations and resulting actions that, when carried out, demonstrated to the Accrediting Commission for Community and Junior Colleges that Santiago Canyon College met this standard.

One of the recommendations from the Accreditation Task Force asked the College to realign the practices of the Educational Master Planning Committee with its charge to synthesize annual requests from Department Planning Portfolios into a prioritized master list of current needs for personnel, equipment, facilities, and supplies in order to make recommendations to the College Council (I.B-206).

In the fall of 2010, the College Council began discussing the role of the Educational Master Planning Committee in the College's planning process and the need to modify and expand the committee's role to receive input from all collegial governance committees (I.B-207, I.B-208). The council provided the Educational Master Planning Committee with an

update of these discussions (I.B-209). The Educational Master Planning Committee was willing to take on the additional responsibility of receiving input from other collegial governance committees, but it did not want a decision-making role in the budget process (I.B-210).

Therefore, the Academic Senate of Santiago Canyon College and College Council shifted their focus to the development of a Budget Committee to strengthen the connection between the College's planning processes and budget allocation (I.B-211, I.B-212, I.B-213, I.B-214). As reported in the College's 2011 Midterm Report, Santiago Canyon College approved the creation of its Budget Committee in May 2011 and incorporated the committee into its "Collegial Governance Framework" in June 2011 (I.B-215, I.B-216, I.B-217). The Budget Committee's primary responsibility was to review requests for additional funding to ensure alignment with Department Planning Portfolios and Program Reviews and to recommend priorities and processes for the annual budget (I.B-218).

At the Budget Committee's initial meeting in September 2011, the committee reached a consensus that the group would work on a macro-level, not within the department or division level (I.B-219). That following year, the Budget Committee focused on matters related to District efforts in the development of the Rancho Santiago Community College District's Budget Allocation Model (I.B-220, I.B-221).

In November 2012, the College recognized that while the Budget Committee was an important part of the "Collegial Governance Framework," its charge was too large for a single committee. Furthermore, the College community realized a need for an improved system for planning and resource allocation (I.B-222). Recognizing the urgent need to fill this break in the planning and resource allocation process, the Academic Senate of Santiago Canyon College began discussions regarding the creation of a planning committee in early 2013 (I.B-223). These discussions led to a proposed structure and membership for the Planning & Institutional Effectiveness (PIE) Committee (I.B-224). For College wide representation, the committee's membership includes the chairs of other College collegial governance committees, and in April 2013, the College Council approved the Academic Senate of Santiago Canyon College recommended list of Planning & Institutional Effectiveness Committee responsibilities (I.B-225, I.B-226).

Even though the College worked expeditiously to put the Planning & Institutional Effectiveness Committee in place, it was too late in the annual planning cycle for this committee to make resource allocation recommendations to College Council during 2012-2013. Therefore, the College developed a transitional resource allocation process to fulfill the College's planning obligation for the current year. In President's Cabinet, expressing interest in following participatory governance for this process, the president and vice presidents developed a proposal whereby departments provided prioritized recommendations, supported by each department's Department Portfolio and Program Review, for personnel, supplies, and equipment to their division chairs and dean. Division lists were then prioritized at a Joint Chair Committee meeting. Then, with prioritized recommendations from Academic Affairs, Continuing Education, Student Services, and Administrative Services, the Budget Committee created a College wide resource prioritization list that it submitted to College Council for a final recommendation to the College president (I.B-227, I.B-228).

Another example of how the College reviews its planning process to ensure effectiveness is through the revision of the Santiago Canyon College's "Academic Program Review Template" for greater efficiency and utility. The year leading up to the release of the "2012-2014 Academic Program Review Template," an ad hoc group, comprised of volunteers from the Educational Master Planning Committee, convened to review the past template and make revisions to the next iteration of the document (I.B-229, I.B-230). Based largely upon feedback received during departmental or unit presentations to the Educational Master Planning Committee from the previous program review cycle, the committee made revisions to the most recent template in an effort to make the document more user friendly as well as to eliminate redundancies that were present in the previous template. Additionally, the committee paid particular attention to ensure that appropriate and consistent, program-specific data was supplied within program specific templates so as to inform the program review process.

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

Whether through the revision and improvement of established processes and documents or through the realignment of collegial governance committee responsibilities and the creation of new committees to address important institutional functions, Santiago Canyon College systematically reviews and modifies, as appropriate, all parts of its planning and resource allocation process.

Since the development of the Planning & Institutional Effectiveness Committee, the College has improved its planning and resource allocation processes. The committee has developed the "PIE Resource Request Prioritization Rubric" that enables committee members to evaluate each request based on a number of factors: relation to the College Mission; support for the College Goals; connection to the College's *Educational Master Plan*, *Technology Master Plan*, and *Facilities Master Plan* documents; association with Department Planning Portfolios and Program Reviews; fulfillment of a replacement need, legal mandate, or regulatory or safety requirement; and support from learning outcomes assessment data (I.B-231). The committee has also developed a "Santiago Canyon College Resource Request Form" that provides departments and units a tool to help organize evidence to support resource requests that may be submitted for use by the Planning & Institutional Effectiveness Committee (I.B-232).

In the spring of 2014, the Educational Master Planning Committee (EMPC) discussed the topic of the Department Planning Portfolio to evaluate the usefulness of the document before the Office of Institutional Effectiveness & Assessment (OIE&A) begins incorporating the document into Taskstream. This discussion led to a robust conversation, spanning two committee meetings that culminated in the committee deciding to remedy inconsistencies with the impressions of purpose and the use of the Department Planning Portfolio. The Department Planning Portfolio is intended to document goals and activities that units have planned for the coming year. If any of those unit plans require resources to be carried out, the Department Planning Portfolio provides a place to identify the need for such a resource. Ideally, units requesting resources that have not been planned for through mention in a Program Review or a Department Planning Portfolio (DPP) would not receive priority over units that have planned for the resources they are requesting. This line of logic led to the commonly heard mantra: "If it's not in your DPP, it won't get funded." Naturally, driven by fear, budgetary uncertainty at the state and local levels, and dwindling resources at the institution, units began including all of their operational resources within the Department Planning Portfolio as well. This unfortunate series of events turned a document that was designed to facilitate planning for the future into a ledger for everything essential to keep departments and units operational from year to year (I.B-233, I.B-234). Through the conversation facilitated by the Educational Master Planning Committee, the College has identified the need to isolate and amplify the components of the Department Planning Portfolio that worked so well in the past in order to improve the efficacy of the document for annual planning purposes.

Actionable Improvement Plans
1. Santiago Canyon College will refine the planning documents and processes to improve the efficacy of the annual planning process and reinforce the use of outcomes assessment, student achievement, and other sources of data to support resource requests.

I.B.7.   The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary
Santiago Canyon College (SCC) engages in regular assessment of its evaluation mechanisms so as to review the effectiveness of its instructional programs, student support services, and Library and other learning support services and to make improvements as necessary.

As described in Standard I.B.6., the year leading up to the release of the "2012-2014 Academic Program Review Template," an ad hoc group convened to review the previous "Academic Program Review Template" and make revisions to the next iteration of the document (I.B-235, I.B-236). Based largely upon feedback received during departmental or unit presentations to the Educational Master Planning Committee (EMPC) from the previous program review cycle, the committee made revisions to the most recent template in an effort to make the document more user friendly as well as to eliminate redundancies that were present in the previous template. Additionally, the committee made revisions to the program review template to improve the quality of information that would be incorporated into the evaluation of academic programs, reinforcing the need to utilize student learning outcome assessment results and student achievement data to guide the development and continuation of program plans.

For instance, in the previous template for academic program review, programs were asked to "identify any patterns, trends or anomalies" after reviewing course student learning outcomes assessment data. In Part IV of the current template, programs are now asked to give specific examples of course student learning outcomes that students have met. Programs must also give specific examples of course student learning outcomes that students have not met, and programs are also asked to discuss any changes that have been considered as a result. Moreover, programs must provide examples of changes that have already been made based on the assessment of course student learning outcomes and describe how they know if those changes have been successful. These changes to the program review template have resulted in the strengthening of the quality of the tool itself as well as the improvement of the quality of responses, in that the level of detail required of participating programs has yielded more comprehensive responses within the Program Review document (I.B-237, I.B-238, I.B-239).

Furthermore, the analysis of data that the program review process generates has been improved upon since the last Academic Program Review cycle (I.B-240). As a result of the aforementioned review of Santiago Canyon College's evaluation mechanism, the ad hoc group of the Educational Master Planning Committee decided to provide program specific templates to academic programs with each program's relevant data already populated within the document. This led to more time and effort spent on the reflection of student achievement data that yielded more thorough analyses, which have led to insights about ways to improve programs and also validation to continue efforts, such as focusing on recruitment, retention, and promotion (I.B-241, I.B-242, I.B-243).

As described in Standard I.B.1. and I.B.4., at College Council, a member of the Educational Master Planning Committee shares "Program Review Summary Reports" that include a brief report on what works or does not work well for the academic program or service area. In addition, the report includes plans for resources as well as a summary of any other findings that might prove beneficial to share with the College community (I.B-244, I.B-245).

Self Evaluation

Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

Santiago Canyon College assesses its Program Review Templates and reviews their effectiveness in improving instructional programs, student support services, and Library and other learning support services. The processes documented within Academic Program Reviews and within Student Services Program Reviews are in place at Santiago Canyon College for the purpose of improving student learning and institutional quality in the pursuit of institutional excellence (I.B-246, I.B-247, I.B-248, I.B-249).

The documentation of different approaches to institutional effectiveness activities, such as the analysis of program or service area specific data; the assessment of learning outcomes, service area outcomes, or administrative unit outcomes; and the communication of matters related to each program or service area leads to a better shared understanding of each of the College's components and provides an opportunity for sharing best practices through the distribution of information through a broad audience at College Council (I.B-250, I.B-251, I.B-252).

In addition to the Academic Program Review and "Administrative Services Program Review Template" revisions, the "Student Services Program Review Template" has also been revised. This revision took place prior to the last Student Services Program Review cycle that took place in summer 2012. It is anticipated that before the next Student Services Program Review cycle begins in summer 2016, this template will undergo another revision so as to incorporate the recent addition of service area outcomes to the already existent student learning outcome sets within Student Services (I.B-253).

Through a systematic review of Santiago Canyon College's Program Review Process, the College has recognized a need for further process refinement to account for hybrid units across the College. The Counseling Department offers credit courses to students in addition to providing valuable services to students, classified staff, faculty, and administrators. Currently, the program review structure at Santiago Canyon College is mutually exclusive between Academic Program Review and Student Services Program Review. While the Counseling Department is an integral part of Student Services at Santiago Canyon College, and, as such, conducts Student Services Program Review, there is little opportunity within this template for the Counseling Department to address the academic components of its unit, such as curriculum and faculty development, or much room to celebrate the accomplishments of its instructional component through inclusion of student learning outcomes assessment results (I.B-254, I.B-255, I.B-256). Moreover, with a mission "to provide supplemental activities, study skills strategies, and foundational practice that support student academic achievement," the Academic Success Center has adopted the "Student Services Program Review Template", which is appropriate as the Center does not offer courses in the way that Counseling does; however, the Academic Success Center is headed by a full-time faculty coordinator who falls within the Library, Arts, Humanities & Social Sciences Division and relies heavily on student course performance as a measure of student learning (I.B-257, I.B-258).

As the Office of Institutional Effectiveness & Assessment (OIE&A) continues to implement the Taskstream software solution to provide a central online system to manage discipline-specific assessment, nonacademic assessment, program review, and strategic planning, the office acknowledges a growing need to systematically identify and categorize the College's cross-functional (both instructional and service oriented) entities so that the Taskstream user interface can be customized to suit their unique needs. Similarly, as the Office of Institutional Effectiveness & Assessment begins the first phase of Taskstream implementation, which is the outcomes assessment component for instructional and non-instructional programs, further modification of the program review process for these specific hybrid entities should be carried out before planning documents are incorporated into the Taskstream software.

Actionable Improvement Plans
1. Santiago Canyon College will develop a program review process that will evaluate both the instructional and service oriented components of units across the College that serve both functions, such as with Counseling, Library Science and Information Studies, and the Academic Success Center.

STANDARD I.B.: EVIDENCE

Standard II: Student Learning Programs and Services

STANDARD II.A.: INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A.   Instructional Programs
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1.   The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

With its mission statement, Santiago Canyon College (SCC) makes a pledge to current and future students as well as to its community that it will provide high-quality instructional programs that encompass both recognized fields of study as well as emerging areas. Therefore, students have the opportunity to join programs such as robotics programming and multimedia applications for the Web. Furthermore, students have the opportunity to take quality courses via face-to-face and distance education modalities. Santiago Canyon College's emphasis on quality is infused throughout the College Mission Statement that, in part, reads: "Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. . .. We are committed to maintaining standards of excellence. . ." (II.A-001). Moreover, faculty members have established student learning outcomes for all courses and programs leading to degrees, certificates, and transfer (II.A-002). In addition, according to an assessment timeline decided upon by each department and filed with the Office of Institutional Effectiveness & Assessment (OIE&A), ongoing assessment of student learning outcomes occurs in all disciplines to determine course and program effectiveness (II.A-003).

Furthermore, Santiago Canyon College classified staff and faculty engage in robust and systematic program review to assess the quality of all aspects of instruction, to ensure that all courses and programs align with the College's mission statement and institutional student learning outcomes, and to determine whether courses continue to meet the needs of the community (II.A-004). Moreover, discipline faculty submit new course, program, degree, and certificate proposals to the College's Curriculum & Instruction Council (CIC), whose systematic review and approval process ensures currency and high quality as well as adherence to the College Mission and to Title 5 regulations (II.A-005, II.A-006, II.A-007, II.A-008, II.A-009, II.A-010).

When it comes to its instructional programs, Santiago Canyon College vigilantly works to uphold the integrity of its mission: "Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community" (II.A-011). So as to make its mission statement a reality, Santiago Canyon College assures that its students have access to the courses they desire and for which they qualify. This is evidenced in the increased numbers of degrees and certificates awarded despite an overall decrease in the number of sections offered (II.A-012).

The College community also guarantees that the student pathway to transfer is clear whether students are entering Santiago Canyon College from other institutions or progressing from Santiago Canyon College to four-year colleges and universities. For instance, transfer velocity data for Santiago Canyon College from the California Community College Chancellor's Office Data Mart shows that over a period of six years, a steady number of students within each cohort succeeded in transferring. It is interesting to note that the largest year-to-year increase occurred in each cohort from Year three to Year four with a rise from about sixteen percent in Year three to about thirty-two percent in Year four. By the end of six years, approximately forty-eight percent of the students in each cohort had transferred.

CCCCO Data Mart SCC Student Cohorts				
Years to transfer	**2004 – 2005** n = 879	**2005 – 2006** n = 951	**2006 – 2007** n = 1171	**2007 – 2008** n = 1031
1	7	16	13	9
2	33	42	49	38
3	147	176	198	151
4	298	342	372	336
5	371	411	491	445
6	422	466	566	489

(II.A-013)

In addition, within its varied and innovative courses and programs, Santiago Canyon College students receive an excellent instructional experience that culminates not only in their course and program success but also in their achievement of the four institutional student learning outcomes. Moreover, all Santiago Canyon College courses engage students intellectually and meet the College's standards of excellence (II.A-014). As a result of its attentiveness, Santiago Canyon College certainly demonstrates the value in having its instructional programs meet the tenets of its mission.

Also, in an effort to serve its diverse community, Santiago Canyon College offers courses in various modalities and at various sites. The main campus houses most of the College's credit courses and programs, and some of these courses are offered in online or hybrid modalities. The College recognizes the value of online course delivery as a way to remove educational barriers for its diverse student population. Online course sections can offer students schedule flexibility and may remove transportation obstacles. Also, online courses provide the College an additional venue to serve the needs of students with disabilities (II.A-015). So as to maintain the academic integrity of its online courses, Santiago Canyon College manages the effectiveness of online and hybrid courses by providing programs with data comparing success and retention rates between online and face-to-face course sections as well as demographic data for both delivery modes.

The College also offers non-credit courses through the Orange Education Center (OEC), which utilizes a variety of sites throughout the College's service area. Courses and programs in the Business & Career Technical Education Division (BCTE), which houses the largest apprenticeship program in the state, are held at sites all over Orange County as well as on the main campus, and Santiago Canyon College's community services fee-based courses occur both on campus and at sites or venues that meet the needs of the particular course (II.A-016, II.A-017, II.A-018). In order to ensure that students receive high-quality instruction, which is current and engaging and fulfills the College's mission regardless of the location or modality, faculty, classified staff, and administrators actively participate in robust discussions within departments, on various committees, and with local advisory boards (II.A-019, II.A-020).

Self Evaluation
Santiago Canyon College meets this standard.

The Santiago Canyon College faculty review course offerings within instructional departments or programs every four years to ensure currency, completeness, and consistency (II.A-021, II.A-022, II.A-023). However, if outcomes assessment, data analysis, or changes in regulations indicate that course revision should occur sooner, faculty have the opportunity to initiate course revision at any time.

In addition, faculty members develop new courses and programs as trends in business and education arise and as program reviews reflect the need for such development (II.A-024). Faculty also remain informed of any curricular, policy, or procedure changes that may have occurred regarding face-to-face and distance education modalities (II.A-025, II.A-026). Each program review process offers the College community an opportunity to dialogue within departments and in larger committee settings about the strengths and possibilities for change as indicated by analysis (II.A-027, II.A-028). Furthermore, through the process of mapping course student learning outcomes to program student learning outcomes to institutional student learning outcomes (LCATs), the College has brought all of its courses, programs, degrees, and certificates into alignment. As a result, Santiago Canyon College's courses and programs fit within the goals of the College Mission Statement and, therefore, meet the needs of the Santiago Canyon College community. For instance, through student responses to surveys concerning student experiences at Santiago Canyon College, the College's student graduates have indicated that Santiago Canyon College assisted them in meeting their educational needs (II.A-029, II.A-030).

During the 2012-2013 academic year, various college constituencies engaged in the process of revising the College Mission Statement to reflect a more comprehensive perspective regarding the types of experiences that Santiago Canyon College students should encounter at the College. Through the College's Program Review Process in the 2013-2014 academic year, departments and programs revisited their own mission, vision, and program outcomes statements to ensure alignment with the College's revised mission statement (II.A-031).

Actionable Improvement Plans
None

II.A.1.a. **The institution seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

Descriptive Summary
Demographics and Diversity
In an effort to meet the needs of its students in its ethnically and economically diverse community, Santiago Canyon College (SCC) uses research and data analysis results that include demographic information as well as local economic and employment trends to identify student learning needs. In 2011, Santiago Canyon College's Office of Institutional Effectiveness & Assessment (OIE&A) conducted internal and external environmental scans, identifying trends that inform the College

as it considers new courses and programs and determines the types of improvements needed in existing programs. The College uses internal and external environmental scan data to make decisions regarding increased student success and student persistence as well as achievement of learning outcomes (II.A-032).

Results of these internal and external environmental scans show that Santiago Canyon College's student population consists of three main groups, and each of which has its own unique demographic characteristics. The first group is comprised of traditional students, which refers to those students taking credit courses that lead to degrees, certificates, or transfer. These traditional students are predominantly between the ages of 17 and 21 and are mainly Caucasian and Latino (about eighty percent). The second group is made up of the Apprenticeship students who take credit courses and attend Santiago Canyon College as part of an apprenticeship program. These students tend to be older than the College's traditional students, for sixty-three percent of the Apprenticeship students are between the ages of 22 and 39. Similar to the traditional group, about eighty percent of these students are Caucasian and Latino. The third group of students consists of Santiago Canyon College's non-credit students, and the majority of the non-credit students are 40 years of age or older. In addition, the majority of non-credit students self-identify as Latino (seventy percent). The gender distribution of each of the three groups of students has remained fairly consistent from fall 2010 to fall 2012. Among traditional students, fifty-two percent are male, and forty-eight percent are female (II.A-033). Furthermore, among non-credit students, about forty-seven percent are male, and fifty-three percent are female (II.A-034). Moreover, headcounts of each group of students in fall 2012 reveal that traditional students comprise the vast majority (fifty-five percent), followed by non-credit (thirty-eight percent), and then by apprenticeship (seven percent) (II.A-035).

Demographic information for the College's online course sections is representative of the College's student body. Approximately seventy percent of online students are 25 years of age or younger; twenty percent are between the ages of 26 to 39, and ten percent are 40 years of age or over. In addition, seventy-six percent of the online students are white or Latino (forty-six and thirty percent respectively), and females comprise fifty-four percent of the online student population while males comprise forty-five percent (II.A-036). As evidenced by the aforementioned information, Santiago Canyon College pays close attention to the demographic trends within its service area in order to ensure that it provides students with the type of educational options that students desire.

Overall, Santiago Canyon College's headcount continues to fluctuate. In 2009-2010, Santiago Canyon College served 19,729 credit students and 16,652 non-credit students. These numbers dropped to 16,485 credit students and 14,775 non-credit students in 2010-2011, and rose again to 19,537 for credit students and remained relatively the same for non-credit students with a total of 14,507 non-credit students served in 2011-2012. In 2012-2013, the College served 16,713 credit students and 13,364 non-credit students. When considering the student demographics, among credit students only, while the number of traditional students declined about twelve percent from 2009-2010 to 2012-2013, the proportion of full-time students for this group increased by one percent, and the success rate increased from sixty-four percent in 2009-2010 to sixty-seven percent in 2012-2013. Santiago Canyon College's traditional student population has also become younger. From 2009-2010 to 2011-2012, the number of students age 25 and under grew from sixty-six to seventy-three percent. Furthermore, in fall 2009, sixty-six percent of students attending Santiago Canyon College indicated that their goal was an AA degree and/or transfer, which reflects an increase from fifty-one percent in fall 2006. However, the number of students seeking vocational certificates has dropped significantly from five percent (n=456) in fall 2008 to two percent (n=174) in fall 2010 (II.A-037). The aforementioned figures indicate that the College's student population is younger, is taking more units each semester, and intends to either transfer or to graduate with an associate degree.

Headcount in the College's Apprenticeship programs also continues to fluctuate from a high of 4,968 students in 2009-2010 to as low as 3,256 in 2010-2011. The most recent complete academic year yielded a total headcount of 3,549 students in Santiago Canyon College's Apprenticeship programs (II.A-038).

Non-credit headcount also declined from 16,652 in 2009-2010 to 13,364 in 2011-2012, which reflects a twenty percent decrease in headcount over that four-year period. In fall 2008, thirty-seven percent of non-credit students reported that their goals were to improve English language skills and literacy and/or earn a high school diploma or General Education Development (GED) certificate. Another thirty-eight percent did not report any goals (II.A-039). With demographic information such as this, the College informs departments and programs of trends and changes that might affect them. Furthermore, departments and programs utilize the data in their Department Planning Portfolios and Program Reviews to inform future department and program goals, objectives, and plans.

Educational Preparation and Learning Needs of Santiago Canyon College's Students
The Rancho Santiago Community College District (RSCCD) Research Department and the Santiago Canyon College Office of Institutional Effectiveness & Assessment regularly collect, review, and disseminate data on the College's service area community that includes population growth, ethnicity, age distribution, and employment status (II.A-040, II.A-041, II.A-042). Moreover, the Business & Career Technical Education (BCTE) Division continually reviews local and regional labor market data to assist with program planning and course revisions (II.A-043, II.A-044, II.A-045). In addition, the College's Counseling Division collects and analyzes new students' potential educational needs and educational preparation as part of the placement process, which begins with completion of an assessment form that allows students to identify College programs and services about which they desire more information (II.A-046). Once students have completed the form

and have formally applied to the College, they undergo placement testing for English, American College English (ACE), Mathematics, Reading, and Chemistry. Students who arrive with additional college-entry information that can affect placement and course registration choices, such as Advanced Placement or International Baccalaureate credits and credits earned through the College-level Examination Program (CLEP) exams, work with counselors to determine which courses and credits they can apply at Santiago Canyon College (II.A-047).

The College uses the College Tests for English Placement (CTEP) for English and Reading course placement, and the Test of English Language Development (TELD) for American College English/English as a Second Language (ACE/ESL) placement. Data from the College Tests for English Placement indicate that the majority of new credit students seem to be arriving better prepared for college-level work in terms of reading and writing skills than they were from 2007-2010. In 2007-08, fifty-five percent of incoming freshmen placed into English 101. In 2010-2011, about seventy percent of incoming students placed into English 101. During the spring 2013 Early Welcome testing of students in local high schools, the number of English 101 qualifiers dropped slightly to sixty-eight percent. Adding the students tested from the end of Early Welcome until the start of fall 2013 classes, this number of English 101 qualifiers drops to sixty-three percent. Nonetheless, placements from the College Tests for English Placement into English 101 have increased notably from 2007 (II.A-048).

The aforementioned trend also applies to reading placement test scores. In 2007-2008, fifty-three percent of incoming freshmen placed into transfer-level Reading, but in 2010-2011, the number rose to eighty-six percent (II.A-049). Among high school students tested in spring 2013, this number declined a bit to eighty-two percent and then to eighty-one percent with the addition of student scores from the end of Early Welcome until the start of fall 2013 classes. Clearly, significantly more students are arriving at Santiago Canyon College better prepared for transfer-level reading courses than just five years ago (II.A-050).

The College also uses the Mathematics Diagnostic Testing Project (MDTP) for mathematics placement. In 2007-08, only nineteen percent of incoming students placed into transfer-level math. In 2010-2011, twenty-eight percent of new students placed into 100-level mathematic courses while twenty-three percent placed one level below transfer, and another twenty-three percent placed two levels below transfer (II.A-051). In the spring 2013 Early Welcome testing, nearly thirty-three percent of the students in the College's Early Welcome program placed into transfer-level mathematic courses. This depicts a significant increase from the 2007-08 numbers (II.A-052).

In addition to internal and external scans and other data collected from research conducted at the District Office and the College, Santiago Canyon College collects information on enrolled and/or continuing students regarding enrollment status (full or part time), persistence rates, success rates (College wide, basic skills, Career Technical Education, transfer courses, and Continuing Education), college and program student learning outcome assessment results, retention and success rates (delivery mode and class/section location), Scorecard (previously Accountability Reporting for the Community Colleges) data (progression through basic skills courses into transfer-level courses), completion (degrees and certificates awarded and transfer), and Career Technical Education outcomes and achievement (employment and wage information). The College makes this information available to the College community as it may prove useful in identifying learning needs and assessing progress toward achieving student outcomes (II.A-053, II.A-054).

With the goal of meeting the employment needs of the occupational segment of the College's student population, the Business & Career Technical Education (BCTE) Division stays current on the labor environment in Orange County by using a variety of data resources to assist faculty with program planning and approvals as well as course/program revisions (II.A-055, II.A-056). The division responds to labor market data trends through discussion, program review, and possible course and/or program revision as well as through new program development if it is feasible. The Business & Career Technical Education Division faculty and administrators participate actively by hosting annual local and regional discipline-specific advisory board meetings that provide specific labor market information to assist with program planning. Santiago Canyon College responds to labor market needs in addition to the needs of its local and regional advisory boards as is exemplified in advisory meeting minutes (II.A-057).

Santiago Canyon College's non-credit program offers programs and courses that fall within the state-mandated parameters for non-credit. The faculty and administration respond quickly to community requests for new courses within these parameters in a collegial process that involves discussion among faculty regarding the feasibility of the new course or program in terms of alignment with learning outcomes, potential for sustainability, evaluation of labor market data and economic need, and positioning (the ability of the college to offer the new course or program in terms of faculty, facilities, and equipment) (II.A-058, II.A-059).

In addition, per its Inmate Education Program, the College offers a number of non-credit courses and programs in the county jails via contracts between the Division of Continuing Education and the Orange County Sheriff's Department. The primary purpose of this Inmate Education Program is to help students acquire the necessary skills to matriculate to college credit programs, other technical training programs, and/or enter the workforce as productive members of society upon release. Another major objective is to decrease the probability of inmates in the College's programs returning to jail/prison after being released (II.A-060).

Non-credit students who wish to take English as a Second Language courses undergo placement testing to determine the appropriate entry level. At the end of their studies, in the upper-level courses, students can take the college credit English as a Second Language placement instrument (Test of English Language Development). All non-credit English as a Second Language students undergo regular CASAS evaluation to ensure that they are meeting the stated learning outcomes of their courses as well as making satisfactory progress (II.A-061).

Santiago Canyon College's community services program offers fee-based opportunities for those in the service area community and beyond to take short-term classes in areas of personal interest that include, but are not limited to, educational, cultural, social, and recreational courses. Due to statewide budget constraints in recent years, a few formerly non-credit programs (Older Adults, Family and Consumer Sciences, and Health and Safety) have moved into the community services program. In addition to a great variety of other community service classes, the aforementioned are now available as fee-based offerings (II.A-062, II.A-063, II.A-064, II.A-065).

Assessing Progress Toward Achieving Course, Program, and Institutional Student Learning Outcomes
Santiago Canyon College's mission statement specifies the following four institutional learning outcomes: Learn, Act, Communicate, and Think (LCAT). The mission states,

> Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, act, communicate and think critically. We are committed to maintaining standards of excellence and providing an accessible, a transferable, and an engaging education to a diverse community.

The College assesses its progress toward achieving the institutional student learning outcomes in several ways: through attention to student input both individually and in governance structures, through mapping of course to program to institution student learning outcomes, and through various forms of direct and indirect course student learning outcomes and program student learning outcomes assessment.

Since Santiago Canyon College values its students and respects their opinions, the College community seeks to hear from individual students as well as from student representatives on collegial governance committees. Therefore, when the College seeks to assess its progress toward achieving learning outcomes, student input is imperative. The College uses the "Graduate Student Survey" and other student surveys to identify College strengths as well as areas for improvement. A few sections in these surveys deal with the institutional student learning outcomes and have, therefore, provided a year-to-year comparison of how students viewed the level of preparation they received at Santiago Canyon College regarding skills and knowledge associated with each aspect of the four institutional student learning outcomes: Learn, Act, Communicate, and Think. Therefore, the surveys assist the College with evaluating how well students achieve the outcomes it has established.

The following data reflect findings from the Graduate Student Surveys regarding institutional student learning outcomes:

- **LEARN**: In 2012, seventy-eight percent of student respondents rated their ability to take responsibility for their own learning as good or excellent; sixty-three percent of student respondents rated their learning about their academic majors as good or excellent; and fifty-seven percent of student respondents rated their learning about professional conduct and workplace ethics as good or excellent. In 2013, these numbers were eighty-four, sixty-three, and sixty-eight percent, respectively.

- **ACT**: In 2012, sixty-nine percent of student respondents rated their Santiago Canyon College preparation to act to maintain their dignity and respect as good or excellent; sixty-six percent of student respondents evaluated their preparation to be responsible community members by treating others with respect, civility, and dignity as good or excellent; and sixty-three percent of student respondents evaluated their preparation to maintain cultural literacy, lifelong learning, and the environment as good or excellent. In 2013, these numbers rose to seventy-nine, seventy-nine, and seventy-five percent, respectively.

- **COMMUNICATE**: In 2012, sixty-five percent of student respondents rated their Santiago Canyon College preparation to communicate ideas in a clear and articulate manner as good or excellent; sixty percent of student respondents evaluated their preparation to communicate to diverse audiences as good or excellent; and forty-six percent of student respondents rated their preparation to communicate in various formats using diverse technology as good or excellent. In 2013, these numbers rose to seventy-three, seventy-three, and sixty-nine percent, respectively.

- **THINK**: In 2012, sixty-six to sixty-nine percent of student respondents rated their Santiago Canyon College preparation as good or excellent in the three aspects of this Institutional Student Learning Outcome. In 2013, seventy-seven percent of student respondents evaluated their preparation as good or excellent in all three aspects of this Institutional Student Learning Outcome.
(II.A-066, II.A-067, II.A-068)

Within its outcomes and assessments processes, Santiago Canyon College uses outcomes mapping processes to assist each program and department with identifying the extent to which program and course student learning outcomes align with the four institutional student learning outcomes that directly connect to the College Mission Statement (II.A-069). Also within the mapping process, each course student learning outcome connects to a particular program student learning outcome, with recognition that each course student learning outcome applies to at least one program student learning outcome (II.A-070, II.A-071).

In addition to mapping, at the course level, departments and programs assess progress toward achieving learning outcomes in a variety of ways with pre and post evaluations, skills demonstrations, embedded questions on exams, and other forms of assessment that can also apply to certain program student learning outcomes. Other program-level assessments of student learning outcomes may involve a departmental review of the traditional measures of success and achievement, such as transfer numbers, degrees, and certificates awarded; retention through a series of courses; and more recently, labor market information. All of the aforementioned measures are, potentially, effective indicators of program student learning outcomes achievement (II.A-072).

Furthermore, the College developed graduating student surveys for each degree in Liberal Arts to provide program assessment information for these areas. Liberal Arts degrees include courses across several departments and, as such, are not part of any specific department's program student learning outcomes assessment protocols (II.A-073).

The following charts depict the types of information that departments and programs can access if they have determined that this information assists them in developing a more thorough understanding of students' program outcomes achievement.

Course Success Rate by Course Type
(Academic Years 2006-07 to 2010-11)

Program	2006-07	2007-08	2008-09	2009-10	2010-11
Overall	67%	72%	73%	70%	72%
Transfer-level Courses	64%	64%	66%	65%	66%
CTE (Vocational) Courses	76%	87%	88%	81%	82%
Basic Skills Mathematics	53%	56%	50%	54%	60%
Basic Skills English	53%	63%	55%	61%	63%
Basic Skills Reading	64%	52%	55%	63%	58%
Basic Skills ACE (ESL)	67%	59%	67%	61%	56%

(II.A-074)

Degrees and Certificates Awarded at Santiago Canyon College
(Academic Years 2007-08 to 2011-12)

Type of Award	2007-08	2008-09	2009-10	2010-11	2011-12
AA Degree	589	548	551	614	784
AS Degree	47	47	52	74	81
State-Approved Certificates	208	298	770	881	992
Non-Credit Certificates	NA	NA	127	213	3,609

(II.A-075)

Santiago Canyon College Student Transfers to Four-Year School by School Type
(Academic Years 2007-08 to 2012-13)

School Type	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
CSU	356	338	332	454	492	543
UC	103	105	94	78	93	122
Private/Out of State	202	223	239	291	330	369

(II.A-076, II.A-077)

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College consistently gathers information on its service area community to identify its educational needs and to work toward meeting those needs. Overall, Santiago Canyon College's success shows in its course success rates, which also indicate outcomes achievement.

Data on general English 101 course success from fall 2009 through fall 2013 show that rates of success in English 101 (grades of A, B, or C) have increased overall:

- Sixty-two percent in fall 2009 (includes students placed from Basic Skills Initiative Writing Sample project spring 2009),
- Sixty-seven percent in fall 2010,
- Sixty-eight percent in fall 2011 (includes students placed from Basic Skills Initiative Writing Sample project spring 2011),
- Sixty-eight percent in fall 2012, and
- Sixty-eight percent in fall 2013 (includes students who placed into 101 via the Basic Skills Initiative College Readiness Optimizes Student Success [CROSSroads] English Placement project spring 2013). (II.A-078)

As Santiago Canyon College seeks to continue to assist incoming high school students to achieve the most accurate course placements possible, the Basic Skills Initiative Task Force developed the College Readiness Optimizes Student Success (CROSSroads) Program that had its inaugural placement event in spring 2013 (II.A-079). Potential Santiago Canyon College students from local high schools attended a series of writing and mathematics review sessions prior to taking the mathematics placement test and doing a writing sample for English placement. About 35 students completed the writing sample, and the results are impressive: nearly seventy-five percent placed into English 101. The goals of this program are twofold: (1) to ensure that students who enroll in it are not only prepared for placement exams but also that their ultimate placement aligns with their actual skills and (2) to impress upon these students the importance of entering college with transfer-level skills. The College offered the program again in 2013-2014 and continues to review the placement and success data and make changes as necessary to best meet the varied educational needs of the students (II.A-080).

Utilizing its Title III and Title V Grants, Santiago Canyon College has created a variety of academic support programs to meet the identified needs of its diverse student community:

- **Academic Success Center (ASC)**: This facility began as a service designed to support students in basic skills courses in Reading and American College English/English as a Second Language, and both of which had attached outside-of-class lab requirements. The grant enabled Santiago Canyon College to fund several positions and purchase over 100 student computer stations along with a variety of instructional support programs to help students develop skills in writing, reading, grammar, pronunciation, and listening. Primary among these programs are *PLATO* and *Kurzweil*, which offer a variety of functions to help students read their college texts with greater comprehension as well as write papers with guided assistance. Both programs have helped many students improve their language skills, and *PLATO* has also assisted students who need to develop their mathematics skills. For several years, the Academic Success Center also housed part of the Orange Education Center High School Subjects program, which enabled these students to work on their studies alongside credit students. Several High School Subjects students successfully transitioned into college credit coursework. Currently, the Academic Success Center houses the Modern Languages Lab and continues to provide American College English/English as a Second Language students with programs to advance their English language fluency. The Academic Success Center is now working with several transfer-level faculty to develop Academic Success Center-based assignments to help general education students achieve greater course success. The initial data from these projects is very encouraging. (II.A-081, II.A-082)

- **Math Study Hall (MaSH)**: This facility, like the Academic Success Center, was a component of the Title III Grant. Its purpose is to provide students with mathematics assistance outside of their course contact hours. It now serves students through three Math Study Hall-based Mathematics Review courses: 073L, 083L and 093L. Each course is .2 units, open entry/open exit, and designed to align with specific course levels in the mathematics program, from arithmetic through calculus. The Math Study Hall supplements learning done in the classroom. A mathematics faculty member, an instructional assistant, or a student tutor is always on duty to assist students with questions or concerns about their mathematics class and assignments. The Math Study Hall has computers with mathematical software, some instructional videos, and computer tutorial programs. (II.A-083, II.A-084, II.A-085)

- **Science Teaching and Resource Center (STAR)**: This is an innovative and new academic support center for the sciences and a component of the Title V Grant. All activities aim to engage science students and enhance their success in science courses. The Science Teaching and Resource Center has four curricular components, each of which targets different student learning styles and needs:

  1. **Q & A Sessions**: Students can drop in to ask questions. For biology, chemistry, and physics, Q & A has a specific schedule.
  2. **Faculty-directed learning activities (DLAs)**: Activities guide students through the steps needed to complete tasks, reinforce concepts, and develop necessary skills for success.
  3. **Faculty-led workshops**: Faculty tackle difficult topics with the students. The workshop times are flexible and vary by semester, but the Science Teaching and Resource Center staff and science faculty inform students of upcoming workshops.
  4. **Student-led study groups**: Both formal and informal course support through tutoring and review sessions. (II.A-086)

- *Science Teaching and Resource Center (STAR)*: This is an innovative and new academic support center for the sciences and a component of the Title V Grant. All activities aim to engage science students and enhance their success in science courses. The Science Teaching and Resource Center has four curricular components; each of which targets different student learning styles and needs.

- *Supplemental Instruction (SI) for Science, Technology, Engineering, and Mathematics (STEM)*: This is an academic assistance program in which students who have taken historically challenging courses become peer facilitators/tutors for students currently in these courses. The Supplemental Instruction program, like in the Science Teaching and Resource Center, is funded from Santiago Canyon College's Title V Grant. Attendance at Supplemental Instruction sessions is voluntary but strongly encouraged for students in gatekeeper science courses and in Mathematics 080. (II.A-087, II.A-088)

Continuing Education faculty also seek to monitor student needs, evaluate student progress, and meet the varied educational needs of the students in their area. Therefore, in order to more easily identify student success trends as well as to design appropriate interventions, such as their Basic Skills Initiative-supported tutoring program, Continuing Education faculty have developed the following grading criteria and descriptors to identify student achievement of outcomes in their courses:

- *Pass (P)*: The student has demonstrated proficiency in a minimum of seventy percent of the competencies as evidenced by an average score of seventy percent in the assigned methods of evaluation.

- *Satisfactory Progress (SP)*: The student has demonstrated proficiency in up to seventy percent of the competencies as evidenced by an average score of seventy percent in the assigned methods of evaluation.

- *No Pass (NP)*: The student has not demonstrated proficiency in the competencies of the course. (II.A-089, II.A-090)

Actionable Improvement Plans
None

II.A.1.b.   The institution uses delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary
In order to provide its students with intellectually challenging classroom environments, Santiago Canyon College (SCC) faculty employ a variety of innovative delivery systems and modes of instruction in order to engage current and future students in critical and analytical thought, therefore, meeting the academic needs of its students and community. Classrooms on the Santiago Canyon College campus and at the Orange Education Center (OEC) contain the technology necessary for enhanced instruction, such as instructor computer stations with Internet access and VCR/DVD projection. The Chapman Center, which will house the Orange Education Center administrative offices and the non-credit English as a Second Language program for the next two to three years, also has mediated classrooms. At Santiago Canyon College, several classrooms and many labs also contain student computer stations. In 2011-2012, the Santiago Canyon College Art Department leveraged SB 70 Career Technical Education Collaboration and Workforce Innovation Partnership funds to purchase equipment for enhanced classroom instruction for the digital media class: 30 iMACS with i7 processors, a 60" flat screen TV, a scanner, and a printer. This grant also enabled the purchase of *Adobe CS5* for use in the graphic arts program. The technology available in the Library, the Science Center, and the new Humanities Building enable faculty to enrich their instruction in ways that parallel what students will experience at local four-year institutions. In addition, the Career Technical Education V Grant 11-140-870 enabled the College to purchase iMACs to develop a digital media pathway as well as a biotechnology pathway that is available to high school students. Moreover, Career Technical Education V Grant 12-140-870 allowed Santiago Canyon College to continue the biotechnology pathway; additionally, the WIP V 12-292-870 grant has enabled the Art Department to develop an application development pathway as well as to purchase the necessary equipment for this endeavor, such as iPads (II.A-091, II.A-092).

At Santiago Canyon College, faculty members decide the modality of instruction that can best meet student needs: face-to-face, flipped classroom, online, or hybrid. If the faculty determine that students can achieve the course learning outcomes in an online or hybrid format, the curriculum process requires that a "Distance Education Addendum" accompany the course outline in the revision process (II.A-093). The Curriculum & Instruction Council (CIC) reviews and approves all distance education addenda separately from the course outlines. In addition to determining instructional format, faculty also use student learning outcomes assessment as a tool to determine the most appropriate mode in which to offer a class. Through learning outcomes assessment, faculty members in departments with face-to-face, flipped, online, and hybrid courses can review student learning outcomes achievement by students in each of these instructional delivery modes and can compare and contrast any differences in course-level student learning outcomes achievement, retention, and success (II.A-094). While flipped classrooms are still a new approach to content delivery, several faculty have experimented with this mode of instruction. For instance, one instructor who teaches Psychology 170 decided that the flipped classroom model would be a beneficial mode of delivery for the course (II.A-095). Indeed, when comparing student learning outcomes

assessment results from a "regular" semester versus the "flipped" semester, the data indicate that for this particular course, the flipped classroom model made sense and worked well. This type of analysis can lead to decisions regarding the most effective delivery mode for different courses so as to enhance student performance and achievement of learning outcomes (II.A-096, II.A-097).

Per the Academic Senate of Santiago Canyon College approved policy developed by the Technology Committee, faculty who wish to teach online must demonstrate readiness to do so. Therefore, prior to teaching online and/or hybrid courses, faculty must do the following:

- Complete a Santiago Canyon College Introduction to Online Teaching & Learning certificate program; or
- Receive a certificate of completion in online teaching from a reliable institution, such as UCLA online Teaching Program, Cerro Coso Online Educators Certificate Program, or @One Teaching Certification Program (approved by the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office); or
- Demonstrate prior successful experience in teaching distance education course(s) at Santiago Canyon College or another similar institution; and
- Participate in one online professional development activity per academic year, such as a qualifying Santiago Canyon College technology workshop or other qualifying online teaching workshop, such as @One online instructor certificate course.

In addition, the College encourages existing online instructors to complete an online instructor certificate program (II.A-098, II.A-099). However, if instructors choose not to complete a certificate program, they are still required to participate in one online professional development activity per academic year (II.A-100, II.A-101). To support its growing numbers of online courses and instructors interested in teaching in this format, the College has an alternate media specialist with release time to assist with the development of an educationally effective online program. Working with the Technology Committee, the alternate media specialist developed the Santiago Canyon College *Distance Education Faculty Handbook*. In addition to serving as a guide for online and hybrid instructors, the handbook provides faculty with pertinent information on the topic of "regular and effective contact" with students. Furthermore, the handbook offers specific examples of regular and effective contact as well as information regarding the logistics of designing and managing online courses that includes accessibility issues, minimum expectations, links explanation, copyright restrictions, and student orientation (II.A-102). The College has also developed the Santiago Canyon College *Technology Master Plan* that has become an integral piece of the overall planning process (II.A-103, II.A-104).

Also, instructional methodology options appear on all course outlines. Faculty evaluate these options at least once every four years when courses progress through the quadrennial review process. During this review, at the department level, faculty members can engage in discussion about all aspects of the Course Outline of Record, including the methodologies that best align with the course learning outcomes, objectives, and student needs (II.A-105). Following departmental discussion, faculty can make any necessary changes to the Course Outline of Record. The Curriculum & Instruction Council then reviews the entire course outline, including the selected methodologies and, if warranted, asks departments for specific information regarding the choices they have made. A sampling of the 25 methodologies currently listed in CurricUNET include Activity, Cooperative Learning, Critique, Directed Study, Experiments, Field Trips, Guided Inquiry, Mediated Learning, Problem Solving Using Graphing, and so forth (II.A-106). During quadrennial review of course outlines, at the department level, faculty members can engage in discussions about all aspects of the course outline that include the methodologies that best align with the course learning outcomes, objectives, and student needs and can make any necessary changes on the Course Outline of Record.

Similar to the role that faculty play in selecting instructional formats and modes of instruction, Santiago Canyon College has also established services that not only support varying student learning needs but also are designed to enhance classroom instruction. These services include the Academic Success Center (ASC), the Writing Center (WC), the Math Study Hall (MaSH), the Language Lab, the Tutoring Center, the Science Teaching and Resource Center (STAR), and the Supplemental Instruction (SI) Program. In addition to these services, the College also offers varied scheduling options, such as the January 2014 Intersession, GR8Weeks programs (back-to-back eight-week course offerings during fall and spring semesters), and summer sessions with four-week, six-week, and eight-week course options (II.A-107, II.A-108, II.A-109, II.A-110, II.A-111). To further meet the needs of the College community, Santiago Canyon College offers courses through its robust Continuing Education, Community Services, and Apprenticeship programs (II.A-112, II.A-113, II.A-114).

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

Santiago Canyon College has seen increased enrollment in distance education and hybrid course sections, especially among the youngest segments of the student population. Since fall 2009, more than half of the students enrolled in web-based and hybrid sections are age 25 or under. Nearly half of all online students are Caucasian; thirty percent are Latino, and just fewer than ten percent are Asian. Slightly more women than men enroll in distance education courses, and the number of female students in online courses has increased notably from fifty-two percent in fall 2009 to fifty-nine percent in spring 2012; consequently, the number of male students in online courses has declined from forty-eight percent in fall 2009 to forty percent in spring 2012 (II.A-115).

The notable difference between success and retention rates in online and traditional course delivery modes is of concern to the College. Data show, for example, that from 2009 through fall 2012, the Library, Arts, Humanities & Social Sciences (LAHSS) Division offered about nineteen course sections in the distance education format each semester and between nine to twelve distance education sections each summer. General success rates in all distance education sections (172 total) compared to traditional classroom sections (352 total) over this period show that students in online courses had an overall success rate of fifty-one percent; students in face-to-face sections had an overall sixty-nine percent success rate. This equates to approximately an 18-point difference. Greatest online success occurred among summer 2012 students with a seventy-two percent success rate. In general, student success in online Library, Arts, Humanities & Social Sciences Division sections has increased from fall 2009 when it was thirty-eight percent. Course retention also differs significantly between these two instructional delivery modes: seventy-one percent in online sections to eighty-three percent in traditional sections. However, the Psychology 100 course online sections demonstrated comparable success and retention rates over the eight semesters in both modes. Psychology 100 students in online and traditional sections had sixty-two and sixty-seven percent success respectively, with eighty-two and eighty-seven percent retention, respectively.

In the Business & Career Technical Education (BCTE) Division, there were about 20 online sections from fall 2009 through fall 2012. Success and retention rates vary by course. In fall 2009, the overall success rate in online courses was fifty-nine percent compared to sixty-two percent in traditional sections; retention was the same for both modes: seventy-six percent. In fall 2012, success in online sections rose a bit to sixty-one percent, but the success rate in face-to-face courses dropped to fifty-eight percent; retention was nearly the same: seventy-five percent in online courses and seventy-eight percent in traditional settings (II.A-116).

Although, in general, student enrollment in online courses is increasing, students in online sections are not necessarily achieving the same levels of success or retention as students in face-to-face courses. The College has recognized that it needs to take additional steps to address the success and retention gaps between online and traditional course sections. As a result, it has developed a *Distance Education Faculty Handbook* to help faculty cultivate effective online instructional practices (II.A-117). This handbook contains the College's policy for Instructor-Initiated Regular and Effective Contact that provides instructors guidance on assessing online students separately and also provides information regarding instructor-to-student contact, orientations, and early alert interventions. The *Distance Education Faculty Handbook* also clearly enumerates that online instructors must specify how they will promote and monitor student-to-student contact, how they will evaluate students, how they will ensure that the course is Americans with Disabilities Act (ADA) accessible, and how they need to determine the type of special equipment or services students will use. Because online students are physically separated from the College and often require additional educational preparation specific to succeeding in the online environment, the handbook also explains how online instructors can orient their students to the unique requirements of online learning. In addition, the handbook provides information about various services that students can recommend to students, such as counseling and tutoring (II.A-118).

With regard to the quality and rigor of online courses, the College faculty view the course outline and, specifically, the "Distance Education Addendum" as foundational. Curriculum & Instruction Council members discuss and evaluate the breadth and depth of online instructional activities and communication specified in the "Distance Education Addendum." Faculty who submit distance education addenda to the Curriculum & Instruction Council for their courses must ensure that they have addressed the sections of the template, which ask for clearly stated ways in which effective communication with and among students occurs. Faculty must also describe the depth of instructor-student interactions in the online mode so that online students experience rigor that is clearly comparable to that of traditional classroom settings (II.A-119).

Santiago Canyon College allows instructors flexibility in determining the best methods to initiate regular and effective contact with the students. The following depict common methods used to initiate regular and effective contact with students: sending directed emails to students, posting asynchronous discussion board questions requiring student answers, assigning online quizzes and exams, providing feedback on all required assignments and exams, and initiating web quests or treasure hunts. The College also requires online instructors to describe how they help to facilitate and require student-to-student contact. Instructor technique varies, but some of the most commonly used instructor methods include chats, discussion board posts, and group activities (II.A-120).

Prior to 2008, as Santiago Canyon College continued to explore new online course offerings, the College realized that a considerable number of its general education courses could be offered through hybrid or online instruction. After careful examination of its existing programs, Santiago Canyon College determined that it would be possible to complete more than fifty percent of all of associate degrees through distance education. As a result, in 2008, Santiago Canyon College submitted a substantive change report that designated each of these degrees as distance education (II.A-121).

Actionable Improvement Plans
1. Santiago Canyon College will engage in discussions regarding student success and retention rates and will develop strategies to improve success and retention in face-to-face, online, and hybrid instruction.

II.A.1.c.   The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary
Identification of Student Learning Outcomes
The Santiago Canyon College (SCC) community holds students and their success as a primary focus when considering improvements to courses, certificates, and degrees. As a result, all College community members participate in identifying, employing, evaluating, and assessing student learning outcomes. With thoughtful contemplation and deliberation, faculty members identify the student learning outcomes for their courses, degrees, and programs. As of fall 2013, one hundred percent of the College's courses have stated learning outcomes and assessments. Furthermore, 96.8 percent of the 694 courses that have been offered in the last three years have ongoing assessment of the student learning outcomes. Of the 171 programs, one hundred percent have defined student learning outcomes, and 92.4 percent have ongoing assessment of student learning outcomes. In addition, graduating student surveys serve as an indirect means of degree assessment for the Liberal Arts degrees conferred by Santiago Canyon College (II.A-122, II.A-123, II.A-124).

In addition to creating, employing, and assessing student learning outcomes, Santiago Canyon College is committed to creating student and community awareness of its student learning outcomes. As a result, the College has built an awareness of student learning outcomes at every level, and proficiency with learning outcomes has grown College wide (II.A-125). The students, the faculty, and the public have access to College outcomes information in several places. Program, degree, and certificate student learning outcomes appear in the *Santiago Canyon College (SCC) College Catalog* and on the College website (II.A-126, II.A-127). Moreover, CurricUNET houses all course student learning outcomes in the Course Outlines of Record as well as the program student learning outcomes for degrees and certificates. Per College policy, faculty include current course student learning outcomes on all syllabi. Santiago Canyon College's credit and non-credit Associated Student Governments include discussion of student learning outcomes at their regular meetings (II.A-128), and several collegial governance bodies include student learning outcomes as a standing agenda item. Posters of the institutional student learning outcomes: Learn, Communicate, Act, & Think (LCAT) appears in various locations throughout the College as well as at affiliated sites. Additionally, the Santiago Canyon College website links students to the *Student Guide to Learning Outcomes* (II.A-129).

Santiago Canyon College's journey into student learning outcomes began in fall 2005, which was the first year of a Title III grant at the College. This grant enabled the College to embark on a five-year plan for the implementation and assessment of student learning outcomes (II.A-130). To further assist with student learning outcomes planning and implementation, the Curriculum & Instruction Council created a sub-committee called the Student Learning Outcomes Committee. In 2008, with initial implementation of outcomes work well underway, the Santiago Canyon College Student Learning Outcomes Committee renamed itself the Student Learning Outcomes & Assessment Review Committee (SLOARC) (II.A-131). The College's Title III student learning outcome efforts culminated in the decision to add the Course Student Learning Outcomes into the Course Outline of Record, and because the Curriculum & Instruction Council and department faculty review course outlines every four years, the College has ensured that the faculty have the opportunity to regularly evaluate their outcomes statements and to revise them as necessary (II.A-132). After much deliberation and with much gratitude for the Student Learning Outcomes & Assessment Review Committee's dedicated efforts with Santiago Canyon College's student learning outcomes journey, the College community determined that the Student Learning Outcomes & Assessment Review Committee had accomplished its mission, and following its collegial governance processes, the College voted to disband this committee in fall 2013 (II.A-133). The College community believes that the Academic Senate of Santiago Canyon College, the Curriculum & Instruction Council, the Office of Institutional Effectiveness & Assessment (OIE&A), and the Planning & Institutional Effectiveness (PIE) Committee can continue to guide Santiago Canyon College effectively on its student learning outcomes path.

Seeing that the College would need assistance with research and data gathering for meaningful assessment of student learning outcomes, in spring 2011, Santiago Canyon College created the Office of Institutional Effectiveness & Assessment that supports the efforts of classified staff, faculty, and administrators in achieving the College's Institutional Student Learning Outcomes and connecting assessment to the strategic planning goals of the College and the District (II.A-134).

With its permanent staff now in place, the Office of Institutional Effectiveness & Assessment has ensured that the culture of learning outcomes assessment has permeated the College governance structure and become part of the common language of Santiago Canyon College. The office has made excellent progress in advancing the College community's knowledge concerning assessment of outcomes and the use of assessment results to improve student learning.

Assessment of Student Learning Outcomes
As faculty identify student learning outcomes in their departments, they may employ various types of direct and indirect assessments to evaluate student learning at the course and program level. Course-level assessments often include pre-tests and post-tests, mock exams, finals, exit exams, embedded test questions, portfolios, short papers, final projects, and final presentations. At the program level, departments use student learning outcomes mapping, student surveys, and program-specific assessments. In online and hybrid courses, faculty also employ additional methods of assessment, such as discussion board chats, peer evaluation, and other email or chat conversations (II.A-135, II.A-136, II.A-137, II.A-138).

To integrate assessment results into both improving student learning and the larger College planning process, the Office of Institutional Effectiveness & Assessment has assisted with the College's outcomes mapping and collection of data regarding assessment. In addition, in fall 2013, the College launched two additional committees to integrate planning and budgeting processes as well as to connect outcomes assessment results to the planning and budgeting processes: Planning & Institutional Effectiveness and Enrollment Management. Even though the committees are not directly connected to the assessment of learning outcomes, the College charged the Planning & Institutional Committee with assessing Santiago Canyon College's progress toward achieving stated institutional goals that align with the institutional student learning outcomes (II.A-139, II.A-140). Furthermore, the Planning & Institutional Effectiveness Committee developed the "PIE Resource Request Prioritization Rubric" that includes, among other criteria, verification by the program that the resource request relates to its Department Planning Portfolio, Program Review, and outcomes assessment as an acknowledgement that the request supports the Santiago Canyon College Mission and Goals. To generate resource requests, faculty can review outcomes assessment results and assessment cycle information in order to import assessment-identified needs into their Department Planning Portfolios that also inform Program Reviews. Each division prioritizes its requests, after which the joint chairs meet to discuss and prioritize requests across the academic disciplines. Once this process ends, the Joint Chairs Committee forwards its prioritized list to the vice president of academic affairs who forwards the list to the Planning & Institutional Effectiveness Committee where additional prioritization occurs (II.A-141).

In its efforts to keep the College community moving forward with all things related to student learning outcomes, the Office of Institutional Effectiveness & Assessment offers ongoing training for faculty, including Faculty Inquiry Groups (FIGS), workshops, and one-on-one training sessions to assist faculty and others who are responsible for student learning outcomes processes. Examples and titles of past training sessions and workshops include the following: *From Here to There: SLO Mapping Strategies*, *Rubric Revolution Redux*, *Program Assessment 101*, *Help is On the Way: Simplify Your Assessment Reporting*, *How to Make Assessment More Meaningful*, *Faculty Training in SLO Assessment Data Analysis and Report of Results at the 2012 Summer Institute*, and *SLOs and Assessment Roundtable Discussion* (II.A-142, II.A-143, II.A-144, II.A-145, II.A-146, II.A-147).

Faculty Inquiry Groups have helped to create a productive, efficient outcomes assessment program while enabling faculty to share assessment resources, to generate enthusiasm and engagement in assessment, and to encourage an awareness of the ways in which assessment improves teaching and learning. The following departments have participated in Faculty Inquiry Groups: Geology, Earth Science, Biology, Physics, Chemistry, Reading, History, Political Science, Art, Music, Theatre, and Dance (II.A-148, II.A-149).

In addition to the Office of Institutional Effectiveness & Assessment's staff training sessions, the Student Learning Outcomes & Assessment Review Committee web pages provide the following training manuals to guide faculty in determining how to assess student learning outcomes for their program and course areas: *Revised Program Assessment: A Step-by-Step Guide*, *Course SLO Check List*, *Course SLO Assessment Check List*, *Program SLO Check List*, and *Program PSLO Assessment Check List* (II.A-150, II.A-151, II.A-152, II.A-153).

Moreover, faculty members have mapped outcomes to appropriate programs, degree and certificate outcomes, and in fall 2013, Santiago Canyon College departments and programs updated their cycles of assessment to a more perpetual format to ensure that all assessment activities are predictable and sustainable (II.A-154, II.A-155, II.A-156, II.A-157).

To record assessment results, Santiago Canyon College uses a standard student learning outcomes report form based on a modified five-column Nichols model (II.A-158). The College also uses a second form that enables programs to track the actions they take on any future plans specified on their student learning outcomes reports (II.A-159).

Improvement Based on Outcomes Assessment
Once student learning outcomes are identified, employed, and assessed, the Santiago Canyon College community works to determine any possible improvements that might be made in order to enhance student success. In addition to conversations concerning the possibility of revising a particular student learning outcome and/or corresponding assessment, departments may also discuss how the assessments relate to pedagogy. Consequently, faculty engage in meaningful discussions about what happens in the classroom, including methods of instruction, classroom activities, grading criteria and evaluation tools, texts, as well as unit and hour configurations (II.A-160, II.A-161).

Results from the "Santiago Canyon College 2014 Self Evaluation Survey" clearly illustrate how student learning outcomes assessment relates to faculty members' contemplation of pedagogy and student success. In the survey, fifty-four percent of the respondents said that they have observed changes that resulted from the implementation of plans. When asked how they have used the results of student learning outcomes assessment to improve student achievement of student learning outcomes, 46.84 percent said they have modified their instructional methods; 35.44 percent said they have modified tests to include more student learning outcomes-related tasks and/or questions; 31.65 percent said that they have created more handouts to help students with difficult concepts; 21.52 percent said that their departments have modified curriculum in specific courses, and 27.85 percent said that their departments have explored ways to support student learning with supplemental instruction and learning center tasks. Other modifications to enhance student achievement of student learning outcomes include changing the number of graded activities that students complete and changing or adding

texts (II.A-162). More specifically, in the Continuing Education Career Technical Education area, the Business Skills faculty have been piloting the use of an internal assessment template created by the faculty coordinator and other department members. Instructors enter student names and ID numbers and indicate with a simple "yes" or "no" whether each student has achieved each component of each outcome. The template aggregates the data for each course, which assists the department in determining specific areas in need of improvement. The initial response from the faculty has been extremely positive as the templates are simple yet highly adaptable to meet the needs of ongoing data analysis (II.A-163).

To assist the College community with assessment, through its Title V grant, Santiago Canyon College purchased two new technology items intended to help with the assessment and management of all outcomes-related tasks. First, *ParScore* is a scoring tool that gives departments the assessment data they are requesting on particular outcomes (II.A-164, II.A-165, II.A-166, II.A-167). Second, Taskstream is a comprehensive program that offers strategic assessment planning, data collection, action planning, curriculum mapping, and reporting as well as analytics to create a coordinated, robust assessment system. Several Santiago Canyon College programs have been piloting ParScore, and the piloting of Taskstream occurred in winter 2014 (II.A-168, II.A-169, II.A-170, II.A-171, II.A-172).

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College has demonstrated its commitment to the identification and assessment of all student learning outcomes and uses research to assess progress toward achieving learning outcomes. This is evidenced in the way that the Student Learning Outcomes & Assessment Review Committee and the Office of Institutional Effectiveness & Assessment have jointly made suggestions to improve both awareness of and skill with the assessment cycle and the processes involved. Furthermore, all current courses, programs, degrees, and certificates have identified student learning outcomes and assessments. Likewise, course student learning outcomes and assessments are mapped to corresponding programs, degrees, and certificates. In addition, departments and programs update all required comprehensive evaluation reports according to their own assessment cycles. Moreover, College wide dialogue continues to occur at every level to build upon the awareness now established. Santiago Canyon College is still determining whether or not it should establish general education learning outcomes in addition to the institutional student learning outcomes (LCATs). Although the College has used some assessment results as the foundation of planning and budgeting processes, as a whole, the College must become more adept at this.

Actionable Improvement Plans
None

II.A.2. **The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

Descriptive Summary
As Santiago Canyon College (SCC) seeks to serve its students and surrounding community by offering exceptional courses, programs, and services, the College makes every effort to assure that instructional courses and programs are of the highest quality. For Santiago Canyon College, program review is foundational and drives all matters relating to the quality of courses and programs. The College's Program Review Process connects assessment activities to the achievement of both short-term and long-term planning objectives (II.A-173). In addition to program review, with the exception of Contract Education and Community Services programs, the Curriculum & Instruction Council (CIC) provides academic leadership and oversight for all courses, programs, degrees, and certificates and ensures that the Santiago Canyon College faculty participate in decisions concerning common curriculum and academic policies shared with Santa Ana College, such as the two colleges' joint decision in spring 2013 to remove the computer proficiency requirement from the Associate Degree (II.A-174, II.A-175, II.A-176).

To assure quality, consistency, and transparency in course outlines, programs, degrees, and certificates, faculty utilize CurricUNET, which simplifies and standardizes the process of creating, revising, and archiving all curriculum records in addition to the creation and revision of courses and programs. Santiago Canyon College added this new curricular software program in 2009, and the Curriculum & Instruction Council chair provides ongoing training in its integration and use (II.A-177).

One week prior to each Curriculum & Instruction Council meeting, the Curriculum & Instruction Council Technical Committee meets to verify that all policy, program, and course proposals are complete, accurate, and properly formatted, and the committee also determines which proposals will be placed on Consent, Discussion, or Action agendas. Though consent items are non-substantial changes that do not require a first and second reading, Curriculum & Instruction Council members still review these items and can request that the chair pull them from the Consent agenda when more in-depth review and discussion seem warranted. The Curriculum & Instruction Council reviews Discussion items during a first reading, at

which the originating faculty member presents the item, listening and responding to committee members' comments and questions that are recorded in CurricUNET and provided in print at the Curriculum & Instruction Council meeting. This faculty member is often present when the item appears on the Action agenda for a vote, particularly if Curriculum & Instruction Council members desire a more thorough explanation of course or program components (II.A-178).

The Curriculum & Instruction Council meets twice a month during the academic year. Membership includes twenty voting members specified in the *CIC Handbook* (II.A-179). All College faculty review courses on a quadrennial basis, and the same quality assurance procedures apply to all courses and programs. Faculty members follow a detailed and rigorous process to create or revise any courses and programs. Curriculum & Instruction Council members review all courses and programs prior to meetings to become thoroughly familiar with them and to provide feedback to the author through CurricUNET. The vice president of academic affairs attends the meetings to provide administrative leadership and perspective. After the final Curriculum & Instruction Council meeting each spring, the chair of Curriculum & Instruction Council presents all approved curriculum changes to the Rancho Santiago Community College District Board of Trustees for approval, and once approved, the chair sends the curriculum to the state.

To assure that instruction in Career Technical Education courses is of high quality, the College relies on the expertise of advisory boards to provide feedback and recommendations for courses and programs. These advisory committees provide technical assistance as well as resources and make recommendations for course and program revisions to meet the needs of the business, industry, labor, professional and technical trades, and/or community they serve. The feedback and recommendations ensure that the Business & Career Technical Education Division (BCTE) graduates are capable of performing the required entry-level skills in their chosen occupations once they move on from Santiago Canyon College (II.A-180).

In order to maintain a robust schedule of quality instructional courses, faculty determine the developmental, pre-collegiate, and basic skills courses needed based on placement test results, enrollment trends, and course success data. The Santiago Canyon College Basic Skills Initiative (BSI) Task Force helps guide the selection of foundation courses that the College should offer each semester (II.A-181). In the past, college credit English, Mathematics, Reading, and American College English offered basic skills courses as needed. However, because of continuing low enrollment in several of these areas, beginning in fall 2013, Santiago Canyon College no longer offers the lowest levels of American College English and plans to deactivate the courses during the next quadrennial review cycle (II.A-182, II.A-183, II.A-184, II.A-185).

To assist with its continual offering of quality courses and programs, the Santiago Canyon College Division of Continuing Education offers non-credit programs within the nine areas established by the state: Adult Basic Education (ABE), English as a Second Language (ESL), Citizenship, Adult High School Diploma, Persons with Substantial Disabilities, Older Adults, Vocational, Parenting, and Health and Safety. In 2010, due to budgetary cutbacks, the Older Adults program was eliminated, and many of its classes were converted to Community Services classes. However, in fall 2013, Santiago Canyon College reinstated the Older Adults Program restoring many Older Adults classes in facilities that serve senior community members. Furthermore, to guarantee that continuing education students enroll in the most appropriate basic skills levels, the Orange Education Center uses placement tests for Adult Basic Education, English as a Second Language, and Adult High School Diploma programs (II.A-186).

Moreover, Santiago Canyon College's Community Services program offers approximately 125 classes including Animal Care, Arts and Crafts, Business and Careers, Computers, Dance, Language, Money Matters, Music, Online Courses, Special Interest, Test Preparation, Travel Tours, and "College for Kids" in the summer. To assure quality, students in these courses complete evaluations, and the program dean and faculty coordinator monitor course offerings enrollment with attention to trends, community needs, and student feedback (II.A-187).

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College assures the quality and improvement of all of its instructional courses and programs. This includes its collegiate, developmental, and pre-collegiate courses and programs in addition to its continuing and community education and other special programs.

Actionable Improvement Plans
None

II.A.2.a.   The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary
At Santiago Canyon College (SCC), the community recognizes the central role faculty play in matters of curriculum and instructional improvement; as a result, the College community relies on faculty to follow established curriculum development,

outcomes assessment, and program review procedures. For the creation and standardization of student learning outcomes processes, the faculty utilize a variety of outcomes and assessment information that the Student Learning Outcomes & Assessment Review Committee (SLOARC) once offered and that the Office of Institutional Effectiveness & Assessment (OIE&A) continues to offer on their web pages, in training sessions, and in individual appointments (II.A-188).

As the culture of outcomes assessment has evolved at Santiago Canyon College, the Student Learning Outcomes & Assessment Review Committee, a collegial governance committee dominated by faculty membership that reported directly to the Curriculum & Instruction Council (CIC), developed foundational training materials and outcomes/assessment templates for the College community (II.A-189). Furthermore, the committee disseminated these useful materials and tools to classified staff, faculty, and administrators to assist with developing outcomes statements, choosing assessment strategies, and using assessment results.

For program quality assurance, the Educational Master Planning Committee (EMPC), another collegial governance group with many faculty representatives, guides the program review process through the use of a standard program review template for Academic Affairs areas and another for Student Services areas (II.A-190). Disciplines and programs evaluate the results of their outcomes assessments and link these to their Program Reviews and Department Planning Portfolios (DPPs), thereby, giving faculty the central role in matters of course and program improvement.

In addition to program reviews, Santiago Canyon College Curriculum & Instruction Council also provides established procedures in the design of faculty-driven learning outcomes. Each approved course, program, and degree has stated learning outcomes, and courses specify alternate delivery modes when applicable. Faculty and Curriculum & Instruction Council members review courses and programs to ensure articulation with four-year universities or to meet legislative requirements, such as the Transfer Model Curriculum and transfer degrees required by SB 1440. Furthermore, articulation with the California State University and the University of California systems establishes the quality and rigor of individual courses (II.A-191).

Moreover, in regard to curriculum, the faculty use established procedures in all matters relating to course and program approval from the creation, revision, deactivation, and deletion of courses and programs to the review of college policies applicable to curricular matters. The chair of the Curriculum & Instruction Council is a faculty member with release time from instructional obligations, and the council also has a provision for a faculty co-chair. The voting membership of the Curriculum & Instruction Council makes it clear that faculty membership is the cornerstone of curriculum: The council has 19 voting faculty representatives and two non-faculty voting members, which includes the chief instructional officer and the student representative. Other non-voting members include the academic deans, the graduation specialist, and the support services assistant (II.A-192).

In addition to curriculum, the policies and procedures in the College's *Curriculum & Instruction Handbook* guide instructors as they design and implement courses and programs in response to student needs. The initial development is within the department, and all course, program, and certificate proposals advance procedurally through CurricUNET's nine to ten levels of carefully sequenced review from the department chair, to the dean, to the curriculum cluster, to the Curriculum & Instruction Council Technical Committee, and to the Curriculum & Instruction Council for a first reading (II.A-193). Once the originator has addressed changes recommended at any of these levels, the proposal usually reappears at the following Curriculum & Instruction Council meeting for a second review and a vote. As required by Title 5, courses proposed for distance education delivery receive separate approval of their "Distance Education Addendum," and any new Career Technical Education programs must obtain a recommendation for approval from the Regional Consortium (II.A-194, II.A-195).

Following the College's robust curriculum process, each spring, the Rancho Santiago Community College District Board of Trustees reviews and approves all courses, programs, degrees, and certificates that the Curriculum & Instruction Council has approved (II.A-196). The Curriculum & Instruction Council chair then sends any new or revised items with substantial changes to the California Community Colleges Chancellor's Office to be added into the Curriculum Inventory as detailed in the *Program and Course Approval Handbook (PCAH)*. Once the College receives approval from the California Community Colleges Chancellor's Office, the course or program can appear in the next year's catalog.

Santiago Canyon College's mission, program pathways, student demand, and available resources form the foundation for decisions made by deans and department chairs when building the class schedule. In consultation with department faculty, department chairs recommend a schedule of courses to the division dean who then submits the final schedule to the vice president of academic affairs for approval and publication (II.A-197, II.A-198).

Self Evaluation
Santiago Canyon College meets this standard.

The College uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. Furthermore, Santiago Canyon College recognizes the central role of its faculty in establishing quality and improving instructional courses and programs.

II.A.2.b. **The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.**

Descriptive Summary

As the Santiago Canyon College (SCC) community continues to focus on student achievement, the College relies on faculty expertise to identify competency and measurable student learning outcomes as well as to assess student progress toward achieving their stated outcomes. To establish learning outcomes and to identify required competencies in the Career Technical Education (CTE) disciplines, Career Technical Education faculty rely primarily on business advisory committees that, following California Education Code, are comprised of local employers in the designated subject area. Education Code Section 8070 states, "The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Department of Employment Development" (II.A-199).

At Santiago Canyon College, advisory committees provide technical assistance and resources and make recommendations for course and program revisions in order to meet the needs of the business, industry, labor, professional and technical trades, and/or community. The feedback and recommendations from these advisory groups assure that Santiago Canyon College's Career Technical Education program graduates are capable of performing entry-level skills in the occupation in which they are trained. Furthermore, advisory committees assist faculty in planning, implementing, and evaluating specific Career Technical Education programs (II.A-200, II.A-201).

Advisory Committees

1. Assist staff in determining the workforce development needs in a specific area;
2. Assist the college in identifying specific learning outcomes/competencies that program graduates are expected to demonstrate;
3. Assist in arranging the defined competencies into the format of an established curriculum;
4. Serve as a communication link with other businesses and industries by promoting the program;
5. Assist, wherever feasible, in the placement of program graduates;
6. Provide feedback to college staff regarding the learning outcomes/competencies of program graduates and make recommendations concerning revision and/or improvement of the program;
7. Promote Career Technical Education programs and assist in the development of marketing and recruiting materials;
8. Interpret Labor Market Information (LMI) for emerging occupations to assure that Santiago Canyon College is developing programs that are relevant for Orange County;
9. Assist in justifying new program proposals by providing employment data from the business or industry, such as numbers of openings and average wages to ensure that the occupation is on the Employment Development Departments (EDD) list of occupations in demand for Orange County;
10. Provide assistance in securing scholarships for potential students for the program; and
11. Provide Career Technical Education programs requiring programmatic accreditation with site visits and self evaluations.
   (II.A-202)

Self Evaluation

The College meets this standard.

At Santiago Canyon College, both faculty expertise and advisory committees inform the development of competencies, skills, and knowledge required for student learning outcomes assessment. The Business & Career Technical Education Division (BCTE) has added distance education addenda to appropriate courses to provide working students with options for hybrid or online learning (II.A-203). In addition, in response to advisory board recommendations and with input from the Curriculum & Instruction Council, the division has revised student and program learning outcomes and deactivated courses and programs to reflect industry needs and trends (II.A-204). Moreover, the Business & Career Technical Education Division faculty, like all other faculty at the college, participate in regular, ongoing assessment of course student learning outcomes and program student learning outcomes, and the division also uses the college-approved mapping strategy to align program student learning outcomes with the institutional student learning outcomes (II.A-205).

Actionable Improvement Plans
None

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

Santiago Canyon College (SCC) adheres to a strict curriculum process in which Curriculum & Instruction Council (CIC) members must approve all courses, programs, degrees, and certificates. In addition, Curriculum & Instruction Council members scrutinize the rigor and depth of the course content, objectives, purpose, and learning outcomes in the first and second readings at meetings. Members also question the author regarding all aspects of the course, program, degree(s), and/or certificate(s) and offer informative and helpful feedback intended to strengthen these documents. Through this constant attentiveness to curriculum processes and to changes in fields of study, the College ensures that it provides the highest quality education with the appropriate breadth, depth, and rigor to its students and surrounding community so that students can achieve their educational goals with ease as well as in a timely manner (II.A-206, II.A-207).

The following are additional ways in which the College achieves its goal regarding high-quality instruction: faculty hiring, evaluation, and professional development; course alignment; program review; articulation agreements with transfer, institution maintenance, and enrollment management.

So as to assure high-quality instruction in all programs, the College maintains a rigorous faculty hiring and evaluation process. New faculty are required to meet the minimum qualifications set by the California Community Colleges Chancellor's Office as well as those set by the program to which they are applying. In addition, faculty applicants undergo a rigorous interview process that usually involves a prepared and/or extemporaneous teaching demonstration. Once hired, faculty have a peer evaluation team and an administrative evaluator, usually the division dean, who work together to monitor the new instructors' performance in the classroom, within their departments, and in the broader College governance committees for four years, culminating in the awarding of tenure when they have met the standard criteria. Once faculty are awarded tenure, they will undergo additional evaluations every three years thereafter. The criteria and processes for these evaluations appear in the faculty contract and include a portfolio with a self evaluation that describes the instructor's activities relative to outcomes assessment in addition to the following: a materials and syllabi section, a peer evaluation component, and a classroom observation by an administrative evaluator. Adjunct faculty members receive evaluations regularly by the department chair or designee twice in their first year of teaching and once every three years thereafter. Students have the opportunity to complete online evaluations of those instructors who are in the review cycle, and instructors receive copies of their student evaluations to assist them in improving classroom instruction (II.A-208, II.A-209, II.A-210, II.A-211, II.A-212).

In addition to faculty hiring and evaluation processes, Santiago Canyon College also works to provide high-quality instruction by offering professional development activities. Flexible (FLEX) week begins before each fall and spring semester, and classified staff, faculty, and administrators engage in Flexible activities, which are coordinated by the collegial governance Faculty Development Committee. Flexible sessions revolve around a number of topics, such as outcomes assessment, curriculum processes for new representatives to Curriculum & Instruction Council, effective use of *Blackboard* and online-course specific technologies, *Prezi* and other web-based applications, tours of local points of interest, and guest lecturers. While participating in the Flexible activities, faculty build and strengthen a community of learning, develop ideas to enhance classroom performance, and share perspectives on the rigor of the synthesized learning occurring in their individual classrooms (II.A-213, II.A-214, II.A-215, II.A-216).

To ensure that Santiago Canyon College's transfer courses and programs align with those of local colleges and universities, the College decided to participate fully with the Course Identification Numbering System (C-ID) that creates a statewide approach to articulation between community colleges and the California State University (CSU) system (II.A-217). As of February 23, 2014, Santiago Canyon College has received Course Identification Numbering System approval for 68 of its courses (II.A-218). Students completing these courses are guaranteed course-to-course articulation with most California State University campuses (II.A-219). Furthermore, Course Identification Numbering System approval is now required for courses to be listed on College Associate Degrees for Transfer and Associate Degrees, created by SB 1440, that guarantee transfer students admission to a California State University campus in a similar major (II.A-220). Santiago Canyon College faculty have worked diligently to provide these opportunities to Santiago Canyon College students. In the beginning of the fall 2013 semester, with 15 approved associate degrees for transfer, the College was one of only five community colleges in the state to have met one hundred percent of its Associate Degree for Transfer target on time, and by spring 2014, with the approval of two additional Santiago Canyon College Associate Degrees of Transfer, Santiago Canyon College reached 113 percent, therefore, well surpassing its target. Moreover, the faculty continue to work on developing additional associate degrees of transfer (II.A-221).

In addition to faculty and College community activities that support high-quality instruction, the Santiago Canyon College articulation officer works closely with local four-year institutions and Santiago Canyon College faculty to affirm that all articulation agreements remain viable and that new courses in need of transfer agreements meet the criteria set by the four-year institutions. In order for courses to articulate, faculty must indicate on the Course Outline of Record the breadth, depth, rigor, sequencing and synthesis of learning in each course.

Consideration of class scheduling, course sequencing, and program time completion help to comprise the appropriate breadth and depth of Santiago Canyon College's academic offerings. For some time, much of the discussion regarding scheduling, sequencing, and time to completion at Santiago Canyon College took place at the department levels where faculty members determined the appropriate sequencing of courses based on the common practice in the local area, the student success data in sequenced courses, and the existence of pre- or co-requisites. Then, department chairs would consult with their corresponding division deans. After those conversations, more discussion ensued, and some recommendations were made regarding the aforementioned in Joint Chairs Committee meetings when department chairs from each division met with the vice president of academic affairs. Upon further reflection, evaluation, and assessment, the Joint Chairs Committee determined that as the College grew, the need for a more formal enrollment management group and process was needed (II.A-222).

Therefore, after going through the appropriate collegial governance process that began with the Academic Senate of Santiago Canyon College, in fall 2013, the College launched an Enrollment Management Committee. During its fall meetings, the committee defined its mission, vision, and outcomes. The main charge of this committee is to examine all enrollment-related issues and trends at the College and to develop ways to merge enrollment information with the larger planning and budgeting processes that will certainly provide enhanced scheduling, sequencing, and time to completion (II.A-223).

Self Evaluation
Santiago Canyon College meets this standard.

To ensure high-quality instruction, Santiago Canyon College continues to refine and develop ways to support faculty through its professional development offerings and also encourages classified staff and administrator participation in professional development activities. In addition, the College responds to emerging needs and changing social trends with professional development activities designed to address such trends as managing disruptive students, developing response strategies to active shooters on campus, and using social media or new technologies for classroom activities or assignments.

Academic programs continue to submit courses for Course Identification Numbering System approval, and Santiago Canyon College has been quite successful in achieving approval for the majority of its submissions, which has been a step in creating smooth transfer paths for students. Faculty also continue to create associate degrees for transfer (ADT) with the dedicated intent of ensuring that students understand their transfer path and take courses that align with transfer institutions. With each Course Identification Numbering System approval, each new or renewed articulation agreement, each new associate degrees for Transfer, the College receives affirmation that it is indeed offering its students high-quality instruction.

With the launch of the Enrollment Management Committee in fall 2013, the College has made significant progress in terms of defining issues and developing processes related to effective scheduling and sequencing of courses, again, with the goal of enabling students to complete degrees and certificates in a timely manner.

Actionable Improvement Plans
None

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary
In order to assist students in achieving their personal and academic goals, the Santiago Canyon College community recognizes the importance of offering delivery modes and teaching methodologies that meet the diverse learning needs and styles of its students. Fluctuating employment schedules, family obligations, and varying age groups characterize student diversity at Santiago Canyon College. In addition, student learning styles can vary greatly within each classroom: Some students have a fear of failure while others are high achievers; and some basic skills students struggle with mathematics, English, and reading while other students thrive in high-unit majors and Honors courses. To meet the needs of this diverse student body, the faculty understand and utilize a wide variety of teaching methods, depending on what students need, what the particular lesson requires, and what sorts of physical and technological options exist. The primary delivery method in most College classes is the traditional lecture mode; however, most professors enhance their lectures with PowerPoint presentations, DVD and video segments, and, in some instances, iClickers. Furthermore, a number of faculty are employing a flipped classroom pedagogical model to enhance student learning. Each Course Outline of Record lists the main methodologies that instructors are likely to use in a given course and includes a number of options, such as case studies, field trips, and small-group discussions. Santiago Canyon College faculty strive to energize the learning environment as well as to make the classroom experience more interactive in order to accommodate different learning styles (II.A-224, II.A-225, II.A-226, II.A-227).

Aside from face-to-face courses, the College also offers both fully online and hybrid course offerings that students access through *Blackboard*. Although Santiago Canyon College has had a part-time distance education coordinator assisting with the college's distance education needs, such as the creation of the *Distance Education Faculty Handbook* that was adopted by the Academic Senate of Santiago Canyon College in fall 2013, also in fall 2013, through the Academic Senate

of Santiago Canyon College's faculty hiring process, the College community supported the development of a permanent, full-time faculty distance education coordinator position (II.A-228, II.A-229). The coordinator has assisted classified staff and faculty with innovations for distance education courses as well as with making Americans with Disabilities Act (ADA)-appropriate choices for curriculum delivery in an online environment. The coordinator also provided professional development opportunities related to online instruction and technical assistance for *Blackboard* (II.A-230, II.A-231, II.A-232).

Increasing numbers of faculty are using additional instructional support methodologies, such as the resources of the Academic Success Center (ASC), where students can complete particular assignments for classes, usually at the start of each semester. In addition, the Writing Center (WC) and Math Study Hall (MaSH) offer additional program-specific support to students who might more readily achieve learning outcomes in a small group or one-on-one instructional setting (II.A-233, II.A-234, II.A-235). Furthermore, students in the sciences can seek assistance through the College's Supplemental Instruction (SI) program at the Science Teaching and Resource (STAR) Center. Each of these centers assists the College in providing multi-learning styles to assist students as they work to achieve their personal and academic goals (II.A-236, II.A-237).

To assist students in identifying their particular learning styles and preferred strategies, Santiago Canyon College faculty, especially in the Counseling department, often have students complete the Meyers-Briggs (or similar) inventory to determine learning styles. In many cases, faculty recommend that students also complete the self evaluation tool that accompanies the text for Counseling 101, *On Course*, which helps students identify their strengths and challenges in terms of commonly recognized characteristics of successful college students. These characteristics include student engagement and involvement in courses, level of self-motivation, sense of responsibility, and ability to self-manage. For faculty, the College has offered professional development workshops on learning styles, brain-based learning, characteristics of the "Net Generation," and classroom management strategies to help faculty broaden their understanding of the diverse learning needs of their students as well as to identify strategies to meet those needs (II.A-238, II.A-239, II.A-240).

In addition to the faculty use of various tools and resources to enhance lesson presentations, the College community also uses other strategies to meet the diverse student learning styles and needs. Santiago Canyon College provides an array of course offerings, with a wide selection of times, and with a mixture of modalities: full semester, GR8Weeks, evening, weekend, online, and hybrid. Furthermore, the College combines credit with non-credit English as a Second Language courses and open entry/open exit credit courses as with the Writing Center courses: English N90, N91, and N92 (II.A-241). To help meet the specific needs of its students, the Disabled Students Programs and Services (DSPS) faculty and classified staff work closely with instructors who have identified Disabled Students Programs and Services students in their classes to guarantee that students are receiving any necessary and requested accommodations.

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College has engaged in ongoing research into ways that faculty and support services can better assist students in achieving success. This research has led to the successful pursuit of several grants. First, the Title III Grant led to the creation of the Math Study Hall and the Academic Success Center, and Basic Skills Initiative funds have supported both Math Study Hall and Writing Center activities for several years. In addition to these services, the College identified science and mathematics as areas in need of specific support if student success rates are to improve. As a result, the College pursued and received a Title V Grant. Following a provision of the grant, the College has established the Science Teaching And Resource Center as part of the Science, Technology, Engineering, and Mathematics Grant (II.A-242).

In addition, beginning in spring 2014, the full-time faculty distance education coordinator began providing instructors with Flexible (FLEX) opportunities designed to help faculty create a variety of instructional materials to ensure that they are targeting a broad base of learning styles in the online environment. Moreover, in spring 2014, the coordinator oversaw the College's new online instructor certificate program. This program will, in part, address the importance of assessing student learning in multiple ways, illustrate various online teaching methodologies, and cover the successful implementation of these methodologies to increase student learning and success in the College's online courses.

Actionable Improvement Plans
None

II.A.2.e.   The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary
As has been mentioned earlier, program review is the foundation of Santiago Canyon College's quality assurance measures. Each program review takes into account the plural years' annual Department Planning Portfolios (DPPs) activities and requests, ongoing student learning outcomes assessment results, and recommendations from the previous accreditation cycle. In turn, the program review informs the subsequent years' annual Department Planning Portfolio updates, the Santiago Canyon College (SCC) *Educational Master Plan (EMP)*, the ongoing student learning outcomes assessment, and the next accreditation cycle.

Academic Affairs and Student Services programs completed thorough program reviews in fall 2011 (II.A-243). Then, in spring 2014, Academic Affairs and Student Services used a revised "Program Review Template" when they embarked on a subsequent cycle of program review (II.A-244). All participants reviewed the alignment of their program goals to the College Mission Statement and the Santiago Canyon College Goals. Disciplines engaged in program data analysis that included successful course and program completion rates as well as student learning outcomes assessment results, plans developed to address these results, and progress on any actions that had been implemented. The program review process also included an in-depth review of curriculum, program management, resources, faculty, communication, and planning agendas from previous program reviews. The document culminated in the synthesis of all of the information regarding what was and was not working as well as what the program's future facilities, technology, and personnel requests would encompass (II.A-245, II.A-246).

During the program review process, Santiago Canyon College also utilizes the Department Planning Portfolio to list the needs determined in the most recent program review process (II.A-247). Most departments update their Department Planning Portfolios between spring and early fall so that they can send resource requests through the division and College planning and budget processes. To further ensure program quality, the Educational Master Planning Committee (EMPC) engages in dialog with department chairs about their program reviews, requesting clarification or further information as needed (II.A-248). The interrelation between the Program Review, the Department Planning Portfolio, and the College planning and budget processes provide Santiago Canyon College the opportunity to evaluate trends that affect courses and programs, address community needs, strengthen planning processes, and engage each department and other areas in College wide discussions about resource allocation and prioritization.

Finally, the College relies on student evaluation of instructors and information from "Student Satisfaction Surveys" to identify strengths and challenges (II.A-249).

This collection of comprehensive review processes ensures that Santiago Canyon College thoroughly examines and revises courses and programs systematically. Courses undergo review at least once every four years. Program reviews follow College timelines, and departments update their Department Planning Portfolios annually. In addition, the inauguration of the Planning & Institutional Effectiveness (PIE) Committee and Enrollment Management Committee (EMC) in fall 2013 has further integrated these review, planning, and budget processes.

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College continues to refine its "Program Review Template" that provides much greater detail and analysis than in the past. With the implementation of Taskstream in 2014, the College expects that the continued facilitation of its program review process and engagement in planning based on outcomes assessment will become more integrated.

Actionable Improvement Plans
None

II.A.2.f. **The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

Descriptive Summary
Santiago Canyon College (SCC) has a comprehensive program evaluation process that occurs within each College department/program, which reflects the College's dedication to engaging in ongoing evaluation and planning intended to measure achievement and student learning outcomes. The goal of this process is to assure currency of practices and quality of instruction. At a higher level, College leadership and collegial governance bodies evaluate the program review results and synthesize them into College wide planning processes so as to improve student learning. In this way, program review is the primary link between short-term planning and assessment as well as the achievement of long-term planning objectives. Program review also links to the cycle of curriculum review, ongoing student learning outcomes assessment, and the merging of assessment results into a program's Department Planning Portfolio (II.A-250).

The Office of Institutional Effectiveness & Assessment (OIE&A), which also ensures ongoing and systematic planning, houses assessment data, provides analyses to departments and programs, and pulls data from the California Community College Chancellor's Office Data Mart, the California Partnership for Achieving Student Success Plus (Cal-PASS+), and internal data from the Rancho Santiago Community College District's student information system to assist the College and individual programs with planning. The Office of Institutional Effectiveness & Assessment is also responsible for making assessment and outcomes information available to the public and has created a web page with links to this information (II.A-251).

In addition, in fall 2014, Santiago Canyon College will launch Taskstream, which is a comprehensive software program that offers strategic assessment planning, data collection, action planning, curriculum mapping, and reporting and analytics. With

the plethora of tools and abilities that Taskstream provides, the College can create a coordinated and robust assessment system that will ease and simplify the process of storing, tracking, and using assessment data to improve student success.

In the Career Technical Education areas, biennial review occurs every two years, and programs must not only attend to the needs of the labor market but also ensure that students are achieving the learning outcomes stipulated by a given industry (II.A-252).

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College has made a great deal of progress in working to refine and clarify the connections between its evaluation and planning processes. The "2014 Academic Program Review Template" includes more detailed outcomes-specific sections and encourages programs to analyze and incorporate information, as appropriate, from labor market analyses as well as from the basic skills Scorecard data. The new template also asks programs to more thoroughly review how well they function related to their program student learning outcomes, the institutional student learning outcomes, and the College Mission and Goals. With these improvements, the new document enables programs to review their strengths and weaknesses systematically and longitudinally (II.A-253, II.A-254). Results from program review are also now more thoroughly woven into the College's planning processes, particularly through their inclusion in the Planning & Institutional Effectiveness Committee's 2014 "PIE Resource Request Prioritization Rubric" that faculty use to evaluate resource requests originating in Department Planning Portfolios and Program Reviews (II.A-255).

In addition, the Educational Master Planning Committee (EMPC) continues to play a key role in providing various College constituents an avenue through which they can examine each program review document; verify that the program student learning outcomes relate to the institutional student learning outcomes, mission statement, and goals; and seek additional information or clarification as necessary.

Furthermore, the Office of Institutional Effectiveness & Assessment has created an easily navigated web page with quick access to student learning outcomes forms, templates, and data as well as links to outcomes-related documents to assist faculty with learning outcomes development, data collection, and evaluation (II.A-256). Moreover, besides making program and course outcomes information available on its web page, the office has also made basic skills Scorecard information easily visible and accessible to its service area constituents on the College homepage (II.A-257).

Actionable Improvement Plans
None

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary
The Santiago Canyon College (SCC) Mathematics Department uses departmental final exams in some of its courses in an effort to minimize test biases. Several years ago, the department, with assistance from the Rancho Santiago Community College District (RSCCD) Research Office, analyzed the exams, student success patterns, and alignment of exam questions to course curriculum and sequencing. The department discusses student success rates in various mathematics courses, assesses learning outcomes regularly, and uses assessment information to determine if changes are necessary in the final exams that they are using (II.A-258).

With regard to placement instruments, the English, American College English, Reading, and Mathematics Departments use state-validated tests to accurately place students in appropriate course levels. The District follows comprehensive guidelines to validate these tests by reviewing data for content validity, reliability, test bias, cut scores, and disproportionate impact. The Test of English Language Development (TELD), and the Continuing Education English as a Second Language Placement Test both underwent the rigorous validation process in the spring and fall of 2012 and were re-validated in spring 2013 (II.A-259, II.A-260). In fall 2013, the Rancho Santiago Community College District submitted the chemistry placement test to the state for approval, which had lapsed when the California Community Colleges Chancellor's Office placed a moratorium on submission of placement tests for approval due to the budget issues in the state. The Rancho Santiago Community College District has had an extension from the California Community Colleges Chancellor's Office, which allows Santiago Canyon College and its sister college, Santa Ana College, to continue to offer the chemistry test until it can be re-approved. A list of all state-approved placement tests is available to the public (II.A-261, II.A-262).

Self Evaluation
Santiago Canyon College meets this standard.

The College reviews the effectiveness of its use of departmental course and/or program placement examinations to assure student learning and minimize test biases and disproportionate impact.

Actionable Improvement Plans
None

II.A.2.h. **The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with the institutional policies that reflect generally accepted norms or equivalencies in higher education.**

Descriptive Summary

So as to maintain its high academic standards in a fair and equitable way, Santiago Canyon College (SCC) awards units of credits in a manner that is consistent with its institutional policies and that reflect commonly accepted norms throughout higher education. All courses and programs at Santiago Canyon College have approved student learning outcomes, and each department has determined how its stated student learning outcomes permeate the grading criteria, various graded activities, and course objectives. Students receive grades and units based on the grading criteria stated on each Course Outline of Record as well as on the graded activities instructors specify on their syllabi. Graded activities throughout the course offer instructors several opportunities to gauge student achievement of course-level outcomes. Students receive credit when they have demonstrated achievement of the department's agreed-upon standards of competence in the course, and one component of student achievement is the stated learning outcomes (II.A-263).

Likewise, the College's articulation process ensures that courses approved for transfer reflect the standards of similar courses at other colleges and universities, including learning outcomes, course content, and unit configurations. Santiago Canyon College awards units according to Title 5 regulations as well as on the accepted norms for courses in higher education. Most Santiago Canyon College courses that articulate to four-year institutions have unit configurations that match or mirror those of the courses at the transfer institution. Courses that articulate to California State Universities will have the minimum number of units specified in the Course Identification Numbering System Descriptors (C-ID) so that earning an associate degree for transfer creates a clearer path into the California State University system for students.

Self Evaluation

Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

Santiago Canyon College faculty members have indicated some confusion about how often and when they ought to assess each course student learning outcome. Additionally, Standard II.A.2.h., as stated above, implies that faculty should assess each course student learning outcome each semester; otherwise, there will always be a pool of students who miss an assessment cycle. For these students, the College assumes that if they received credit in the course, they achieved the learning outcomes based on graded activities within each course, which directly apply to the specific learning outcomes. However, the College should consider the wording of this standard in any discussions regarding assessment cycles of course student learning outcomes.

Actionable Improvement Plans

None

II.A.2.i. **The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

Descriptive Summary

Santiago Canyon College (SCC) uses student achievement of stated learning outcomes as the basis for awarding degrees and certificates. Course-level outcomes map to program, degree, certificate, and institutional student learning outcomes (II.A-264). Moreover, the institutional student learning outcomes appear in the Course Outline of Record and are, therefore, part of the quadrennial review process (II.A-265). When revising or creating courses, faculty evaluate and specify the degree to which each course student learning outcome applies to each institutional student learning outcome on course outlines that are then advanced through the curriculum review process. For each program leading to a degree or certificate, the *Santiago Canyon College (SCC) College Catalog* describes the award, specifies the student learning outcomes, and lists the required courses and options leading to the award (II.A-266).

By the end of fall 2013, the College faculty had assessed 158 of its 171 degrees and certificates. Because Santiago Canyon College's mapping documents show how course student learning outcomes map to appropriate program student learning outcomes and, thus, to the institutional student learning outcomes, the relationship between each level of learning outcomes is clear. Assessments of student achievement of learning occur at the course level, and students receive degrees and certificates based on successful completion of the required courses, which assumes achievement of the program student learning outcomes. Departments collect program outcomes assessment data, enabling them to engage in dialogue concerning program improvement.

Self Evaluation

Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

Santiago Canyon College has integrated course student learning outcomes into all course outlines and requires that these outcomes be mapped to the institutional student learning outcomes in addition to the outcomes for any degrees and

certificates where the course is a listed core requirement. Because Santiago Canyon College has integrated assessment of course level outcomes into its annual processes, all outcomes for degrees and certificates are being assessed.

Furthermore, Santiago Canyon College continues to refine the assessment of its four Liberal Arts degrees. These interdisciplinary degrees offer a wide range of course options that make the program outcomes mapping more difficult to create. In an effort to assess these interdisciplinary degrees, the Santiago Canyon College Curriculum & Instruction Council created four student surveys that will be used to assess the outcomes for these degrees (II.A-267). Therefore, the College will ask students qualifying for a Liberal Arts Degree to complete a survey assessing how effectively they feel their coursework has addressed the skills listed in the learning outcomes. Additionally, the Office of Institutional Effectiveness & Assessment is developing a mapping strategy whereby a relational database technique combining graduates' transcript data and course student learning outcomes to program student learning outcomes mappings will be used to generate "graduates' outcomes portfolios," and these portfolios will be aggregated to assess achievement of Liberal Arts program outcomes.

Actionable Improvement Plans
1. Santiago Canyon College will refine all interdisciplinary degrees and certificates assessment techniques and share the assessments with all College constituencies.

II.A.3. **The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

Descriptive Summary
Santiago Canyon College (SCC) relies on the expertise of its faculty to determine the appropriateness of each course for inclusion in the general education curriculum. For instance, the College prints the following statement regarding its philosophy of general education in the *Santiago Canyon College (SCC) College Catalog* (II.A-268):

> General Education requirements at Santiago Canyon College reflect the conviction that those who receive degrees must possess in common certain basic principles, concepts, and methodologies, both unique to and shared by various disciplines. General Education prepares the college student to comprehend and contribute to the modern world, to understand our regional, national, and international cultural diversity as well as our shared cultural heritage, to reinforce an awareness of self as well as others, and to instill an ongoing intellectual curiosity and commitment to learning.

> The subject matter of General Education courses is designed to be general, broad, and introductory rather than specialized, narrow, or advanced. General Education courses form a pattern of learning experiences designed to provide educational opportunities that lead to the following Institutional Learning Outcomes for students:

> **LEARN**: About Self and Others, Academic and Professional Issues
> - Take responsibility for one's own learning and well-being.
> - Learn about one's chosen academic major, while creating connections across disciplines.
> - Learn about professional conduct, including workplace and community ethics, conflict management, and teamwork.

> **COMMUNICATE**: With Clarity and Accuracy and in Diverse Environments
> - Communicate ideas in a clear and articulate manner.
> - Communicate accurately to diverse audiences.
> - Communicate in various formats using diverse technologies.

> **ACT**: With Awareness of Self and the Local and Global Community of Persons
> - Act to maintain one's dignity and self-respect.
> - Act as a responsible community member who treats others with respect, civility, empathy, honesty, and dignity.
> - Act to increase the well-being of the global community by maintaining cultural literacy, lifelong learning, ethical consideration of each other, and the environment we all share.

> **THINK**: Critically, Creatively, and Reflectively
> - Critically analyze, evaluate, organize, and use quantitative and qualitative data to solve problems and develop logical models, hypotheses, and beliefs.
> - Creatively use concepts to make learning relevant.
> - Reflectively assess one's values, assumptions, and attitudes.

Each of the general education areas within the Associate Degree (Natural Sciences, Social and Behavioral Sciences, Humanities, Cultural Breadth, Language and Rationality, and Lifelong Understanding and Self-Development) contains

course options that reflect the intent of the College's General Education Philosophy Statement. In addition, on each course outline, faculty indicate how every course, through its learning outcomes, content, and objectives, aligns with each of the above institutional student learning outcomes (II.A-269).

All courses at the College have learning outcomes that the Curriculum & Instruction Council (CIC) reviews every four years. As part of its standard nine-step course review process, the Curriculum & Instruction Council reviews learning outcomes for courses already in the general education pattern as they come up in the quadrennial cycle. The council also attends to outcomes on new courses that faculty are proposing as general education options. In both cases, faculty must indicate in CurricUNET the extent to which each aspect of each Course Student Learning Outcome aligns with the institutional student learning outcomes. After thorough review of all aspects of course outlines, the Curriculum & Instruction Council determines the appropriateness of new course proposals for inclusion in the general education pattern at Santiago Canyon College (II.A-270).

Self Evaluation
Santiago Canyon College meets this standard.

The College's academic and vocational programs are based on a carefully considered philosophy that is clearly stated in its catalog. Relying on the expertise of its faculty, Santiago Canyon College determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

In addition, the College's general education programs have comprehensive learning outcomes for students who complete them.

Actionable Improvement Plans
None

II.A.3.a. **General education has comprehensive learning outcomes for the students who complete it, including the following:**

a. **An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

Descriptive Summary
Santiago Canyon College's general education programs have comprehensive learning outcomes that foster a well-defined understanding of the basic content and methodology of the humanities and fine arts, the natural sciences, and the social sciences. As a result, students demonstrate their understanding of major areas of knowledge by taking courses in humanities and fine arts, the natural sciences, and the social sciences as well as earning associate degrees or transferring to four-year institutions.

For those students who transfer, Santiago Canyon College (SCC) courses listed in General Education Plan B areas A through D, and courses in Plan C areas 1 through 5 encompass the aforementioned fields of inquiry. Currently, the general education offerings in the Associate Degree plan at Santiago Canyon College include 54 courses in the humanities and fine arts, 35 in the natural sciences, and 22 in the social sciences (not including Honors sections of courses listed). Rather than viewing courses as islands unto themselves, Santiago Canyon College endeavors to unify areas of study as evidenced in the College's General Education Philosophy Statement: "General Education requirements at Santiago Canyon College reflect the conviction that those who receive degrees must possess in common certain basic principles, concepts, and methodologies, both unique to and shared by various disciplines . . ." (II.A-271).

Furthermore, Santiago Canyon College views its institutional student learning outcomes as its general education student learning outcomes, and the College community emphasizes the learning outcomes in an effort to assist students with gaining a clear understanding of concepts inherent to the humanities and fine arts, the natural sciences, and the social sciences (II.A-272, II.A-273, II.A-274).

Self Evaluation
Santiago Canyon College meets this standard.

Courses in the aforementioned major areas of study have course student learning outcomes that align with the institutional student learning outcomes to varying degrees. Faculty indicate this alignment on each Course Outline of Record. Furthermore, the course content, objectives, and methods of evaluation provide students the knowledge they need as well as various opportunities to demonstrate the extent of their understanding. Students who receive associate degrees from Santiago Canyon College leave the College with a comprehensive knowledge in the humanities, fine arts, and natural and social sciences.

Although not all students receive degrees, the institutional student learning outcomes apply to the entire student population as they are components of each course at the College. Students who receive associate degrees, however, meet a narrower and more defined level of outcomes achievement.

Actionable Improvement Plans
None

II.A.3.b. **General education has comprehensive learning outcomes for the students who complete it, including the following:**

> b. **A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

Descriptive Summary
In order to effectively guide students along the path of lifelong learning, Santiago Canyon College (SCC) assures that its Associate Degree recipients have developed the skills necessary to become productive and valuable members of the work force as well as of their community. In addition to completing courses in the natural sciences, social and behavioral sciences, humanities, cultural breadth, language and rationality, and lifelong understanding and self-development, Santiago Canyon College graduates must demonstrate three required proficiencies: mathematics, reading, and oral communication (II.A-275). The breadth of course offerings in a variety of areas of knowledge provides students ample exposure to and practice with honing oral and written communication skills, illustrating information competency, gleaning enhanced computer literacy, and sharpening scientific and quantitative reasoning abilities, which illustrates how the College offers students the opportunity to acquire knowledge through a variety of means. Moreover, so as to assess students' achievement in acquiring the aforementioned skills, each proficiency connects directly to one of the College's institutional student learning outcomes.

In spring 2013, the Curriculum & Instruction Council (CIC) voted to remove a fourth proficiency in computer literacy. The faculty had discussed this proficiency several times over the course of two years, and because it is a policy shared by both colleges in the District, the two faculties had to reach agreement on this change (II.A-276). Ultimately, both faculties agreed to terminate the proficiency for several reasons. Most Curriculum & Instruction Council members felt that many of the courses in the general education pattern already require demonstration of varying degrees of computer literacy. For instance, all graduates must take English 101, in which they complete a research paper that requires the use of a variety of computer and information resources. In addition, many Santiago Canyon College instructors use *Blackboard* to help students follow the progression of a course, review PowerPoint presentations, submit assignments, contact their instructor, and engage in Discussion Board dialogue with their classmates. Students also demonstrate information competency when they navigate the College website and web pages and use WebAdvisor to access their registration, course, and grade information. Additionally, students who engage in research through the Santiago Canyon College Library use the sophisticated research tools there to find the information they need (II.A-277).

Similar to those previously mentioned, Santiago Canyon College students have additional opportunities to demonstrate both information competence and resourcefulness. Many courses require that students complete specific assignments with the use of common computer programs, such as Word, Excel, PowerPoint, etc. Moreover, students also have the opportunity to take library research courses. In addition, each semester, the Library offers a number of workshops focused on instructing students how to conduct research. Furthermore, students are encouraged to manage their College paperwork online: applying, registering, accessing financial aid information, setting up appointments to do placement testing, and so on. Finally, in keeping current with social media, Santiago Canyon College provides students the opportunity to maintain currency with College happenings by finding the College on *Facebook* and following the College on *Twitter* (II.A-278, II.A-279). With the aforementioned many and varied opportunities, Santiago Canyon College students have ample opportunity to gain the information competency and computer literacy skills they need to be successful within and beyond the world of academia.

Self Evaluation
Santiago Canyon College meets this standard.

Actionable Improvement Plans
None

II.A.3.c. **General education has comprehensive learning outcomes for the students who complete it, including the following:**

    c. **A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

Descriptive Summary

As a contributor to its community's health and growth, Santiago Canyon College (SCC) is dedicated to providing an academic environment that fosters ethical human beings and effective citizens who understand and respect cultural diversity. The College's commitment to this goal is evidenced in its Mission Statement that expresses a dedication to assisting students to achieve intellectual and personal growth as well as in its General Education Philosophy Statement that mentions preparing students to contribute to a modern world while reinforcing an understanding and awareness of self as well as of the diversity of others (II.A-280).

Furthermore, two of the College's four institutional student learning outcomes also address what it means to be an ethical human being and an effective citizen:

LEARN
- Learn about professional conduct, including workplace and community ethics, conflict management, and teamwork.

ACT
- Act to maintain one's dignity and self-respect.
- Act as a responsible community member who treats others with respect, civility, empathy, honesty, and dignity.
- Act to increase the well being of the global community by maintaining cultural literacy, lifelong learning, ethical consideration of each other, and the environment we all share.
(II.A-281)

The courses that Santiago Canyon College offers provide students the opportunity to broaden their perspective on what it means to be an ethical human being and an effective citizen. Students who earn associate degrees from Santiago Canyon College complete courses in areas that deal with ethics, citizenship, and sensitivity to others as well as to the environment, which includes the following course options: Philosophy 108, English 103, Ethics, Anthropology 100/100H, Introduction to Cultural Anthropology, Ethnic Studies 101, Introduction to Ethnic Studies, Environmental Studies 259, Environmental Biology, Psychology 170, Multicultural Psychology, Communication 120, Introduction to Intercultural Communication, and Sign Language and Foreign Language courses. With courses such as these, students learn to appreciate and exhibit ethical principles; to enhance their civility and interpersonal skills; to practice a respect for cultural diversity; to acknowledge historical and aesthetic sensitivity; and to assume civic, political, and social responsibilities locally, nationally, and globally.

Self Evaluation
Santiago Canyon College meets this standard.

Actionable Improvement Plans
None

II.A.4. **All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

Descriptive Summary
Santiago Canyon College (SCC) offers 65 associate degrees, 48 certificates of achievement, 22 certificates of proficiency, and 24 non-credit certificates for a total of 176 awards (II.A-282, II.A-283). The College also offers 17 associate degrees for transfer (ADTs). Each degree and certificate encompasses a specific area of inquiry and/or an established interdisciplinary core.

For each degree or certificate, the *Santiago Canyon College (SCC) College Catalog* clearly specifies the degree requirements, identifying areas of focus. The *Santiago Canyon College (SCC) College Catalog* has two program sections: one for interdisciplinary degrees and the other for academic majors. For the four Liberal Arts degrees, the areas of inquiry are referred to as "Emphasis requirements"; all other degrees are referred to as "Major requirements" (II.A-284). With its diverse offerings of various degrees and certificates, Santiago Canyon College exhibits its commitment to providing its students degree programs with focused study.

Self Evaluation
Santiago Canyon College meets this standard.

Actionable Improvement Plans
None

II.A.5. **Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

Descriptive Summary

In order to effectively prepare its students to be valuable contributors to their chosen professions, Santiago Canyon College provides Career Technical Education (CTE) programs with a focus on state, federal, county, and city municipalities. Using industry standards including those programs that require licensure or certification, the College instructs students on how to enter the workforce with competence and confidence. Additionally, Santiago Canyon College offers the largest apprenticeship program in California, comprising seven Joint Apprenticeship Training Councils (JATCs): Cosmetology, Operating Engineers, Maintenance Mechanics, Carpentry, Surveying, Electrical, and Power Lineman. In addition to these seven programs, the College offers the only Water Utility Science program in Orange County. Furthermore, the following programs require external licensure following program completion: Cosmetology, Water Utility Science, Real Estate, Surveying, and Human Development. Cosmetology is the only state-licensing agency that publishes student pass rates.

For those Career and Technical Education programs that do not require external licensure or certification, student success is based on completion of their Career Technical Education programs. Faculty evaluate student achievement of core competencies using student learning outcomes as well as program learning outcomes assessment. Examples of course student learning outcomes and program student learning outcomes assessments in Career Technical Education include direct and indirect evaluation tools, such as portfolios, performance-based assessment, embedded assessment questions, success and retention rates as well as passing grades of C or better. Other evaluative tools include the following: Core Indicator Data (used to establish and report annual performance under Title IC, Carl D. Perkins IV, 2006) (II.A-285), the disaggregated data tracks technical skill attainment, completion, persistence, employment, and nontraditional student participation in and completion of a Career Technical Education program.

In the 2012-2013 academic year, Santiago Canyon College participated in the "Career and Technical Education Outcomes Survey" to assess employment outcomes for students who have participated in the College's Career Technical Education coursework. The project surveyed Career Technical Education students who attended Santiago Canyon College in 2010-2011 and who did not enroll in 2011-2012 so as to determine if they met one of the following criteria: (1) earned a certificate of six or more units, (2) earned a vocational degree, or (3) earned 9+ Career Technical Education units. The Business & Career Technical Education (BCTE) Division contracted with the RP Group to administer the survey first by email and then by telephone. The survey addressed student perceptions of their Career Technical Education program, employment outcomes, and coursework and training effectiveness. The sample consisted of 2,045 unduplicated students; 67 responded by email (three percent), and 177 responded by telephone (nine percent) for a total response rate of twelve percent.

The survey results were quite informative. Fifty-nine percent of the respondents said that their primary reason for studying at Santiago Canyon College was to earn a certificate or degree, regardless of their transfer plans. In addition, fifty-four percent of the employed respondents said that they were working in the same field as their studies and training; another twenty percent indicated that they were working in a field that was "close" to their studies and training, and twenty-six percent indicated that their job was not related to their studies. Moreover, twenty-five percent of respondents who engaged in a job search after finishing their studies reported finding a job; seven percent were still looking, and the remaining respondents were not looking or were already employed. Of those with a successful job search, eighty-six percent found a job within six months and seventy-one percent within three months. Furthermore, of the 111 respondents, five percent said that they obtained an industry certification or licensure, and one percent indicated that they obtained journey-level status in the same field of study after finishing their coursework.

Likewise, student responses reflected positive outcomes on their employment status. Before their studies at Santiago Canyon College, seventy-five percent of respondents worked full time. After completing their studies, eighty percent had achieved full-time employment status. Similarly, the hourly wages of all respondents increased thirty-one percent from their hourly wage before their studies ($21.90) to their hourly wage after completing their studies ($28.73). Finally, eighty-seven percent of respondents were employed for pay.

In addition, students provided feedback regarding their educational pursuit choices. Respondents gave several reasons why they stopped taking classes at Santiago Canyon College. The following are the most frequently cited reasons, in ranked order: (1) "I completed the program" (105); (2) "My goals were met" (98); (3) "I got a job" (38); (4) "I transferred to another school" (29); (5) "Personal or family reasons" (26), and (6) "I didn't have enough time for classes" (22). Of those surveyed, twenty-two percent of the respondents indicated that they had transferred to a four-year institution to pursue a baccalaureate degree.

Finally, students offered insight into their satisfaction levels as well as into their own assessment of the coursework. In terms of satisfaction levels, sixty percent of former students were "very satisfied" with the education and training they received at Santiago Canyon College, and thirty-two percent were "satisfied," giving the Business & Career Technical Education Division and the College an overall satisfaction rate of ninety-two percent. When considering the connectivity between their coursework and their employment, student responses indicate that their coursework had varying levels of impact on their

employment. The following are the most frequently cited effects in ranked order: (1) "No impact on my employment" (63), (2) "Enabled me to learn skills that allowed me to get a promotion at my same organization" (46), (3) "Enabled me to learn skills that allowed me to stay in my current job" (45), (4) "Prepared me for a possible new job" (37), (5) "Enabled me to learn skills that allowed me to get a job at a new organization" (32), and (6) "Enabled me to start my own business" (3) (II.A-286).

Self Evaluation
Santiago Canyon College meets this standard.

Students completing the Career Technical Education programs that require external licensure are not only meeting but also exceeding the standard.

The results of the "Career and Technical Education Outcomes Survey" show that whether or not a student earns a credential or transfers, students completing Career Technical Education studies and training will achieve positive employment outcomes. Most of the survey respondents were working in the same field as their studies or training and were working full time. Overall, respondents posted a thirty-one percent increase in their hourly wage after completing their studies at Santiago Canyon College, and the vast majority (ninety-two percent) said that they were satisfied with the education and training they received at Santiago Canyon College.

Faculty and administration continually review Core Indicators and local student data for success, retention, and persistence rates as they develop unit plans, Career Technical Education section plans, and Perkins plans.

Actionable Improvement Plans
None

II.A.6. **The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.**

Descriptive Summary
In order to keep students informed of academic standards and opportunities regarding educational courses and programs as well as transfer policies, Santiago Canyon College (SCC) assures current and prospective students access to clear and accurate information that accurately describes its degrees and certificates. The *Santiago Canyon College (SCC) College Catalog*, which is available both in print and online, is the primary vehicle for providing all students and the College's surrounding community with detailed descriptions of each of the College's courses, degrees, and certificates, including information about course pre- and co-requisites, recommended preparation, units earned upon successful completion, total hours required per semester, and transfer status. Program, degree, and certificate listings include the learning outcomes, major requirements, and, in some cases, program-specific information that students may need to know prior to finishing a degree at Santiago Canyon College and/or transferring (II.A-287).

Furthermore, transfer policies also appear in the College's catalog and online (II.A-288). Students who are planning to use Advanced Placement (AP), College-Level Exam Program (CLEP) or International Baccalaureate (IB) units in their transfer plans will also find pertinent information in the *Santiago Canyon College (SCC) College Catalog* (II.A-289). Moreover, students can access additional information about courses, programs, degrees, and certificates by visiting department web pages on the Santiago Canyon College website.

At the course level, in all class sections, credit and non-credit, instructors provide students a syllabus, specifying the student learning outcomes, requirements, and expectations for each course (II.A-290). Department chairs and, as needed, division deans review these syllabi for adherence to College requirements and division standards. Likewise, the chairs and deans review syllabi to verify that student learning outcomes on each syllabus match those listed in the official Course Outline of Record available in CurricUNET (II.A-291, II.A-292, II.A-293, II.A-294).

Self Evaluation
Santiago Canyon College meets this standard.

Each year, the Santiago Canyon College reviews its catalog and class schedules to ensure that the information in them is complete, clear, and accurate. Department chairs, division deans, and other College faculty and staff receive catalog and schedule proofs for review and revision prior to their publication (II.A-295). Faculty and, when appropriate, division deans review other Santiago Canyon College publications describing courses, programs, degrees, and certificates to verify currency and accuracy.

Actionable Improvement Plans
None

II.A.6.a. **The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

Descriptive Summary

As a part of its mission, Santiago Canyon College (SCC) is dedicated to fostering student success. In order to assist with achieving its mission, the College makes concerted efforts to facilitate the mobility of its students without penalty. The primary source for information about transfer, both into and out of Santiago Canyon College, is the *Santiago Canyon College (SCC) College Catalog*, which contains detailed information about its transfer-of-credit policies for courses taken at other regionally accredited institutions of higher education as well as information about transferring from Santiago Canyon College to a four-year institution (II.A-296). When students want to bring units into Santiago Canyon College from other accredited colleges, the Admissions & Records Office receives their transcripts and refers students to the articulation officer, counseling department, and/or other appropriate academic department for evaluation. When reviewers determine that learning outcomes between the two institutions are comparable and that the student has satisfied the Santiago Canyon College course requirements, the College accepts the transferred units. However, if questions arise concerning learning outcomes, texts, content, or other issues of comparability, the articulation officer contacts the appropriate faculty member, usually the department chair, to ascertain the transferability of the course in question. Course Pass Along procedures enable students who have taken courses at a regionally accredited institution to use those units to meet California State University or Intersegmental General Education Transfer Curriculum (IGETC) general education requirements (II.A-297). The articulation officer and discipline faculty review these requests and respond to students in a timely fashion.

The Counseling Department, which includes the Transfer Center, is a second major source of transfer information for students. When students enter the advisement protocol at Santiago Canyon College, they work with a counselor to complete an Education Plan, which lists the courses necessary to transfer to the desired institution and establishes a timeline for taking these courses. High school seniors who participate in Santiago Canyon College's Early Welcome program before they graduate receive information about Degree Plans A, B, and C and meet with counselors during orientation sessions to review placement test results, to discuss major and career goals, and to create their Education Plans. Furthermore, students can find detailed information regarding basic transfer processes on the Counseling Department's web pages (II.A-298, II.A-299).

To facilitate student transfers to other institutions, Santiago Canyon College maintains a full complement of transfer agreements with many four-year institutions. These agreements specify the necessary major preparation and general education courses and units required for transfer, and students can access these agreements online in the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) website. The Course Identification Numbering System (C-ID) course system also enables enhanced mobility for students with the evaluation of transcripts between community colleges and four-year institutions (II.A-300, II.A-301).

As of spring 2014, Santiago Canyon College has a total of 17 associate degrees for transfer (ADTs), which greatly simplify the transfer process by guaranteeing students who choose this path admission to local California State Universities (II.A-302, II.A-303, II.A-304).

PROGRAMS with approved ADTs	
Anthropology	AA-T
Art	AA-T
Business Administration	AS-T
Communication	AA-T
Education	AA-T
English	AA-T
Geography	AA-T
Geology	AS-T
History	AA-T
Kinesiology	AA-T
Mathematics	AS-T
Philosophy	AA-T
Physics	AS-T
Political Science	AS-T
Psychology	AA-T
Sociology	AA-T
Spanish	AA-T

Santiago Canyon College meets this standard.

Whether they are entering or leaving the College, Santiago Canyon College is dedicated to making the process of transfer as clear and as simple as possible for all students. With this goal in mind, the College continues to develop and approve associate degrees for transfer as they move through the curriculum process. To remain current on issues related to transfer and articulation, Santiago Canyon College relies heavily on its transfer specialist and articulation officer to inform the College of trends they have identified in enrollment between institutions. The articulation officer sits on the Curriculum & Instruction Council as a voting member and provides a report at each Curriculum & Instruction Council meeting. The transfer specialist is a member of the Student Success Committee. With their input, Santiago Canyon College continues to maintain a smooth pathway for students who are transferring.

Actionable Improvement Plans
None

II.A.6.b. When programs are eliminated or program 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.

Descriptive Summary
In order to assist students with completing their education in a timely manner, Santiago Canyon College (SCC) makes appropriate arrangements when programs are eliminated or program requirements are significantly changed so as to limit any disruption to the student. Furthermore, by following its Board's policies and instituted academic regulations, the College meets state mandates like that found in Title 5, Section 51022, which states, "College districts are required by current regulation and statute to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs."

In January 2000, the Rancho Santiago Community College District (RSCCD) Board of Trustees adopted administrative regulation AR 6134: Program Discontinuance (II.A-305). The procedures related to the policy are based on the following guiding principles: (1) considerations of program discontinuance are distinct from program improvement; (2) if there is mutual agreement between the affected faculty of a program and the administration, and when students will not be adversely affected, the processes of this procedure (i.e., two semesters of program review and convening of the Program Discontinuance Review Committee [PDRC]) do not need to go into effect; and (3) program discontinuance is an academic and professional matter for local Academic Senates. Insofar as the procedure impacts employment, it is a matter of collective bargaining in all cases. As a result, this procedure will be kept separate from development of Department/Discipline Portfolios. In addition, if this procedure needs to be invoked, or if a program is to be discontinued on the basis of mutual faculty/administrator agreement, the bargaining unit will be notified and given the necessary time to resolve the issues of collective bargaining.

In addition to following state mandates, board policies, and academic regulations, Santiago Canyon College also considers the following when considering the elimination of or significant changes to a program: effects on students, balancing the College curriculum, education and budget planning, and issues of regional coordination for Career Technical Education programs (II.A-306, II.A-307, II.A-308). The College also uses qualitative as well as quantitative data when making decisions regarding its analysis of programs and their viability. Quantitative data include weak enrollment trends (e.g., lack of demand), insufficient frequency of course section offerings to assure reasonable availability for students, poor retention, poor term-to-term persistence for those in courses in the major, poor rate for student achievement of program goals, lack of demand in the workforce, and/or unavailability of transfer major. Moreover, the College contemplates the quality of the breadth and depth of the curriculum as well as the teaching and learning process. Furthermore, student satisfaction, articulating universities' perception of the program, and/or employing business and industry factors are also aspects of consideration (II.A-309).

Self Evaluation
Santiago Canyon College meets this standard.

Although few programs are discontinued or significantly changed, therefore, affecting few students, in fall 2010, the Santiago Canyon College did not enroll any new Cosmetology students in anticipation of the budget constraints facing the College. In addition, Santiago Canyon College and Saddleback College developed a Memorandum of Understanding to allow Santiago Canyon College students who were enrolled in the program to continue with little or no disruption to their learning (II.A-310). By July 1, 2011, with the support of key stakeholders at both Santiago Canyon College and Saddleback College, Santiago Canyon College students transitioned successfully to Saddleback College where they were able to complete their program.

Reinstituting the Cosmetology program, Santiago Canyon College offered Cosmetology courses again beginning in spring 2014 using an off-site facility approved by the Bureau for Private Post-Secondary Education.

In 2006, Santiago Canyon College's Travel and Tourism course began to experience low enrollment due to greater Internet access for consumers. The impact of the Internet on travel reduced the demand and compensation for travel agents in the U.S. The reduction in student enrollment numbers resulted in the termination of contracts with SABRE Travel Network and WIASINC (global reservation system). Although the College attempted to restructure the program and curriculum to meet industry needs as well as to develop employment opportunities, enrollment continued to drop.

Therefore, in 2008, the college eliminated the Travel and Tourism degree and certificate program due to its low enrollment and lack of labor market/job opportunities in the travel and tourism fields. Ultimately, students were re-directed to Orange Coast College's Hospitality/Travel/Tourism program. Because of the two-year enrollment decline and continuous class cancelations, the College did not require a program/student exit strategy, and the full-time faculty member who taught the Travel and Tourism classes was reassigned to the Business & Career Technical Education Division (II.A-311).

Actionable Improvement Plans
None

II.A.6.c. **The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel, through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs and services.**

Descriptive Summary
In order to represent itself with integrity, Santiago Canyon College (SCC) represents itself to current and prospective students, the surrounding community, and the College community in a clear, accurate, and consistent manner. Santiago Canyon College uses five primary methods of communication to convey information regarding its missions, programs, and services: (1) the *Santiago Canyon College (SCC) College Catalog*, (2) the schedule of classes, (3) the College website, (4) individual course syllabi, and (5) brochures, flyers, reports and news releases. Additional sources of information about the College include social media sites, such as *Facebook* and *Twitter*.

The primary vehicle through which the College represents itself clearly, accurately, and consistently is the *Santiago Canyon College (SCC) College Catalog*, which the Curriculum & Instruction Council (CIC) chair, Curriculum & Instruction Council Technical Committee, Catalog Task Force, department chairs, division deans, and other groups review annually (II.A-312, II.A-313). All College departments and programs have access to two catalog drafts each spring to ensure that the published version is as accurate as possible at the time of publication. The catalog is also available to students and the community in an online PDF format (II.A-314).

The catalog contains all current and approved policies, course, program, degree, and certificate information, which the Curriculum & Instruction Council approved the previous year. From CurricUNET, the Catalog Task Force pulls all of the information used to develop the catalog sections describing courses, but the information to generate the pages concerning degrees, programs, and certificates are pulled out of CurricUNET manually. When approvals for degrees, programs, and certificates arrive after the publication deadline, in recent years (2010-2011, 2011-2012, and 2013-2014), the College has published an addendum that provides the most current information possible (II.A-315).

In addition to the catalog and any related addendum, Santiago Canyon College publishes three schedules of classes each year: fall, spring, and summer. When the College holds a January intersession, it publishes a separate schedule of classes for that particular term as well (II.A-316). Department chairs, division deans, faculty coordinators, classified staff (directly involved in schedule development), and administrative offices review a draft of each schedule, making changes as needed. Like the catalog, each schedule of classes is available online. An electronic schedule is available in WebAdvisor and is updated as necessary to reflect last-minute modifications in staffing and room assignments as well as information about newly added, opened, and closed course sections as well as text requirements and other pertinent course information.

Also, in addition to housing electronic formats of the catalog and the schedules of classes, the College website also contains information about College activities with links to specific areas of interest to students as well as to the surrounding community. The Santiago Canyon College website home page contains postings of current events on campus as well as a direct link to the *Student Success ScoreCard* for the College (II.A-317).

Class syllabi for College courses illustrate another way in which Santiago Canyon College accurately represents its policies and procedures. Instructors provide students in each class with a syllabus for the course, and minimally, each syllabus contains information specific to the course, the instructor contact information, and any college policies required by the College and/or division (II.A-318). By the start of each semester, faculty must submit each syllabus to the appropriate division office, and those who use *Blackboard* often upload syllabi and other materials onto their *Blackboard* site so that students can easily refer to the course requirements, find announcements and handouts, and stay apprised of developments and assignments in their classes (II.A-319, II.A-320).

Furthermore, individual departments and programs develop brochures and flyers as necessary to provide specific information regarding programs or services. For local high school students, the Santiago Canyon College Outreach Department produces a series of flyers with information these prospective students need about the College. Working through Outreach, the Basic Skills Initiative Task Force has advertised its Family Night and College Readiness Optimizes Student Success (CROSSroads) program by providing Outreach with a published brochure to distribute at local high schools. Other programs such as Extended Opportunity Programs and Services (EOPS), Disabled Students Program and Services (DSPS), Career Technical Education (CTE) and Academic College English (ACE) have also presented information to the public and to local high school students through flyers. Faculty and staff in the appropriate areas review all flyers and brochures annually and revise them as necessary (II.A-321).

In cooperation with the District Office, Santiago Canyon College also makes information about its mission, programs, and services available to the general public through various reports and news releases (II.A-322, II.A-323, II.A-324, II.A-325, II.A-326, II.A-327, II.A-328, II.A-329, II.A-330, II.A-331).

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College engages in regular review of its publications, and the College Student Services areas, programs, and Academic Affairs departments update their web pages to ensure the accuracy, clarity and currency of the information. One task of the College's Technology Committee has been to review the College website that resulted in the creation of the Website Redesign Task Force (II.A-332). Since its creation, the task force has worked diligently with various members of the College community to update the College website (II.A-333, II.A-334).

From spring 2012 through spring 2014, the College redesigned its website to make it more appealing, intuitive, and user friendly as well as to ensure that all links function correctly (II.A-335). The Website Committee (formerly the Web Task Force), with assistance from the Rancho Santiago Community College District Public Affairs and Publications Office, invited students to explore the new site in September 2013 and to comment on ease of use as well as challenges encountered. From these student comments, the committee recommended website adjustments to the College Informational Technology Services (ITS) team (II.A-336, II.A-337).

Actionable Improvement Plans
None

II.A.7.   In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary
The Rancho Santiago Community College District (RSCCD) has adopted policies and procedures that support academic freedom and student academic honesty with respect to institutional beliefs and world views. For instance, Santiago Canyon College's academic freedom policy appears in the *Santiago Canyon College (SCC) College Catalog*, and the Agreement (the contract with the faculty union) between Rancho Santiago Community College District and the Faculty Association of Rancho Santiago Community College District (FARSCCD) lists the Rancho Santiago Community College District Board of Trustees' Academic Freedom policy in Appendix B (II.A-338). Additionally, this policy also appears in the *Instructor Information Handbook* available online each semester.

According to Board Policy 4030: Academic Freedom Reference: Title 5, Section 51023; Accreditation Standard II.A.7:

> The teacher should be free to think and to express ideas, free to select and employ materials and methods of instruction, free from undue pressures of authority, and free to act within his/her professional group. Such freedom should be used judiciously and prudently to the end that it promotes the free exercise of intelligence and student learning. Academic freedom is not an absolute. It must be exercised within the law and the basic ethical responsibilities of the teaching profession.
>
> Those responsibilities include:
>
> 1. An understanding of our democratic tradition and its methods.
> 2. A concern for the welfare, growth, maturity, and development of students.
> 3. The method of scholarship.
> 4. Application of good taste and judgment in selecting and employing materials and methods of instruction.

In addition, the Santiago Canyon College Academic Honesty Policy for students appears in the *Santiago Canyon College (SCC) College Catalog*, in summary form in the schedule of classes with a reference to the *Santiago Canyon College (SCC) College Catalog*, and in course syllabi (II.A-339, II.A-340, II.A-341). Board Policy 5201 specifically addresses Standards of Student Conduct and describes students' obligation to obey state law and District rules; it also states the District's regulations concerning student conduct (II.A-342). These policies clearly frame the College community's dedication to the free, active, and enthusiastic pursuit and sharing of knowledge (II.A-343).

Self Evaluation
The Rancho Santiago Community College District has adopted policies and procedures that support academic freedom in the classroom as well as student academic honesty with respect to institutional beliefs and world views. The Santiago Canyon College faculty have a strong commitment to academic freedom and responsibility as laid out in the documents listed above. In addition, the faculty are committed to fostering academic honesty among students and creating an environment in which students can engage in respectful, purposeful exchanges of ideas and viewpoints (II.A-344).

Actionable Improvement Plans
None

II.A.7.a.   Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary
Santiago Canyon College maintains a strong commitment to academic freedom for its faculty and recognizes that along with this freedom comes responsibility, especially as it relates to student learning (II.A-345). The academic freedom policy appears in the *Santiago Canyon College (SCC) College Catalog* (II.A-346). Faculty recognize the importance of distinguishing between personal conviction and professionally accepted views in a discipline and make judicious choices during class discussions and in instructional materials, clearly distinguishing between statements of fact and opinion (II.A-347, II.A-348, II.A-349).

Self Evaluation
Santiago Canyon College meets this standard.

Actionable Improvement Plans
None

II.A.7.b.   The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary
To keep students informed of the College's policies regarding academic honesty, Santiago Canyon College (SCC) provides information regarding student academic honesty and consequences for dishonesty in various locations, such as the *Santiago Canyon College (SCC) College Catalog*, the Curriculum & Instruction Council Handbook, and on Student Services web pages (II.A-350, II.A-351, II.A-352). Two documents that can be found in the aforementioned publications are titled "Academic Honesty Policy Information" and "Standards of Student Conduct" (II.A-353, II.A-354).

In addition to the above, instructors include academic honesty guidelines in their course syllabi either verbatim or by referencing the documents in which students can locate these policies. The College also subscribes to *Turnitin*, which is a tool that assists instructors with detecting plagiarism as well as a resource that provides additional information to help students identify when they have unintentionally written something too close to the original source.

Santiago Canyon College also establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty for its distance education students. The College has established a policy for academic honesty in online courses that is listed on the College's *Blackboard* log in page and in the Santiago Canyon College *Distance Education Faculty Handbook* (II.A-355, II.A-356). With the use of a secure learning management system, the College takes steps to verify the identity of its online students by requiring students to log in with their unique student identification and password. Moreover, instructors use other methods of identifying student identity, such as written assignments (often using *Turnitin.com*), frequent discussions, group work, student-to-student interaction, and high tech, high touch analytic tools.

Self Evaluation
Santiago Canyon College meets this standard.

Actionable Improvement Plans
None

II.A.7.c. **Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

Descriptive Summary
Santiago Canyon College (SCC) welcomes the free expression of ideas by all students, staff, unofficial college groups, and visiting speakers. However, as a public, open-access community college, Santiago Canyon College does not champion specific beliefs or world views. Furthermore, the Santiago Canyon College faculty have adopted a core set of values, which unite them as they strive to engage in and encourage free and open dialogue from classrooms to committee settings. The College faculty further accept accountability, embrace personal and professional growth, and champion excellence in educational pursuits (II.A-357, II.A-358, II.A-359).

Self Evaluation
Santiago Canyon College meets this standard.

Actionable Improvement Plans
None

II.A.8. **Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards and applicable Commission policies.**

Descriptive Summary
This standard is not applicable to Santiago Canyon College (SCC), for the College does not offer any courses in foreign locations to students other than U.S. nationals.

STANDARD II.A.: EVIDENCE

STANDARD II.B.: STUDENT SUPPORT SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.B.   Student Support Services
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student Support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1.   The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

For Santiago Canyon College (SCC), maintaining consistent, high-quality student support services regardless of location or means of delivery remains central to the College's goals. Student Services offers an all-encompassing array of support systems designed for student success that foster learning. Moreover, Student Services programs strive to enhance the achievement of the Santiago Canyon College Mission Statement: "We are committed to maintain standards of excellence and providing accessible, transferable, and engaging education to a diverse community."

Student Success and Support Program services (formerly matriculation) are designed to encourage, support, and strengthen all students' academic success. From the onset of completing an application, student services and support programs are offered to support students as they move toward completion of their educational goal.

Students can readily locate Student Services information through the Santiago Canyon College website and catalog. The Counseling Department also provides students with an *Academic Planning Guide*, which highlights all of the information presented during a New Student Orientation. The guide also provides students the opportunity to gain additional knowledge about College resources and services by emphasizing information regarding being a successful college student (II.B-001).

Counseling and Student Support Services

The Counseling Department and Student Support Services Division provide a variety of services intended to support student learning. The department and division assess all students in English and mathematics, provide orientation for new and returning students, advise high school seniors through the Early Welcome Program, and provide early intervention services for students whose grade point average falls below 2.0. Also, as part of the division, the Transfer Center and Career Services schedule numerous workshops throughout the year to support the continued process of student achievement. Furthermore, the Counseling Department provides classroom instruction in both counseling and education courses.

In the fall, the department administered a "Counseling Program Effectiveness Survey" to assess the quality of counseling services and to assure that these services support student learning. With 251 student respondents from the fall 2011 and 2012 semesters, 98.4 percent "strongly agreed" or "agreed" that the counselor helped them understand which general education plan to follow based on their major, whereas only 1.6 percent answered "not applicable" (II.B-002). The fall 2013 semester had 105 student respondents with ninety-eight percent who "strongly agreed" or "agreed" that the counselor helped clarify which general education plan to follow based on their major, whereas just two percent answered "not applicable" (II.B-003).

Business & Career Technical Education (BCTE) Division

So as to provide additional quality support to students, the Business & Career Technical Education Division allocates hourly counseling Perkins funds to the Counseling Department to support students enrolled in Career Technical Education classes. These funds enable a dedicated counselor to conduct classroom visits and provide Career Technical Education students with specialized counseling support. In addition, funds from the Rancho Santiago Community College District Career Technical Education Community Collaborative Grant afford Santiago Canyon College faculty the opportunity to create new Career Technical Education certificate courses that provide high school students a Career Technical Education high school-to-college pathway to training and employment in regional industries that are seeking skilled workers. Hourly counseling is funded to provide career counseling, outreach, and follow-up services for the students accessing this opportunity (II.B-004).

The Office of Admissions & Records (A&R)

Similar to counseling, the Office of Admissions & Records also serves the needs of students and supports instruction. Through the use of social media tools, such as *Facebook* and *Twitter*, the Office of Admissions & Records notifies students of open class sections, important dates and deadlines, and campus events. In 2013, the Office of Admissions & Records added a

supplemental question to the application informing students of the College's new three-day drop policy for nonpayment. Moreover, a student learning outcome was designed based upon the success of the notification (II.B-005). In addition, a drop for nonpayment reminder is emailed to every student that registers. In 2011, as part of the degree audit program that was being created, students who completed certificate work could be tracked and awarded their appropriate certificate. In addition, the Office of Admissions & Records created an automatic wait list for each course section. Students are automatically and continuously rolled from the wait list into open seats prior to the start of the semester (II.B-006, II.B-007).

Outreach Efforts

To ensure a seamless transition for incoming high school students, Santiago Canyon College fosters and supports collaborations with local high schools in an effort to recruit and enroll students through the Early Welcome Program. This program offers incoming high school seniors the opportunity to complete a portion of services offered through the Student Success and Support Program at their high school. Workshops are scheduled at each local high school to assist with completing the online college admissions application, completing the online Free Application for Federal Student Aid, and taking the College's English and mathematics placement tests. These Early Welcome students attend Santiago Canyon College in April or May to pick up placement test results, receive New Student Orientation, and, ultimately, register for classes. Moreover, all of the aforementioned is done prior to high school graduation. Students also fill out a "Student Interest Survey," which is adequately assessed in order to accurately refer students to additional student support services (II.B-008). The Disabled Students Programs and Services and the Extended Opportunities Programs and Services both provide early outreach to local high schools and offer classroom presentations and workshops in order for students to complete required paperwork as well as for them to be adequately assessed prior to attending New Student Orientations. Students in both programs are provided with specialized orientations geared toward the requirements of each respective program (II.B-009, II.B-010, II.B-011, II.B-012).

During each Early Welcome session, a parent orientation is also offered, which is designed to familiarize parents with the many resources and support services that Santiago Canyon College offers their student. Parents also receive materials designed to assist their student in a number of ways: with the transition from high school to college, with student financial services, with the transfer planning process, with graduation requirements, and with campus involvement (II.B-013).

Other incoming students are required to attend a New Student Orientation whereby the aforementioned Student Success and Support Program services (other than priority registration) are also provided. Nonetheless, by completing the New Student Orientation, students are rewarded by being assigned an earlier registration date or time (II.B-014, II.B-015).

Orange Education Center (OEC)

The Orange Education Center's Division of Continuing Education provides students enrolled in the non-credit program with a specialized matriculation program for those students who would like to continue their studies into the credit program at Santiago Canyon College. The Student Transitioning and Registering Services (STARS) Program provides a bridge to transition students from the Division of Continuing Education to college courses at Santiago Canyon College and other colleges. Many Orange Education Center students are the first in their family to attend college and may not be familiar with the process; therefore, the program informs students about financing and financial aid as well as scholarship information and also provides students an introduction to the vast array of student support services at Santiago Canyon College that includes a tour of the College. In addition, the program offers students the opportunity to participate in assessment, orientation, and registration, which are all designed to ensure a seamless transition into the College. The Student Transitioning and Registering Services Program was recognized by CASAS in 2011 and received an award as a Promising Practice from the California Department of Education. The award acknowledged California Adult Basic Education, Adult Secondary Education, or English as a Second Language adult education providers that have implemented successful strategies and practices to help students attain their goals (II.B-016).

Disabled Students Program and Services (DSPS)

The Disabled Students Program and Services helps to support student learning through offering a Special Services, N64A/B course, which serves as an Academic Coaching class. The course provides academic monitoring and support for college coursework through a collaborative coaching process based on individualized assessment. It includes specialized tutoring, learning strategies training, and development of skills related to planning and organization, self-advocacy, and basic academics. Student learning outcome surveys indicate that students believe that participating in the Special Services, N64A/B course contributes positively to their academic success (II.B-017).

Working in unison with the Orange Education Center's Division of Continuing Education, Disabled Students Programs and Services delivers accessible services for non-credit students with verifiable disabilities. Services include instructional support services and academic accommodations to help support learning (II.B-018, II.B-019).

Extended Opportunities Program and Services (EOPS), Cooperative Agencies Resource for Education (CARE), and California Work Opportunity and Responsibility to Kids (CalWORKS) Programs

Like many of the other Santiago Canyon College Student Services programs, the Extended Opportunities Program and Services, the Cooperative Agencies Resource for Education, and the California Work Opportunity and Responsibility to Kids Programs also contribute to student learning. Through these programs, the College facilitates the enrollment, retention, and transfer of disadvantaged students. Furthermore, with these programs, the College collectively promotes the successful

completion of goals and objectives of first generation college students by serving the needs of this segment of the Santiago Canyon College community, which directly enhances the mission of the institution. In addition, the Extended Opportunities Program and Services also contributes to student learning by offering an intensive 5-week Summer Success Program that strives to provide underrepresented students the opportunity to become acclimated to the campus, to learn of additional support services, and to become better prepared academically (II.B-020).

College Assistance Migrant Program (CAMP)
The College Assistance Migrant Program is a grant-funded program that facilitates the academic, intellectual, and social success of freshman migrant students. Participating students receive counseling and peer mentoring to help them with career exploration, academic and transfer planning, study and career skills training, and personal growth. The program also provides students financial assistance in the form of stipends, scholarship resources, laptop computer loan program, and application for state and federal aid. Overall, the program assists students in becoming acquainted with college life while also validating their migrant experience. Moreover, the program creates a supportive environment where students feel welcomed and accepted. The program is designed to support students as they begin their college career as well as to ensure that students transfer and graduate from a university (II.B-021).

Financial Aid
In an effort to promote student learning by ensuring students have access to their textbooks prior to the onset of the semester, the Financial Aid Department implemented FA~Link 2011. This process connects the College's campus bookstores POS system to student funds, such as Sponsorships, Financial Aid, Private Scholarships, etc. In turn, the bookstore can immediately access FA~LINK to electronically apply a student's available financial resources for the purchase of books and related items. Students no longer have to wait to receive their checks through the mail, which could prohibit them from purchasing textbooks prior to the start of a semester. Since the implementation of FA~LINK, approximately 3,230 transactions have occurred totaling $537,112. To date, the Rancho Santiago Community College District is the only district that has implemented FA~LINK in California. In addition, for students who have been awarded Pell Grants, the Financial Aid Department has employed a Financial Aid Book Program where students can pick up their books the first week of the semester even if their financial aid check hasn't arrived (II.B-022).

Additional student support services are available that strive to support student learning. In an effort to assist students in need of financial assistance who did not qualify for any type of federal or state aid, a "Buy-the- Book" program is available. The program affords students the opportunity to apply for book vouchers to supplement the cost of textbooks. In addition, for underrepresented students, a "Brain Food for Scholars" food pantry provides students with healthy snacks for better academic performance. The pantry is supported through donations from faculty, staff, and administration (II.B-023, II.B-024).

Veterans Services
In summer 2012, Santiago Canyon College became an independent certifying Veteran's institution and received its own facility code. Prior to this, veteran students had to physically attend the Veterans Resource Center at Santa Ana College in order to have their paperwork processed. Becoming a certifying institution affords the Santiago Canyon College the opportunity to increase the accessibility of services to its Veteran students, which provides this segment of the student population additional support for their academic success (II.B-025, II.B-026).

Science, Technology, Engineering, and Mathematics (STEM) Services
Santiago Canyon College was awarded an HSI Title V STEM Grant in 2010 in addition to a Title III STEM, subcontract award with California State University, Fullerton, Grant in 2011. The Title III Grant was written and is managed within Student Services. Both grants have supported instruction by affording the college the opportunity to create the Science, Teaching and Resource Center (STAR) Center as well as to offer Supplemental Instruction (SI). The Science, Teaching and Resource Center Center is an innovative and new academic support center for the sciences. Activities are offered to engage students and to enhance their success through the following: Question & Answer (Q&A) sessions, faculty directed learning activities, faculty led workshops, and student led study groups. In addition, Supplemental Instruction (SI) is offered in the following disciplines: Chemistry, Physics, Biology, and Mathematics (II.B-027). Institutional research suggests a higher persistence rate for those students who participate in Supplemental Instruction (II.B-028).

The Title III Grant also provides additional instructional benefits for students in that it provides students the opportunity to gain experience working in a research laboratory with faculty at California State University, Fullerton. Students can apply for an eight week Summer Research Experience, can be mentored by university faculty, can conduct cutting edge research, and can earn a $5,000.00 stipend (II.B-029).

In fall 2012, Santiago Canyon College piloted a Science, Technology, Engineering and Mathematics faculty-student mentoring program. The program was designed to support underrepresented minority students. Faculty are matched in a mentoring relationship with first year Science, Technology, Engineering and Mathematics students who are interested in pursuing a degree/career in the faculty member's discipline. Faculty offer guidance and support to students who may be facing challenges with the initial transition into college and/or continuing students who feel that they can benefit from the program. An evaluation of the initial pilot program suggests that fifty-five percent of the student respondents stated that having a mentor helped them perform better in school, and forty-five percent of the student respondents stated

that the mentor helped them somewhat in school (II.B-030). The program remains active and continues to pair Science, Technology, Engineering, and Mathematics faculty with mentees.

Student Life & Leadership
The Office of Student Life & Leadership provides a Student Leadership Institute designed to engage students in co-curricular activities that augment academic learning. The institute provides a series of workshops that focuses on developing necessary skills for effective leadership as well as for overall character. Participation is free and open to all Santiago Canyon College students. For student participation, there are no minimum unit requirements, no specific grade point average requirements, and no prior leadership experience requirements. Furthermore, upon completion of the institute, students are awarded a completion certificate that is also included with their College transcripts when they transfer (II.B-031).

Student Health & Wellness Services
Santiago Canyon College recognizes how vital it is that students in crisis receive the support and services that they need. Therefore, in fall 2010, a full-time psychologist was hired to provide direct mental health services for students. In an effort to help ease the amount of stress experienced by students as well as the negative impact of stress on their health and academic performance, Student Health & Wellness Services expanded support services in a number of ways. As a screening and intervention tool, Student Health & Wellness Services implemented the Alcohol Use Disorders Inventory Test (AUDIT), which is a point-of-service questionnaire taken by all students seeking health services. When Alcohol Use Disorders Inventory Test scores are above a designated risk threshold, students are referred for onsite mental health services. The unit also participates in the Electronic Check up to Go (e-CHUG) program, which is an online voluntary interactive alcohol use screening and information tool students access privately on their own computer. In addition, as a Student Mental Health grant-funded project, Student Health & Wellness Services offers Online Kognito/At-Risk Trainings that teach faculty and student participants to recognize signs of psychological distress as well as provide strategies to help prevent suicides, reduce stigma and discrimination, and improve student mental health. Finally, in order to provide students with the essential tools to monitor their own mental health, the center holds educational and interactive wellness workshops each Wednesday throughout the semester. These workshops, referred to as "Wellness Wednesday Workshops," are designed to provide students an opportunity to be better informed on mental health topics that are shared to encourage and promote a healthy, balanced college life. Examples of "Wellness Wednesday Workshops" include the following: Suicide Prevention and Stigma Reduction, Stress and Anger Management, Healthy Relationships, Conflict Resolution and Meditation, Manage Your Money, Stigma and Violence, Veterans on Campus, and Intersectionality and Privilege (II.B-032, II.B-033, II.B-034).

Student Success Committee
The vice president of student services and a faculty member co-chair the Santiago Canyon College Student Success Committee, which recommends, coordinates, and initiates strategies to enhance student success. The dean of counseling and student support services and the Counseling Department chair both serve on the committee along with faculty members representing English, mathematics, basic skills, etc. Responsibilities for promoting student success include identifying and assessing student needs in order to enhance student success by promoting existing instructional and student support programs and services (II.B-035).

Learning Outcomes and Assessment
All Student Services departments and programs have developed student learning outcomes, and in fall 2013, the departments and programs established service area outcomes to assess program services. Student learning outcome reports for Student Services are readily found on the Santiago Canyon College website (II.B-036). In an effort toward maintaining continuous quality improvement of the learning outcome framework, Student Services program leaders have participated in a series of retreats and meetings specific to student learning outcomes and in conjunction with the Office of Institutional Research & Effectiveness. As a result of this collaboration, in spring 2012, the "Statement on Standards of Assessment Practice for Student Services Programs" document was created. The document affirms that assessment of student services at Santiago Canyon College meets specific criteria (II.B-037). The criteria set forth represent the threshold for assessment practice in Student Services for the College and affirms that assessment meets each of the following criteria: (1) identification of at least one student learning outcome for each program, (2) use of direct and indirect assessment methods, (3) current and specific assessments of record for student learning outcomes on file, (4) a regular, explicitly stated cycle of assessment for all programs on file, and (5) reports of assessment results and action plans on file. The five criteria stated enable Santiago Canyon College to describe a common core of learning to external stakeholders and agencies. Santiago Canyon College invites and encourages faculty, classified staff, and administration to engage in outcomes assessment practices that go beyond the threshold established by the criteria. In addition, all Student Services programs create annual Department Program Plans that allow for additional analysis, assessment, and discussion.

Self Evaluation
Santiago Canyon College meets this standard.

Recently, Santiago Canyon College audited Student Services to determine how online students were able to benefit from the College's high quality student services and outreach programs. Many units have identified ways to improve how the College offers online support services. As a result, a number of Student Service areas have created a matrix for extending their services online (II.B-038, II.B-039). Overall, as Santiago Canyon College's distance education offerings evolve, the

College community will continue to integrate and evaluate online services following processes similar to those that the College uses to integrate and evaluate its traditional student support services.

Actionable Improvement Plans
None

II.B.2.   The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

    a. **General Information**
- Official Name, Address(es), Telephone Numbers(s), and Website Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

    b. **Requirements**
- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation, and Transfer

    c. **Major Policies Affecting Students**
- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

    d. **Locations or Publications Where Other Policies May Be Found**

Descriptive Summary
Santiago Canyon College (SCC) is dedicated to providing current and prospective students as well as its surrounding community current information that is both precise and accurate. Therefore, the *Santiago Canyon College (SCC) College Catalog* is updated and published annually. A copy of the catalog is distributed annually to department chairs, Academic Affairs and Student Services program offices, and college administrators (II.B-040). Students can purchase the catalog from the Santiago Canyon College Cashier's Office, and it is easily accessed on the Santiago Canyon College website.

The *Santiago Canyon College (SCC) College Catalog* includes general information pertaining to the College, such as the official name, address(es), telephone number(s), and website address (1). The *Santiago Canyon College (SCC) College Catalog* also contains the College's mission statement (4 and 197); the institutional student learning outcomes (4); an explanation of course, program, and degree offerings (53-194 and 205-226); an academic calendar with program length (2 and 196); an academic freedom statement (22); and information on the availability of student financial aid (14-16). Furthermore, information regarding availability of learning resources (8-12), the names and degrees of administrators and faculty (227-232), as well as the names of the Governing Board members (6 and Back Cover) can be found in the *Santiago Canyon College (SCC) College Catalog* (II.B-041).

In addition to general information, the *Santiago Canyon College (SCC) College Catalog* also houses requirement information pertaining to admissions (17-21 and 198); student fees and other financial obligations (18-19, 21, and 32); and degree, certificates, graduation, and transfer requirements (35-194 and 205-226).

Furthermore, Santiago Canyon College provides detailed information regarding major policies affecting students in its *Santiago Canyon College (SCC) College Catalog*. The catalog lists information regarding policies related to academic regulations, which includes academic honesty (22-33 and 199-201); nondiscrimination (7); acceptance of transfer credits (25 and 32-33); grievance and complaint procedures (7, 19-20, 27, and 199-200); sexual harassment (30); and refund of fees (2, 19, 28, and 196) (II.B-042).

College policies can also be found at the offices of the Santiago Canyon College president and vice presidents. The Counseling Department's *Academic Planning Guide*, a document updated annually and provided to new students at no cost, and the schedule of classes also contain policy information. Moreover, the College's online WebAdvisor registration system

provides students with updated information on course availability (II.B-043, II.B-044, II.B-045). Even though admission, fee, unit, and service requirements are the same for distance education classes as they are for traditional classes, some online admissions regulations are different. For example, student attendance is monitored by a student's interaction with course material, assignments, students, and the instructor. Students who are not regularly communicating or interacting with the course material are typically given an early alert notification from the instructor, and if satisfactory process is not established, the instructor drops the student from the course (II.B-046). Furthermore, the *Santiago Canyon College (SCC) College Catalog* also describes distance education and lists the expectation of robust instructor-to-student, student-to-student, and student-to-instructor communication (II.B-047).

The Santiago Canyon College Catalog Task Force, comprised of representatives from all College constituencies, meets annually to work collaboratively to produce the annual *Santiago Canyon College (SCC) College Catalog* that is both accurate and current. The task force is co-chaired by the Curriculum & Instruction Council chair and the dean of counseling and student support services. Additional members include the Curriculum & Instruction Office's support services assistant, articulation officer, Disabled Students Programs and Services (DSPS) coordinator; associate dean of admissions, registrar, graduation specialist, and the continuing education dean of instruction & student services. The vice president of academic affairs, director of communications, desktop publisher, graphic designer, and the Santa Ana College support services assistant are invited to attend the Santiago Canyon College Catalog Task Force meetings for overall planning purposes. Each task force member is given assignments to complete within a specified time period, and a catalog timeline is established. The support services assistant in the Curriculum & Instruction Office gathers and organizes information received and works with the Curriculum & Instruction Council chair and others to develop a draft of the catalog that is complete, clear, easily understood, useable, and well-structured. The draft of the catalog is distributed twice to deans, faculty, classified staff, and administrators for review and proofing prior to printing and distribution (II.B-048, II.B-049, II.B-050, II.B-051, II.B-052, II.B-053).

The *Santiago Canyon College (SCC) College Catalog* is an evolving document that has changed over the last few years. The *2014-2015 Santiago Canyon College (SCC) College Catalog* reflects the evolution as it contains a number of important changes. The degree and certificate section of the catalog has been reformatted to list them by discipline. In addition, each section includes the division dean and department chair over each area. Also, learning outcomes for each of the degrees and certificates are included. A new section outlining the new enrollment priorities procedures is also included, which is done a year before the College is required to do so. Likewise, another new section is in the catalog that lists all Santiago Canyon College courses that are available for Credit by Exam. Similarly, an additional section listing the courses with new titles is found in the catalog. In the past, this information was listed in the catalog entry for each course and was not updated as frequently as it could have been, leaving title references from many years back. Fortunately, this addition ensures that the College provides the most current information. The catalog also lists procedures for the Pass Along process. Furthermore, for student reference, language is included in the catalog related to active participatory courses that lists the courses with related content (previously called families) where students will be restricted to four attempts. Finally, the catalog contains a section on repetition of courses that was rewritten to be compliant with the new Title 5 regulations that were effective in fall 2013 (II.B-054).

When an addendum is needed due to the creation of associate degrees for transfer, the Curriculum & Instruction Council chair, the Curriculum & Instruction Office, and Graphic Communications coordinate an abbreviated process. A modified shell of the catalog is also used in the addendum that includes the president's message, institutional student learning outcomes, mission, associate degrees for transfer summary and requirements, transfer options, general education plans, transfer degrees, and applicable courses (II.B-055).

Self Evaluation
Santiago Canyon College meets this standard.

Actionable Improvement Plans
None

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

Descriptive Summary
Santiago Canyon College (SCC) uses both quantitative and qualitative data to evaluate and improve upon the effectiveness of its services and programs that support student needs. Through comprehensive assessment and feedback systems, Santiago Canyon College meets the learning support needs of its students while continuing to improve upon its support programs and services.

Each of Santiago Canyon College's student support services conducts student learning outcomes assessments and/or the newly-implemented Service Area Outcomes assessments. These processes track student and departmental achievement and are included in Program Review reports. Budget needs are also documented for student support services through

Department Planning Portfolios, which are utilized by the Santiago Canyon College Budget Committee and the Planning and Institutional Effectiveness Committee. All of these documents are utilized in the participatory governance process to determine institutional priorities and resource allocation (II.B-056, II.B-057).

The Rancho Santiago Community College District (RSCCD) Research Office conducts a "Student Satisfaction Survey" for Santiago Canyon College and for the Orange Education Center (OEC). Santiago Canyon College's most recent survey indicates a high level of satisfaction, with students ranking student support services as either "good" or "excellent" in sixty-four to ninety-two percent, depending on the particular service. These rankings also reflect an overall increase in satisfaction from Santiago Canyon College's 2012 survey. Students also gave the Orange Education Center high marks in its most recent survey completed in 2012, with its services and programs earning ratings of "good" or "excellent" from ninety to ninety-six percent of all respondents. Ninety-five percent of respondents ranked their overall satisfaction with the Orange Education Center as "good" or "excellent" (II.B-058, II.B-059).

Institutional success in meeting student needs is affirmed further by overall increases in degree and certificate attainment as well as by transfer achievement, despite a budget-driven decline in enrollment between 2007-2008 and 2011-2012 (II.B-060).

Self Evaluation
Santiago Canyon College meets this standard.

Actionable Improvement Plans
None

II.B.3.a.   The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary
At Santiago Canyon College (SCC), every effort is made to provide students with varied, appropriate, comprehensive, and reliable services regardless of service location or delivery method. From applying to the College, to completing the necessary documentation required in order to file for a certificate, associate's degree, California State University/University of California certification, and/or graduation, every attempt is made to provide students reliable services.

Students can apply to the College through the online admissions application. For students who do not have access to a computer, the lobby area of the Office of Admissions & Records (A&R) houses computers for student use. The Office of Admissions & Records classified staff are available in the lobby should students need assistance. In addition, a help video and manual are readily posted online to assist students should they encounter difficulty (II.B-061). Students can also find step-by-step instruction on how to complete the Student Success & Support Program (formerly matriculation) process in order to ensure a seamless transition into the Santiago Canyon College community (II.B-062).

In 2012, the Orange Education Center's Division of Continuing Education implemented on-line registration for some of its programs. Students enrolled in business skills and/or older adult courses can register for classes through WebAdvisor, the College's online registration system.

In addition, the College's High School and Community Outreach Department provides high school seniors the opportunity to begin accessing Student Success and Support Program services onsite at their respective high schools. The innovative program, referred to as "Early Welcome," formerly "Early Decision," entitles high school seniors to go through the matriculation and registration process for the subsequent fall semester while enrolled in their senior year of high school. Outreach representatives visit high schools, conduct admissions application workshops, and arrange for students to take the college placement test at the high school. Outreach representatives are also available to assist with financial aid inquiries. High School seniors are then provided with priority registration and come to the College in April/May for New Student Orientation whereby they receive their placement test results and develop a first semester education plan (II.B-063, II.B-064). In order to meet the needs of students, as of 2013, all incoming high school students are eligible to register for classes online versus having to stand in line at the Office of Admissions & Records, which often resulted in an hour wait.

The Outreach Department at the Orange Education Center (OEC) also provides equitable access for students through its intensive outreach efforts at all sites. Outreach efforts include presentations in both English and Spanish whereby support services are reviewed along with a comprehensive overview of all instructional programs: Adult Basic Education, Adult High School Diploma, Citizenship, English as a Second Language, Substantial Disabilities, General Education Development (GED) Preparation, Health and Safety, Parent Education, and Career Technical Training. Furthermore, outreach efforts are conducted through the inmate program whereby jails are visited, per request of teachers, to translate English as a Second Language education from English to Spanish. Moreover, outreach is conducted with inmates, while they are still incarcerated, to inform them of the free education courses available once they are released as well as to assist them with resume writing, job leads, interviewing techniques, and counseling. Referrals to resources such as food, medical, housing, therapy, and childcare are also provided (II.B-065, II.B-066, II.B-067).

Santiago Canyon College also provides students a variety of modes in which to schedule appointments for placement testing in American College English, English, reading, mathematics, and chemistry. When scheduling appointments, students have access to the placement testing web page on the College's website; they can call the Testing or Counseling Center, or they can visit the Counseling Center in person. The Testing Center's web page includes helpful links to assist students prepare for both the English and mathematics placement tests by providing sample questions (II.B-068). In addition, a link to "MyMathTest" is provided on the web page, which serves as an online testing program that assesses student strengths and gaps in mathematical knowledge (II.B-069).

Similar to the Testing Center, the Counseling Department also assures equitable access to students through several modes of delivery. Students can schedule 45 minute counseling appointments or choose to meet with a counselor through daily drop-in services. For remote access to counseling, E-Advising is provided whereby students can email counselors directly. In addition, telephone appointments are available to students during drop-in times. Each fall, the Counseling Department disseminates a "Counseling Program Effectiveness Survey" to ensure services are meeting the needs of students as well as to measure student satisfaction (II.B-070).

The Counseling Department's online New Student Orientation will go live in summer 2014, which will enable students to complete the New Student Orientation online or in person. The orientations are aligned and provide an overview of important policies and procedures as well as a review of all student support services. On campus, New Student Orientations are evaluated through a pre/post instrument (II.B-071). Assessment of outcomes has led to the continuous refinement of the New Student Orientation to assure that students comprehend the material presented along with a review of the PowerPoint presentation for effective presentation flow. Should students complete the online orientation, users are required to complete a "Knowledge Gap Assessment (KGA) Survey" as they make their way through the orientation. If students answer a question incorrectly, they must redo the module until they can answer it correctly (II.B-072). The College is also developing an online course-specific orientation that will be online for the fall 2014 semester. This orientation will cover policies, procedures, and tips that will help students understand the differences between online classes and traditional classes (II.B-073).

In addition to workshops that are conducted on campus, the Transfer Center makes the content of most presentations available on its web page via the Downloads page (II.B-074). Students can receive assistance with California State University and University of California applications, the Common Application (used by over 500 schools nationwide), application essays, and post application follow-up steps. Presentations given by university representatives are also available, which cover transfer preparation for specific institutions and provide preparation for medical and law schools. Additional downloads provide assistance with researching out of state transfer, calculating grade point average, and qualifying for the University of California Transfer Guarantee (TAG) program.

Similar to other service areas at the College, the Santiago Canyon College Career Services provides both on-campus and comprehensive online resources to assist students with career research and college major exploration. For students needing job acquisition skills, assistance can be acquired by attending on-campus job preparation workshops or by accessing Santiago Canyon College's Perfect Resume, an online program, accessed through the Career Services web page, that allows students to practice interview skills with varied degrees of difficulty and includes a live chat feature for feedback. Students seeking employment or internship opportunities can access Santiago Canyon College's College Central Network, a comprehensive online Job Board with available jobs and internships posted by employers. In addition to these services, the Counseling Department offers Counseling 116, Career/Life Planning and Personal Exploration, a three-unit course taught every semester, both on-campus and online (II.B-075).

Furthermore, the Extended Opportunity Program and Services (EOPS) assures equitable access by enabling low-income, educationally challenged students who are affected by language, social and financial hardships to achieve a college education by providing additional support services, such as textbooks and school supplies. New students to the program must attend an orientation and complete a mutual responsibility contract. Students can also download all required forms via the Extended Opportunity Program and Services web page.

Likewise, the Disabled Students Program and Services (DSPS) provides instructional support services and academic accommodations to students with verifiable disabilities. Program services are designed to ensure that students have an equal opportunity to participate and succeed in College programs, services, and activities. The academic accommodations authorized for students are determined individually based on identified disability-related educational needs. Available services include, but are not limited to, the following: test-taking accommodations, specialized instructional support, assistive technology, alternate media materials, note-taking assistance, and sign language interpreters. Instructions on how to apply to the program along with the "Application for Services Form" can be found on the Disabled Students Program and Services web page (II.B-076, II.B-077).

So as to assure that students receive reliable enrollment services, Santiago Canyon College continues to enhance its online registration system, WebAdvisor. In 2011, the College implemented a rollover waitlist system. This affords students on a wait list the opportunity to be automatically moved into an open seat prior to the start of instruction should a space in a course become available (II.B-078, II.B-079).

Moreover, payment for classes can be made online or in person at the Cashier's Office. The Financial Aid Office's web page provides step-by-step instruction on how to apply for aid with links to both federal and state aid assistance (II.B-080).

All registration, graduation, and student forms are accessible to students online in addition to hard copies being available in the Office of Admissions & Records as well as in the Counseling Center. The *Santiago Canyon College (SCC) College Catalog* and class schedule are also offered online, which ensures that students have direct access to important policies and procedures (II.B-081, II.B-082).

To assist distance education students with becoming familiar with the skills necessary to successfully complete an online course, Santiago Canyon College provides student tutorials. These tutorials include the following: *Blackboard* Orientation, How to Submit an Assignment, Checking Grades, and More OnDemand BbVideo Tutorials (II.B-083). Should distance education students require further assistance, the College's Help Desk is monitored through email seven days a week and by phone Monday – Thursday from 8:00 a.m. to 8:00 p.m.

In fall 2013, all Student Services areas reviewed their online services for students with the assistance of the distance education coordinator, and they plan to continue to explore ways to extend services online wherever possible. In coordination with District Informational Technology Services (ITS), Santiago Canyon College has made excellent progress toward implementing an online degree audit/student education planning tool. In addition, the College is creating a student service module that can be accessed through *Blackboard*. This will help guide students and faculty with accessing student services online. The module will contain links to student services that will provide useful service information, an orientation video that orients students to the module, and a live news feed that will grab information from each Student Services area's social media updates for those that have a *Twitter* or *Facebook* account (II.B-084, II.B-085).

In an additional effort to help facilitate student success, faculty have access to an online early alert system designed as a timely intervention for students who are having academic difficulty early in the semester. The system notifies students via email with specific reasons instructors can select that describe why a student's satisfactory progress may be hindered. Reasons may include attendance, punctuality, behavior, participation, assignments, study skills, or work quality. In addition, there is an opportunity to add comments to the notification where more detailed observations are appropriate (II.B-086).

The College conducts academic intervention probation workshops the first time a student's cumulative grade point average falls below 2.0 after attempting 12 or more units. The College sends a letter to notify students of their status via email, and students must attend a counseling intervention workshop (II.B-087). The College places holds on the student's record until completion of the workshop. In spring 2014, the College began the development phase of an online version of the probation workshop. During the process, the College received a detailed quote for the module's creation that is included in the *2014-2015 Student Success and Support Program Plan* and budget (II.B-088).

Self Evaluation
Santiago Canyon College meets this standard.

Actionable Improvement Plans
None

II.B.3.b.   The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary
Through a broad offering of resources and activities, Santiago Canyon College (SCC) not only provides an environment that encourages responsibility and personal growth, but also, the College actively encourages and supports student development in a variety of ways.

"Get Involved, Get Connected," a campaign by Santiago Canyon College's Office of Student Life & Leadership, is visible throughout the campus and in student orientations to encourage involvement in clubs, student government, and other extracurricular activities (II.B-089). The Office of Student Life & Leadership, in coordination with Santiago Canyon College's Outreach program, trains Orientation Leaders to serve as peer mentors and guides during "Discover SCC," an on-campus freshman orientation event (II.B-090). The Office of Student Life & Leadership also provides training and oversight for the Associated Student Government and Inter-Club Council in support of student leaders and clubs on campus (II.B-091). Student clubs include the Teachers for Tomorrow Club, which is a chapter of the Student California Teachers Association; Phi Theta Kappa honors society, which promotes academic excellence and community service; United Students for Equal Education, an activist group for underrepresented populations; plus numerous other student organizations (II.B-092).

The Office of Student Life & Leadership also coordinates the Student Leadership Institute (SLI), a non-credit certificate program in partnership with California State University, Fullerton. Participants in the Student Leadership Institute complete a series of workshops on topics, such as communications skills, conflict resolution, diversity, ethical decision making, and leadership (II.B-093). The Multicultural & Leadership Resource Library is also found in the Office of Student Life & Leadership

and provides books, films, and audio content specifically to support cultural diversity (II.B-094, II.B-095). Student clubs and the Associated Student Government also stage a variety of events promoting civic engagement and cultural awareness. "Constitution Day" events take place on campus each year, and a related web page on the Office of Student Life & Leadership includes information about the Constitution and Bill of Rights (II.B-096). Town Hall forums build awareness of pertinent topics, such as state-wide higher education funding measures and proposed changes in course registration policies. Activities coordinated by the student-run Multicultural Leaders Committee have included poster campaigns; artifact displays; and activities marking Dia De Los Muertos (The Day of the Dead); Women's History Month; Black History Month; Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) support; and more (II.B-097, II.B-098). Santiago Canyon College students working through the Office of Student Life also produce a student newsletter called "Hawk Talk" (II.B-099, II.B-100).

Santiago Canyon College further supports the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) community through Safe Space, a College wide program offering training for faculty and staff in meeting the needs of this population. Personnel who complete this training are given Safe Space stickers that can be displayed on windows, on doors, or in offices to show these students that support is available (II.B-101). Additional information about the Safe Space program, Safe Space Ally information, and Safe Space resources can be located on the Safe Space web page. The AB 540 Task Force, consisting of faculty, staff, and student representatives, supports undeclared immigrant students. An AB 540 resource web page is provided, along with Safe Zone training for faculty and staff (II.B-102). As with Safe Space, those who complete AB 540 Safe Zone training are given stickers to make it known to students that those faculty or staff members can provide excellent service to all students, regardless of background.

The Santiago Canyon College Counseling Division also offers programs and activities to support personal development and responsibility. Career Services offers assistance for students who are undecided in their majors as well as career research, job search, résumé writing, and interviewing skills training (II.B-103). The Educational Opportunity Program & Services office provides dedicated counseling and support for educationally-disadvantaged students, as well as an Extended Opportunity Programs and Services (EOPS) Club (II.B-104).

Along with providing physical health care services, the Student Health & Wellness Services center also provides psychological counseling and support. This support includes training for students, classified staff, faculty, and administrators to become aware of the signs of suicidal behavior, to provide assistance for students in crisis, and to increase knowledge of mental health issues among the student population (II.B-105, II.B-106, II.B-107). During final exams week, in coordination with the Associated Student Government, Student Health & Wellness Services sponsors "Paws for Stress Relief," an event which brings dogs and other animals on campus for students to pet as a stress reduction tool (II.B-108). The department also provides the Electronic Check-Up to Go (e-CHUG) online alcohol use assessment tool and the "Less Than You Think" campaign that informs the College community about the effects of binge drinking (II.B-109). Additional services include counseling and support services for smoking cessation in addition to workshops and educational resources for stress management, sexual health, and responsible behavior, as well as self-care and self-advocacy training to help students improve diet and sleep habits as well as to encourage healthy lifestyle choices (II.B-110).

Aesthetic and cultural development are addressed in a variety of ways by a number of programs and departments. The Santiago Canyon College faculty often host guest speakers, such as authors, holocaust and internment camp survivors, etc. (II.B-111, II.B-112). The Modern Language department annually screens a variety of foreign films, and the Music department offers instrumental and vocal performances; all of which are open to the entire campus (II.B-113, II.B-114, II.B-115). The Santiago Canyon College Art Department conducts an annual Student Art Show, and the winning entries are displayed in the D building Art Gallery and the Library and are often made available for purchase. The Library also hosts an annual exhibition of art created by the faculty and staff (II.B-116, II.B-117).

The Santiago Canyon College Code of Conduct is published in the *Santiago Canyon College (SCC) College Catalog* and on its web page. This published code specifies campus disciplinary procedures and facilitates students' awareness of their rights and responsibilities on campus (II.B-118).

Santiago Canyon College's Student Services departments and programs engage in regular effectiveness evaluations. These evaluations include annual Student Learning Outcome assessments, as well as implementing Service Area Outcomes assessments beginning in 2013/14. These assessments are rooted in the College Mission and Vision Statements as well as in the institutional student learning outcomes. In addition, the assessments are summarized in annual student learning outcomes reports and incorporated into program review reports. Data derived from these assessments, along with student participation in shared governance committees and in addition to program and district surveys of student needs and satisfaction, inform bodies such as the *Educational Master Plan* Committee, Budget Committee, Planning and Institutional Effectiveness Committee, and others to facilitate the decision-making and planning processes through which resources are enhanced and new services are developed (II.B-119, II.B-120, II.B-121).

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College plans to expand its online counseling services. While the College community explores various technologies that may assist in meeting student needs for counseling support services, the College has identified the need

to collect specific counseling support data relative to Santiago Canyon College online students. Once the College collects the aforementioned data, the College community will use the data to inform decision-making related to technology tools, counselor training, and program changes in order to ensure that Santiago Canyon College effectively meets the needs of its distance education students.

Actionable Improvement Plans
None

II.B.3.c.   The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary
In an effort to foster student development and success, Santiago Canyon College (SCC) dedicates energy to designing, maintaining, and evaluating its counseling and academic advising programs. The College's counseling services are overseen by the dean of counseling and student support services who manages the Counseling Department, the Extended Opportunity Programs and Services (EOPS), the Cooperative Agencies Resources for Education (CARE), the California Work Opportunity and Responsibility to Kids (CalWORKs), the Career Services, the Transfer Center, and the Student Success and Support Program. In addition to serving the general student population that consists of continuing, incoming, and re-entry students, counselors are cross-trained accordingly and readily available to counsel students in all specialized programs, such as Career Technical Education, Science, Technology, Engineering, and Mathematics (STEM), Veterans, Athletics, and International Students. Santiago Canyon College's skilled counselors are trained at counseling students to strategically plan for success as students set goals that directly focus and align with their visualized educational, career, and personal outcomes. Counselors ensure students' educational needs are being met through best research practices, and they attempt to provide services that will, ultimately, benefit students accordingly. The services that counselors offer include new student orientation, assessment, and education planning. Intervention services include academic probation workshops for students who fall below a 2.0 grade point average for the first time after attempting 12 units, along with an early alert computerized system whereby instructional faculty can refer students to counseling (II.B-122, II.B-123).

The efficacy of counselors and the delivery of counseling services are measured, evaluated, and improved upon through the following data collection. Each fall, a "Counseling Program Effectiveness Survey" is disseminated that asks students to evaluate their individual counseling appointment and/or drop-in session. With 251 combined student respondents, the fall 2011 and fall 2012 survey results indicate that one hundred percent of the students "strongly agreed" or "agreed" that the counselor they met with was attentive to their needs (II.B-124). More recently, the results from fall 2013, with 105 respondents, also indicate that one hundred percent "strongly agreed" or "agreed" that the counselor they met with was attentive to their needs (II.B-125).

Students enrolled through the Orange Education Center (OEC) are also provided the opportunity to benefit from individualized counseling and guidance designed to help improve the quality of their lives. Counselors are available to provide academic, career, and personal counseling in a confidential office setting. Students may seek counseling for many reasons, including planning of educational objectives; obtaining information about employment and job skills; resolving personal and family problems; examining aptitudes, interests, and achievement; finding new careers and vocational directions; and learning to adjust in a new country. Results from the "Orange Education Center Student Satisfaction Survey" whereby students had an opportunity to report their levels of satisfaction with the Orange Education Center's programs, services, and resources indicate that ninety percent of student respondents ranked counseling services as "excellent" or "good" (II.B-126).

During New Student Orientation, pre/post assessment surveys are administered. The surveys are intended to ascertain student comprehension levels, to correlate placement with course selection, to define "general education," and to identify an educational pattern to follow in order to attain academic goals. In July and August of 2013, 396 assessments were collected. Counselors analyzed the survey data by conducting a tally of correct responses on pre- and post-assessments for comparative purposes (II.B-127). The discussions of the results from surveys have led the Counseling Department to continue to remain knowledgeable of best research practices for measuring student learning outcomes. In addition, the results are utilized to continuously refine the presentation delivered at orientation to ensure the material presented is being comprehended by students and is delivered in a meaningful way (II.B-128).

Pre/post surveys are also utilized during academic probation workshops. The department provides preventive workshops for those students whose grade point average falls below 2.0 once they have accumulated 12 units. Counselors track and monitor probationary students who attend a workshop the subsequent semester and examine grade point averages, number of units attempted, and number of units completed to determine student development, and success in addition to the effectiveness of preventive measures (II.B-129).

Yearly department program plans and the regularly scheduled College program review processes afford counseling with opportunities to evaluate and assess services as well as an opportunity to create change for optimal student success. As

a result of planning, evaluating, and assessment processes, the Counseling Department has identified student learning outcomes for its programs and services, and the department also maintains good standing with its curriculum and with its assessment cycle per the respective requirements put forth by the Curriculum & Instruction Council (CIC) and the Office of Institutional Effectiveness & Assessment (OIE&A). The department reviews assessment data collected at counselor meetings in the fall, and the assessment data has provided the basis of discussions that have led toward implementation of improvements where needed (II.B-130).

Counselors and classified staff have the opportunity to participate in professional development activities throughout the year, and, when appropriate, the dean of counseling and support services affords counselors and classified staff reimbursement for conference registration and mileage. Counselors and classified staff participate in workshops, webinars, and local regional meetings in order to keep abreast of best research practices. In addition, counselors attend the annual University of California and California State University conference each year. Lastly, counselors utilize department meetings to remain current with any changes and/or updates in the *Santiago Canyon College (SCC) College Catalog*, and department members participate in hands on training exercises whereby complex cases are examined, discussed, and worked out (II.B-131).

Self Evaluation
Santiago Canyon College meets this standard.

As mentioned previously, Santiago Canyon College plans to expand its online counseling services. As the College looks at technologies that will help to meet student needs for counseling support services, the College community has identified the need to collect data regarding counseling support specific to online students. The College will use that data to drive decision making in relation to technology tools and counselor training to ensure that distance education student needs are being met (II.B-132).

Actionable Improvement Plans
None

II.B.3.d.   The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary
Santiago Canyon College (SCC) enthusiastically supports and values all aspects of diversity as demonstrated through a wide variety of activities, organizations, and services available to all members of the College community. Santiago Canyon College also upholds the Rancho Santiago Community College District (RSCCD) Non-Discrimination Policy, which is available online in English, Spanish, and Vietnamese, and is reproduced in the *Santiago Canyon College (SCC) College Catalog* (II.B-133).

Diversity is a value that is supported among Santiago Canyon College students as well. Student clubs include groups in support of AB 540 students, diverse spiritual faiths, migrant students, removing stigmatization of psychological and mental health related issues, and promoting the development of women in leadership roles (II.B-134).

College wide awareness and support of diverse cultures is also evidenced by events run by the Office of Student Life & Leadership, campus clubs, and the Associated Student Government. The Student Leadership Institute teaches participants about diversity, cultural sensitivity, communication skills, and conflict management. Other activities include open events held in the A/B Quad and Strenger Plaza to celebrate Dia De Los Muertos; to recognize and support College populations, such as the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) community; Asian and Pacific Islander students; Native American students; and to promote Black History Month and Women's History Month. The Office of Student Life & Leadership also operates the Multicultural Resource Library, which provides books, videos, and music from a wide variety of countries and cultures. In addition, the Modern Language department also offers an annual Foreign Film Festival (II.B-135, II.B-136).

Students who identify as Lesbian, Gay, Bisexual, Transgender, or Queer (LGBTQ), and those who are undocumented immigrants under the AB 540 designation find assistance and support through the Santiago Canyon College faculty-facilitated Safe Space and Safe Zone efforts, respectively. Each program provides awareness, sensitivity, online resources, and training to faculty, classified staff, and administrators in order to support students in these specific populations. For Safe Space, once faculty, classified staff, and administrators have completed the five hour Safe Space Ally training, which includes a student panel, those who elect to become allies will receive a *Safe Space Ally Handbook* and "Resource Guide" as well as a student designed Safe Space decal to display in their office, signifying that Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) students will find a place where they can be themselves and explore their identity with support from a trained ally. To assist with supporting student understanding of the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) community, the Safe Space group maintains a web page on the Santiago Canyon College website that has Safe Space background information; explanation of the Safe Space program and the role of an ally; frequently asked questions related to the Lesbian, Gay, Bisexual, Transgender, or Queer (LGBTQ) community; and contact information for trained Safe Space Allies throughout the College. Similar to Safe Space, those who have completed the Safe Zone training are given a resource handbook and a sticker to display, indicating to AB 540 students that they can find acceptance and support in those

offices. The AB 540 Task Force also sustains an AB 540 resource web page on the Santiago Canyon College website, and the Santiago Canyon College United Students for Equal Education club provides the College and surrounding community with additional support for undocumented students. Both Safe Space and Safe Zone programs are designed to improve the College climate by offering an enhanced understanding of and appreciation for their respective underrepresented communities (II.B-137, II.B-138).

The Santiago Canyon College Speakers Symposium brings a variety of outstanding guest lecturers to the College who speak on a broad spectrum of topics to meet the needs of a diverse student population. Recent speakers have included Holocaust survivor Jack Pariser, prominent Latino columnist Gustavo Arellano, forensic scientist Kenny Wong, and ethics speaker David Gonzalez (II.B-139, II.B-140, II.B-141).

Furthermore, with its International Students Program (ISP), Santiago Canyon College celebrates cultures from around the world by actively recruiting and providing support for students from across the globe. The International Students Program provides visiting students assistance with visas, college applications, placement testing, financial management, housing, and other essential services. Resources and assistance are available in person and online (II.B-142). In addition to learning about Southern California and American culture through attending classes at Santiago Canyon College, the international students also expose local students to a broader perspective of the world as they interact with the international student body.

Similar to other areas of the College, many programs in Students Services also support a greater understanding and appreciation of diversity. Student Health & Wellness Services not only provides physical and mental health services and events but also conducts training for students, faculty, classified staff, and administrators to better understand and support students who are dealing with mental illness, are at risk, or are in crisis. Online training modules for students, faculty, classified staff, and administrators and a published guide titled *Assisting the Emotionally-Distressed Student* complement training workshops held throughout the year (II.B-143, II.B-144, II.B-145, II.B-146).

Likewise, the College Assistance Migrant Program (CAMP) is a grant-funded program that facilitates the academic, intellectual, and social success of freshman migrant students. Participating students receive counseling and peer mentoring to help them with career exploration, academic and transfer planning, study and career skills training, and personal growth. The program also provides students financial assistance in the form of stipends, scholarship resources, laptop computer loan program, and application for state and federal aid. The College Assistance Migrant Program club's mission is "To educate the college campus and community on the importance of diversity, academic excellence, and service to the community." The program further diversifies its services by maintaining a comprehensive web page with College and community resources, and key pages are available in English, Spanish, and Vietnamese (II.B-147).

Students who have been in foster care are welcomed and supported at Santiago Canyon College through the Guardian Scholars program, which provides academic advising, financial assistance, housing assistance, and opportunities for social interaction with students, faculty, classified staff, and administrators. This interaction affords an additional opportunity for increased understanding and appreciation of this segment of the student community.

By providing essential financial resources to ensure equitable access to higher education, the Financial Aid department also supports student success and diversity on campus. Services and resources include administration of federal and state loans and grants, federal work study opportunities, Santiago Canyon College scholarship programs, Book Advance Program for Pell Grant awardees, comprehensive suite of web-based resources, and extensive financial education available to the College and surrounding community through online sources, workshops, individual assistance, and Financial Aid Awareness Day events (II.B-148).

Furthermore, the Santiago Canyon College Foundation facilitates a wide variety of opportunities through many of the programs listed above as well as through special events and services. In order to assist with the College's efforts of expanding student awareness and acceptance of diversity, the Santiago Canyon College Foundation supports a number of events, programs, and practices that celebrate diversity through provision of financial funding, such as Buy-the-Book Grants, Guardian Scholars and International Students, Santiago Canyon College's award-winning forensics debate team, the annual Community Science Night event, and acquisition and installation of student art throughout the College. The Santiago Canyon College Foundation also hosts fundraising activities, such as the annual Online Auction and the annual Santiago Canyon College Golf Tournament that support dozens of diverse Santiago Canyon College student scholarships. Moreover, the Santiago Canyon College Foundation's Alumni Program helps to secure donations while also facilitating ongoing connections between alumni and current Santiago Canyon College students (II.B-149).

Self Evaluation
Santiago Canyon College meets this standard.

The programs and services at Santiago Canyon College undergo regular evaluations. Student learning outcomes are measured and assessed on a regular basis, and beginning in the 2013-2014 academic year, service area outcomes are also being implemented to address departmental and programmatic needs and goals in Student Services. The Rancho Santiago Community College District Research Department and some individual Student Services departments or programs conduct

student satisfaction surveys that are designed to ensure that student needs are being met. The resulting data from these surveys and reports inform planning processes at the department and program levels as well as at the institutional level through the participatory governance structure (II.B-150, II.B-151, II.B-152).

Actionable Improvement Plans
None

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary
Santiago Canyon College (SCC) maintains an environment that is open and accepting and without bias. Therefore, the College upholds Rancho Santiago Community College District Board Policy 5001 that is formulated according to Education Code and outlines the principles to be followed in admitting students (II.B-153, II.B-154).

Santiago Canyon College utilizes the open CCCAPPLY online application that is sponsored by the California Community Colleges Chancellor's Office. This application is used by all categories of students: prospective students who are 18 years and older, prospective students who are younger than 18 years, (Career Advanced Placement = CAP), graduating high school seniors (Early Welcome Program), non-resident students (out-of-state), apprentices, and foreign students entering the country on an F-1 and other visas. In addition, the online application accepts an electronic signature in lieu of a manual signature per Title 5, Section 54300. Santiago Canyon College has been "paperless" with applications since fall 2012 (II.B-155).

The California Community Colleges Chancellor's Office CCCAPPLY Steering Committee annually reviews and enhances the content of the online application. Committee members discuss significant issues and updates. The Santiago Canyon College's associate dean of admissions and its registrar serve on this statewide committee, and they actively participate in the CCCAPPLY review and revision process (II.B-156).

At Santiago Canyon College, the admissions online application contains required data elements related to students' demographics, residency status, educational goals, course of study, military status, and educational history. The College reports all of this information directly into the state's Management Information System (MIS) database. Residency determination follows guidelines as set forth in the California Community Colleges Chancellor's Office Student *Attendance Accounting Manual*. Since residency status determines apportionment from the state, the College makes a residency classification for each student. Within the Office of Admissions & Records unit, the associate dean of admissions and the registrar handle any appeals of residency classification. The application also includes an addendum, which involves supplemental questions. The questions are controlled by the College and provide support for the Title IX survey as well as the College drop for non-payment policy (II.B-157).

The California Community Colleges Chancellor's Office provides leadership and technical assistance for admissions practices to community colleges under the new Student Success and Support Act. The California Association for Community College Registrars and Admissions Officers (CACCRAO) promotes best practices, provides legislative updates, and communicates innovative trends in technology. In order to stay current on residency, the associate dean of admissions and the registrar train the Office of Admissions & Records classified staff (full, part-time, and ongoing), and classified staff also receive current updates when they attend the annual California Association for Community College Registrars and Admissions Officers regional workshop and conference (II.B-158, II.B-159).

With the volume of applications continually rising, Office of Admissions & Records must have an efficient processing operation. The actual procedure for loading application data into the student information system (Datatel) occurs by downloading batches several times a day. Although Santiago Canyon College and Santa Ana College each own separate applications, both colleges share the same time schedule for downloading applications. There is also an error checking process involved in the batch downloads to Datatel, which compares the student's name, social security number, date of birth, and address to the data that exists in Datatel. When discrepancies are found, these files are not downloaded into Datatel. Instead, a staff member must check the errors individually and do additional research on the student's data to prevent duplication of academic records. Multiple classified staff members in Office of Admissions & Records are cross-trained to run the downloading and review of applications (II.B-160).

After a successful download of the application, an email is automatically sent to the student providing information on the matriculation processes, which includes placement testing, orientation, advisement, counseling, and financial aid (II.B-161).

By keeping a constant focus on process and resource efficiency, Santiago Canyon College's Office of Admissions & Records (A&R) exhibits a dedication to continuous improvement of the application process. Moving from a paper-based application to an automated, electronic version accelerates the application procedure. Thus, paper-based filing and other manual, time consuming tasks no longer stifle the work of the Office of Admissions & Records (II.B-162).

The Orange Education Center (OEC) provides non-credit courses to meet the educational needs of students in the community. Classes are free to students 18 years of age or older. Classes are filled on a first-come, first-served basis and are open entry/open exit with a continuous enrollment policy. A student may begin classes at anytime during the semester provided that space is available. In-person registration locations are available throughout the community, and online registration is available for the Business Skills and Health and Safety programs. Placement testing and counseling services are also provided for students (II.B-163).

Santiago Canyon College uses placement instruments approved by the California Community Colleges Chancellor's Office and contracts with independent consultants to validate their effectiveness and ensure that they are free of cultural and linguistic biases. The following assessments have full approval through 2019: (1) College Tests for English Placement (CTEP) for native speakers of English, (2) Test of English Language Development (TELD) for non-native speakers/ESL students, and (3) the Mathematic Diagnostic Testing Project (MDTP) (II.B-164, II.B-165, II.B-166).

In December 2013, the consultants to the California Community Colleges Chancellor's Office (Psychometric Consulting, Buros Center for Testing – University of Nebraska-Lincoln) gave Santiago Canyon College preliminary probationary approval to use the 2006 version of the California Diagnostic Chemistry Diagnostic Test. This approval allows the College time to complete item analysis that includes a bias study in order to apply for full approval (II.B-167, II.B-168).

Santiago Canyon College shares common assessments and placement practices with Santa Ana College. The Rancho Santiago Community College District (RSCCD) Research Department engages in studies to evaluate testing and course placement practices on behalf of both colleges. Rancho Santiago Community College District studies in testing and course placement include: the September 2012 Rancho Santiago Community College District Validation Study and Request for Renewal of the Test of English Language Development; the October 2013 Rancho Santiago Community College District Course Advisements in Mathematics, English, English as a Second Language (ESL)/American College English (ACE)/English for Multilingual Students (EMLS), and Reading study; the February 2013 Rancho Santiago Community College District Test of English Language Development Response to Request for Supporting Data; into College Coursework report; the fall 2011 Validation of Placement Test for Mathematic Coursework; the July 2013 Fall 20018-Fall 2012 Students Testing and Advised into College Coursework report; and the fall 2011 Validation of Placement Test for Math Coursework (II.B-169, II.B-170, II.B-171, II.B-172, II.B-173).

The Orange Education Center's (OEC's) Adult Basic Education and Adult High School Diploma Programs employ the use of multiple measures in assessing student placement, which include the following: (1) an evaluation of the student's previous high school transcript, (2) the results of the student's reading comprehension on the Tests of Adult Basic Education, (3) a mathematics assessment, (4) a short writing sample, and (5) an individual advisement appointment with a continuing education counselor. The Orange Education Center's English as a Second Language (ESL) Program uses the Rancho Santiago Community College District School of Continuing Education English as a Second Language (ESL) Placement Test that was validated in spring 2013 and is included on the California Community Colleges Chancellor's Office approved list of assessment instruments (II.B-174).

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College admits a diverse population of students, and through the sound use of approved assessment instruments and practices for course placement, students are guided into mathematics, English, reading, and chemistry courses.

Actionable Improvement Plans
None

II.B.3.f. **The institution maintains student records permanently, securely, and confidentially, with the provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

Descriptive Summary
In an effort to maintain secure and confidential student records, Santiago Canyon College (SCC) adheres to the guidelines for Records Retention and confidentiality as set forth in the following Rancho Santiago Community College District's Administrative Regulations: AR 3310 and AR 5117 (II.B-175).

In addition, the Office of Admissions & Records (A&R) maintains and retains academic records, such as student transcripts, applications, registrations, and various petitions. Records retention involves the identification, classification, storage, imaging, and destruction of documents as described in the Rancho Santiago Community College District's (RSCCD's) Records Retention & Destruction regulations (II.B-176).

Santiago Canyon College defines student records in the same way as Section 76210 of the California Education Code: "'Student record' means any item of information directly related to an identifiable student, other than directory information, which is maintained by a community college or required to be maintained by any employee in the performance of his or her duties, whether recorded by handwriting, print, tapes, film, microfilm or other means" (II.B-177).

Furthermore, when dealing with the destruction of academic records, which never includes student transcripts, the College follows Title 5 regulations. The College images permanent (Class 1) academic records. Once imaged, the College reclassifies the records as Disposable Documents (Class 3). Of disposable documents, Title 5, Section 59026 states, "A Class 3-Disposable record should be destroyed during the third college year after the college year in which it originated (e.g., 1993-94 plus 3 = 1996-97). Federal programs, including various student aid programs, may require longer retention periods and such program requirements shall take precedence over the requirements contained herein" (II.B-178).

Per Rancho Santiago Community College District Administrative Regulations and Title 5 mandates, Office of Admissions & Records locks and stores copies of student applications, registration receipts, and records in fireproof cabinets. Once scanned and the appropriate time comes to destroy them, the registrar personally supervises the destruction of records (II.B-179, II.B-180, II.B-181, II.B-182).

The Rancho Santiago Community College District's Office for Institutional Technology backs up all data on the student information system (II.B-183).

The Rancho Santiago Community College District Administrative Regulation AR 5117 explains the policy on the release of student information. More specifically, AR 5117 identifies elements used as "directory information." Every student, at the point of application, agrees or disagrees to the automatic release of directory information. In accordance with the Family Rights and Privacy Act (FERPA) of 1974, personally identifiable information, excluding directory information, cannot be released to a third party without written permission to the College by the student. In situations when a student has replied "No" to directory information, the College possesses a consent form that the student signs for the release of necessary personal information or a transcript to various agencies, organizations, or third parties (II.B-184). In order to communicate the College's policy on the release of student information, the College prints the annual Family Rights and Privacy Act (FERPA) notification in its catalog, schedule of classes, and on the Office of Admissions & Records web page (II.B-185, II.B-186).

Self Evaluation
Santiago Canyon College meets this standard.

The College maintains records in accordance with Rancho Santiago Community College District administrative regulations and strictly adheres to the Family Rights and Privacy Act (FERPA).

Actionable Improvement Plans
None

II.B.4.   The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary
In order to effectively meet student needs, Santiago Canyon College (SCC) evaluates student support services and uses the results of its evaluations as the basis for dialogue that leads to improvement of services and enhanced student achievement. Specifically, Student Services has an active history of evaluating student support services to assure their adequacy in meeting the needs of students. The vice president of student services guided the development of processes that led to assessment of student learning outcomes and service area outcomes, completion of program reviews, and dialogue as the basis for continuous quality improvement of programs and services (II.B-187, II.B-188).

Departments within Student Services follow and use the same planning elements and documents as the rest of Santiago Canyon College, which includes the Department Planning Portfolios (DPPs) and Program Review. With Department Planning Portfolios, departments and units annually review their progress in addition to setting and tracking annual goals. Likewise, within the program review process, departments and units take a comprehensive look at past accomplishments. Program review allows departments and units to evaluate progress on goals and program effectiveness, to inform future decision-making, and to provide an overview of the progress achieved in their respective areas.

In spring 2012, the departments and units comprising Student Services completed their third round of program reviews, which spanned the years 2009-2012. The Program reviews can be viewed and accessed via the Student Services web page.

The "Program Review Template" includes a description of services, summary of progress since the last program review, and quantitative and qualitative data. The "Program Review Template" is broken down into eight sections: (1) Signature Page, (2) Executive Summary, (3) Program Description (includes vision & mission statement, overview of services, functions,

and sources of funding), (4) Organizational Chart, (5) Summary of Progress (key accomplishments and challenges), (6) Student Learning Outcome Data, (7) Data Analysis Section, and (8) Future Direction and Anticipated Challenges (including funding, personnel, facilities and technology). The "Program Review Template" also includes two appendices: (A) Rancho Santiago Community College District Board Goals with Department Goals and (B) copies of Department Planning Portfolios (DPPs). Departments and units describe and analyze data from the program review that is used as the basis for future improvements and modifications (II.B-189).

Following the program review process, departments and units present and discuss their program review findings with members of the College's Educational Master Planning Committee (EMPC); most recently, the Student Services discussions took place with the committee throughout the spring 2013 and fall 2013 terms (II.B-190, II.B-191).

In an effort to share program review results during the spring 2013 term, each program leader provided an executive summary and responded to questions at the monthly Student Services Program Leaders meeting; as of fall 2013, all but two departments have participated in this activity (II.B-192, II.B-193). In addition, the distance education coordinator worked with Student Services area representatives to audit their online student service options. As a result of these discussions, the College created a plan for improvement for each service that was evaluated (II.B-194, II.B-195). This process enabled the College to extend its high quality student services to its online students.

Finally, in an effort for continuous quality improvement of the College's planning processes, Student Services program leaders participated in a series of retreats and conversations specific to program review. At the 22 January 2009 Program Review Retreat, the following goals were created: (1) To review Santiago Canyon College's planning framework and reflect on the program review process for Student Services, (2) To create a matrix that quantifies the components of an exemplary program review, and (3) To finalize the program review process and timelines (II.B-196). Following the next program review process, at the 24 June 2011 Program Review Retreat, the following goals were created: (1) To review recommendations from Student Services' last program review planning cycle and finalize the "Program Review Template" for the 2009-2012 cycle, (2) Receive additional training on assessment data to better evaluate Student Services' programs and services in order to improve program effectiveness, and (3) Engage in a brief discussion of Student Services' current student learning outcomes assessment framework and consider a proposal for a one year moratorium on assessment in order to plan and create a more enhanced framework (II.B-197).

To date, all Student Services programs have defined expected student learning outcomes for their areas, have identified appropriate assessment methodologies for their expected student learning outcome, and have completed five full cycles of assessing student learning outcomes. The Student Services web page houses the annual reports (II.B-198).

Implementation of assessment plans and student learning outcomes measurement continue on an ongoing basis; this systematic assessment cycle ensures that Student Services (1) implement identified learning outcomes and identify methods to gather data; (2) interpret the results or evidence of assessments; and (3) evaluate program goals, activities, and outcomes on an ongoing basis to ensure that the results of assessment shape decisions for program improvement, planning, and budgeting (II.B-199).

In an effort for continuous quality improvement of the unit's student learning outcomes framework, Student Services program leaders participated in a series of retreats and meetings specific to student learning outcomes, and in conjunction with the Office of Institutional Effectiveness & Assessment (OIE&A), Student Services produced a "Statement on Standards of Assessment Practice for Student Services Programs" document in spring 2012, which affirms that assessment of Student Services at Santiago Canyon College meets each of the following criteria: (1) identification of at least one student learning outcome for each program; (2) use of direct and indirect assessment methods; (3) current and specific assessments of record for student learning outcomes on file; (4) a regular, explicitly stated cycle of assessment for all programs on file; and (5) reports of assessment results and action plans on file. The aforementioned five criteria represent the threshold for assessment practice in Student Services for Santiago Canyon College. Moreover, the criteria enable the College to describe a common core of learning to external stakeholders and agencies. As a result, Santiago Canyon College invites and encourages faculty, classified staff, and administrators to engage in outcomes assessment practices that go beyond the threshold established by the criteria (II.B-200).

In order to expand on the quality work undertaken to date in student learning outcomes assessment, the Office of Institutional Effectiveness & Assessment and the vice president of Student Services planned and facilitated a student learning outcomes retreat in summer 2013 for all student services program leaders in order to continue the dialogue on the development of service area outcomes, to develop multi-year student learning outcomes and service area outcomes, and to begin mapping all outcomes assessments either to the institutional learning goals or the Santiago Canyon College Goals as outlined in the current *Educational Master Plan (EMP)*. Beginning in 2013-14, at a minimum, all Student Services units developed one service area outcome and began the process of developing a multi-year approach in outcome assessment identification that includes mapping of program/student outcomes with institutional outcomes/goals. The following reflect the goals created at the 12 January 2012 "Enhancing our Student Learning Outcomes Framework" Student Services Retreat: (1) Affirm the Student Services' "Statement on Standards of Assessment Practice for Student Services Programs" to anchor Student Services student learning outcomes framework, (2) Ensure future student learning outcomes are directly aligned to each department's mission statement, and (3) Begin to formulate student learning outcomes for 2012-2013 (II.B-201). Similarly, the following represent

the goals created at the 20 June 2012 "On-Going Student Learning Quality Improvement" Student Services Management Meeting: (1) To evaluate Student Services organizational structures to ensure that student learning is ongoing, (2) continue to refine Student Services' definition of Programs vs. Services, (3) Differentiate between student learning outcomes and service area outcomes (II.B-202). Finally, the following exemplifies the goals compiled at the 12 August 2013 Student Services Retreat: (1) Continue to distinguish and clarify between student learning outcomes and service learning outcomes, (2) Develop broad student learning outcomes and service area outcomes to create multi-year outcomes, (3) Discuss the formation of mapping outcomes that are aligned to College Goals and learning outcomes (II.B-203).

Through the regular, ongoing assessment and evaluation of student learning outcomes and/or service area outcomes, Student Services affirmatively demonstrates the quality of learning that occurs at Santiago Canyon College. The summaries of student learning outcomes and service area outcomes reports presented below constitute a representative sample of student learning and the quality work being performed by Student Services educators.

The Office of Admissions & Records (A&R)
For its student learning outcome, the Office of Admissions & Records wanted to educate new and returning students about the College's drop for nonpayment policy. To accomplish this, the unit added a statement about the policy requiring a student reply to the supplemental portion of the online application. Its intended outcome was that by being cognizant of the policy, students would pay their fees on time and avoid being dropped for nonpayment. The learning objective was met. With a population of N=4040, eighty-seven percent of the students paid the enrollment fee on time and remained enrolled in their classes. The data clearly indicated a distinct learning experience (II.B-204).

College Assistance Migrant Program (CAMP)
For the College Assistance Migrant Program, the student learning outcome result anticipated that eighty-six percent of the students would successfully complete 24 units in their first academic year. The outcome of ninety percent not only exceeded the program's target, but it also surpassed the national target for this measure, indicating that student learning and achievement were evident. This outcome supports the value and quality of instruction and support services provided by the College Assistance Migrant Program (CAMP) program (II.B-205).

Career Services Office
The Career Services Office strives to educate students about where to access both in-person and online career resources. In a pre/post test administered to 462 students attending a career services orientation, the mean student learning outcome score of eighty-nine percent indicated that, overall, the orientations were successful. At the same time, the career guidance coordinator learned that there was room for improvement in the orientation, revealing that knowing where to improve is as important as celebrating successes (II.B-206).

Counseling Department
To assess student learning during the summer 2013 New Student Orientation, the Counseling Department's student learning outcome assessment entailed collecting 396 student responses to pre/post questionnaires during a two-month period. Survey data, statistically analyzed, indicated a significant increase in correct responses across all major components of the New Student Orientation, thereby, supporting the orientation's effectiveness (II.B-207).

Disabled Students Programs and Services (DSPS)
The 2012-2013 service area outcome for the Disabled Students Programs and Services (DSPS) sought a student satisfaction rate of at least eighty percent on all major components of its services. Of 69 completed student surveys, all program components assessed met the service area outcome satisfaction criteria of eighty percent or greater. The chart below shows itemized satisfaction percentages (II.B-208).

DSPS Program Effectiveness Survey
Agree & Strongly Agree Satisfaction Rates

DSPS Program Effectiveness Survey Agree & Strongly Agree Satisfaction Rates	
Service Satisfaction	97%
Knowledge of DSPS Procedures	98%
Hours of Operation	92%
Adequate Staffing	95%
Technology & Equipment	99%
Testing Accommodations	98%
Alternate Media	100%
College Accessibility	93%
Access to Assistive Technology	86%
Instructor Cooperation	93%

Extended Opportunity & Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE)

In the Extended Opportunity & Programs and Services/Cooperative Agencies Resources for Education orientation for new students, it is essential that participants learn both their responsibilities as Extended Opportunity & Programs and Services/ Cooperative Agencies Resources for Education students as well as the support services available to them. Of the 87 new Extended Opportunity & Programs and Services students who participated in the student learning outcome survey, the average outcome score of ninety-three percent evidences the effectiveness of the orientations. More specifically, ninety-eight percent of students understood their responsibility to meet with a counselor three times during each semester of their participation in Extended Opportunity & Programs and Services; ninety-five percent understood the book voucher process; ninety-four percent understood that in order to complete an associate degree, they need to complete 60 units and follow Plan B or C with a minimum GPA of 2.00; ninety-two percent of students understood that priority registration is for Extended Opportunity & Programs and Services students in compliance with their Mutual Responsibility Contract: 3 appointments per semester and attending Early Scheduling, and eighty-six percent of students were able to list the education options offered at Santiago Canyon College (II.B-209).

Student Health & Wellness Center

The Student Health & Wellness Center student learning outcome studied whether or not students would demonstrate an increased awareness of at least five percent regarding the negative consequences of over consumption of alcohol by participating in the "Less Than You Think" (LTUT) Media Campaign. A favorable five percent variance was achieved as set forth in the criteria for success, supporting the premise that media campaigns such as "Less Than You Think" are effective learning opportunities for students (II.B-210).

High School & Community Outreach Department

Integral to the success of Santiago Canyon College's Early Welcome Program for high school seniors, the High School & Community Outreach Department provides Application Workshops that include information about the ways in which students can meet placement testing requirements. These options include: (1) Take the Placement Test (PT), (2) Submit Early Assessment Program (EAP) Test Results, (3) Submit Advanced Placement (AP) Test Results, or (4) Santiago Canyon College (SCC) College Readiness Optimizes Student Success (CROSSroads) Program Test Results. The results from 436 high school students surveyed indicated increased learning about high school Early Assessment Program, Advanced Placement, and College Readiness Optimizes Student Success options (II.B-211).

The chart below further depicts increased student learning.
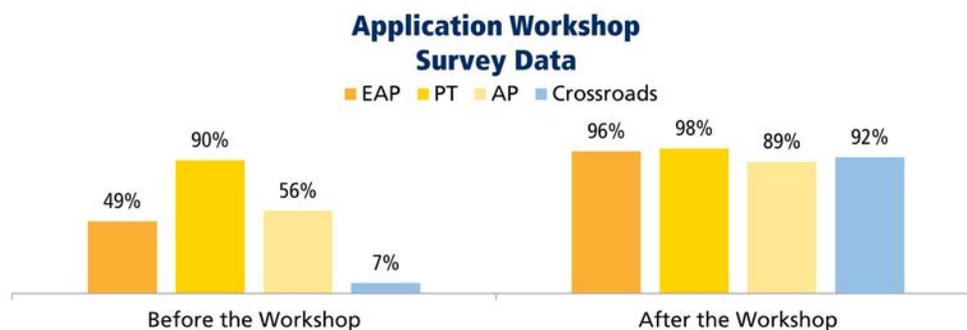
Office of Student Life & Leadership

The Office of Student Life & Leadership is committed to the growth and development of student leaders by providing them leadership training and opportunities that enable them to gain proficiency and aptitude essential to becoming a leader at the College and in the community. The student learning outcome assessed in this area demonstrated that student leaders were very satisfied with their participation in the Associated Student Government (ASG). Through the leadership programs and activities provided, one hundred percent of the members surveyed reported that they acquired leadership skills that reflected how they could lead with equity and how they valued teamwork (II.B-212).

Transfer Center

By students attending the Transfer Center's "I've Submitted My Application …Now What?" workshop, it was anticipated that they would demonstrate improved understanding of the steps needed to complete the process from university application to enrollment. Results of the pre/post workshop surveys demonstrate that students significantly improved their understanding of the steps needed to complete the process from university application to enrollment (II.B-213). The chart below provides a graphic depiction of student learning.

"Now What?" Pre and Post Results 2012-13

- Pre-Results
- Post-Results

Question	Pre-Results	Post-Results
#1	7	11
#2	8	11
#3	4	3
#4	5	11
#5	6	8
#6	8	9
#7	8	13
#8	5	8
#9	8	15
#10	8	14
#11	2	3

(Y-axis: Total Correct Answers; X-axis: Question Number)
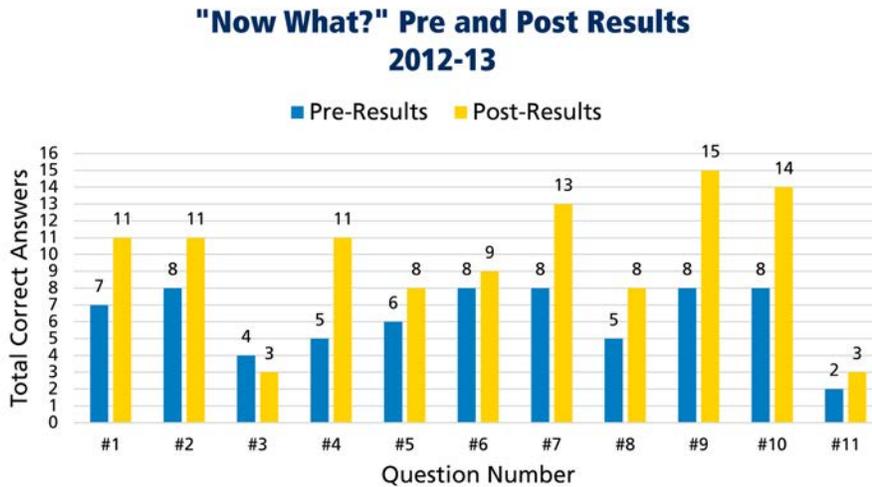
Veterans Services Office (VSO)

The Veterans Services Office assists veteran students with accessing their Department of Veterans Affairs (VA) education benefits to assist them in achieving their educational goals. The Veterans Services Office orientation is designed to convey this important information that includes G.I. Education benefits, academic policies and responsibilities, and support services available to develop self-advocacy skills as veteran students transition into civilian life. To assess the veterans' learning and satisfaction with the orientation, a pre/post test was administered. The results indicated that all of the participants found the orientation to be advantageous in increasing their knowledge of services, and ninety-six percent of the veterans believed that the orientation increased their development with self-advocacy skills (II.B-214).

Orange Education Center (OEC) Student Services

Santiago Canyon College's non-credit Orange Education Center Student Services also assesses students' level of satisfaction with and quality of services and programs they have used via the "Student Satisfaction Survey" conducted by the Rancho Santiago Community College District Research Department. The June 2012 survey results indicate that continuing education students have an "excellent" or "good" satisfaction with the services and programs they have used. The chart from the June 2012 survey is presented below (II.B-215).

"Orange Education Center (OEC) Student Satisfaction Survey" Results – June 2012

	Level of Satisfaction of Those Who Used Services/Programs					
	Excellent	Good	Average	Below Average	Poor	Not Used
Admissions & Registration Office	57%	39%	4%	0%	0%	3%
Assessment/Orientation	48%	45%	7%	0%	0%	15%
CalWORKs	38%	52%	9%	1%	0%	48%
Child Care Center	45%	47%	6%	2%	0%	62%
Counseling	45%	45%	8%	1%	1%	35%
Disabled Student Program & Services	41%	51%	6%	1%	1%	57%
Student Development Program/ Leadership	40%	51%	7%	1%	1%	53%
Student Transition Program	42%	51%	6%	0%	1%	50%

Self Evaluation
Santiago Canyon College meets this standard.

With years of dedicated work on developing and assessing student learning outcomes/service area outcomes and program review plans, all supported by outcome data, credit Student Services units have shown that they yield high-quality delivery of services and student learning. While non-credit "Student Services Student Satisfaction Survey" results are helpful in understanding how students perceive services, the results do not assess learning outcomes.

In addition, Santiago Canyon College has enhanced its online student services offerings. Even so, the College continues to make improvements as necessary. For example, the College is working to better integrate online student service evaluation into its regular evaluation processes in order ensure that high-quality student services are available to online students in an equitable manner (II.B-216).

Actionable Improvement Plans
None

STANDARD II.B.: EVIDENCE

STANDARD II.C.: LIBRARY AND LEARNING SUPPORT SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

**II.C.	Library and Learning Support Services**
Library and other learning support services are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

**II.C.1.	The institution supports the quality of its instruction programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

Descriptive Summary
In order to support educational offerings delivered in a variety of modalities, Santiago Canyon College (SCC) provides a number of open access institutional support programs, such as the College's Library, Tutoring Center, Academic Success Center, and Science Teaching and Resource (STAR) Center. Per the Santiago Canyon College Library's mission, the Library makes a variety of information resources and services available to students and faculty in support of the instructional and service goals of the College. The Library strives to stimulate the use of Library resources for intellectual and personal development of the students, the faculty, the classified staff, the administration, and the surrounding community (II.C-001, II.C-002). Similarly, the Santiago Canyon College Tutoring Center offers students assistance in improving study strategies, research techniques, writing skills, time management, organization, exam preparation, and computer skills (II.C-003). Likewise, as an academic learning center, the College's Academic Success Center provides computer-aided individualized, self-paced instruction. Thus, the content and learning outcomes are customized to students' individual skill levels and needs. In addition, faculty may use the Academic Success Center to give students opportunities to improve academic skills with supplemental instruction and resources assigned to students through courses or by referral for individual skill support (II.C-004). Finally, Santiago Canyon College has an academic support center for the sciences called the Science Teaching and Resource Center. In the Science Teaching and Resource Center, students engage in a variety of activities that are geared to engage science students as well as to enhance their individual success (II.C-005).

Library
To support the College's mission that, in part, states, "an innovative learning community dedicated to intellectual and personal growth," the Library provides the necessary services, books, databases, and equipment that support the vocational, transfer, and developmental information and research needs of the students (II.C-006).

In support of its mission, the Library offers a wide range of up-to-date curriculum-related books, reference materials, periodicals, and online databases that allow students to find relevant and reliable information sources. More specifically, the Library collection includes more than 40,000 print books, 14,000 electronic books, 21 print periodical titles, 1,000 audio-visual materials, and 43 databases with over six million full-text articles. The Reserve Textbook Collection is located at the Circulation Desk for the provision of in-library, short-term use of books, DVDs, and other materials required by instructors. Furthermore, course reserve materials are either placed on reserve by instructors or supplied by the bookstore (II.C-007, II.C-008).

In addition to providing information items within its walls, the Santiago Canyon College Library web page serves as an access point to library information and resources. Through the web page, students, faculty, classified staff, and administrators have 24 hours a day and seven days a week access to the Library catalog, eBooks, full-text magazines, journal and newspaper databases, online citation builders, instructional guides and handouts, policies, procedures, student learning outcomes, and other library information. Moreover, through the Library website via *EZ Proxy* authentication that is available on all networked College computers and remotely for those using computers off-site, students and the Santiago Canyon College community can access the Library's eResources (II.C-009).

To further assist students and surrounding community members, the Library has six full-time faculty librarians who staff the Information (Reference) Desk during the hours that the Library is open. Librarians teach and guide students using the numerous print and electronic collections available at the Library as well as available remotely. In addition, in the Library's instruction laboratory, with 36 computer workstations and located on the second floor of the Santiago Canyon College Library building, librarians offer discipline-specific library instruction classes, workshops, and two transferable, one-unit

classes: Library Research Fundamentals (LIBI 100) and Advanced Internet Research (LIBI103), which are designed to teach and develop library research skills. In fall 2008, the Library expanded reference service by adding a "Chat with a Librarian" widget to the Library web page. As a result, reference questions can be submitted, regardless of location, and answered in real-time when the Library is open. The following year, the Library added a "Text a Librarian" reference service. So as to further meet the needs of the students and the surrounding community, in fall 2012, the "Chat with a Librarian" and "Text a Librarian" reference services were extended beyond library facility operating hours (II.C-010).

Together with the six librarians, there are four full-time classified staff members and one part-time classified staff member who are responsible for acquiring, processing, and circulating materials. In addition, the Library classified staff maintain the collection, service copiers and printers, and offer student service at the first floor Circulation Desk as well as at the second floor Help Desk (II.C-011, II.C-012, II.C-013).

In 2008, the campus computing center, the main computer laboratory for the College, was closed. The computers, software applications as well as two part-time instructional assistants from the computing center were relocated to the Library. As a result, the Library remains the only area at Santiago Canyon College with open computer access (II.C-014, II.C-015).

So as to support student learning, the Library makes a variety of PC and Macintosh computers available to students and community members. Located on both floors of the Library, the computers are loaded with software programs for Microsoft Office applications, Internet accessibility, and discipline-specific applications. There are two computers for hearing and visually impaired users with text-to-speech and text enlargement capabilities. The Student Innovation Zone (SIZ) offers computers with faster processors; larger monitors; and picture, video, and web editing software. The Library also has two black and white and color photocopy machines and black and white and color network printers that are connected to all student computers as well as a BookCentre scanning system (II.C-016, II.C-017, II.C-018).

In an additional effort to provide quality services to facilitate Santiago Canyon College's educational offerings, the Library keeps the College community informed of new materials, databases, and other library services. The "Library Update" has been published and distributed to all faculty, classified staff, and administrators each semester since 2009. Moreover, librarians are assigned as liaisons to all academic departments, and a "Faculty Services" link is located on the Library web page and includes instructor-specific content. The librarian liaisons and the services link also help to keep the College community abreast of library information, resources, and services that support the quality of Santiago Canyon College's instructional programs (II.C-019, II.C-020, II.C-021).

Tutoring Center
As an added support to the College's instructional programs, the Santiago Canyon College Tutoring Center provides tutoring for over 27 subjects, covering 124 classes. Moreover, along with access to the tutoring center staff, the Tutoring Center offers individual or groups of students the use of computers, equipment, and workspace (II.C-022, II.C-023).

Academic Success Center
Santiago Canyon College's Academic Success Center is another support service that maintains student learning and enhances the achievement of the College's mission.

With funding from a Title III Grant, the Academic Success Center began its student support activities in fall 2005. Upon completion of the grant, the Academic Success Center was made a permanent facility that is budgeted by the District budget model and is included in the Santiago Canyon College Library, Arts, Humanities & Social Sciences Division (II.C-024).

Science Teaching and Resource (STAR) Center
As the newest support service at Santiago Canyon College, the Science Teaching and Resource Center was initially established through funding from the Title V, Hispanic Serving Institution (HSI) Grant that enabled the College to address an unmet need. The College established the Science Teaching and Resource Center because there was no academic support center for students who were taking high level and historically difficult science classes. While the Tutoring Center provided basic tutoring for these students, students in higher-level science courses were not as readily served. Currently, the Science Teaching and Resource Center provides academic support to science students through multiple modalities. These modalities include the following: faculty developed and assigned directed learning activities (DLAs), one-to-one assistance, faculty-led workshops, student-led study groups, and Question & Answer (Q&A) sessions (II.C-025). For student use, faculty have created over 50 directed learning activities for chemistry, physics, and biology that cover content in approximately 11 courses in the sciences (II.C-026). A student usually takes an hour to 90 minutes to finish a directed learning activity with the support of an instructional assistant. The center focuses on providing instructional support to all students who are enrolled in all levels of science courses in the discipline areas of Physics, Biology, Chemistry, Geology and Astronomy (II.C-027).

Self Evaluation
Santiago Canyon College meets this standard.

Library

The College supports its institutional programs by providing quality library services. The Library's resources are sufficient in quantity, currency, and depth to meet the needs of the students, regardless of location or means of delivery. The Library web page serves as an access point for all library collections, services, and policies (II.C-028, II.C-029, II.C-030).

The Library uses various assessments to evaluate and improve services, including analyses of collection use, student learning outcomes, library instruction evaluations, student and faculty surveys, analyses of reference interactions, and statistics on database use (II.C-031, II.C-032). More specifically, the Library conducted a student survey in fall 2013 to gauge student satisfaction levels. The results depict that seventy-two percent of the students surveyed were satisfied with the study space in the Library, and eighty-eight percent of the students were satisfied with the Library's print services. Regarding overall library satisfaction, ninety-seven percent of the students responded that the environment in the Library and the service that they have received in the Library were from good to excellent (II.C-033).

Actionable Improvement Plans
None

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

Santiago Canyon College (SCC) selects and maintains educational equipment and materials in an effort to support learning as well as to enhance the achievement of the College's mission. To realize these goals, the College relies on the expertise of its faculty, including its librarians and other learning support services professionals.

Library

Santiago Canyon College relies on its faculty librarians to select all materials for the Library. Each librarian is assigned multiple Library of Congress Classification ranges for which they make selections and withdrawals. The librarians utilize a broad range of collection development tools, including standard review literature, websites, course outlines, reading lists, and faculty recommendations and requests. In addition, librarians attend division meetings, department meetings, committees, and other campus events to discuss collection development with other College faculty. Moreover, a librarian is a permanent member of the Curriculum & Instruction Council (CIC). The curriculum approval process encourages faculty to communicate with a librarian when a course is being reviewed as well as when a new course is being approved. The Library web page lists library liaisons by department. This ensures that the Library has adequate resources to support both existing and new curriculum. In fall 2013, the Collection Development Librarian designed a purchase recommendation form. The newly created form will be added to the Library web page on the College's website in the 2013-2014 web page redesign (II.C-034). Furthermore, resource recommendations made by students are tracked at the Information Desk using *LibStats*, and the collection development librarian regularly distributes a report of student requests to the librarians for consideration (II.C-035, II.C-036, II.C-037).

The Santiago Canyon College (SCC) Friends of the Library presents another resource for the Library to use in order to select and maintain educational materials to support student learning. The Friends of the Library organization donates a variety of items to the Library that are evaluated using the Santiago Canyon College (SCC) Library Collection Management Policy and Procedures. The Popular Reading and Popular DVD collections are supported entirely by such donations. Donations not added to the collection are sold by Santiago Canyon College (SCC) Friends of the Library for a nominal price to support library programs and services (II.C-038). Moreover, the Public Services Librarian coordinates the acquisition of eResources, such as eBooks and full-text magazine, journal and newspaper databases. Most eResources are purchased through the California League of Community Colleges. To maintain efficiency and to enhance the achievement of the College's mission, using usage data, librarians annually evaluate all database subscriptions (II.C-039).

All Library purchases are made in accordance with the Santiago Canyon College (SCC) Library Collection Management Policy and Procedures that states,

> The primary purpose of selecting materials for the collection is to support the curriculum, thereby enabling students to succeed in their educational goals in accordance with the mission of the College. Consequently, the principal target audience is the students enrolled at Santiago Canyon College. Decisions about selection, de-selection, and funding are based upon creating a strong, viable library collection for these students.

The Santiago Canyon College (SCC) Library Collection Management Policy and Procedures reflects adherence to the precepts of intellectual freedom as outlined in the American Library Association's Library Bill of Rights and the Association of College & Research Libraries (ARCL) Division of the American Library Association's Intellectual Freedom Principles for Academic Libraries (II.C-040).

So as to ensure that the Library is providing expert service to the College that includes providing educational materials that support student learning, the Library periodically distributes surveys to faculty, classified staff, and students to gather input about the effectiveness of and satisfaction with library resources (II.C-041, II.C-042).

Tutoring Center
Similar to the Library, the Tutoring Center support service experts also work to select and maintain educational equipment and materials to enhance student learning. The Tutoring Center offers students both one-on-one and group tutoring. Santiago Canyon College's Tutoring Center is an "Open entry/Open exit" non-credit learning center. Therefore, no appointment is necessary. Furthermore, tutoring is available for over 27 subjects that covers 124 classes (II.C-043). The center is located in U-80 at the top of the campus. For student use, the center contains ten computers with internet access along with two printers and a copier. Donated textbooks from previous semesters are also available for student reference. The center is also equipped with a large white board for individual and study group use. Nine tables that each seat four fill the space in this learning environment, and the back corner of the room houses a desk for the tutors. Students sign-in when they enter the lobby using the computer at the front desk. To determine the usability and future needs of the center, the Tutoring Center uses the *CI Track* attendance system to collect all attendance hours as well as to generate reports. All Rancho Santiago Community College District (RSCCD) students, in both college credit classes and adult education classes, can receive tutoring help. Therefore, non-Rancho Santiago Community College District students are not entitled to receive help from tutors. The Santiago Canyon College tutoring center staff includes two ongoing 11-month tutors, two ongoing 19-hour tutors, and one full-time Tutoring Center Specialist (II.C-044).

Academic Success Center (ASC)
The Academic Success Center remains another Santiago Canyon College student service area that is dedicated to enhancing the College's mission. The Academic Success Center is located in D-209, which is comprised of a large open lab room. In addition, the students who need to record assignments for classes can reserve the enclosed room (D-209-4) to complete visual and audio assignments with *Skype* and *Audacity* programs. Furthermore, the Academic Success Center oversees the following rooms that are equipped with student computer stations: D-208, D-207, and D-204. Combined, the center and related rooms maintain a total of 118 computer stations for student use (II.C-045).

Over the years, the Academic Success Center has served reading and American College English (ACE) students by providing out-of-class activities and lab assignments. Recently, the Curriculum & Instruction Council (CIC) addressed the issue of arranged lab hours and clarified the associated restrictions as specified in Title 5. Both reading and American College English decided to revise their curricula to remove the arranged lab hour, and as a result, fewer students are using the facility. Since fewer basic skills students were using the Academic Success Center, the center coordinators began considering other ways to increase the facility's usage. Therefore, they contacted a few general education faculty and began developing directed learning activities that have served to enhance student learning in the general education courses (II.C-046, II.C-047, II.C-048, II.C-049, II.C-050, II.C-051, II.C-052, II.C-053, II.C-054, II.C-055, II.C-056, II.C-057).

Science Teaching and Resource (STAR) Center
While the previous College learning support services are available to the entire student community, the Science Teaching and Resource Center provides essential support to Santiago Canyon College science students. As such, the Science Teaching and Resource Center is supported by a full-time science faculty coordinator who provides instructional support to students alongside three instructional assistants. The science faculty member receives approximately seven and a half hours a week release time, and each of the three instructional assistants work a total of 19 hours each, which totals 57 hours per week. While the completion of advanced courses in the Science field remains the minimum requirement for instructional assistants, the Science Teaching and Resource Center is proud that all three of its instructional assistants hold a Baccalaureate degree in Chemistry, Physics, or Biology. In addition, the center offers approximately 15 computers, content specific software, textbooks, anatomical models, rocks, and various other visual aids that support student learning as well as student success. In alignment with the following portion of the College Mission Statement: "to learn, act, communicate and think critically," the Science Teaching and Resource Center supports a learning environment that allows students to achieve their educational goals. Through the Science Teaching and Resource Center and its web page, students have access to handouts covering a variety of science concepts, such as learning strategies and workshop overviews (II.C-058) in addition to information on Undergraduate Research, Enrichment, Financial Aid and Scholarship programs (II.C-059), and a Faculty-Student Mentor Program.

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

Library
In the fall 2013 "Library Student Satisfaction Survey," ninety-one percent of students surveyed indicated that they were able to find books and eBooks on their topics, and eighty-nine percent of students surveyed believed that the collection of books and eBooks was sufficiently current (II.C-060).

In 2008-2009, library materials funding was reduced or eliminated during College wide budget cuts. The general fund book budget was eliminated, and lottery funds were redirected to other areas of the College. The Library book budget has significantly fluctuated over the last few years. The original $30,000 library book budget decreased to $1,181 in 2008,

to $208 in 2009, and then increased to $5,000 in 2010 and 2011. During this time, usage statistics were utilized to evaluate the collection and identify the highest circulating subject areas. Based on an evaluation of the statistics, purchasing was limited to collection development in those areas (II.C-061, II.C-062, II.C-063).

In order to inform the faculty of the impact of inadequate funding of library materials on curriculum, a resolution, in support of library funding, was introduced in the Academic Senate of Santiago Canyon College in 2012. A report supplied to the Academic Senate of Santiago Canyon College indicated that ninety-six percent of the book collection had a copyright date prior to 2008. The resolution, approved by the Academic Senate of Santiago Canyon College, resulted in the Library materials budgets being supplemented with funds from a student printing funded agency account. Simultaneously, an allocation model was created by the collection development librarian to direct future collection development and expenditures (II.C-064, II.C-065, II.C-066).

In the spring 2013 "Santiago Canyon College (SCC) Faculty and Staff Library Survey," forty-five percent of respondents indicated that they had recommended a book, eBook, CD, or DVD for purchase. Ninety-five percent indicated they would use a Faculty/Staff purchase recommendation link on the Library web page if available (II.C-067). As a result of an analysis of the survey results, in fall 2013, the collection development librarian designed a purchase recommendation form. It will be added to the Library web page in the 2013-2014 Santiago Canyon College website re-design (II.C-068).

While library materials budgets were being cut, the Library identified alternative sources of funding for the purchasing of library materials. In 2009, the Santiago Canyon College (SCC) Friends of the Library agreed to purchase a collection of 2,762 eBooks that was offered through the California Community College Consortium, and $15,000 of funds from a Title III Grant were used to purchase materials to support basic skills (II.C-069). In addition, in 2011, the Santiago Canyon College (SCC) Friends of the Library opened a book sale area within the Library. Proceeds from the book sale area sales support the purchase of textbooks for the Library's Reserve Textbook Collection (II.C-070). Moreover, in fall 2011, the Santiago Canyon College (SCC) Friends of the Library, in coordination with the Santiago Canyon College librarians, added a wish list to the Library web page enabling the College community to purchase new materials, selected by the librarians, for the collection (II.C-071).

Despite fluctuating funds in the Library, materials in the Reserve Textbook Collection circulated 9,895 times during the 2011-2012 academic year, which illustrates an increase of nine percent over the 2010-2011 academic year (II.C-072). In the 2013 "Library Student Survey," forty-one percent of students surveyed indicated that they have used the Reserve Textbook Collection (II.C-073). The Library relies on the faculty members and the Santiago Canyon College Bookstore for copies of textbooks to support the current course offerings. As textbook costs continue to rise, the Santiago Canyon College Bookstore is unable to support the Reserve Textbook Collection to the same extent as in previous years. The Reserve Textbook policy was updated in 2011 and revised again in 2013 to place a greater emphasis on acquiring textbooks from faculty members (II.C-074). The Library communicates with faculty members annually in an effort to keep the Reserve Textbook Collection as complete and current as possible (II.C-075).

In addition to keeping the Reserve Textbook Collection current, the Library also maintains a multi-year plan for sustaining database subscription currency. Utilizing usage statistics and faculty input, librarians evaluate these subscriptions annually (II.C-076, II.C-077, II.C-078). Historically, at Santiago Canyon College, electronic databases have been funded with a combination of general and Telecommunications and Technology Infrastructure Program (TTIP) funds. With the elimination of the Telecommunications and Technology Infrastructure Program funding in 2009, the electronic databases have been funded with a combination of general funds and student printing agency account funds. As a result of the shift in funding, in 2010, nonessential print periodicals, which are not indexed, were reduced to a small popular reading collection, and funding was reallocated to support online databases (II.C-079).

After the implementation of the Statewide Database Purchase in 2012, the Library supplemented the standard databases with additional or enhanced versions of databases to increase the depth and breadth of the collection. Furthermore, the Library implemented the *EBSCO Discovery Service (EDS)* to create a single access point to all library materials (II.C-080, II.C-081). In the 2013 "Library Student Survey," eighty-nine percent of student respondents indicated that they had been able to retrieve articles for their assignments using the online magazine and journal databases. However, the same survey indicated that most students are unaware of the difference between using the *EBSCO Discovery Service* and individual databases (II.C-082). Additionally, in the 2013 "Santiago Canyon College (SCC) Faculty and Staff Library Survey," fifty-nine percent of faculty respondents indicated that the online databases are sufficient, and forty-four percent were not sure (II.C-083). For the library resources to be used more effectively, a greater understanding of available resources needs to be communicated to the faculty, and a greater understanding of *EBSCO Discovery Service (EDS)* needs to be communicated to students.

In order to maintain effective educational equipment to support student learning, the College *Technology Master Plan* includes replacement of library computers. In summer 2013, the Library replaced its student computers with newer computers from the Orange Education Center (OEC), which is undergoing renovation. Also at that time, Informational Technology Services (ITS) updated the Library's computer software to reflect the versions of software being taught in the classroom, addressing an issue identified in the 2011 Library Program Review (II.C-084). Furthermore, to continue to remain current regarding technology, on an ongoing basis, the systems librarian keeps the Library faculty and classified staff updated on

new technology trends (II.C-085). Moreover, the Library uses Information Desk interactions to identify student technology requirements. In fall 2013, the Library added a BookCentre scanning system to allow students to scan directly to email and mobile devices. Furthermore, the Library purchased charging stations to support student use of mobile devices in the research process (II.C-086).

While the College meets the standard, baseline funding is required to maintain a collection that can support the mission of the College. The Library has articulated the need for adequate funding to maintain the collection and online databases in the Library Program Review, and the Library also makes a funding request annually in its Department Planning Portfolio (II.C-087).

Tutoring Center
The Rancho Santiago Community College District (RSCCD) Informational Technology Services (ITS) department maintains the computers and printers in the Tutoring Center. When notified by the center specialist, Rancho Santiago Community College District Informational Technology Services will determine the status of the equipment and follow through with repairs, updates, or replacement when necessary. If the District Informational Technology Services department has new computers for another area on campus, the old computers may go to the Tutoring Center to replace even older models. When funding is available, computers and printers may be replaced according to the Santiago Canyon College *Technology Master Plan* (II.C-088). Santiago Canyon College has also identified the need to extend tutoring services to its online students. This is a complex and costly project that the College has been evaluating. Even so, the College continues to evaluate online tutoring options while it also continues to make efforts to extend its online tutoring services (II.C-089).

Academic Success Center
The College provided computers in the Academic Success Center in 2005. The capabilities of these systems are becoming obsolete for the new software programs incorporated into the Academic Success Center services (II.C-090, II.C-091, II.C-092, II.C-093, II.C-094, II.C-095, II.C-096).

Furthermore, the Academic Success Center has severely limited printer availability for student use. There is an especially high demand for printers on Friday as students are unable to print anywhere else on campus. As a result of the printer availability limits, the current Academic Success Center Department Planning Portfolio proposes that the center offer student-paid printing (II.C-097).

Actionable Improvement Plans
1. Santiago Canyon College will examine the feasibility of creating a centralized Student Success Center that may include the Academic Success Center, Math Study Hall (MaSH), Science Teaching and Resource (STAR) Center, Supplemental Instruction (SI), Writing Center (WC), and Tutoring Center.

II.C.1.b.   The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary
In a world with ever increasing access to information that is presented in a number of modes and originates from an abundance of sources, the "Santiago Canyon College (SCC) Faculty and Staff Library Survey" recognizes the necessity for students to develop and perfect their information competency skills. To assist in achieving enhanced student information competency skills, the College relies on its learning support services.

Library
In an effort to provide ongoing instructions for Library users that will assist with developing information competency skills, six full-time faculty librarians offer reference service, teach discipline-specific library instruction, and hold information research and citation-related workshops (II.C-098). In addition, the librarians create handouts and guides that are used in all instructional models. The handouts and guides are available at the Information Desk as well as online (II.C-099).

The primary mode of library instruction is one-on-one reference service at the Information Desk. The Library offers 55.5 hours of reference service per week. Two Librarians are available during peak times. Librarians also offer online reference via instant message/chat and text message during operating hours and after the Library facility has closed for an additional 2.5 hours Monday through Wednesday (II.C-100). The Library logs all reference interactions using *LibStats*, a web-based tracking and reporting system. The Library evaluates one-on-one reference interactions using *LibStats* data and periodic student surveys (II.C-101, II.C-102).

Discipline-specific library instruction is available for all Santiago Canyon College instructional programs. Faculty members can request library instruction using the online "Library Instruction Request" form, which is available under the Instruction and Faculty Services links on the Library website (II.C-103, II.C-104). Librarians teach all library instruction sessions in the mediated library instruction laboratory on the second floor of the Library. These sessions focus on teaching students information competency using the reference/library instruction student learning outcomes. Library instruction sessions are further customized for individual course assignments and utilize specialized resources. The Library has conducted three

pre-test and post-test assessments of the library instruction program since fall of 2008 to assist with refining instruction for optimum student learning results (II.C-105, II.C-106, II.C-107, II.C-108).

In fall 2008, to accommodate evening instructors who could not request library instruction due to reduced library hours, the Library began offering Research Basics and *NoodleTools* workshops six to eight times per semester (II.C-109). As the Library continues to offer the Research Basics and *NoodleTools* workshops, a librarian distributes a schedule of the workshops to faculty members before the semester commences. In addition, flyers and posters are displayed in the Library and on the Library web page (II.C-110). Furthermore, to encourage student participation, librarians ask instructors to offer extra credit to students who attend the workshops. While the Research Basics workshops address the same reference/library instruction outcomes as a reference interaction or discipline-specific library instruction session, the *NoodleTools* workshops instruct students on the nature of plagiarism, avoiding plagiarism, importance of correct citation, and use of *NoodleTools*, a subscription-based online citation tool (II.C-111). The Research Basics and *NoodleTools* workshops conclude with an evaluative exercise. To further facilitate instruction, especially during times when sessions are unavailable, a self-guided library instruction presentation is available to faculty members to use in class or online and can be accessed through the "Faculty Services" link on the Library web page (II.C-112).

In addition to the various workshops its offers each semester, the Library also offers two one-unit Library 100 and Library 103 credit courses to assist students with enhancing their information competency skills. In the Library 100: Library Research Fundamentals course, students learn basic college-level research skills. Instruction includes print and electronic information sources, such as reference books, scholarly material, online subscription databases, and the Internet. The Library 103: Advanced Internet Research course focuses on library research strategies for effectively locating and evaluating information on the Internet. Core topics include designing and performing successful search strategies, evaluating online information using critical thinking skills, identifying the ethical and legal aspects of using online sources, and citing sources using a standard documentation style. The student learning outcomes for Library 100 and 103 are assessed annually in accordance with the College assessment cycle using a variety of methods (II.C-113, II.C-114).

Librarians develop information competency skills for reference and library instruction by achieving common student learning outcomes. According to the student learning outcome, after a reference consultation, a group library instruction session, or other library instructional session, students can do the following: develop a search strategy, use library research tools to retrieve information, and evaluate the results using criteria (II.C-115).

Tutoring Center
Most Santiago Canyon College tutors are students from within the Rancho Santiago Community College District (RSCCD). However, a few of the tutors are upper division students who attend local universities. Regardless, all tutors are selected on the strength of their applications, transcripts, and interviews with the Tutoring Center Specialist. They are required to have achieved an "A" in the classes they tutor. Additionally, a full-time professor must recommend and approve each prospective tutor. The center chooses tutors who have above average abilities in their field(s) as well as strong interpersonal skills. Furthermore, all tutors attend 12 hours of tutor training workshops in which they learn and practice the basics of tutoring at the College level (II.C-116).

To improve information competency, the Tutoring Center focuses on five student learning outcomes (II.C-117). Therefore, the center tests students' ability to identify main ideas and key words, punctuation, word choice, and formatting rules. The results of the "Direct Measurements Quiz 2012-2013" shows an eighteen percent increase in student respondents' ability to identify main ideas and key words between the pre-test and the post-test. In addition, the center also evaluates students' ability to construct Word documents, save and send files, utilize search engines, understand information organization, and demonstrate time management (II.C-118).

Tutoring is available in a wide variety of subjects, from accounting to study skills, which cover 124 classes (II.C-119). In addition, the "Helpful Links" tab on the Tutoring Center web page offers links to an assortment of subjects, dictionaries, and reference sites (II.C-120).

Academic Success Center (ASC)
Similar to other learning support services throughout Santiago Canyon College, the Academic Success Center also provides students assistance with developing their information competency skills. The Academic Success Center staff consists of a faculty coordinator, a success center specialist, a lab technician, and two instructional assistants. The faculty coordinator and success center specialist remain current by attending conferences and interfacing with colleagues in the field. In similar fashion, the Academic Success Center cross trains its classified staff so that students can get assistance regardless of the course they are taking or the programs that their instructors have assigned to them (II.C-121, II.C-122).

Moreover, the Academic Success Center has offered short training sessions to students who are unfamiliar with *Blackboard*. Students whose instructors use *PLATO* or *Kurzweil* receive individual assistance when necessary as they work with and become accustomed to these programs. In addition, students can scan their textbooks into *Kurzweil* to take advantage of that program's many study skills features. Even though faculty teaching American College English (ACE) courses train students in their classes to use the English as a Second Language software, faculty and classified staff in the Academic Success Center offer assistance with the software to the American College English students as well (II.C-123).

In addition to providing students assistance, the Academic Success Center also offers on site or instructor-presented orientation to the lab and its programs during the first two weeks of each semester for students enrolled in a number of courses, such as Spanish, French, Italian, Anthropology, Communication, American College English, Water Utility Science, Survey and Mapping, and Philosophy. Furthermore, the Academic Success Center affords faculty members a PowerPoint presentation that orients the students to the basic checking in and out of the lab (II.C-124, II.C-125, II.C-126).

Science Teaching and Resource (STAR) Center
Through Title V funds, the Science Teaching and Resource Center continuously provides students with computers, software, and educational tools that support Santiago Canyon College students in developing information competency. While these instructional tools were purchased through grant funds, they will remain with the College to enhance learning opportunities in the Science Teaching and Resource Center well past the duration of the grant.

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

Library
The Library is committed to being a leader in the development of information competency at Santiago Canyon College. The Library assists students with developing their information competency skills through reference service, discipline-specific library instruction, workshops, credit courses, and events.

In spring 2009, the Library began tracking reference service interactions using *LibStats*. *LibStats* enables the Library to evaluate question types, duration, location, and format. In 2009-2010, librarians answered 8,770 questions at the Information and Help Desks, which equates to an average of 274 reference interactions per week. Instant message/chat reference service has increased from 8.8 percent of all reference interactions in 2009-2010 to 10.8 percent in 2012-2013 (II.C-127). *LibStats* evaluations have been used to determine Information Desk staffing patterns and to identify research trends (II.C-128). The closure of the campus computer center and the subsequent staff reductions, which included two campus computer center part-time instructional assistants, has resulted in librarians spending an increasing amount of time away from the Information Desk, troubleshooting technical issues and answering software application-related questions.

In the 2013 "Student Library Survey," sixty-four percent of the student respondents indicated that they have asked a librarian at the Information Desk for assistance in finding information. Of the sixty-four percent who had consulted a librarian, eighty-six percent stated that after the reference interaction, they were able to search for information on their own (II.C-129). In the 2012-2013 academic year, 75 classes came to the Library for discipline-specific library instruction sessions. A total of 2,553 students were instructed on the following concepts of the information cycle: identifying keywords, narrowing research topics, conducting searches, evaluating results using criteria, understanding plagiarism, and employing the elements of citation (II.C-130). At the beginning of each semester during the full and part-time faculty division meetings, the Library Department chair promotes library instruction. Furthermore, a librarian distributes an email reminder to all faculty members early each semester to encourage participation in the program (II.C-131). In the "2013 Santiago Canyon College (SCC) Faculty Staff Library Survey," seventy-three percent of faculty respondents indicated that they were aware that the Library offers discipline-specific library instruction sessions to help their students with their research assignments and to develop information competency. Of those faculty members who have scheduled library instruction for their classes, eighty-one percent responded that the library instruction helped their students successfully complete their research assignments (II.C-132).

The Library began offering Research Basics and *NoodleTools* workshops in 2008. Since then, workshop attendance has continued to decline. For example, 121 students attended a workshop in 2011-2012, but only 59 students attended a workshop in 2012-2013 (II.C-133). Although frequency and scheduling of the workshops is reviewed and adjusted each semester, instructors do not require the workshops, and those instructors who do offer extra credit for the workshops tend to also participate in the discipline-specific library instruction program.

As reflected in the Library Program Review and Department Planning Portfolio, the Library is exploring alternative library instruction modalities. Self-paced online library instruction and a shift to a solely workshop-based model would enhance support for students enrolled in distance education classes and offer an alternative to faculty members who are unable to dedicate class time to library instruction (II.C-134, II.C-135). The "2013 Santiago Canyon College (SCC) Faculty Staff Library Survey" indicated that half of the faculty would assign online library instruction if it were available (II.C-136).

In addition, the Library offers Library 100 and Library 103 courses that are one-unit each and are scheduled as eight-week classes each semester. In 2008, the Library developed and adopted student learning outcomes, updated content, and changed the course name of Library 103 from Information Retrieval on the Internet to Advanced Internet Research. Since 2008, the instruction library offered and taught 19 sections of the two courses as part of her regular workload. The instruction librarian taught 17 of the 19 sections completely online, and offered two sections as hybrid courses linked with other courses as part of a learning community. In fall 2008, Library 100 was linked with Education 101: Introduction to Education, and in spring 2010, Library 100 was linked with Counseling 118: Self Exploration and the Teaching Profession. Enrollment in the Library 100 and 103 has been building steadily. Students have been completing Library 100 with a success rate of sixty-five percent, and student learning outcomes are reviewed during each assessment cycle and included in decision-making discussions regarding future class offerings (II.C-137).

In coordination with the Santiago Canyon College (SCC) Friends of the Library, the Library sponsors events to develop information and cultural literacy. In 2008, *The New York Times* bestselling author Martin Dugard spoke to students and staff about the research and writing processes (II.C-138). In 2010, the Library sponsored a meeting for high school librarians and library technicians to discuss library instruction in the high school environment and strategies for preparing students for college-level research (II.C-139). In 2013, the Library hosted the "Courage to Remember the Holocaust 1933-1945" exhibit and was awarded a Muslim Journeys Bookshelf Grant by the National Endowment for the Humanities and the American Library Association (II.C-140, II.C-141). As part of the grant, *Minaret*, written by Leila Aboulela, was selected as the first Santiago Canyon College Book of the Year. Moreover, Santiago Canyon College faculty members and a representative from the Islamic Institute of Orange County participated in a panel discussion about the novel (II.C-142, II.C-143, II.C-144).

Tutoring Center
The 2012-2013 Tutoring Center Evaluation Survey garnered an overwhelming ninety-two percent satisfaction rating when students were asked if tutoring contributed to their academic success. In addition, according to survey results, students indicated that wait times were acceptable. Overall, students agree that tutors are knowledgeable, respectful, patient, and supportive (II.C-145).

Academic Success Center
Central to the Academic Success Center's services, the *PLATO* software is becoming outdated and limited, and its publisher will no longer support it. This software program needs to be replaced within the next two years (II.C-146).

Students gain information competency in the Academic Success Center by using its various programs and by dealing with the variety of instructions and processes necessary to successfully navigate the programs and complete their instructors' directed learning activities (DLAs) (II.C-147, II.C-148, II.C-149, II.C-150, II.C-151).

Actionable Improvement Plans
None

II.C.1.c.   The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary
Whether students are taking classes in face-to-face, online, or hybrid modalities, Santiago Canyon College (SCC) makes an effort to provide all of its students with adequate access to the College's Library and other support services.

Library
The Santiago Canyon College Library provides adequate access to resources and services in-person and online. Library hours are Monday through Thursday from 7:30 a.m. to 7:30 p.m., and online reference service, instant message/chat, and text reference are available Monday through Wednesday from 7:30 a.m. to 10:00 p.m. and Thursday from 7:30 a.m. to 7:30 p.m. The Library facility offers a total of 48 hours of student access per week, and reference service is available 55.5 hours per week (II.C-152).

Moreover, hours for the Library remain the same throughout all regularly scheduled sessions. There is always a minimum of one librarian on duty when the Library is open. The Library lists its hours of operation on the Library web page, distributes them via email, and posts them both inside and outside the Library facility. Furthermore, the Library informs students of hours and special events on the Library web page and solicits input from students by maintaining a Library blog and Library *Facebook* page (II.C-153, II.C-154).

In addition to instant message/chat and text message reference services, the Library web page serves as an access point to library resources for on site and remote users. The Library ensures that all users, regardless of their location, have access to the library catalog, citation guides, curriculum-related links, and other library information. Furthermore, eResources including eBooks, full-text magazine, journal and newspaper databases, and online citation tools are available to students, faculty, and classified staff, and administrators 24 hours a day and seven days a week (II.C-155). The library also makes mobile versions of the library catalog and databases available (II.C-156). The use of remote access requires authentication with WebAdvisor identification number and password. Moreover, many of the Library's databases include built-in accessibility features that meet the needs of students with diverse learning styles and needs.

Furthermore, the Library uses the *Voyager* integrated library system. The integrated library system provides access to books, ebooks, course reserve textbooks, compact discs, DVDs, and other material types. It also allows the students to renew items online. The Library maintains reciprocal borrowing agreements with Santa Ana College; California State University, Fullerton; and California State University, Long Beach (II.C-157, II.C-158). Students can also use the "Other Libraries" link, located on the Library web page to search other libraries in the area (II.C-159). For materials not available in the immediate area, the Library provides interlibrary loan service to students, faculty, classified staff, and administrators (II.C-160).

Also, a "Faculty Services" link on the Library web page provides faculty members access to the library instruction calendar, library instruction request form, assignment consultation services, and library curriculum contacts by department (II.C-161).

The Library facility houses 96 desktop computers and 17 laptop computers, and there are two computers for hearing and visually impaired users with text-to-speech software and scanning and text enlargement capabilities. All computer workstations have the Windows 7 operating system that includes "Ease of Use" features, including hear-text, magnifier and on screen keyboard. In addition to student use, guest access to library computers is available for community members. Moreover, the Library offers a wireless network that enables students to access library resources using their personal laptop computers and digital devices (II.C-162).

Located on the second floor, the library instruction laboratory has 36 computers with two workstations that accommodate wheelchairs. The instructor station features a *Sympodium* monitor, *SynchronEyes* class management software, a document camera, and an audio-visual system. The equipment is connected to the laboratory projector.

Tutoring Center
The Tutoring Center is open Monday through Thursday from 9:00 a.m. to 7:00 p.m. (II.C-163). Walk-in tutoring is available for both individual students and groups. The center offers frequent tutoring assistance for English and mathematics. Students may check the tutoring staff schedule posted in the center for availability in specialty classes offered in the center (II.C-164).

Academic Success Center (ASC)
The Academic Success Center's operating hours have typically been 8:00 a.m. to 7:00 p.m. Monday through Thursday and 8:30 a.m. to 12:30 p.m. on Fridays. During summer sessions, however, there are no Friday classes; therefore, the center is closed on Fridays.

The Academic Success Center has one station that is specifically Americans with Disabilities Act (ADA) compliant, but students with disabilities who do not require wheelchair access have been able to use any of the stations (II.C-165).

The Academic Success Center posts information to the College *Facebook* page and plans to use *Twitter* in the future (II.C-166).

Science Teaching and Resource (STAR) Center
Usually, the Science Teaching and Resource Center is open on Monday and Thursday from 9:00 a.m. to 4:00 p.m. and Tuesday and Wednesday from 9:00 a.m. to 6:00 p.m. These hours have not varied in past semesters; however, if the evaluation of the Science Teaching and Resource Center reveals evidence that there is an unmet need and demand, the hours will be slightly modified. The Science Teaching and Resource Center is open to all students and is currently centrally located on the College campus in close proximity to other student and support services, such as Supplemental Instruction and Associated Student Government. In addition, the center is in compliance with the Americans with Disabilities Act and is accessible and utilizes adaptive technology, such as *Kurzwell* software (II.C-167).

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

Library
In the 2011-2012 academic year, 200,733 students, classified staff, administrators, and community members visited the Library (II.C-168). Until 2009, the library hours were Monday through Thursday from 7:30 a.m. to 9:00 p.m., Friday from 7:30 a.m. to 2:00 p.m., and Saturday from 9:00 a.m. to 2:00 p.m. The Library facility was available to students for a total of 65.5 hours per week. In spring 2009, retirements and faculty and classified staff reductions resulted in the loss of one full-time librarian, all part-time (1.2 FTE) librarians, two part-time library technicians, one part-time library systems specialist, two part-time instructional assistants, and one part-time library clerk. In addition, library hours were reduced to Monday through Thursday from 9:00 a.m. to 7:00 p.m. The shortened hours of operation decreased the availability of the library facility to 40 hours per week. In 2011, library hours were partially restored to Monday through Thursday from 7:30 a.m. to 7:30 p.m. for a total of 48 hours per week (II.C-169).

In the "2013 Santiago Canyon College (SCC) Faculty and Staff Library Survey," only thirty-six percent of faculty members stated that they believe the library hours are sufficient for their students to successfully complete their research assignments (II.C-170). While seventy percent of student respondents indicated that the Library hours are adequate, requests for additional library hours were the most frequent comments (II.C-171). In addition to supporting library instruction and research, the library facility is the only building with open access to computers and large-scale indoor study area on campus.

For the library to extend operating hours, additional classified staff positions need to be added (II.C-172). According to the minimum staffing levels set forth in Title 5, Section 58724 of the California Code of Regulations, the Santiago Canyon College Library should have six full-time and one part-time support staff members. The Library notes the need for additional classified staff members in the Library Program Review and annually lists the need in the Library Department Planning Portfolio (II.C-173, II.C-174, II.C-175).

To address the reduction in library hours and to meet the research requirements of on site and distance education students, the Library added virtual services and enhanced its remote access to increase its service to students and community members. In fall 2008, the Library expanded reference service by adding a "Chat with a Librarian" widget to the Library web page. Reference questions can be submitted, regardless of location, and answered in real-time when the Library is open (II.C-176). The following year, the Library added a "Text a Librarian" reference service (II.C-177). In fall 2012, the Library extended the "Chat with a Librarian" and "Text a Librarian" reference services beyond library operating hours, thereby, adding an additional 7.5 hours of reference service per week (II.C-178).

In addition, the Library web page was redesigned to promote instant message/chat reference service and remote access to eResources (II.C-179). In 2013, the Library further refined its web page to emphasize the *SmartSearch EBSCO Discovery Service (EDS)* that is available 24 hours a day and seven days a week and creates a single access point to search the Library's over 14,000 eBooks and 43 full-text databases (II.C-180). Furthermore, the Library simplified the login process, making it easier for students to use eResources remotely. In fall 2012, librarians answered 75 questions about accessing eResources remotely. Once the login process was simplified, the number of questions dropped by ninety-three percent to just five in fall 2013 (II.C-181).

In order for students and community members to use library resources with their digital devices, the Library added several web-based applications. The *EBSCO* mobile application was added to provide a mobile interface to the majority of full-text magazine and journal databases. *Library Anywhere* was also added to provide enhanced access for students and community members using digital devices to access information about the Library as well as to access library resources and services (II.C-182).

Tutoring Center
The Tutoring Center maintains a strong commitment to maintaining currency with tutoring techniques. For the size of the center, usage statistics remain high (II.C-183). According to the center's "2012-2013 Evaluation Survey" (II.C-184), sixty-four percent of the students surveyed felt hours of operation were sufficient to meet their needs. However, when asked for other suggestions, the student respondents noted that they would like longer hours as well as hours of operation on Friday and Saturday. Students also noted the need for additional computers and bigger tables in the center. As the campus continues growing, the center is looking to acquire additional computers through Rancho Santiago Community College District Informational Technology Services (ITS) (II.C-185).

Actionable Improvement Plans
None

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary
Since Santiago Canyon College (SCC) seeks to safeguard its facilities and resources, the College provides effective maintenance and security for its Library and other learning support services.

Library
Library faculty and classified staff oversee the Library facility during all hours of operation. The College equipped both floors of the Library with video surveillance cameras that are monitored by the Safety & Security Department. To further safeguard the Library and its resources, Santiago Canyon College Safety & Security officers assist with the closing of the Library every evening (II.C-186).

Furthermore, the Library has *CheckPoint* security gates at the main entrance. The 3M company contractually maintains the gates. In addition, *CheckPoint* RFID tags assure that books are secured, and the Library keeps audiovisual materials in locked tagged cases. When items that have not been checked out are taken through the security gates, an alarm sounds, and a log is created with information about the library materials involved. All other access points into the Library facility have alarmed doors. Moreover, library faculty and classified staff members have the ability to arm or disarm the doors as necessary.

When it comes to its technology hardware, the library computers incorporate a positive attendance program that requires students to log in with their student identification number for access. However, librarians can bypass the positive attendance program to provide access to community members. In addition, librarians have the ability to monitor student computers from the Information Desk with the *SynchronEyes* classroom management software. Computers are upgraded, replaced, and maintained by Rancho Santiago Community College District Informational Technology Services, and librarians have the opportunity to provide input each semester about computer reimaging (II.C-187, II.C-188, II.C-189).

The Library facility is maintained by Maintenance & Operations. Library classified staff members clean the computers, shelving, and books on a regular basis. The collection is maintained through shelf reading, shifting, and weeding under the discretion of the librarians (II.C-190, II.C-191).

Tutoring Center

The Tutoring Center uses the CI Tracking system as a way of securing the proper use of computers. Students use their student identification number to log in to the computer in order to access programs and software (II.C-192). In addition, the Rancho Santiago Community College District Informational Technology Services staff secures computers to the tables. Furthermore, the Informational Technology Services department also maintains the computers and printers in the Tutoring Center and, when necessary, replaces old equipment according to funding and following the Santiago Canyon College *Technology Master Plan* (II.C-193).

Academic Success Center (ASC)

To keep the technology hardware secure, the Academic Success Center locks all computers to the furniture. The individual rooms associated with the center have locking doors. In terms of maintenance, the Rancho Santiago Community College District Informational Technology Services department does its best with current personnel and responds quickly to Help Desk emails and telephone calls. Most of the Academic Success Center's computers are running well, despite their age and the heavy use they receive. Moreover, the software programs generally work smoothly. Even so, the current versions of the software are testing the older operating systems as well as the storage capabilities of the current computers (II.C-194).

Science Teaching and Resource (STAR) Center

The lead faculty along and with instructional assistants manage and organize the center's inventory so as to ensure that the center is organized and has sufficient materials and equipment, such as books, supplies, models, bone boxes, rocks, and microscopes (II.C-195). With the assistance of the District Informational Technology Services staff, the Center updates computers and software on an as-needed basis.

Self Evaluation

Santiago Canyon College meets this standard.

In the Library, from the Information Desk, with the use of *SynchronEyes* classroom management software, the librarians have the ability to monitor and to take control of any computer in the Library. Inappropriate computer use is defined in the Library Computer Use policy (II.C-196). In 2013, the Library placed Copyright Fair Use notices and a link to the Library Computer Use policy on all library computer desktops.

Moreover, the Library secures its materials with *CheckPoint* RFID tags and security gates. However, 3M, the current service provider for *CheckPoint*, has announced that the *CheckPoint* RFID system is no longer in active production and will no longer be fully supported. The Library's *CheckPoint* maintenance contract has been downgraded from guaranteed to best attempt. As a result, the Library is in the process of identifying and evaluating alternative systems. Consequently, the Library has included the need for a replacement security system in the Library Department Planning Portfolio (II.C-197).

Although building maintenance is adequate, results from the 2010-2011 "Library Building Survey" and 2013 "Student Library Survey" indicate areas of need (II.C-198, II.C-199). Regarding the Library facility, responses from respondents of the surveys revealed the following growing concerns related to: the cleanliness of the restrooms, an increased presence of graffiti, and the erratic temperature. As a result of an analysis and discussion of the surveys, the Library faculty have noted the need for a regular maintenance schedule in the Library Program Review as well as in the Library Department Planning Portfolio (II.C-200, II.C-201).

Prior to classified staff reductions in 2009, the Library classified staff cleaned the computers and shelving on a regular basis. With fewer classified staff members to provide support at service counters and to perform functional responsibilities, cleaning is no longer a high priority. Furthermore, the Library has been unable to complete an inventory of the collection since moving into the new Library building in 2006. The Library uses partial inventories of targeted areas of the collection to track and identify missing and lost items (II.C-202).

Actionable Improvement Plans

None

II.C.1.e. **When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purpose, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

Descriptive Summary

When it comes to collaborating with other institutions or with entering into formal or contractual agreements, Santiago Canyon College (SCC) remains diligent in assuring that its services are adequate, accessible, and utilized for the College's intended purposes.

The Library maintains membership in the Online Computer Library Center (OCLC) for library database records and interlibrary loan service. At negotiated group rates, the Library purchases all other databases, including *EBSCO* and *Gale*, by subscription, through the California College Library Consortium (CCLC). In addition, the Library retains an institutional membership to the Council of Chief Librarians (CCL) (II.C-203, II.C-204, II.C-205).

To provide students with access to a greater collection of resources, the Library maintains reciprocal borrowing agreements with Santa Ana College; California State University, Fullerton; and California State University, Long Beach. The Library reviews the borrowing agreements on an annual basis (II.C-206, II.C-207).

Also, the Library sustains subscription contracts with *Ex Libris* for the *Voyager* integrated library system; with *Syndetics*, which supplies additional content to the library catalog; and with *Library Anywhere*, which provides a mobile version of the library catalog for remote access or access with digital devices. Furthermore, the Library licenses a web based instant message/chat and text reference interface from **libraryh3lp.com** (II.C-208, II.C-209, II.C-210, II.C-211).

Moreover, the Library maintains its copiers through a lease agreement with Xerox. Finally, the Library purchased the printing network that is retained by a contract with GoPrint (II.C-212, II.C-213).

Self Evaluation
Santiago Canyon College meets this standard.

The Library meets this standard by maintaining formal contracts and service agreements with vendors, consortiums, other libraries, and professional organizations for products and services. Moreover, the Library reviews and evaluates contracts and service agreements annually.

In addition, the Library purchases online databases through the Community College Library Consortium. The discounted group pricing allows the Library to supplement the Statewide Database Purchase with additional content. As the Community College Library Consortium releases new trial databases and pricings, the Library annually reviews its database subscriptions. During its annual review process, the Library utilizes database statistics to determine usage, and all of the aforementioned are factored into its database subscription evaluation process. Furthermore, the Library purchases additional services from the Community College Library Consortium, including Baker & Taylor Title Source Gold, a collection development tool, and *NoodleTools*, a subscription-based online citation tool (II.C-214, II.C-215, II.C-216).

In the "2013 Santiago Canyon College (SCC) Faculty and Staff Library Survey," sixty-two percent of the faculty members who responded indicated that they were aware that the Library had an online citation builder called *NoodleTools*. Furthermore, the survey revealed that most faculty members who have assignments requiring references, works cited, or bibliographies discuss *NoodleTools* with their students. Eighty-one faculty members believe that *NoodleTools* has helped their students create more accurate citations (II.C-217).

The GoPrint networked printing system is an effective printing solution. In the "2013 Student Library Survey," eighty-eight percent of student respondents stated that they were satisfied with the Library's print and copy services (II.C-218). The Library sells print cards for one dollar, and the cards come with 50 cents of printing value. For each additional dollar applied to the library print card, the full value is added. In fall 2012, the Library began testing the use of College-issued student identification cards for printing. After confirming that Santiago Canyon College student identification cards were compatible with the GoPrint system, the Library received authorization from the Santiago Canyon College Cashier's Office to use the unassigned magnetic strip on the back of the student identification cards for Library use. Similar to the library print card, for each dollar applied to the student identification card, the full value is added. Ultimately, students have the option of purchasing a library print card or adding value to their student identification card. Funds collected from student printing pay for the GoPrint maintenance contract, equipment replacement, and material purchases, including books and full-text magazine and journal databases (II.C-219, II.C-220).

Actionable Improvement Plans
None

II.C.2. **The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Descriptive Summary
In order to assure that its Library and learning support services more than adequately meet the identified needs of students, Santiago Canyon College (SCC) evaluates support services to ensure that they actively contribute to the achievement of student learning outcomes. Furthermore, the College uses the results of its Library and learning support services evaluations as the basis for Library and services improvement.

Library

The Library evaluates its programs, services, and resources through the College's Program Review process. Moreover, based on discussions of its program review, the Library develops action items that are incorporated into the Department Planning Portfolio. Since 2008, the Library has created program student learning outcomes as well as course and instruction student learning outcomes for reference service, discipline-specific library instruction, and credit courses (II.C-221, II.C-222, II.C-223).

The Library program student learning outcomes state that upon completion of any information inquiry, library instruction, or course, the student will be able to: (1) Identify and retrieve information in a variety of formats, (2) Evaluate information using critical thinking skills, and (3) Utilize the Library facility and services.

The student learning outcomes for reference service and library instruction state that after a reference consultation, a group library instruction session, or other library instructional session that students will be able to: (1) Develop a search strategy and (2) Evaluate the search results using criteria (II.C-224).

The Library assesses its student learning outcomes for Library 100 and Library 103 in accordance with the College's assessment schedule. The Library created its assessment tools in spring 2008 and employed them in fall 2008. The instruction librarian assesses the Library credit courses regularly by utilizing a variety of test methodologies (II.C-225, II.C-226, II.C-227, II.C-228).

The student learning outcomes for Library 100 state that students will be able to: (1) Identify the types of information sources available in a college library; (2) Construct a search strategy to locate and retrieve one library print source and one online database source relevant to a research topic; and (3) Correctly cite the two sources using the Modern Language Association (MLA) documentation style (II.C-229).

The student learning outcomes for Library 103 state that students will be able to: (1) Construct a search strategy to locate and retrieve two web sources of information relevant to a research topic, (2) Evaluate the sources for authority, accuracy, currency, and ownership, and (3) Correctly cite the sources using a standard documentation style (II.C-230).

Following the Library Assessment Cycle, the Library assesses its outcomes regularly. The Library discusses, reviews, and modifies its Library Assessment Cycle each semester during the Flexible (FLEX) week librarians' meeting. Furthermore, the Library uses a variety of measures to evaluate and improve its services, including analysis of collection use, analysis of library instruction evaluations, analysis of student and faculty surveys, analysis of reference interactions, and analysis of library usage statistics. Once assessed and evaluated, the Library incorporates its assessments into College and Library documents, such as the *Educational Master Plan (EMP)*, Program Review, and Department Planning Portfolio (DPP) (II.C-231, II.C-232).

In addition, the Library routinely collects data that is used to analyze collection use, services, and programs. Moreover, the Library uses faculty surveys and pre- and post-test evaluations to assess its discipline-specific library instruction. Furthermore, the Library periodically conducts online surveys of the faculty, staff, and students to gauge their satisfaction with library resources and services as well as their knowledge of those services. Similar to discipline-specific library instruction, the Library also uses statistical analysis and surveys to evaluate its reference service. In order to measure its facility use and satisfaction with its environment, the Library conducts building surveys online and in-person at various times within the Library operating hours. Through the faculty self evaluation process, librarians and administration evaluate librarians on their participation in the assessment of student learning outcomes.

Tutoring Center

The Tutoring Center assesses its services through the direct measurement formats of its five student learning outcomes. These formats include a direct measurement quiz, a student learning outcomes survey, and a Santiago Canyon College Tutoring Center evaluation survey (II.C-233, II.C-234, II.C-235).

Based on the analysis of student learning outcomes, the Tutoring Center began having regularly scheduled meetings to discuss concerns and services in the center. The tutoring center specialist has actively improved communication between the center, faculty, and librarians to better assist students. The Tutoring Center has also implemented Basic Skills writing forms and the use of *How to Study.com* (II.C-236).

Academic Success Center (ASC)

Like other learning service areas at Santiago Canyon College, the Academic Success Center also engages in the College's Program Review Process. Results from the Academic Success Center's Program Review indicate that students logged into the Academic Success Center for a total of 7520 hours during fall 2012. The program review analysis also revealed that about seventy percent of the students who used the Academic Success Center and completed their instructors' Academic Success Center assignments succeeded in their courses, compared to approximately fifty-five percent who did not attend/utilize the Academic Success Center (II.C-237, II.C-238). The aforementioned collected data indicate that the Academic Success Center activities contribute to the achievement of student learning outcomes. In addition, the student learning results are used as a basis for improvement (II.C-239, II.C-240, II.C-241, II.C-242, II.C-243, II.C-244).

Science Teaching and Resource (STAR) Center

Even though the Science Teaching Resource Center is primarily funded through Title V funds, the College has made the commitment to institutionalize multiple aspects of the grant as institutionalization language was clearly articulated in the grant proposal as part of the College's effort to institutionalize the new practices (II.C-245). For example, in subsequent years, all instructional assistants are to be paid seventy-five percent through general funds and twenty-five percent from the grant. This has evolved from a one hundred percent grant funded position. Therefore, the College has made a formal agreement with the Science Teaching and Resource Center, through the grant, to support and maintain all instructional support activities.

Likewise, the Science Teaching Resource Center has a team comprised of Title V facilitators and classified staff as well as a project director who has established a formal plan to ensure goal attainment by working closely with the disciplines and departments that are critical to the center's implementation. While in the first year of the grant, the initial team included the Title V project director, multiple facilitators, staff, and members from the Office of Institutional Effectiveness & Assessment (OIE&A). In subsequent years, the team expanded to include the Title III project director and facilitators along with the Upward Bound Math and Science Project director (II.C-246). The team meets once a month as a work group as well as to support each other's work. The team is critical to planning, implementing, and improving all activities in the Science Teaching Resource Center according to the proposed Title V Grant timeline (II.C-247).

Primarily, the project manager for student information support leads the Science Teaching Resource Center evaluation efforts. The Science Teaching Resource Center engages in self evaluation activities every semester, and the results of its evaluation are widely disseminated. The center collects data for its evaluation in the following areas: (1) Student usage: The unduplicated headcount for total number of students using the center and the total number of hours are collected; (2) Aggregate data on student success: Longitudinal success rates for targeted courses in Physics, Chemistry, and Biology are monitored to track before and after overall student success rates to measure the impact of the Science Teaching Resource Center; (3) Disaggregate data on student success: Within term success rates for two groups, the Science Teaching Resource Center group and the Non-Science Teaching Resource group are compared to demonstrate the difference in success rates for students who participated in the center's activities. In spring 2013, there was a gain of approximately 27 percent in student success for students who participated in the Science Teaching Resource Center in comparison to those who did not; and (4) Student Survey: Students are asked to complete a survey on the effectiveness of the center, the usefulness of the materials, and their overall experience (II.C-248, II.C-249, II.C-250, II.C-251, II.C-252, II.C-253).

Initially, the Title V facilitators' team reviews and discusses all outcomes data to determine areas and needs for improvement. Then, facilitators disseminate the information to their respective disciplines and/or departments. In addition, the project manager for student information support utilizes the outcomes information as part of the Annual Performance Report (APR) that is submitted to the federal government and is also shared College wide through email and web posts as well as through the College president's weekly updates (II.C-254, II.C-255, II.C-256, II.C-257, II.C-258).

Self Evaluation

Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

Library

The Library evaluates its collection, programs, and services for continual improvement. The Library incorporates evaluation of student learning outcomes into its program review, which is also reflected in its annual Department Planning Portfolio.

In addition, the Library created its assessment cycle in 2008 and first incorporated the assessment of student learning outcomes into planning in that same year. Since the creation of the assessment cycle, the Library has reviewed and revised its cycle annually. The assessment cycle creates a plan for continual improvement (II.C-259, II.C-260).

The Library assessed discipline-specific library instruction student learning outcomes for the first time in spring 2008. At the end of each session, Library faculty gave students a ten-question quiz that required them to identify appropriate sources, choose correct methods for refining a search, and assess the credibility of resources. The threshold for students successfully passing the assessment was eighty percent or higher. Moreover, the average of the 23 classes that participated was 78.87 percent. The data did not, however, provide the desired information, for the nature of the assessment required that the Library faculty to teach to the test. The subject matter covered by the quiz was too broad and the questions too specific. Therefore, after evaluating the assessment, the librarians revised the reference service/discipline-specific student learning outcomes. The Rancho Santiago Community College District Research Department was consulted to design a more effective assessment tool. The Rancho Santiago Community College District Research Department recommended dividing the quiz into a pre-test and post-test in order to increase the validity of the results (II.C-261).

After the librarians revised the assessment tool, the Library assessed discipline-specific library instruction student learning outcomes for the second time in fall 2012. Students in 14 English 101: Freshman Composition, classes completed a six-question quiz at the beginning of the session. In the last week of the semester, English instructors in ten of the classes gave the same quiz as a post-test. Only three of the ten classes demonstrated increased scores. Since the pre- and post-tests were anonymous, evaluation of the outcomes was impossible to discern. After evaluating the assessment, the four

student learning outcomes for reference service and discipline-specific library instruction were collapsed into one outcome with three components. Then the librarians refined the quiz to include two questions to measure each component of the student learning outcome. The librarians determined that the assessment should be repeated using the ParScore system in order to gather pre- and post-test results for each student. The librarians asked participating English instructors to administer the post-test in week 13 or 14 (II.C-262, II.C-263).

The librarians repeated the discipline-specific library instruction student learning outcomes assessment using English 101 classes in spring 2013 with the ParScore assessment system. English instructors gave a revised pre-test quiz, with three questions for each component of the student learning outcome, to 302 students in 12 sections of English 101: Freshman Composition. In order to pass the assessment, students were required to pass each component of the student learning outcome with a score of sixty percent or higher. Two hundred and five students in 11 sections of English 101: Freshman Composition completed the post-test during weeks 14-16. The ParScore long form was used for the post-test in order to capture anecdotal comments. A large percentage of students passed both student learning outcomes in the pre- and post-test assessments. The results, however, did indicate that searching and locating sources of information are easier for students in comparison to evaluating a source. After discussion of the assessment, the librarians decided to deemphasize basic searching and focus on refining search results and evaluating the credibility of results in discipline-specific library instruction sessions. The librarians also determined that the assessment tool should be further refined to measure critical thinking skills. The comments from students were positive and indicated that the library instruction session was valuable to their learning (II.C-264, II.C-265).

In fall 2010, through a library building survey, the Library measured the following program outcome: "[students] will be able to utilize the library facility and services." The survey was issued in two parts, in-person and online, during various times of the day. Most students, seventy-six percent of whom use the Library daily or several times a week, indicated that they were able to use the Library facility and services effectively. Ninety-six percent of respondents indicated that the Library offers good or excellent quiet study space and is generally clean and safe. Most students commented that the Library is a positive learning environment. Despite this high level of satisfaction, the majority of complaints about the Library focused on dissatisfaction with erratic temperature of the building, the lack of cleanliness of the restrooms, the limited hours of operation, and inadequate group and individual study spaces. After evaluation of the Library building survey, the librarians incorporated actionable requests into the Library Program Review as well as into the Library Department Planning Portfolio (II.C-266). The Library also asked Maintenance & Operations to modify the temperature of the building.

Subsequently, the temperature of the Library was modified. The Librarians devised and executed a plan that consolidated collections and removed unused shelving, resulting in additional study space. The Library also modified its points of service and hours to maximize student access (II.C-267). Furthermore, the Library included a request for a maintenance plan to address the cleanliness of the restrooms and the Library in its program review; the Library also requests the items annually in the Library Department Planning Portfolio. Even though the maintenance requests have been listed in the appropriate planning documents, to date, the aforementioned remain an issue for the Library (II.C-268, II.C-269).

Moreover, the librarians review reference service statistics informally and anecdotally. In accordance with the its assessment cycle, the Library conducts in-depth analysis of reference service using data from *LibStats*. In 2009-2010, librarians answered 8,770 questions. An analysis of reference interactions from that academic year indicated that question types did not directly relate to reference service/discipline-specific student learning outcomes. The analysis also revealed the following: (1) Durations needed to be subdivided to more accurately represent reference interactions; (2) "Connect from Home" was a confusing term to students; (3) Double coverage at the Information Desk was misaligned to periods of peak activity, and (4) Instant message/chat and text reference were increasing in use. After discussing the evaluation of reference interactions, the Library modified labels in *LibStats* to align with student learning outcomes as well as to accurately reflect duration. Next, the Library relabeled "Connect from Home" to "Search from Home," and in a later web page revision, the log in process was further simplified. In fall 2012, librarians answered 75 questions about accessing eResources remotely. Once the log in process was simplified, the number of questions dropped by ninety-five percent to just four percent in fall 2013 (II.C-270). The Library also revised its Information Desk staffing template in spring 2011 to align double coverage at the Information Desk with periods of peak activity. In addition, librarians created a proposal to extend reference service beyond library hours. Then, in fall 2012, the Library extended instant message/chat and text reference services with Santiago Canyon College Librarians logging in and answering questions remotely, beyond the 7:30 p.m. Library closing time to 10:00 p.m., Monday through Wednesday. As a result, 107 questions were answered outside of library hours during the 2012-2013 academic year (II.C-271).

In spring 2013, the Library distributed an online survey to all classified staff and full-and part-time faculty members. Analysis of the results was limited to the 54 faculty respondents. Ninety-two percent of the faculty members who responded indicated that they believe the Library contributes to student success. Of the faculty members who have scheduled discipline-specific library instruction for their classes, eighty-one percent indicated that it helped their students to successfully complete their research. However, faculty members were dissatisfied with the library hours and depth and breadth of the collection. Faculty members indicated that they would use a library material recommendation link if it was added to the Library web page. Therefore, in fall 2013, the collection development librarian designed a recommendation link that will be included in the next version of the Library web page (II.C-272). The librarians request additional classified staff members in order

to extend library hours annually in the Library Department Planning Portfolio (II.C-273). Many faculty members indicated that they would assign library instruction if it did not require class time. Consequently, the Library is exploring alternative library instruction modalities. Significantly, forty-four percent of faculty members surveyed indicated that they were not sure if the library online databases are sufficient. Since information about library collections and services needed to be more proactively communicated to faculty members, in spring 2011, the Library assigned librarians as liaisons to academic departments to provide improved communication regarding library materials and services (II.C-274, II.C-275, II.C-276, II.C-277).

In addition to the faculty and classified staff survey, the Library also distributed a student survey to students online and in-person at various times of the day in fall 2013. Results revealed that a majority of the students surveyed (seventy-eight percent) use the Library daily or weekly, and ninety-two percent of students surveyed responded that the Library plays a role in their success as students. Moreover, ninety-seven percent rated the services and environment in the Library from good to excellent. The survey did reveal, however, that students are unaware of important library services, such as *SmartSearch* and instant message/chat and text reference. When asked whether they preferred *SmartSearch* to search individual databases, forty-seven percent were unsure. Only eighteen percent of student respondents indicated that they have used instant message/chat reference services. Without College-provided email accounts or a portal system, communicating directly with the student population is challenging. The Library informs students of new or modified services with signage as well as by maintaining a digital presence on *Facebook* and by maintaining a Library blog (II.C-278, II.C-279). The Library is also exploring the possibility of communicating with students through the *Voyager* integrated library system. Although seventy percent of students surveyed indicated that the library hours are adequate, requests for additional library hours comprised the most frequent comments (II.C-280).

Like its other services, the Library first assessed its Library 100: Library Research Fundamentals course in fall 2008. Then assessment was repeated in spring 2009. The Library used a pre- and post-test exercise as the assessment tool. After evaluating the results, the Library modified the assessment tool and grading rubric. Then, in fall 2010, the Library revised its student learning outcomes for the course. Next, in fall 2012, the Library assessed its student learning outcome related to correctly citing sources using Modern Language Association (MLA) documentation style. The Library required students to submit a Works Cited bibliography as part of their final project. A score of eighty-five percent was required to pass the assessment. Eighteen out of 21 students were successful. Evaluation of the assessment indicated that the students who did not pass performed poorly on the homework related to documentation. Therefore, the Library modified the course to introduce the concept of citing sources earlier in the semester, giving the students more time to practice citing before the final project (II.C-281).

In fall 2011, the Library assessed its Library 103: Advanced Internet Research course for the first time. Students were given a 25-point assignment in a pre- and post-test format. Nine of the 14 students who completed the assignment demonstrated growth, and evaluation of the assessment indicated that the instructions required clarification. Additionally, the Library revised the grading rubric to emphasize the formatting of citations (II.C-282).

In addition to formal assessments, the Library evaluates collection use, services, and programs with informal observations, statistics, and service desk interactions (II.C-283). The purpose of all assessment activities is to create actionable plans within the College and department planning documents that lead to the improvement of Library programs, services, collections, and information competency.

Tutoring Center
Like the Library, the Tutoring Center evaluates its activities and practices to ensure that it meets identified student needs. The results of the 2012-2013 Tutoring Center surveys reflect that students feel the hours and wait time in the Tutoring Center are adequate. In addition, students recommend that the Tutoring Center have additional space and equipment. Moreover, Santiago Canyon College tutors were rated highly by students, with ninety-six percent agreeing that tutors were knowledgeable, respectful, patient, and supportive. Furthermore, ninety-two percent of students surveyed claimed that tutors and the Tutoring Center have contributed to their academic success (II.C-284, II.C-285).

Actionable Improvement Plans
1. Santiago Canyon College will examine the feasibility of creating a centralized Student Success Center that may include the Academic Success Center, Math Study Hall (MaSH), Science Teaching and Resource (STAR) Center, Supplemental Instruction (SI), Writing Center (WC), and Tutoring Center.

STANDARD II.C.: EVIDENCE

Standard III: Resources

STANDARD III.A.: HUMAN RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

III.A.   Human Resources
The Institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1.   The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for election of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Descriptive Summary
In order to offer its students and surrounding community worthwhile instructional programs and educational services, Santiago Canyon College (SCC) employs qualified and experienced personnel who work to preserve the integrity and high quality of the College's programs and services.

Therefore, Santiago Canyon College employs qualified classified staff members, faculty, and administrators who are dedicated to student success and who are hired and employed in accordance with state and district hiring policies and procedures (III.A-001, III.A-002, III.A-003, III.A-004, III.A-005, III.A-006, III.A-007, III.A-008). In addition, to further assist with sustaining quality programs and services, Santiago Canyon College employees work in accordance with and under the auspices of the Rancho Santiago Community College District (RSCCD) established Code of Ethics Policy (III.A-009).

Moreover, all Rancho Santiago Community College District job position announcements clearly delineate the specific qualifications necessary for a particular position. As a result, job position announcements accurately reflect the position duties and responsibilities so that the most qualified and experienced candidate will be selected to fill the appropriate position. Due to this vigilant process, the selected candidates (now employees) serve to enhance the quality and integrity of instructional programs and support services (III.A-010, III.A-011, III.A-012).

As a means of assuring the quality and integrity of its instructional programs and support services, all Santiago Canyon College employees engage in an evaluation process on an established basis where managers and/or peers observe and evaluate employee performance. This College employee evaluation process encourages ongoing improvement of instruction and/or services in support of the Santiago Canyon College Mission Statement (III.A-013, III.A-014, III.A-015).

Along with its local hiring and evaluation processes, Rancho Santiago Community College District also adheres to the Title 5 regulations pertaining to minimum qualifications and equivalency requirements. Thus, the Rancho Santiago Community College District Human Resources Department has set procedures for establishing equivalency standards that apply to both Santiago Canyon College as well as to its sister college, Santa Ana College (III.A-016, III.A-017, III.A-018). Even so, through faculty discussion within individual departments in addition to collaboration with respective faculty representatives at Santa Ana College, the appropriate Santiago Canyon College discipline experts determine their discipline equivalencies to bring consistency and uniformity to the District.

To maintain instructional pedagogy regardless of the delivery mode, Santiago Canyon College recently adopted an online certification program for those teaching distance education courses. As a result, the College requires online instructors to be proficient in the distance education course standards. Furthermore, Santiago Canyon College uses the @ONE Project Online Certification Program to provide its instructors practical skills for teaching online courses (III.A-019, III.A-020, III.A-021, III.A-022, III.A-023).

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College conforms to College, District, and state hiring policies and evaluation procedures that serve to recruit and retain the most appropriately qualified and suitable candidates for employment within the College (See III.A.1.b).

Actionable Improvement Plans
None

III.A.1.a. **Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

Descriptive Summary

Santiago Canyon College (SCC) follows District and state-developed criteria when hiring faculty who will actively contribute to the College's mission. As a result, Santiago Canyon College ensures that its faculty and administrator degrees are valid and recognized by U.S. accrediting agencies.

The following depict the Rancho Santiago Community College District (RSCCD) Board of Trustees adopted Administrative Regulations pertaining to hiring, which include recruitment and application processes, screening committees, and employment, that Santiago Canyon College abides by when hiring new faculty members: AR4102: Recruitment and Selection of Employees and AR4102.1: Full-Time Faculty Recruitment & Employment (III.A-024, III.A-025, III.A-026, III.A-027). Furthermore, in following AR4104: Employee Transfer, current employees of the Rancho Santiago Community College District wishing to be considered for an open position, unless it is a transfer opportunity, need to compete and submit a new District application form and meet any additional requirements of the application process (III.A-028).

The Rancho Santiago Community College District Human Resources Department is the centralized office for the District that coordinates and verifies that Santiago Canyon College and Santa Ana College meet state mandates and requirements associated with faculty hiring. The Human Resources Department provides access to job announcements and other hiring information on its web page (III.A-029). In addition, the department regularly sends out job opportunity emails to the entire Rancho Santiago Community College District community (III.A-030). When job positions become available, the Human Resources Department advertises the job openings in a variety of places (III.A-031). To further streamline the applicant screening and hiring process, since 2008, Rancho Santiago Community College District has used *iGreentree*, a web based employment system (III.A-032).

The Human Resources Department also facilitates the generation, revision, and publicizing of the Rancho Santiago Community College District's job descriptions. Even so, many of the job descriptions have not been updated and reflect revision dates in excess of ten years (III.A-033). Despite the outdated nature of the District's job descriptions, the Human Resources Department posts standard job descriptions for classified staff, faculty, administrators, and supervisory and confidential employees on its web page (III.A-034). The Human Resources Department engages the services of the Hay Group, an outside consultant firm, to evaluate and revise classified staff positions and job descriptions as applicable.

When hiring faculty, the Human Resources Department works with the division deans who seek the input and expertise of department chairs from the disciplines in which new faculty will be hired to create a job announcement for any approved faculty position. Once the discipline faculty have created a faculty position job announcement and the Academic Senate of Santiago Canyon College president has reviewed the announcement, the Human Resources Department sends the announcement to the appropriate discipline division dean (III.A-035, III.A-036).

The descriptions on the job announcements include desirable as well as required qualifications. Job announcements for both full and part-time faculty include the following desirable qualification: "a working knowledge of and experience with student learning outcomes and assessment." Furthermore, as mentioned in the job announcement, all faculty must meet the minimum qualifications as adopted by the Board of Governors (III.A-037). The Rancho Santiago Community College District has a defined equivalency process that requires several signatures, including those from a subcommittee of the department that is hiring as well as those from the Academic Senate presidents at both Santiago Canyon College and Santa Ana College (III.A-038, III.A-039).

When it comes to faculty hire screening committees, the following individuals or groups review the committee membership: College president, Academic Senate president, Human Resources Department, and Equal Employment Opportunity (EEO) officer (III.A-040). Moreover, faculty screening committee membership includes a faculty member who can teach outside of the academic discipline under consideration and who is appointed by the Academic Senate of Santiago Canyon College president. In addition, the College also invites a faculty member from Santa Ana College to serve on the Santiago Canyon College screening committee. Finally, a faculty representative who has undergone Equal Employment Opportunity (EEO) monitor training serves as the Equal Employment Opportunity monitor on the screening committee.

As the state budget continues to improve, the Rancho Santiago Community College District community finds itself in a place where it can resume its faculty hiring efforts. As a result, the Human Resources Department determined that there was a need to provide additional faculty, classified staff, and administrators Equal Employment Opportunity monitor training. Therefore, the department held Equal Employment Opportunity monitor trainings during the spring 2014 Flexible (FLEX) week at both Santiago Canyon College and Santa Ana College (III.A-041).

Since screening committees have the freedom to create and select interview questions for prospective candidates, most Santiago Canyon College faculty hire screening committees elect to include a teaching demonstration and/or presentation

as part of each interview. If such a determination is made, the Human Resources Department will inform applicants of the teaching demonstration and/or presentation so that they can adequately prepare for the interview.

Among its other hiring related responsibilities, the Human Resources Department assists hiring screening committees with verifying that faculty applicant degrees are valid and recognized by U.S. accrediting agencies. However, for candidate reference checks, even though the Human Resources Department will provide screening committee members input, the members of the screening committee conduct the actual reference checks (III.A-042).

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

Santiago Canyon College assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and expertise to support those programs and services. Moreover, the College adheres to District and state guidelines for hiring personnel.

Even though job descriptions are posted on the Rancho Santiago Community College District website for prospective applicants, many of the job descriptions have not been updated and reflect revision dates in excess of ten years. This could be detrimental to recruitment of the most qualified applicant pool. In order for evaluations to be more relevant in the context of the duties being performed, it is necessary for more regular and periodic reviews of job descriptions so as to bring them in line with contemporary duties and responsibilities of employees (III.A-043).

Actionable Improvement Plans
1. In conjunction with the Rancho Santiago Community College District Human Resources Department, Santiago Canyon College will review and evaluate the effectiveness of the process for updating job descriptions to ensure that they are reviewed and updated on a more frequent basis.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary
Santiago Canyon College (SCC) adheres to the Rancho Santiago Community College District (RSCCD) established policies and procedures for evaluating all classified staff, faculty, and administrator employees on a regular, timely basis. The specific formal process used varies depending on the employee group and/or its relative union, but all processes comply with the legal mandates of education code. The goal of the evaluation process is to improve instruction and/or services in support of Santiago Canyon College's mission.

Evaluation Frequency
The Faculty Association of Rancho Santiago Community College District (FARSCCD) and the Continuing Education Faculty Association (CEFA) contracts contain evaluation timelines that conform to legal requirements as outlined in education code (III.A-044, III.A-045). Per the contract for the Faculty Association of Rancho Santiago Community College District, nontenured probationary full-time faculty are evaluated annually for the first four years, and tenured faculty are evaluated at least every three years. Hourly credit faculty are evaluated the first two semesters of employment as well as at least once every three years after that time. Similarly, non-credit hourly faculty are evaluated the first semester of employment, once during the second year, and then at least every three years thereafter. Child Development faculty follow Article Two of the Child Development Teachers Agreement that specifies the timelines for their evaluations (III.A-046).

For the College's classified staff employees, the California School Employees Association (CSEA) contract specifies the frequency of full-time classified staff evaluations. For permanent classified staff employees, evaluations will be held on the third year on or about their anniversary date, and for probationary classified staff employees, evaluations shall be held at the completion of their third and seventh month as well as prior to the completion of their 11th month of employment with the Rancho Santiago Community College District (III.A-047).

Rather than an association, Rancho Santiago Community College District Administrative Regulations specify the timeframe for administrator/manager evaluations.

Management evaluations occur during the first two years of employment for those in a new position and at least once every three years thereafter (III.A-048).

For confidential and supervisory employees, evaluations occur at six month and 11 month marks in addition to at least once every three years thereafter (III.A-049).

Evaluation Components

Evaluation components vary for each employee group. Adjunct, tenure track, and tenured faculty evaluations include classroom or other areas of primary responsibility observations, evaluation forms that list criteria and scales of ranking, consultation with evaluators, self evaluations and portfolios (for full-time faculty), student evaluations (usually conducted online), and peer evaluations (III.A-050). The classified staff evaluation entails the use of an appraisal form with clearly defined skills and standards (III.A-051). For management evaluations, managers complete a self evaluation form, and an evaluation survey is sent to those employees who work closely with the manager (III.A-052). Finally, supervisors and all full-time employees with whom they work directly, evaluate confidential employees (III.A-053).

Evaluation Monitoring

There are distinct monitoring practices related to the Rancho Santiago Community College District evaluation process. The Human Resources Department tracks evaluation schedules and sends reminders to the appropriate supervisor or dean. At the College level, division offices maintain an evaluation schedule for faculty. The division administrative secretaries coordinate all scheduling and submission of evaluation materials, and evaluations are done locally under the purview of the respective division dean.

Evaluation Process Review

Since the evaluation process is intended to assess the effectiveness of personnel as well as to encourage improvement in instruction and services offered, Santiago Canyon College makes efforts to regularly review the evaluation processes and individuals involved with said processes. As most of the employee evaluation processes are connected to contractual obligations, Rancho Santiago Community College District reviews its evaluation process on an annual basis that corresponds to contract negotiations.

Furthermore, Santiago Canyon College also engages in an evaluation process review. In the "Santiago Canyon College 2013 Self Evaluation Survey," the College community was asked if they felt that the evaluation processes for personnel have been applied consistently and in the approved manner. Of the 78 responses, 41 answered "yes," 13 replied "no," and 24 answered "unable to observe." Sixteen of the respondents provided comments, and of the 16, nine respondents expressed concerns (III.A-054).

Of the concerns raised by the nine respondents who provided comments in the survey, one concern noted the low return rate of online student evaluations for faculty (III.A-055). For instance, in fall 2013, the Biology Department had five courses with instructors being evaluated. Out of a total of 156 students, 31 (19.9 percent) completed the online faculty evaluations. Moreover, for the five individual courses, the completion rates varied from a high of twenty-nine percent to a low of 9.7 percent. As a result, it proves difficult to place confidence in an assumption that student evaluation results portray an accurate representation of students' overall perception of a faculty member (III.A-056).

Following discussions related to evaluation processes, in spring 2014, representatives from Santiago Canyon College and Santa Ana College met to look into alternate methods of collecting student evaluations and purchased a scanning product for each college that works with the existing online faculty evaluation system. The implementation plan is to provide training to all divisions in a test environment during summer 2014. Beginning in fall 2014, student evaluations of faculty will be conducted in the classroom rather than online (III.A-057, III.A-058).

Self Evaluation

Santiago Canyon College meets this standard.

Organization processes and written criteria for employee evaluations are in place at the District and College level. In addition, the Human Resources Department has implemented a tracking process that ensures that evaluations are submitted in a timely manner, and the assistant vice chancellor of human resources monitors said process.

Actionable Improvement Plans

None

III.A.1.c.   Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Since Santiago Canyon College (SCC) has a strong dedication to student learning, the College includes a learning outcomes related assessment component in faculty and other employees' evaluations in order to measure the effectiveness of achieving student learning outcomes. Beginning in 2010-2011, the College has incorporated student learning outcomes into the classified staff, faculty, and administrator evaluation processes. In the mandatory self evaluation submitted as part of the evaluation process for full-time faculty, faculty members are required to address "participation in the improvement of student learning related to student outcomes" as a standard of evaluation (III.A-059, III.A-060). Using a different evaluation instrument from full-time faculty, the College's part-time faculty also demonstrate their participation in the improvement of student learning related to student outcomes. In their evaluation instrument, administrators are directed to outline their

"contributions to the college, district and/or community in congruence with the overall mission of the college including the improvement of student learning" (III.A-061).

Self Evaluation
Santiago Canyon College meets this standard.

The College has incorporated student learning outcomes into the evaluation processes for faculty members and others directly responsible for monitoring and achieving student learning outcomes.

Actionable Improvement Plans
None

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary
Santiago Canyon College (SCC) upholds that all members of its community conduct themselves in an ethical manner, and in an effort to encourage professional and ethical behavior, the College adheres to the various Rancho Santiago Community College District (RSCCD) Board Policies related to professional ethics.

In addition, the Rancho Santiago Community College District expects that all of its employees behave ethically. Indeed, the District Board Policy 7001 exemplifies the District's perspective on professional ethics and integrity: "the consistent exercise of integrity is the cornerstone of ethical behavior." Furthermore, the District embraces the idea that "ethical behavior is often defined as 'right' or 'good' behavior as measured against commonly accepted rules of conduct for a society or profession. The ethical person is often described as one who is fair, honest, straightforward, trustworthy, objective, moral, and unprejudiced" (III.A-062).

In pursuit of achieving this ethical ideal, the Rancho Santiago Community College District and Santiago Canyon College support a number of policies and practices that reinforce ethical behavior on many levels. The following exemplify the multiple policies related to ethics and appropriate conduct that both the District and the College have: (1) General Code of ethics, (2) Board of Trustees Code of Ethics/Standards of Practice, (3) Purchasing Department Code of Ethics, (4) Academic Freedom Board Policy, and (5) Student Code of Conduct (III.A-063, III.A-064, III.A-065, III.A-066, III.A-067).

Moreover, in 2011, the Academic Senate of Santiago Canyon College adopted the "Santiago Canyon College (SCC) Faculty Vision and Core Values Statements" document after a year and a half of investigation and discussion that took into account the results of two faculty surveys. This document is included in the *2012-2016 Educational Master Plan* and contains a faculty educational vision statement as well as core values related to accountability, personal and professional growth, excellence in educational pursuits, and participatory governance (III.A-068).

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College upholds a written code of professional ethics for all its personnel as directed by board policies and ethics codes and as exemplified in other College documents.

Actionable Improvement Plans
None

III.A.2.   The institution maintains a sufficient number of qualified faculty with full-time responsibilities to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary
Together with the District, Santiago Canyon College (SCC) utilizes a variety of integrated systems that are woven into the organizational structure of the College and the District to determine a sufficient number of qualified faculty, classified staff, and administrators in addition to ensure that employee qualifications, training, and preparation are suitable to support Santiago Canyon College's mission and purposes (III.A-069, III.A-070).

At Santiago Canyon College, the Academic Senate of Santiago Canyon College facilitates the annual faculty position request process as delineated by the following documents: (1) "Process for Requesting a Faculty Position," (2) "Timeline for Requesting a Faculty Position," and (3) "Santiago Canyon College Faculty Hiring Request Form." Following the Academic Senate of Santiago Canyon College faculty position request process, department faculty analyze information from Department Planning Portfolios, Program Reviews, and outcomes assessments when identifying departmental needs and formulating plans of action that may include requests for additional faculty. Furthermore, departments annually update

their Department Planning Portfolios (DPPs) and engage in the College's Program Review Process where they identify program needs that may involve necessary new hires (III.A-071).

In accordance with the "Santiago Canyon College Faculty Hiring Request Form" document, when preparing to make faculty position requests, faculty contemplate their department's ability to schedule all courses or offer a particular program in a discipline. Moreover, faculty engage in thoughtful deliberation regarding potential limits on student services and the affect the limits may have on the institution's facilities should the College hire a new faculty member. Finally, faculty utilize data derived from enrollment management statistics reflecting departmental growth and class demand in the faculty position request decision-making process. Specifically, faculty derive data from the previous fall and spring semesters to identify the Full-Time Equivalence Faculty (FTEF) hours taught by full-time faculty in relationship to the Full-Time Equivalent Student (FTES) ratio as evidenced in the Department Planning Portfolios (III.A-072). Furthermore, the "Santiago Canyon College Faculty Hiring Request Form" requires individual departments to outline and identify departmental goals, departmental history of faculty position requests, and program growth. The form also prompts faculty to consider whether or not the department will be able to sustain a new position, the centrality of the position request to the College Mission, and the purpose that the position request will meet: transfer, career technical education, basic skills, or non-credit adult education (III.A-073).

Once the "Santiago Canyon College Faculty Hiring Request Form" has been completed, the department chair advocating for the position forwards it to the division dean for review and affirmation of accuracy. After consulting with the division dean and following the "Timeline for Requesting a Faculty Position," department chairs submit requests to the Academic Senate of Santiago Canyon College, and the Academic Senate of Santiago Canyon College distributes the requests to the entire faculty. At the appointed deadline listed in the "Timeline for Requesting a Faculty Position" document and after seeking input from the faculty whom they represent, the Academic Senate of Santiago Canyon College senators submit their "Official Forced Ranking Sheets" to the Academic Senate of Santiago Canyon College president. After the Academic Senate of Santiago Canyon College executive board members tally the results, the Academic Senate of Santiago Canyon College president electronically distributes a table, identifying the vote of each senator, to the entire faculty. The tallied results become the official ranked list that is recorded into the Academic Senate of Santiago Canyon College minutes at the meeting that follows the ranked senator vote.

After the rankings have been distributed to the faculty, the Academic Senate of Santiago Canyon College submits the ranked faculty position request list to the College president for consideration. Next, the vice presidents and the president revise the list in the President's Cabinet. In consultation with the Academic Senate of Santiago Canyon College president and the vice president, the College president comes to a determination of the final faculty position ranking (III.A-074, III.A-075).

At the District level, the Human Resources Committee makes personnel recommendations to the District Council, and District Council makes final recommendations to the chancellor. The vice presidents, academic affairs from Santiago Canyon College and Santa Ana College; the Academic Senate of Santiago Canyon College appointed faculty representatives from both colleges; a Faculty Association Rancho Santiago Community College District (FARSCCD) representative; a California School's Employees Association (CSEA) representative; the classified staff representatives from both colleges; the District executive vice chancellor of human resources; and the assistant vice chancellor, human resources serve on this governance committee (III.A-076).

Each year, the Human Resources Committee examines the faculty obligation number (FON) and recommends the minimum number of full-time faculty hires needed for the Rancho Santiago Community College District. In addition, the committee discusses the statistical ramifications of possible faculty hires for each college based on the Budget Allocation Model (BAM) that was adopted for the District. This model allows for an approximate 70/30 funding split between the respective colleges. Colleges are at liberty to hire more than the minimum number if they should choose, but the burden of financing these positions remains the responsibility of each individual college. If a faculty member or any other employee leaves a college due to retirement or other reasons, the position is not automatically replaced, and at Santiago Canyon College, an open faculty position is filled according to the final faculty position request prioritization (III.A-077).

As a result of the new budget model, in fall 2013, the Human Resources Committee recommended a split of the minimum number of hires for 2014-2015 at each college that was based on the Full-Time Equivalent Student (FTES) generated by each college. Rancho Santiago Community College District (RSCCD) governance committees, such as the Fiscal Resources and the Planning and Organizational Effectiveness committees, will resume discussions regarding whether or not the District wants to continue this policy (III.A-078, III.A-079).

In addition, the District Human Resources Department plays an integral role in the qualification of faculty and classified staff as well as in their preparation. The Human Resources Department screens all applicants to ensure that they have the appropriate and necessary qualifications before being forwarded for review by screening committees. Consequently, the application and evaluation process is, in itself, the first means of determining whether or not candidates will be suitably prepared to work at Santiago Canyon College (III.A-080).

Furthermore, to keep classified staff and administrators current with responsibilities in their areas, the Human Resources Department offers in-house training in various areas of need in order to help prepare and better equip classified staff and administrators with accomplishing their day-to-day administrative duties. When necessary, the District contracts

with outside agencies that offer training programs and expertise in legally mandated areas, such as with offering sexual harassment training through the Alliance of Schools for Cooperative Insurance Program (ASCIP) California public agency or with making employees aware of newly mandated industry standards as with the newly required chemical labeling in laboratories (III.A-081, III.A-082).

Due to the financial constraints resulting from the state budget situation, in 2008, the Rancho Santiago Community College District instituted a hiring freeze. In addition, there were significant layoffs throughout the District. Since that time, many classified staff positions have not been replaced due to continued budgetary constraints. The table below illustrates a Santiago Canyon College employee count comparison from September 2008 to September 2013:

Santiago Canyon College	Number of Employees		Overall Change
	Sept. 2008	Sept. 2013	Difference
Administrators	16	14	-2
Confidential	1	1	0
Contract Faculty	110	102	-8
On-going Hourly Classified	82	48	-34
Hourly Faculty	533	409	-124
Monthly Classified	116	103	-13
Supervisory	8	8	0

The following graph provides a visual display of the change in the Santiago Canyon College employee count over a six-year period from the 2008/2009 academic year to the 2013/2014 academic year:

SCC Annual Change in Employees by Category
Six-Year Trend
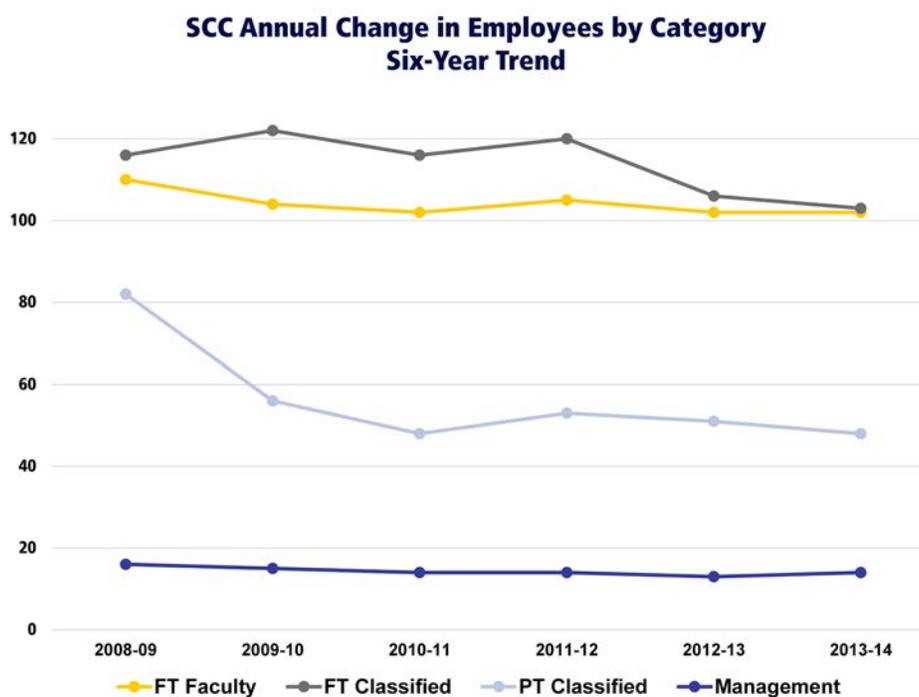
During the time period depicted in the graph, the Library, Arts, Humanities & Social Sciences (LAHSS) and Mathematics and Sciences Divisions operated with deans working in interim capacities. Furthermore, for a period of time, interim personnel filled the associate registrar position. Full-time deans and administrators who provide leadership and support to instructional programs now occupy all of the aforementioned positions. Even so, in certain areas of the College, administrative positions have not been replaced, and administrators function in multiple capacities to provide necessary services and support for instructional programs. Specifically, the vice president of administrative services has absorbed the duties of the director of facilities, and the dean of mathematics & sciences also serves in the role of associate dean of exercise science (now Kinesiology) and athletics to provide leadership and support to Santiago Canyon College athletic programs (III.A-083). Additionally, the vice president of student services also serves as the director for the Santiago Canyon College Foundation.

Similarly, classified staff in the divisions have been forced to absorb the duties and responsibilities associated with positions that were either lost due to a Reduction in Force (RIF) or positions that were unfunded. Due to the declining economy, a

Reduction in Force took place throughout the District. Consequently, due to the Reduction in Force and in contribution to the budget reduction process, divisions gave up positions that were unfunded. To date, the unfunded positions have not been replaced. For example, the Santiago Canyon College Student Services & Foundation department lost ten full-time and 11 19-hour/ongoing (.475 FTE) classified staff positions. In addition, the department lost one faculty as well as one management position (III.A-084). Moreover, the Orange Education Center (OEC) lost three full-time faculty members, 16 of its 19 hour/ongoing (.475 FTE) classified staff positions, and four full-time classified staff positions. Furthermore, other classified staff members have absorbed the duties and responsibilities for these positions within the respective departments (III.A-085). These departments in need of classified staff, faculty, and administrator personnel must make requests for positions in the Department Planning Portfolios (as applicable) as well as through the College's Program Review process (III.A-086, III.A-087, III.A-088, III.A-089).

In recent years, the College's distance education instructional offerings have grown to represent ten percent of the sections offered at Santiago Canyon College (III.A-090). As a result, there is a need to support these courses as well as to ensure that the courses meet the College's quality standards. The Santiago Canyon College *Technology Master Plan* recommends an increase in the number of classified staff in order to adequately support distance education offerings. Through the 2013 Faculty Position Request process, the faculty and the College have responded to this need, for in spring 2014, the College hired a full-time faculty distance education coordinator (III.A-091, III.A-092).

Similar to the faculty position request process, the College has also developed procedures for determining the number of classified staff and administrators that need to be hired. Dialogue occurs at the division level regarding departmental needs. Subsequently, each division submits a ranked prioritization request that is forwarded to the Planning & Institutional Effectiveness (PIE) Committee for its consideration (III.A-093).

Santiago Canyon College's College Council currently reviews most classified staff and administrator hiring requests and makes related hiring recommendations to the College president (III.A-094).

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College takes great care to ensure that its classified staff, faculty, and administrators are highly qualified for their positions. As a consequence of the state's financial crisis, Santiago Canyon College endured a number of layoffs as well as a Reduction in Force (RIF) that caused a redistribution of responsibilities across the College. Fortunately, the District ended the hiring freeze enabling the College to fill some of its missing and interim positions. Furthermore, the College has recognized the need to support distance education courses, so in spring 2014, Santiago Canyon College hired a full-time faculty coordinator to fulfill these obligations.

Similar to the losses and subsequent additional job duties and responsibilities that remaining classified staff and administrators assumed, faculty also endured a reduction in numbers and an increase in job responsibilities. Both the Division of Continuing Education and the Student Services Division are operating with a significantly reduced number of faculty and other personnel. Despite these reductions, the College has reorganized to continue to operate effectively.

As the College's governance committees discuss the feasibility of hiring future classified staff, faculty, and administrators, the College community remains concerned about how hiring additional classified staff and administrators will affect the instructional side of California Education Code section 84362(d) (also known as the fifty percent law).

Actionable Improvement Plans
None

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary
All of the Rancho Santiago Community College District (RSCCD) Board of Trustees' adopted employment procedures conform to appropriate state and federal laws. The District subscribes to the Community College League of California's (CCLC's) policy/procedure service that provides recommended language for all of the required board policies and administrative regulations. The service also provides two updates per year that the District reviews in order to ensure that its policies and regulations reflect current legislation, state regulation, and accreditation practices. Furthermore, for public information and review, the District displays its employment procedures and personnel policies on the human resources section of its website (III.A-095). Examples of the types of policies listed on the District's website include the Equal Employment Opportunity Policy and Labor Laws that the District follows (III.A-096, III.A-097).

Similarly, the District website also houses employment information and application processes in addition to other relevant information pertaining to personnel matters. The job position announcements posted on the District website clearly outline fair application procedures that include requirements, deadlines, and application methods. In an additional effort

to ensure that the District's employment procedures are fair, the Human Resources Department's web page outlines the varied details of the application procedure, explains the Equal Employment Opportunity Policy, and publishes the District's nondiscrimination statement (III.A-098, III.A-099). Furthermore, a complete section of District board policies is dedicated to personnel issues with over 50 board policies specifically pertaining to personnel matters (III.A-100).

To ensure that the District administers its personnel policies and procedures consistently and equitably, before presentation to the Board of Trustees, various District wide governance bodies review new or modified policies. Such groups include the Human Resources Committee (HRC), the Planning and Organizational Effectiveness (POE) Committee, the Fiscal Resources Committee (FRC), the District Council, and Chancellor's Cabinet. District distributed personnel policies and procedures are clearly stated, regularly reviewed, and widely published (III.A-101, III.A-102).

In addition, the District also provides its community training resources. As a member of the Alliance for Schools for Cooperative Insurance Programs (ASCIP), the Rancho Santiago Community College District receives training resources to assist with providing training programs on important personnel matters, such as discrimination, harassment, Americans with Disabilities Act (ADA) compliance, and different types of leave. The District makes the aforementioned programs available to the administrators across the District to create a culture of consistent application of human resource policy (III.A-103). In addition to the harassment and other trainings provided to administrators, the Alliance for Schools for Cooperative Insurance Programs also provides two updates per year that allow the District to ensure that its policies and regulations reflect current legislation, state regulation, and accreditation practices.

Moreover, the Human Resources Department regularly collaborates with representatives from the various associations, such as the California School's Employees Association (CSEA) and the Employer Employee Relations Committee (EERC), which is a representative body of the California School's Employees Association. These groups meet once a month to discuss personnel issues and to address relevant and contentious personnel matters. Furthermore, the union representatives from the Faculty Association Rancho Santiago Community College District (FARSCCD) meet frequently with the executive vice chancellor, human resources and the assistant vice chancellor, human resources to discuss faculty issues. These meetings and discussions also present the District with an opportunity to monitor, identify, and rectify personnel situations that may have arisen on an as-needed basis.

Furthermore, as necessary, the Rancho Santiago Community College District also contracts with outside legal counsel, such as Liebert, Cassidy and Whitmore for guidance and counsel on issues pertaining to personnel and human resources (III.A-104).

Self Evaluation
Santiago Canyon College meets this standard.

Along with local oversight at Santiago Canyon College, the Rancho Santiago Community College District Human Resources Department ensures the fair and equitable administration and application of all personnel policies and procedures.

Actionable Improvement Plans
None

III.A.3.a.   The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary
Since Santiago Canyon College (SCC) is dedicated to ensuring fairness in its employment procedures, the College adheres to the Rancho Santiago Community College District (RSCCD) procedures and policies.

Like the application process, the District's hiring process is conducted equitably and consistently with oversight by a trained Equal Employment Opportunity (EEO) monitor. Moreover, the Human Resources Department reviews all position announcements, hiring committees, interview protocol, and interview questions to ensure equity and consistency. In this way, all District members associated with a hiring process understand their respective roles and responsibilities with regard to protocol, issues of confidentiality, and Equal Employment Opportunity (III.A-105).

In an effort to maintain fair practices regarding employment procedures, the Human Resources Department provides a series of trainings to instruct administrators throughout the Rancho Santiago Community College District on important employment processes as well as on District policy pertaining to the tenure process, evaluation processes, and disciplinary processes. These training sessions are specific to the culture of the Rancho Santiago Community College District, and the information and practices conveyed fall under collective bargaining agreements (III.A-106).

Self Evaluation
Santiago Canyon College meets this standard.

As with all personnel policies and procedures, along with local oversight at Santiago Canyon College, the Rancho Santiago Community College District Human Resources Department ensures the fair and equitable administration and application of all employment procedures.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary
Santiago Canyon College (SCC) is sensitive to the need to maintain the security and confidentiality of personnel records. Therefore, the College remains diligent in following District wide personnel records related practices and procedures.

The Rancho Santiago Community College District (RSCCD) preserves personnel files for all District employees in a secured file room that contains locked file cabinets that are located at the District Office. In accordance with Education Code Section 87031, which grants employees the right to access their own personnel files; U.S. Government Code Section 6254, which guarantees privacy of personnel files; California Civil Code Section 1798.24, which limits the disclosure of personnel information by agencies; and California Labor Code 1198.5, which affords individuals free access to their own personnel files, the Rancho Santiago Community College District Board of Trustees adopted Board Policy 7005 that makes personnel files available for review to those persons having a legal right or authorization to inspect them (III.A-107, III.A-108).

Moreover, the Human Resources Department has adopted internal protocols for the review of all personnel files. The department requests that employees interested in examining their personnel files contact the Human Resources Department in advance and schedule an appointment that will be established within 72 hours. In addition to being safely stored, only designated human resource personnel have access and key privileges. In order to access the room and view files, personnel must first sign the Personnel Access Log that records the time, date, and reason for accessing the file. The administrative secretary for human resources countersigns the sign-in and also witnesses the process and provides copies of any documents from the file should they be needed. All agents acting on behalf of the employee must receive approval from the assistant vice chancellor of human resources in order to view an individual's personnel file. Finally, the District does not dispose of any inactive files, for they are kept safely and securely in storage. With the aforementioned firmly in place, the Rancho Santiago Community College District ensures the security and confidentiality of all employee records and also provides the appropriately supervised access to these records (III.A-109).

Self Evaluation
Santiago Canyon College meets this standard.

All necessary procedures and protocols are in place to ensure the security and confidentiality of personnel records. The District complies with the appropriate Labor Codes and related Education. Furthermore, employees have appropriate access to their own respective personnel records.

Actionable Improvement Plans
None

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary
Santiago Canyon College's (SCC's) core mission reflects a deep appreciation of and commitment to its diverse student population. The College's Mission states, "Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community" (approved by Rancho Santiago Community College District Board of Trustees, 9-23-13) (III.A-110). Moreover, the College is dedicated to providing educational opportunities and services to students in an equitable manner.

Like Santiago Canyon College, the Rancho Santiago Community College District (RSCCD) Board of Trustees supports efforts to ensure equal opportunity and also sees the value of having a diverse work force. Diversity in the academic environment fosters cultural, social, and civic awareness as well as mutual understanding and respect. The Rancho Santiago Community College District Board of Trustees commits itself to the principle of equal employment through a continuing equal opportunity employment program and has adopted Board Policy 3420, which reflects this commitment (III.A-111). The board policy on recruitment and selection of employees states, "The Board of Trustees recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates." In addition, the Board of

Trustees has added Board Policy 3430: Prohibition of Harassment and Board Policy 7100: Commitment to Diversity, which further reflects the District's commitment to fostering equity and diversity (III.A-112, III.A-113).

Moreover, the District nondiscrimination policy also clearly reflects a strong awareness of the diverse populations at Santiago Canyon College as well as a commitment to the equitable treatment of all Santiago Canyon College community members. The policy affirms that

> The District prohibits discrimination and harassment based on ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, physical or mental disability, gender identity, medical condition (cancer-related or genetic characteristics), marital status, citizenship, or service in the uniformed services, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics.

This board policy applies to all employment practices, including recruitment, selection, promotion, transfer, salary, training and development, discipline, and dismissal (III.A-114).

Furthermore, this dedication to practicing an understanding of and concern for issues of equity and diversity is further illustrated by goal number six in the Rancho Santiago Community College District *2011-2013 Strategic Plan*: "Maintain a positive, productive working environment for employees, recognizing and embracing diversity, and enhancing staff development opportunities that address innovation and technology" (III.A-115).

At the College level, Santiago Canyon College offers a wide range of training and professional development opportunities that also illustrate the College's commitment to creating an academic environment that celebrates equity and diversity. Related training opportunities include the following:

- Management training on employment and personnel issues (III.A-116);
- Hiring practices training;
- Sexual Harassment training (III.A-117);
- Safe Space Ally training to support Lesbian, Gay, Bisexual, and Queer (LGBTQ) students (III.A-118);
- **Kognito.com** training about at-risk, Lesbian, Gay, Bisexual, and Queer (LGBTQ), and veteran students (III.A-119);
- Wellness Wednesday workshops on topics such as stress management and conflict resolution (III.A-120); and
- Technology training (III.A-121).

In addition to providing its employees training opportunities that facilitate a deeper understanding of and concern for equity and diversity issues, the employees receive the following benefits and rights:

- Access to the Employee Assistance Program, which includes help with financial and legal concerns, emotional wellness, family issues, and other concerns (III.A-122) and
- Confidential employment accommodations (III.A-123).

So as to demonstrate a sensitivity to equitable and diversity issues, a District-trained Equal Employment Opportunity (EEO) representative serves on all hiring screening committees to ensure that all members of the committee understand and follow Equal Employment Opportunity guidelines mandated by law and District policy.

Finally, the following intra-cultural events demonstrate Santiago Canyon College's recognition of the diversity of its staff and student body:

- Celebration of Native American Heritage Month, Black History Month, Hispanic Heritage Month, Asian American Month;
- Presentation of the Latin American Film Festival (III.A-124);
- Celebration of Women's History Month;
- Celebration of Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Awareness Day (III.A-125); and
- Support of Santiago Canyon College (SCC) Faculty Writers Events (III.A-126).

Self Evaluation
Santiago Canyon College meets this standard.

The Rancho Santiago Community College District's commitment to equity and diversity clearly is established in board policy and broadly communicated through various activities at Santiago Canyon College. The College makes provision for a variety of events that demonstrate Santiago Canyon College community's dedication to equity and diversity.

Actionable Improvement Plans
None

III.A.4.a. The institution creates and maintains appropriate programs, practices and services that support its diverse personnel.

Descriptive Summary

Since individuals of diverse backgrounds, perspectives, socioeconomic levels, cultures, and abilities are valued, welcomed, and included in all aspects of the College as a whole, Santiago Canyon College (SCC) adheres to the Rancho Santiago Community College District's (RSCCD's) various board policies and procedures designed not only to remain in compliance with state and federal requirements but also to support the diverse personnel employed by the District. Through these policies in addition to the development of an Equal Employment Opportunity (EEO) plan, the District has made a commitment to providing programs and services that ensure and promote diversity, equity, and inclusion (III.A-127).

In an effort to create a sense of community among its personnel, Santiago Canyon College participates in the Rancho Santiago Community College District Faculty Institute for new full-time faculty. District and College faculty and administrative leaders designed the institute to develop a District wide learning cohort and support system for the new faculty. In addition, the institute was developed to assist new faculty with building their knowledge of and assimilation into the diverse District and College communities (III.A-128, III.A-129).

In addition to the Faculty Institute, the Rancho Santiago Community College District also holds a number of trainings for other members of its diverse community. For administrators, the District holds online sexual harassment training to prevent instances of sexual harassment, evaluation workshops to assist with the tenure review process, and leadership training to provide administrators additional skills as College leaders (III.A-130, III.A-131, III.A-132). Moreover, the District website houses a number of labor law documents that offer administrators information about discrimination and harassment, whistleblower's notice, and equal employment opportunity (III.A-133).

Furthermore, during the personnel hiring processes, the Rancho Santiago Community College District Human Resources Department provides consistent oversight of the applicant pools as well as oversight of the ethnic diversity of the applicants that are successful in progressing to the second round in the interview process. The Human Resources Department's diligent oversight of the hiring process continues as the candidate selection process draws to a close when the department analyzes hiring screening committee reasons for candidate elimination to maintain consistency and equity for candidates. As the interview process ensues, the Human Resources Department reviews committee interview questions to identify any artificial barriers that may be unintentionally included and that, in turn, may present obstacles for candidates of a certain gender, age, or disability. Therefore, to maintain a consistent hiring process that supports diversity, trained personnel in the Human Resources Department monitors and approves all of the questions to be asked of possible candidates during the interview process (III.A-134).

Santiago Canyon College's practices in support of ethnic diversity within both the District as well as at the College also begin as early as the employment application process. The College advertises positions through a broad spectrum of organizations from as many ethnic and cultural backgrounds as possible to ensure the widest applicant pool possible (III.A-135).

Moreover, Santiago Canyon College hosts a variety of College wide cultural events that also demonstrate its commitment to supporting the needs of its diverse student, classified staff, faculty, and administrator community members. Cultural events held at Santiago Canyon College include activities such as an international film festival during diversity month as well as celebrations during Women's History Month, Hispanic Heritage Month, Black History Month, and Asian-Pacific Islander Month. Furthermore, throughout the year, the College hosts various events in recognition of Native American Heritage as well as to raise awareness of Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) related topics. Each of the aforementioned celebrations and events serve to encourage the appreciation and value of diversity at Santiago Canyon College (III.A-136).

Similarly, when it comes to professional development at Santiago Canyon College, the Faculty Development Committee also reflects the College's awareness and support of the diverse cultures that comprise the College community. With its inclusion and implementation of Flexible (FLEX) calendar activities, the Faculty Development Committee provides opportunities for faculty, classified staff, and administrators to learn about cultures that differ from their own (III.A-137, III.A-138, III.A-139).

Like the Faculty Development Committee, the Modern Language Department and the Office of Student Life & Leadership also help to foster an appreciation of diversity through various activities. The Modern Language Department hosts a Dia De Los Muertos (Day of the Dead) event each year (III.A-140). In addition, the Office of Student Life & Leadership runs a Leadership Institute for students interested in becoming leaders with activities that foster an appreciation of diversity (III.A-141).

Self Evaluation

Santiago Canyon College meets this standard.

The Rancho Santiago Community College District's commitment to equity and diversity is clearly established in board policy and broadly communicated at Santiago Canyon College. Furthermore, the College also makes provision for a variety of events that demonstrate its various communities' commitment to equity and diversity. With events that celebrate Women's

History Month, Hispanic Heritage Month, Black History Month, Asian-Pacific Islander Month and other celebrations of Native American Heritage and the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) communities, the Santiago Canyon College community clearly works to encourage the appreciation and value of diversity.

Actionable Improvement Plans
None

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary
So as to assure that its record in employment equity and diversity remains consistent with its mission, with assistance from the Rancho Santiago Community College District (RSCCD) Research Department, Santiago Canyon College (SCC) regularly assesses its record. The Rancho Santiago Community College District Mission "is to provide quality educational programs and services that address the needs of [its] diverse students and communities" (III.A-142). In addition, Board Policy 3420 speaks to the Board's vision as being one that "supports efforts to ensure equal opportunity and sees the value of having a diverse work force" (III.A-143). Moreover, the Santiago Canyon College Mission Statement reflects that the College is "committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community" (III.A-144). Consequently, practices and decisions related to employment emanate from the need to provide the highest quality educational programs as well as to address student needs with the highest qualified workforce possible.

Keeping the District Mission in mind, the Rancho Santiago Community College District Research Department maintains and evaluates records describing the diversity of Santiago Canyon College employees and students. The following Research Department generated chart reflects the percentages of Santiago Canyon College (SCC) non-white classified staff, faculty, and administrators/managers.

SCC Staff Diversity: Percentage of Non-White Employees

	FT Faculty	PT Faculty	FT Classified	PT Classified	Management	Total
2008-09	30%	34%	65%	63%	44%	41%
2009-10	28%	35%	65%	69%	46%	42%
2010-11	28%	33%	61%	73%	48%	40%
2011-12	31%	32%	62%	69%	45%	41%
2012-13	30%	32%	63%	70%	53%	41%
2013-14	30%	34%	65%	69%	61%	41%

The next Research Department created graph depicts a six-year trend of the percentages of Santiago Canyon College (SCC) non-white classified staff, faculty, and administrators/managers.

SCC Ethnic Diversity: Percent of Non-White Employees Six-Year Trend
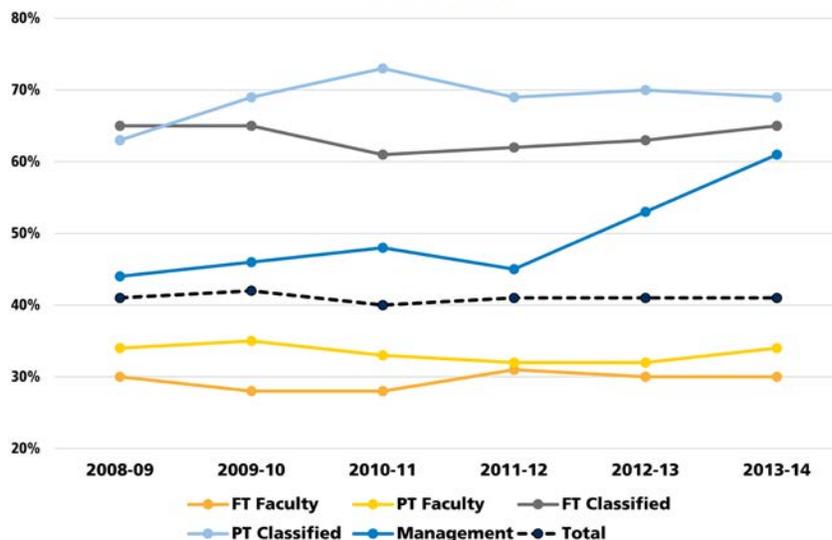
The Rancho Santiago Community College District Human Resources Department and Human Resources Committee also play a role in employment equity and diversity. In addition to providing District wide Equal Employment Opportunity training, the Human Resources Department annually tracks staff profiles (III.A-145). In terms of the Human Resources Committee, the District charged the committee with evaluating policies and procedures related to employment equity (III.A-146). The department's tracking as well as the committee's evaluating further exemplify how the District and, therefore, the College seek to keep records in employment equity and diversity consistent with the District's as well as the College's Mission Statements.

Self Evaluation
Santiago Canyon College meets this standard.

Together with the Rancho Santiago Community College District Research Department, the Human Resources Department regularly assesses Santiago Canyon College's employment equity and diversity to determine that it is, indeed, consistent with the mission of the District as well as with that of Santiago Canyon College. Moreover, the Human Resources Department provides Equal Employment Opportunity training for interested District members. Furthermore, in addition to reflecting legal mandates that support employee diversity, the Rancho Santiago Community College District Board Policies also reinforce the District's desire to promote diversity in the College's work force.

Actionable Improvement Plans
None

III.A.4.c. **The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

Descriptive Summary
In following the Rancho Santiago Community College District (RSCCD) policies and regulations, Santiago Canyon College (SCC) demonstrates integrity in the treatment of its students, classified staff, faculty, and administrators. The Rancho Santiago Community College District Board of Trustees collectively bargain and approve working conditions. Therefore, within the working contract, and through the implementation of board policies and administrative regulations, the College follows systems that regulate the fair and ethical treatment of all faculty, classified staff, and administrators. Similarly, the District has created policies and regulations that address the expectations and rights of students throughout the District and within the College. For instance, the District has policies regarding integrity, nondiscrimination, sexual harassment, discrimination complaint processes, and accommodations for those with disabilities (III.A-147, III.A-148, III.A-149). Moreover, The District and the College provide equal access to admissions, services, classes, and programs to every qualified person without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or pregnancy (III.A-150). Similarly, the District and the College endorse internal processes that grant due process to those who are alleged to have violated College policies as well as to allow them to maintain their Family Educational Rights and Privacy Act (FERPA) rights (III.A-151).

Consequently, the aforementioned policies and protocols afford all within the Rancho Santiago Community College District the opportunity to study and to work in an environment that supports the concepts of due process, respect, and integrity as well as in a culture that celebrates equity and diversity. The District and the College publicize this welcoming culture that serves to guarantee the fair and equitable treatment of individuals through a culture of integrity in handbooks, policies, web communications, and brochures (III.A-152, III.A-153).

Per stated District policies and regulations, Santiago Canyon College classified staff and faculty members are afforded due process that includes the opportunity to air their concerns through a grievance process as stated in their respective contractual agreements. While both groups are given equal opportunities to participate in collegial governance bodies and processes through membership and representation on College committees that oversee every aspect of the College, faculty also enjoy academic freedom in their teaching. As a result, Santiago Canyon College appreciates and values the faculty voice, for the College also recognizes that the faculty are a necessary and integral part of the collegial governance process. Furthermore, all aspects of faculty working conditions (salary, leave, workload, and confidentiality) are bargained and outlined in the working contract to ensure fair and equitable treatment for all faculty within the College (III.A-154, III.A-155, III.A-156).

Similar to classified staff and faculty, the College respects student voices and affords student representatives the opportunity to serve on collegial governance committees. In terms of District representation, a student trustee represents District wide student interests on the Rancho Santiago Community College District Board of Trustees. In addition, student representatives serve on various governance committees at Santiago Canyon College, such as the Academic Senate of Santiago Canyon College, the College Council, the Enrollment Management Committee, the Technology Committee, the Facilities Committee, and the Student Success Committee. Since Santiago Canyon College acknowledges and recognizes the value in student input, the College provides an environment where student input is requested and where student voices are heard. Furthermore,

the College has processes and procedures in place where students can contest and grieve perceived unfair treatment or grades as well as to seek exceptions to academic regulations (III.A-157, III.A-158).

So as to maintain high standards of integrity, District board policies clearly outline and delineate Santiago Canyon College student, classified staff, and faculty codes of conduct in published codes of conduct and handbooks. In addition, College screening committees conduct interviews with the oversight of Equal Employment Opportunity (EEO) monitors who assure the integrity of the process. Moreover, the hiring process itself is designed and dedicated to hiring individuals who have displayed a commitment to integrity and ethical standards as working professionals (III.A-159).

In addition to encouraging ethical behavior from within its community, the District also demonstrates its concern for the integrity of the students, classified staff, faculty, and administrators by providing board policies that protect their respective rights. These board policies include, but are not limited to the following:

- Unlawful Discrimination and Sexual Harassment: BP 3410,
- Civility: BP 7002,
- Academic Freedom: BP 4201,
- Bereavement Leave: BP 7340,
- Family & Medical Leave: BP 7340,
- Personal Necessity Leave: BP 7340,
- Sick Leave: BP 7340,
- Dismissal / Discharge: BP 7360,
- Grievance Procedures: BP 5551,
- Student Confidentiality: BP 5117,
- Standards of Student Conduct: BP 5201,
- Code of Ethics BP 7001, and
- Nondiscrimination BP 3410.
  (III.A-160)

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College follows the Rancho Santiago Community College District adopted board policies and administrative regulations that govern and reinforce the fair and equitable treatment of all College community members. Moreover, the College seeks to hire individuals who demonstrate ethical standards and integrity in their work history. Once hired, the District collectively bargains working condition items that include provisions for accepted codes of conduct and grievance procedures. In support of participatory governance, Santiago Canyon College provides students, classified staff, and faculty the opportunity to voice their respective concerns through the governance process and on governance committees. Furthermore, the College supports classified staff and faculty by creating working and teaching environments comprised of a climate of mutual respect and integrity. Similarly, student rights and voices are reinforced through the cultivation of respect and integrity. Through its treatment of students, classified staff, faculty, and administrators, Santiago Canyon College creates a culture of respect that celebrates diversity.

Actionable Improvement Plans
None

III.A.5. **The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

Descriptive Summary
Santiago Canyon College (SCC) provides a number of professional development opportunities that align with the College's mission and also seek to address teaching and learning needs. As part of the governance structure, the Faculty Development Committee encourages Santiago Canyon College community members to submit professional development activities for inclusion in the calendar for Flexible (FLEX) Week, which is held the week preceding each fall and spring semester. The committee compiles and coordinates the calendar, and then sends it to the Academic Senate of Santiago Canyon College for approval. Once approved, the committee distributes the calendar to the entire College community (III.A-161). Following College wide distribution, per state regulation, the dean serving on the Faculty Development Committee submits the Flexible calendar to the California Community Colleges Chancellor's Office for approval as well as to demonstrate compliance with state laws and standards (III.A-162).

The Faculty Development Committee also facilitates an evaluation process for Flexible activities. At the conclusion of each activity, presenters ask attendees to complete an evaluation of the quality and the usefulness of the professional development offering. The presenters and the Faculty Development Committee utilize this feedback to improve the quality of the professional development opportunities offered as well as to ensure that professional development activities meet the learning and teaching needs of the Santiago Canyon College community (III.A-163).

Professional development opportunities are also made available to the College community throughout the entire year with scheduled workshops and training opportunities designed to accommodate the needs of classified staff and faculty who may not be able to take advantage of all that Flexible week had to offer. Therefore, depending upon identified learning and teaching needs as well as areas of interest, the Faculty Development Committee organizes additional professional development activities and training opportunities (III.A-164).

At one time, the College had a professional development budget that provided funding for College members to attend professional development opportunities offered by outside organizations. However, due to budgetary constraints, the budget was discontinued. Even so, using general funds and various grant monies, the College has been able to fund some professional development activities for classified staff, faculty, and administrators where individuals attended conferences, workshops, and seminars for their educational betterment as well as for the improvement of their unit/subject area expertise (III.A-165).

To assist with providing senators and officers of the Academic Senate of Santiago Canyon College opportunities to partake of activities offered by the Academic Senate for California Community Colleges (ASCCC), the College provided the senate with a budget in 2012. Since that time, the Academic Senate of Santiago Canyon College has been able to fund faculty attendance at a number of Academic Senate for California Community Colleges plenary sessions and institutes each year. The plenary session and institute attendance provide faculty integral information, education, and training that has enhanced faculty participation in the governance processes and on governance committees at Santiago Canyon College.

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

Through Santiago Canyon College's Faculty Development Committee's diligent efforts, the College community has the opportunity to attend an array of professional development activities each fall and spring Flexible week as well as throughout the entire year.

Moreover, the activity presenters and the Faculty Development Committee seek input from the College community so as to evaluate the professional development opportunities as well as to assure that the activities are consistent and that they are based on identified teaching and learning needs.

Despite the beneficial local professional development opportunities and the occasional ability of the College and the District to fund professional development opportunities beyond those offered locally, the College does not have a professional development budget, nor does it have a formal process for professional development funding requests.

Actionable Improvement Plans
None

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary
As mentioned above, the College's Faculty Development Committee oversees all aspects of professional development associated with the Santiago Canyon College (SCC) Flexible (FLEX) Calendar. This collegial governance committee consists of one college administrator, six full-time faculty, and two full-time classified employees (III.A-166). The committee's mission statement states, "The mission of the Professional Development Committee is to provide professional growth opportunities to faculty and staff to support instruction, support services and enhance student success."

In accordance with its mission as well as with the College's mission, the committee identifies learning and teaching needs and plans the Flexible (FLEX) Calendar accordingly. In accordance with California Education Code (III.A-167), the committee oversees the attendance accounting data, needs assessment, plan of activities, and attendance and evaluation records associated with all aspects of the Flexible (FLEX) Calendar.

The work and direction of the Faculty Development Committee is synonymous with the mission and purpose of the College. The Flexible Week activities help to improve the quality of teaching and learning, uphold and maintain the College's dedication to intellectual and personal growth, and foster student success per the Santiago Canyon College Mission Statement. Through its Flexible activity offerings, the College exhibits its dedication to standards of excellence as outlined in the College Mission (III.A-168, III.A-169).

For the purpose of professional development or department, division, or college activities, Santiago Canyon College offers six total Flexible days each fiscal year. As such, the committee uses a College wide survey and individual activity surveys to identify learning and teaching needs. Once collected, the Faculty Development Committee discusses the evaluations to examine the success of activities as well as to formulate a planning agenda for the following Flexible session. After creating a proposed Flexible (FLEX) Calendar, the committee forwards the calendar to the Academic Senate of Santiago Canyon College for approval.

Division deans oversee the Flexible obligations of the full and part-time faculty within the respective departments by monitoring the Flexible agreement forms (III.A-170, III.A-171). These forms demonstrate that the faculty fulfill the obligated Flexible hours based on the number of hours they will teach in a given year. Additionally, the dean of mathematics & sciences serves in the role of Flexible calendar coordinator for the purposes of reporting the scope and specifics of the Flexible workshop offerings to the California Community Colleges Chancellor's Office.

In addition to the six mandatory Flexible days, the College also offers other professional development opportunities throughout the academic year. Indeed, groups like the Technology Committee or Basic Skills Initiative (BSI) Task Force hold workshops at varied times throughout the academic year to provide the College community learning and teaching opportunities. For example, the distance education coordinator offers instructional technology workshops once a month on Friday mornings on a number of topics. All of the professional development opportunities, no matter when offered, are open to classified staff, faculty, and administrators (III.A-172).

Professional development activities may introduce new programs, services, and technology, or activities may lead to the development and evaluation of program or curriculum. Other professional development activities may include instructional training and improvement of work environment or staff awareness of District policies and safety procedures. Professional development opportunities also provide the Santiago Canyon College community information about such items as educational advancements and trends, student learning outcomes and assessments, Department Planning Portfolios and Program Reviews, and *Blackboard* and *Turnitin*. Overwhelmingly, activity presenters seek to improve the quality of support toward and the learning within instructional programs. Furthermore, the aforementioned activities provide collegiate dialogue among the faculty on subjects specific to teaching and learning needs (III.A-173).

Also, in order to enhance the quality of its distance education offerings, Santiago Canyon College adopted an online certification program based on the @One Online Certification Program. The faculty distance education coordinator guides the training so as to increase the skills and expertise of the faculty teaching in this online modality (III.A-174, III.A-175).

In addition to the professional development opportunities that the College offers, the District also provides classified staff, administrators, and faculty professional development activities. The Rancho Santiago Community College District Human Resources Department has afforded classified staff and administrators the chance to obtain training and updates on technology and its implementation into the College infrastructure through the use of enrollment software as well as programs like Advanced System Information Tool and Reporting Assistant (ASTRA) and Datatel. The District offers these trainings so that classified staff and administrators can develop their skills and, as a result, enhance their job performance. Furthermore, the District has held training sessions for administrators on important topics, such as the tenure process, faculty and staff evaluations, and sexual harassment (III.A-176, III.A-177). In addition to trainings, the District also offers incentives to classified staff in the form of "Professional Growth Incentives." Classified staff receive an annual salary increase of $500 for coursework and conference and workshop attendance that equal 192 hours of activity. As a result, an employee may earn up to six professional growth increments (III.A-178).

More recently, for new faculty hires, the District began a Faculty Institute for the purpose of familiarizing new faculty with the programs, resources, and services offered by the District and the respective Colleges: Santiago Canyon College and Santa Ana College. The institute also serves to introduce new faculty to the College and District culture, key departments, and College leaders (III.A-179, III.A-180).

In addition to offering their own professional development activities, the Rancho Santiago Community College District (RSCCD) and Santiago Canyon College also promote and advertise a number of online webinars: The Alliance of Schools for Cooperative Insurance Programs (ASCIP) online program assists administrators with fulfilling sexual harassment training obligations; at Santiago Canyon College, the president's weekly newsletter "What's New @ SCC" encourages the College community to visit *Lynda.com* where a variety of professional development opportunities can be found (III.A-181, III.A-182).

The Rancho Santiago Community College District also offers sabbatical leaves that provide faculty additional opportunities for academic enhancement. Between 2008-2013, the District wide Sabbatical Committee granted sabbatical leave for a mathematics faculty member who applied for this opportunity for academic enrichment. The District put a freeze on sabbatical leave requests as a result of the state financial crisis. Nonetheless, as the financial crisis abates, the freeze has been lifted, and once again, faculty have the opportunity to apply for sabbatical leaves (III.A-183, III.A-184).

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

The College plans professional development activities that are directly related to continuous quality improvement in supporting student achievement. The Faculty Development Committee uses specific feedback from classified staff, faculty, and administrators when planning Academic Senate of Santiago Canyon College approved Flexible Calendars.

The newly hired faculty distance education coordinator will enhance the training for instructors who teach distance education courses. Ultimately, with the additional support from the coordinator and the training the coordinator provides, the College will provide enhanced online instruction.

Actionable Improvement Plans
None

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary
In order for Santiago Canyon College (SCC) to ensure that it offers high quality and relevant professional development opportunities, its Faculty Development Committee oversees the professional development evaluation process and uses results from said process as the basis for improvement. Participants taking part in professional development programs evaluate the contents and presentation of each activity at the conclusion of the respective program. The Faculty Development Committee reviews the evaluation after Flexible (FLEX) Week in order determine future learning and teaching needs of the College as well as to determine a future plan for activity improvement (III.A-185).

In addition to the activity evaluations, in 2009, the Faculty Development Committee also conducted a College wide survey to elicit feedback regarding the efficacy of professional development activities. Coupled with the individual activity evaluations, the College wide survey assisted the committee with determining the extent to which Flexible Week activities were serving the teaching and learning needs of the Santiago Canyon College community (III.A-186).

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

The Santiago Canyon College Faculty Development Committee regularly surveys attendees of the various Flexible Week activities. The feedback serves as a platform for continuous quality improvement in order to suit the needs of the classified staff, faculty, and administrators in support of instructional programs. Furthermore, in 2009, a College wide survey was conducted to gain input from the College community regarding the effectiveness of Santiago Canyon College's professional development activities.

Actionable Improvement Plans
None

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
At Santiago Canyon College (SCC), there are a variety of both external and internal mechanisms that interconnect in order to integrate human resource planning with institutional planning. Externally, in collaboration with the District, the College is aware of the need to maintain the Faculty Obligation Number (FON). Therefore, internally, the College works toward reaching its Faculty Obligation Number goal through its liaison with the Rancho Santiago Community College District Human Resources Committee as well as through dialogue with College faculty and administrators (III.A-187).

The California Community Colleges Chancellor's Office determines the Faculty Obligation Number and passes its mandate on to the District. At the District level, with members from Santiago Canyon College, Santa Ana College, and the District Office, the Human Resources Committee discusses the Faculty Obligation Number District wide distribution. As a result, the Human Resources Committee calculates the number of necessary hires for each college so that the District can meet its seventy-five percent full-time faculty target.

The Rancho Santiago Community College District's Budget Allocation Model (BAM) gives Santiago Canyon College more local autonomy regarding faculty hiring decisions. Even so, the College must consider the Fifty Percent Law, whereby at least fifty percent of the District's money must be spent on classroom instruction and its own financial sustainability when making commitments toward fulfilling the District's overall Faculty Obligation Number.

Locally, the College balances the District's Faculty Obligation Number target with the results of the Academic Senate of Santiago Canyon College's Faculty Position Request Process. Within the Faculty Position Request Process, faculty identify hiring needs as supported by Department Planning Portfolios (DPPs). The Department Planning Portfolios contain budget requirements and explanation of the need for new and replacement positions. These needs are tied to the division as well as to *Educational Master Plan* goals, which form the basis for necessary improvements at the College. After the senators vote on faculty position requests, the Academic Senate of Santiago Canyon College president forwards the ranked faculty position request list to the entire faculty. Then, the Academic Senate of Santiago Canyon College president meets with the College president to discuss the faculty list. Through a collegial discussion, a final ranked faculty position request list is agreed upon. As requests for classified staff and administrative positions move forward through various units, hiring needs for the College are analyzed and endorsed by the Planning & Institutional Effectiveness (PIE) Committee and the College Council (III.A-188, III.A-189).

The integration of human resource planning with institutional planning begins at the department and unit level. The Santiago Canyon College Program Review Process presents departments and units with the opportunity to request various resources, including human resources, necessary for the maintenance of services and the betterment of educational quality as connected to instructional programs. Departments and units can specifically identify staffing needs whether they are full-time or part-time, classified staff, instructional assistants, and/or faculty (III.A-190). For faculty, one component of the Academic Program Review specifically asks whether a department has adequate numbers of qualified faculty available to teach all sections in a program's offering. Furthermore, the Academic Program Review also includes a planning agenda component that examines the various needs of a department, the evidence available to support the needs, and the action plan in place to make it all come together and work for the benefit of the instructional program. Collectively, these hiring requests are specifically tied to the department's goals that are linked to the 15 Santiago Canyon College Goals listed in the *Educational Master Plan* document (III.A-191).

The Student Services area of the College has its own program review template. In the Student Services program review template, section "VIII. Future Direction & Anticipated Challenges" provides a place to address Student Services classified staff, faculty, and administrator personnel needs (III.A-192).

Ultimately, Santiago Canyon College ensures that human resource decisions are developed from Department Planning Portfolio needs, Program Review results, institutional needs, and plans for improvement due to the incorporation of processes that include the relevant data in the collegiate planning processes. In addition, the College uses information gleaned from the Rancho Santiago Community College District Research Department's "Student Satisfaction Surveys" to examine whether or not a lack of human resources could be contributing to a lack of support for the instructional programs (III.A-193). The College draws upon the aforementioned information, which includes human resource requests and needs, for inclusion in the resource prioritization process. Decisively, during its planning and prioritization processes, the Planning & Institutional Effectiveness Committee collects and reviews information and resource requests gathered through this integrated institutional process. Once the Planning & Institutional Effectiveness Committee completes its prioritization process, which includes human resource requests, it forwards its recommendations to the College Council. After consideration and deliberation, the College Council makes a final recommendation to the College president who makes the final resource, including human, allocation determinations (III.A-194, III.A-195).

Self Evaluation
Santiago Canyon College meets this standard.

At Santiago Canyon College, human resource planning is integrated on several levels with institutional planning. The College integrates systems that successfully identify department needs through processes of evaluation that are also used to identify staffing needs. Furthermore, Department Planning Portfolios and Program Reviews provide the statistical evidence to support the need for new faculty. In addition, for other College units, program review remain the primary evidentiary support for classified staff and administrator hire needs. The Planning & Institutional Effectiveness Committee serves to enhance the classified staff and administrator hiring processes by using the data and statistical results gleaned from the College divisions and units as a vehicle upon which to base hiring decisions.

Actionable Improvement Plans
None

STANDARD III.A.: EVIDENCE

STANDARD III.B.: PHYSICAL RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

III.B. Physical Resources
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

In order to support the integrity and quality of its programs and services no matter the location or means of delivery, Santiago Canyon College (SCC) provides safe and sufficient physical resources. The College follows the goals and plans set forth in the Santiago Canyon College *Facilities Master Plan* that is in conjunction with the Rancho Santiago Community College District (RSCCD) *Facilities Master Plan*. Therefore, beginning with its buildings, the College develops all classrooms, offices, and open spaces according to the aforementioned plans. For example, the building of the Humanities Building, the newest of Santiago Canyon College's buildings, adhered to the information delineated in the College *Facilities Master Plan*. Furthermore, following the requests made in their Department Planning Portfolios, faculty associated with the new Humanities Building had the opportunity to assist in designing the classrooms as well as to provide input regarding various other features of the classrooms and common areas in the building (III.B-001, III.B-002). Even so, as a result of budget limitations, not all department requirements were met in the completion of the building. Still, with the addition of the Humanities Building, the College should see an improvement in the amount of sufficient classroom and service spaces at Santiago Canyon College.

So as to provide its students and surrounding community members with high quality and plentiful programs and services, Santiago Canyon College grew its main campus with Measure E dollars within the boundaries of Chapman Avenue, Jamboree Road, Santiago Canyon Road, and Newport Avenue. The resulting physical structures were to complete instructional spaces for student services, science, mathematics, and humanities/social sciences instruction as well as to create a large lecture and community event space. Moreover, athletic facilities were completed to serve both the College and the surrounding communities (III.B-003, III.B-004). Furthermore, Santiago Canyon College planned and completed two additional parking lots that provide 1500 additional spaces for students, community members, classified staff, faculty, and administrators. Similarly the supplementary parking helps to support the peak needs of the College and surrounding communities.

Despite the advent of the newly constructed buildings, Santiago Canyon College still has several temporary buildings that are used for instructional purposes as well as for office spaces. Ultimately, the long-range facilities plans call for having all of the temporary buildings removed; however, several steps need to be taken before this can occur. All of the steps for removal are identified in the *Facilities Master Plan* except for the unanticipated need to relocate classes and staff from the Orange Education Center (OEC). Therefore, in addition to re-purposing existing buildings, constructing a Student Services Building as well as a Performing Arts Complex, the classes, classified staff, faculty, and administrators who were relocated to Santiago Canyon College from the Orange Education Center will need to move back to the center's location (once renovations of that building have been completed). Once the Division of Continuing Education moves back to its permanent location, Santiago Canyon College should be able to eliminate all the portable buildings.

In addition to providing ample physical resources, Santiago Canyon College is also dedicated to maintaining high levels of safety. As a result, the College assured that the California Department of State Architect (DSA) formally approved all of the recent construction projects at Santiago Canyon College. Three components comprise the California Department of State Architect's review process: (1) structural that includes earthquake safety, (2) fire safety, and (3) Americans with Disabilities Act (ADA) compliance. In addition, as required by the California Department of State Architect, an independent inspector provided monthly reports to the state department to confirm that the College's construction was in accordance with the California Department of State Architect approved drawings. Furthermore, a California Department of State Architect project manager regularly inspected the job site to ensure conformance. At the conclusion of a construction, the inspector submitted a final inspection report that enabled the College to occupy the building (III.B-005).

In addition, in order to maintain a safe college environment, the College installed video surveillance across the campus and also implemented speed bump and clear signage safety measures. Video surveillance is active 24 hours a day, seven days a week, with active response provided for events that occur on the campus or its community sites. Moreover, Santiago Canyon College also established signalization to secure campus safety (III.B-006, III.B-007). Furthermore, District and College security services provide active patrol during Santiago Canyon College's operating hours.

Additionally, the Santiago Canyon College Safety & Security Department works in conjunction with students, classified staff, faculty, and administrators who serve on the collegial governance Safety Committee to have disaster and emergency plans in place. As a result, together, the Santiago Canyon College Safety & Security Department and the Safety Committee hold frequent drills to ensure College readiness for various events (III.B-008, III.B-009). The College also seeks to uphold local, state, and federal regulations for the safety of its community. Therefore, Santiago Canyon College measures compliance for certifications and readiness against local, state, and federal regulations for safety, emergency, and disaster response as outlined and affirmed by each principality. Furthermore, the College regularly checks and certifies facilities emergency needs, such as fire sprinklers and extinguishers, evacuation equipment, and medical supplies. Moreover, Santiago Canyon College has its facilities routinely and officially evaluated for efficiency and safety features, such as emergency equipment, lighting, fire doors, and alarms. In addition, occupancy and physical restrictions are under constant review as spaces are used for various purposes during academic semesters (III.B-010, III.B-011, III.B-012, III.B-013, III.B-014, III.B-015, III.B-016, III.B-017, III.B-018, III.B-019, III.B-020).

When a classroom, safety, or convenience need is identified, classified staff and faculty make requests and/or reports to the Administrative Services Office that dispatches classified staff to correct issues and/or fulfill needs. Moreover, classified staff and administrators assigned to keep instructional spaces safe and efficient conduct routine checks of physical spaces as part of their daily duties, such as morning classroom checks as a part of the "college opening" procedures. When there are discoveries that suggest a hindrance to either safety or instructional efficiency, the classified staff or administrators keep a log of the information and attend to the hindrance as soon as human resources and materials can be secured (III.B-021).

For issues that present more complicated remedies, however, such as glitches found in newly constructed and occupied spaces or those spaces that have been recently repurposed or refurbished, the College community reports the glitches to both the Administrative Services Office as well as to the College's Facilities Committee, which is a governance group comprised of students, classified staff, faculty, and administrators who represent all members of the College community. When needs arise that cannot be remedied immediately or routinely, the Facilities Committee discusses plans of action, recommends tasks to appropriate individuals, and makes recommendations and reports within the College's governance processes. Sometimes problems that are identified and discussed take time and financial resources, so the committee proposes strategies for investigation and contracting at the College, through the District, and/or with the accountable contractors. When delays occur in meeting these needs, both the Facilities Committee and the Administrative Services Office will communicate delays to the College community. For example, the Facilities Committee and Administrative Services Office followed the aforementioned process regarding the air conditioning (HVAC) functionality in the Science Center (both the state and bond parts of the building) (III.B-022).

In terms of access, because the terrain of the College is sloped with the highest corner of the campus 85 feet higher than the lowest point of the campus, some facilities are not easily accessible to all College community members. This is especially true for the Santiago Canyon College athletic fields. Because, in some cases, wheel chair access can be difficult, the College makes accommodations by having security officers drive disabled individuals in security vehicles or carts (III.B-023, III.B-024, III.B-025).

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

Santiago Canyon College has developed plans to completely address physical resource requirements, and the College has implemented the majority of said plans. Currently, the College is in the process of addressing the needs of those departments that were not met with Measure E project funds, such as with the Mathematics Department and the Business & Career Technical Education Division (BCTE).

The College has identified various post-construction/occupancy instructional efficiency hindrances in the Science Center. As these matters are reported, the appropriate entities investigate the issues and institute remedies. Currently, the College is reviewing airflow and laboratory effectiveness as well as establishing contracts to correct the airflow problems. Additionally, the College notes and prioritizes inconveniences, with actions assigned first to safety and health issues, such as water circulation, drinking fountains, and lighting, and next to instructional requirements for individual spaces, such as "blackout shades" for astronomy instruction. During each monthly meeting, the Facilities Committee reports on the facilities "to do" lists, and reviews and prioritizes plans of action so that the Administrative Services Office and/or the District can complete the high priority tasks (III.B-026).

The Administrative Services Office's activities/dispatch logs are among the chief measures that ensure facilities efficiency. The logs reflect reported items and routine maintenance, and the office makes daily and weekly decisions to address items. Occasionally, limits in staffing, particularly when new construction is completed and new buildings come "on line," hinder the existing classified staff and administrators from being able to meet daily and weekly requirements without extraordinary measures, such as overtime or atypical delays in service (III.B-027).

For off-campus sites, the College assigns various personnel to both administer and deliver service in a similar manner as is administered and delivered at the main campus. At the Orange Education Center, for example, custodial crews attend to instructional and administrative spaces, ensuring that they are ready for service. In addition, site administrators review and

supervise action plans for those sites. Moreover, Rancho Santiago Community College District Safety patrols and monitors off-campus sites as part of its overall responsibilities. When venues change (as in the recent case of the closure of the Orange Education Center), the local site makes relocation plans and manages community communication with support from the main campus and the District. Furthermore, the College evaluates and improves new facilities secured (either on-campus or off) to meet instructional and safety/accommodation needs. When finances are required for these projects, the College evaluates financial needs through the local planning and budget processes; the College also informs the District about projects or issues that relate more directly to the District *Facilities Master Plan*. As a result, Santiago Canyon College and the District negotiate costs accordingly. On occasion, the negotiating process presents difficulties and delays, for the College and the District are still getting used to the new Budget Allocation Model (BAM).

The College encountered such a delay in completing approved facilities work when the District Office, directed by the Board of Trustees and the chancellor, reallocated Measure E funds. This temporarily delayed the purchasing of furniture and equipment for the Humanities Building as well as the Athletic & Aquatics Complex. This delay also inhibited the occupation dates for each building. After a few months of discussion, some, but not all, of the funding was restored.

Even though the College responds to local, anecdotal evaluations of facilities needs and uses, Santiago Canyon College denies or defers a number of requests as a result of insufficient staffing or funding. The Library's annual utilization survey affirms what is working facilities-wise and what needs improvement. Furthermore, Commissioning Reports provide in-depth evaluations that ensure that the Measure E buildings reaching completion have fewer issues as the College takes occupancy. In addition, Santiago Canyon College evaluates human resource needs based on standard formulas as well as on the reported (or anticipated) needs of instructional space or administrative services. For the College, with constricting budgets and with new construction completion, the inverse space availability and limitations on providing services for occupancy collide. Just so, because of the limited human and monetary resources, the College remains hampered regarding full building utilization. For instance, Santiago Canyon College, essentially, has the same amount of classified staff and faculty as when the Library was completed in 2006 (III.B-028, III.B-029, III.B-030, III.B-031).

When considering distance education, Santiago Canyon College has Informational Technology Services (ITS) personnel on site and makes use of instructional area experts to develop technology and web-based plans for College improvements in distance education models of communication and instruction. This has been an area in which the physical resources have been sufficient, but the technological and personnel resources have hindered access to necessary equipment, staffing, and training to allow for consistent and timely growth in this area. New construction accommodates needs as well as the potential for both in-class/on-campus and online instructional delivery, but maintaining cultural pace has proven difficult as evidenced by the difficulty with updating operating systems and maintaining optimal web designs. The College community is uncertain as to whether certain responsibilities rest with the College or whether they are centralized District functions. Furthermore, staffing cuts/continuity have made it difficult for campus Informational Technology Services to meet incidental demands while also managing routine updates and new construction installations (III.B-032, III.B-033). Consequently, in 2008, the College had two full-time media assistants so that it could serve both day and night classes, but because of a Reduction in Force (RIF), the College lost one position in 2009. Even so, the College brought back that individual to a position that was reduced to 19 hours per week. In the meantime, the College has mediated more rooms and added the Science Center, the Athletic & Aquatics Complex, and the Humanities Building.

Actionable Improvement Plans
None

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures the effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary
In an effort to provide its students and surrounding community the highest quality programs and services, Santiago Canyon College (SCC) institutes plans, builds, maintains, and upgrades or replaces its physical resources for optimum resource utilization. In preparation for the Measure E bond, the College community identified a number of facilities projects. In 2002, when Measure E passed, the College reviewed the list of projects and created the *2004 Facilities Master Plan* that established priorities for and sequencing of the facilities projects (III.B-034).

Following the *Facilities Master Plan*, Santiago Canyon College raised the E Building and the Library. Both Measure E and state-appropriated monies funded the construction of the Science Center that was completed in 2010. Next, the College built the Maintenance & Operations (M&O) Building. Even so, as a result of a dispute with the contractor, the Maintenance & Operations Building was not completed until 2012. After a review of remaining Measure E funds in accordance with the Measure E project list and *Facilities Master Plan*, Santiago Canyon College decided to consolidate the construction of the Athletic & Aquatics Complex, the Humanities Building, a large parking lot, and two new entries. At present, the current Space Inventory Report: Report 17 for the California Community Colleges shows that Santiago Canyon College has a total of 252,220 assignable square feet (III.B-035).

In order to support its environmental sustainability efforts, Santiago Canyon College had the Humanities Building constructed in adherence to the Leadership in Energy and Environmental Design (LEED) Building regulations. As a result of the College's efforts, the Leadership in Energy and Environmental Design Building organization assigned the Humanities Building Gold level of environmental design. As such, the Humanities Building has a photovoltaic system that is designed to provide nineteen percent of its electrical power. In addition, the building has an adjustable lighting system that reduces lighting power when outdoor lighting is available.

In early fall 2012, the District Office identified Field Act requirement issues at the Orange Education Center's (OEC's) site. Later, in December 2012, the District Office determined that classes for apportionment should not be conducted at the site until it could obtain verification that the site complied with all applicable building, structural, fire, and access codes. Therefore, in January 2013, all Orange Education Center classes were temporarily moved to other locations in the community within the Santiago Canyon College geographical service area. The College relocated the majority of the English as a Second Language classes to a leased site located at 1937 West Chapman Avenue, Suite 200 (2.3 miles from the Orange Education Center). Similarly, the College moved the Adult Basic Education, High School Diploma, General Education Development (GED) Preparation, and Career Technical Education Business Skills classes to the main Santiago Canyon College campus located seven miles from the Orange Education Center. As a result of this temporary move, the Orange Education Center has experienced a fifteen percent decrease in Full-Time Equivalent Student (FTES). Currently, the Division of Continuing Education offers classes at 27 convenient locations throughout the community.

Moreover, all classes will return to the Orange Education Center site once the District Office obtains the appropriate building certifications. In order to complete the necessary construction to gain Field Act compliance at the Orange Education Center, the Rancho Santiago Community College District allocated $16 million for the project. In addition, the Rancho Santiago Community College District Board of Trustees approved a contract with an architectural firm to begin the programming phase of the project. As of spring 2014, the District Office estimates that it will take between 18 and 24 months to complete the necessary work.

In early discussions related to Measure E, the College submitted plans for the construction of a new Performing Arts Complex, and the state approved the plans as a Final Project Proposal (FPP). However, since that time, funds for the project have been deferred; therefore, Santiago Canyon College will be required to resubmit the project proposal to the state.

In addition to the Performing Arts Complex Final Project Proposal, the College also submitted a Final Project Proposal for the proposed Student Services Building. As a result of the state's fiscal crisis, the state afforded the College one rather than two projects. Therefore, the College selected the Performing Arts Complex. Consequently, Santiago Canyon College will resubmit the Student Services Center as an Initial Project Proposal (IPP) in the future. Much of this is described in the Santiago Canyon College *Facilities Master Plan* that was prepared by HMC Architects with input from the College's Facilities Committee and then approved by the Rancho Santiago Community College District Board of Trustees in 2011.

In order to manage facility-related requests and needs, Santiago Canyon College has a Facilities Committee comprised of 12 members that includes members of the College community: a student, classified staff, faculty, and administrators. The committee meets monthly, and all are welcome to attend meetings. During the meetings, members present any and all facilities issues, such as additional space needs, safety needs, or cleanliness needs. The committee keeps issues on the agenda until members agree that no further action is necessary.

In addition to the College committee, Santiago Canyon College also has three representatives on the Rancho Santiago Community College District Physical Resources Committee (PRC). This District wide committee that is comprised of members from Santiago Canyon College, Santa Ana College, and District Office reviews new and ongoing facilities projects throughout the District.

In June of 2013, the District hired a new assistant vice chancellor of facilities planning, which was a position that had been vacant for a few years. The position focuses on serving and supporting both Santiago Canyon College and Santa Ana College. As a result of the filling of this integral position, a number of critical projects at Santiago Canyon College are now receiving the necessary attention and support they need in order to be completed, such as parking lot repairs, D Building renovations, and D Building boiler replacement (III.B-036, III.B-037, III.B-038, III.B-039, III.B-040, III.B-041, III.B-042, III.B-043, III.B-044, III.B-045, III.B-046).

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

At Santiago Canyon College, for the most part, departments who utilize (or would utilize) the various spaces provided input on the design and construction of the newer facilities. Furthermore, the College seeks to install functional, efficient, and easily maintained building systems.

Moreover the College follows its *Facilities Master Plan* when planning for new construction. For example, the original Santiago Canyon College *Facilities Master Plan* included the Softball Field, a Science Center, a large parking lot, an Athletic & Aquatics Complex, and a Humanities Building. In early 2014, Santiago Canyon College completed all of the aforementioned College-initiated and District-supported projects.

Although the College works to follow its planning processes, there are extenuating circumstances that may cause deviation from processes. The evacuation and relocation of the Orange Education Center instructional classes is one such example. As a result of the District Office's initiated state review, Santiago Canyon College's Division of Continuing Education will not return to its original facility for a number of years. Furthermore, the necessary construction to reach current codes has the propensity to be costly (III.B-047, III.B-048).

Actionable Improvement Plans
None

III.B.1.b.   The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary
Santiago Canyon College (SCC) is dedicated to maintaining a healthy learning and working environment for its community that it accessible, safe, and secure. Therefore, the College conducts tests, holds drills, invites inspections, and promotes safety. For example, Santiago Canyon College conducts required quarterly, semi-annual, and annual tests of its fire alarm systems. In addition, the College holds fire drills on a regular basis and also participates in the Great California ShakeOut to better prepare its community for the possibility of catastrophic events (III.B-049).

Every semester, the College conducts an emergency drill that tests a component of the emergency system, such as the classroom emergency telephone system and the fire alarm public address system (III.B-050). Every month, the Safety Department inspects all fire extinguishers (III.B-051, III.B-052, III.B-053). Moreover, for the safety of students and its entire community, Santiago Canyon College maintains a calendar with routinely planned inspections of elevators, emergency power systems, and electrical panels by professional contractors or trained in-house staff (III.B-054). In an additional effort to promote safety, the College also seeks preventative maintenance on its Heating, Ventilation, and Air Conditioning (HVAC) systems that are performed by expert contractors (III.B-055). Furthermore, the Rancho Santiago Community College District installed video surveillance at Santiago Canyon College and throughout the District. This system provides surveillance to all parking lots, campus entrances, and most external entries into the buildings (III.B-056).

In order to assist the College with addressing its facility-related needs, the Administrative Services Office helps to remedy student, classified staff, faculty, and administrator access, safety, and security questions and issues. The College community can visit, call, and/or email the Administrative Services Office with requests. The community can also utilize information from the Administrative Services Office web page to submit job request forms related to facility needs (III.B-057).

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

Santiago Canyon College makes dedicated efforts to maintain an accessible, safe, and secure environment for its community that is conducive to learning and working. Therefore, the College upholds a regular schedule of maintenance, testing, and drills. Even so, the Administrative Services Office has observed that Heating, Ventilation, and Air Conditioning contractors have difficulty with repairing the Heating, Ventilation, and Air Conditioning units because of the number of manufacturers as well as because of the technological advancements manufacturers are adding to their units.

In addition, repair and maintenance expenses have increased over the past couple of years while the general fund budget has not changed, which makes correcting facility needs difficult. As a result, the Administrative Services Office has relied on special funds or has reduced other expenses in order to keep College facilities operational. This negotiating of funds grows more difficult with the recent addition of the Athletic & Aquatics Complex and the Humanities Building.

Currently, the College is not able to perform adequate preventative maintenance work on its equipment. In some areas of the College, regular maintenance could prevent breakdowns from occurring.

Actionable Improvement Plans
1.   Santiago Canyon College will review the facilities maintenance process to assure the most effective use of human and financial resources.

III.B.2.   To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary
Using data to inform decision making, Santiago Canyon College (SCC) regularly plans for and evaluates its facilities and equipment to ensure that its physical resources support institutional programs and services. To assist with the planning and evaluating, the Administrative Services Office manages the routine evaluation and performance of scheduled maintenance.

Therefore, the office has short-term and long-term plans in place to service equipment, such as Heating, Ventilation, and Air Conditioning (HVAC); lighting; and fire alarm systems. In addition, the office handles situational needs through dispatch and prioritizes needs according to safety and then to instructional immediacy. In terms of evaluation, the office sustains project evaluation daily, weekly, monthly, and annually. Furthermore, once a project has been evaluated as being depreciated, the office flags or marks the depreciated project for established maintenance, improvement, or replacement. The office followed the aforementioned process when determining the need to replace the D Building roof (III.B-058, III.B-059).

In addition to the Administrative Services Office, instructional departments also consistently review the facilities that they occupy and add suggestions or requests in their Department Planning Portfolio and Program Review documents. Moreover, as faculty evaluate student learning outcomes, faculty make note of outcomes that require the improvement of physical resources (III.B-060, III.B-061, III.B-062).

All facility-related requests go through the College's planning and budget processes where they are further evaluated through the collegial governance process (III.B-063, III.B-064).

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

On behalf of the College, the Administrative Services Office works diligently to fulfill its responsibilities as well as to maximize the resources available to its staff. Therefore, the office seeks to deliver effective services to students, classified staff, faculty, and administrators. As a result, Administrative Services Office classified staff and administrators provide material supplies and also ensure that all instructional, laboratory, athletic, and art facilities are equipped and functional (III.B-065, III.B-066, III.B-067).

Despite its tireless efforts, the Administrative Services Office faces challenges as a result of its relatively static staff and budget even though the operational size of Santiago Canyon College's physical site has significantly grown. Furthermore, advancements in technology related to building equipment make professional development and training an ongoing need (III.B-068).

Actionable Improvement Plans
1. Santiago Canyon College needs to pursue ways of increasing revenues through seeking modifications to the budget allocation model and/or through exploring alternative revenue sources.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary
Following the spirit of collegial governance, Santiago Canyon College (SCC) encourages College wide input when creating its improvement goals and when creating its long-range plans. Therefore, the College based both its *2004* and *2011 Facilities Master Plan*s on department, division, and unit plans as well as on the Santiago Canyon College Goals as reflected in the *Educational Master Plan* document. As a result of this input and planning, the facilities and capital requirement to implement plans support the College's improvement goals (III.B-069, III.B-070, III.B-071, III.B-072, III.B-073, III.B-074, III.B-075, III.B-076, III.B-077). Furthermore, Santiago Canyon College analyzes the numbers of its improvement goals that can be funded through local and/or state funding. When deemed prudent, the College may apply for funding. For example, per its goals and planning processes, Santiago Canyon College has submitted a request for funds to construct a Performing Arts Complex and a Student Services Building to the state. More recently, the College has resubmitted a Final Project Proposal (FPP) for the Performing Arts Complex to the California Community Colleges Chancellor's Office (III.B-078).

When it comes to the cost of total ownership of new facilities and equipment, largely, Santiago Canyon College adheres to the general sequence outlined in its *2004* and *2011 Facilities Master Plans*. The College constantly monitors costs and accounts for variance based on market realties, fluctuations, and conditions that arise from construction agreements (III.B-079, III.B-080, III.B-081). In addition, when considering the total cost of ownership of new facilities and equipment, the College must consider the availability of capital funds versus operating funds, which can prove problematic when operating funds constrict while capital funds remain encumbered during times of budgetary difficulties. Similar to its consideration of funding availability, the College also contemplates the utility of the product as well as advances in technologies that could produce energy efficiencies in the future or allow for subsidies or grants in construction or product selection (III.B-082). During the planning of its more recent buildings, Santiago Canyon College anticipated the cost of ownership for the E Building, Library, Maintenance & Operation (M&O) Building, Science Center, and Humanities Building. As a result, the exterior and interior walls of the aforementioned buildings will require very little. Likewise, the same can be said for the Athletic & Aquatics Complex despite its having been designed by a different architect than the other buildings (III.B-083, III.B-084, III.B-085, III.B-086, III.B-087, III.B-088, III.B-089).

Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

The 2004 and 2011 Santiago Canyon College *Facilities Master Plans* not only reflect the College's long-range facilities goals, but they also anticipate costs as structures or features are added to the College's physical site. The College's realization is evidenced by the completion of Measure E funded projects as well as the recognition of the need of a future bond in order to fulfill the *2011 Facilities Master Plan* projections.

With the assistance of Measure E funds, Santiago Canyon College has had the opportunity to meet the needs of many of its academic departments in a way that purchasing and/or leasing portable buildings does not allow. For example, the faculty and other College community members have been afforded the chance to design multi-functional and specialized spaces to accommodate a variety of academic and service needs. This level of customization and long-term planning is not feasible when working with temporary or portable buildings (III.B-090, III.B-091, III.B-092, III.B-093, III.B-094).

Actionable Improvement Plans
1. Santiago Canyon College needs to pursue ways of increasing revenues through seeking modifications to the budget allocation model and/or through exploring alternative revenue sources.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
In order to engage in a unified planning process, Santiago Canyon College (SCC) integrates its physical resource planning with its institutional planning. To begin, the College bases the development of the Santiago Canyon College *Facilities Master Plan*, in part, on department, division, and unit plans as exemplified in Department Planning Portfolios (DPPs) and Program Reviews in addition to the *Educational Master Plan* document. Furthermore, following its collegial governance processes, Santiago Canyon College's Facilities Committee creates the *Facilities Master Plan* and upon its completion, forwards the plan to departments, divisions, and units for review as well as to the Academic Senate of Santiago Canyon College and College Council for final affirmation and recommendation to the College president. After the president confirms the plan, the College forwards the document to the Rancho Santiago Community College District (RSCCD) chancellor and Board of Trustees for review and final approval (III.B-095, III.B-096, III.B-097). Moreover, once the Santiago Canyon College *Facilities Master Plan* has been approved at the District level, the Planning & Institutional Effectiveness (PIE) Committee uses the plan in the "Santiago Canyon College Resource Request Form" as well as in the "PIE Resource Request Prioritization Rubric" for ranking College wide resource requests (III.B-098, III.B-099).

Before the Planning & Institutional Effectiveness Committee was in place, however, the College's planning process allowed for departments, divisions, and units to make requests directly to the Santiago Canyon College Facilities Committee that would, after deliberation and consensus, make recommendations to College Council. While planning for the Humanities Building and the migration out of the Library, Arts, Humanities & Social Sciences Division's office in the D Building, the Art Department made such a request of the Facilities Committee. The Art Department proposed that the vacated division office be turned into an art gallery, and after discussion about how the request maintains consistency with the Santiago Canyon College Mission and Goals, the Facilities Committee supported the proposal (III.B-100, III.B-101). As a result, programming considerations for the D Building renovation include the art gallery.

Furthermore, the Facilities Committee is the governance group that considers and evaluates the feasibility of realizing physical resource requests and also analyzes initial cost projections for said requests. In addition, the group prioritizes College wide concerns and needs and forwards its planning and budgeting recommendations to the appropriate governance bodies, such as the Associate Student Government (ASG), the Academic Senate of Santiago Canyon College, the Planning & Institutional Effectiveness Committee, and the College Council (III.B-102, III.B-103, III.B-104, III.B-105, III.B-106, III.B-107).

When prioritizing its work, the Administrative Services Office uses the following criteria:

1. Safety: Is there a hazard that can potentially cause harm to students, classified staff, faculty, or administrators?
2. Function: Is the work needed because it is critical to the operation of the requestor?
3. Efficiency: Will the requested work save resources: human, fiscal, or physical?
4. Appearance: Will the requested work improve the appearance of the space?

Moreover, the Administrative Services Office compiles an annual prioritized list of scheduled maintenance projects. During the College's planning and budgeting processes, the office forwards its prioritized resource requests to the appropriate governance body, which, more recently, has become the newly formed Planning & Institutional Effectiveness Committee (III.B-108, III.B-109).

Santiago Canyon College meets this standard.

The College integrates the planning and facilitating of its new buildings into its College wide planning processes as evidenced by the creation of the College's *Facilities Master Plans* that take department, division, and unit plans as well as the College's mission and goals into consideration. Furthermore, the College completed its building plans in a way that supported building ownership and maximized funding (III.B-110).

Moreover, together with the *Facilities Master Plan* and College wide facility resource requests, the Santiago Canyon College Facilities Committee includes facility planning and funding recommendations in the broader institutional planning process when it forwards the recommendations to the appropriate governance bodies, such as to departments, divisions, units as well as to the Associated Student Government, Budget Committee, Planning & Institutional Effectiveness Committee, Academic Senate of Santiago Canyon College, and College Council. Additionally, in order to anticipate facility-related programming needs and costs, the Facilities Committee needs an in-depth programming report. As a result, the Rancho Santiago Community College District agreed to fund such a support for the committee's use (III.B-111, III.B-112, III.B-113, III.B-114, III.B-115, III.B-116, III.B-117).

Actionable Improvement Plans
None

STANDARD III.B.: EVIDENCE

STANDARD III.C.: TECHNOLOGY RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

III.C.   Technology Resources
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1.   The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college wide communications, research, and operational systems.

Descriptive Summary

Santiago Canyon College (SCC) includes many levels of technological support in an effort to meet the needs of learning, teaching, communication, research, and operational systems (III.C-001). By providing responsive, reliable, accessible, and useful technological support services, the College affords student access to a high quality education that offers flexible learning opportunities through its support services.

Technological support occurs at both the District as well as the College levels. The Rancho Santiago Community College District Information Technology Services (ITS) provides a centralized Help Desk that provides phone support to College classified staff, faculty, and administrators for both desktop and application support. With input from the Rancho Santiago Community College District Technology Advisory Group (TAG) that is comprised of Santiago Canyon College, Santa Ana College, and District Office members, District Information Technology Services maintains the College's technology infrastructure, which includes the Wide Area Network, Local Area Network, wireless network, servers, switches, and other systems that support the College's software and hardware. Furthermore, the Technology Advisory Group forecasts potential technology needs District wide and provides direction for distance education at both Santiago Canyon College and Santa Ana College (III.C-002).

At the College level, Santiago Canyon College provides classified staff, faculty, and administrators with network maintenance and configuration, hardware repair and configuration, and application support. The College also supplies its students with detailed support for admissions and records, distance education, and support services. Focused support is available at the College as well as online through phone support, chat, and/or live conferencing. Furthermore, Santiago Canyon College offers orientations for enrollment, distance education, and counseling (III.C-003, III.C-004, III.C-005). Moreover, several departments, divisions, and units use social media to provide students with an additional avenue for obtaining information and assistance. For example, the Office of Admissions & Records uses *Facebook* and *Twitter* in addition to live chat as a means to respond to student inquiries in a timely manner (III.C-006). In addition, in order to meet student demand, the Office of Admissions & Records extends its employee hours to help accommodate the increase in volume during registration periods. Furthermore, the Office of Admissions & Records provide computers in the lobby area of the E Building for student use with registration and other administrative activities, and office staff members regularly monitor the lobby area to offer students one-to-one assistance with the computers and registration programs (III.C-007, III.C-008, III.C-009, III.C-010, III.C-011).

In an effort to discover the levels to which College technology support meets the learning, teaching, College wide communications, research, and operational systems needs of Santiago Canyon College, classified staff, faculty, and administrators complete technology use surveys for the College's Technology Committee. The committee uses respondent results as the foundation for the Santiago Canyon College *Technology Master Plan* (III.C-012). Similarly, the Technology Committee surveys students to evaluate the students' perspective on the quality of the College's technological support services (III.C-013). In addition, Student Services assess the efficacy of its practices during the College's Program Review cycle (III.C-014, III.C-015, III.C-016).

When considering technological support needs, Santiago Canyon College seeks to provide adequate support to those associated with its distance education courses. At the division level, distance education technology support begins with the distance education coordinator. The coordinator is responsible for supporting Santiago Canyon College students and faculty with the unique needs associated with distance learning technology and communication (III.C-017). To assess the College's distance education offerings and forecast needs for distance education courses, the distance education coordinator conducts an annual online student survey (III.C-018). This survey offers a keen glimpse into determining how well the College meets student expectations regarding technology. Furthermore, as the College continues to build its distance education offerings, currently, the distance education coordinator reports to the Technology Committee that serves as a sort of steering committee for the College's distance education efforts (III.C-019, III.C-020). Moreover, when technology support needs and/or training are identified, the Faculty Development Committee helps provide for distance education associated training needs by offering technology related activities during the fall and spring Flexible (FLEX) Weeks (III.C-021).

Self Evaluation

Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

Santiago Canyon College offers robust technology support that is designed to meet the needs of learning, teaching, College wide communications, research and operational systems. Collegial governance bodies guide the support of technology by seeking input from students, classified staff, faculty, and administrators that helps governance bodies to identify needs and improve services. In addition to governance group participation, the Technology Committee also regularly surveys the College community regarding technology support and services and uses survey results to guide future planning per the Santiago Canyon College *Technology Master Plan* as well as the Rancho Santiago Community College District *Strategic Technology Plan*.

Working closely with the Technology and Faculty Development Committees, the distance education coordinator has the necessary information to determine the current and future needs of the College's distance education courses. In addition, the coordinator provides reports on the growth and success of the College's distance education courses and also provides input on possible interventions for continual course and service improvement. Furthermore, through the Department Planning Portfolios and Program Reviews, programs, departments, and units identify technology needs for individual areas in order to better support academic instruction or student services.

Actionable Improvement Plans
None

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Santiago Canyon College (SCC) designs its technology services, professional support, facilities, hardware, and software to enhance the operation as well as the effectiveness of the College. As a result, Informational Technology Services (ITS) plans and responds to Santiago Canyon College student, classified staff, faculty, and administrator technology needs. Furthermore, Informational Technology Services ensures that technology is working, that technological trends are being researched, that upgrades and efficiencies are being implemented, and that technology needs and goals are being planned for in the Santiago Canyon College *Technology Master Plan* as well as in the Rancho Santiago Community College District *Strategic Technology Plan* (III.C-022, III.C-023, III.C-024, III.C-025).

Moreover, the College has made great strides in providing efficiency and greater access to its students, classified staff, faculty, and administrators. In order to improve efficiency, the College implemented Datatel, an Enterprise Resource Planning system in 2009. This system has been a solution to greater efficiency regarding enrolling students and maintaining student records. In addition to assisting classified staff, faculty, and administrators, the Datatel system, that includes WebAdvisor, has also proven useful for students, for it is a convenient, user friendly tool that enables students to access critical information that will assist them with enrollment decisions, payment schedules, registration activities, and educational records. The WebAdvisor system has enabled the College to increase its efficiency regarding online add codes. In spring 2014, Santiago Canyon College had 1,818 students enroll in classes using the online add code system. In addition, in fall 2013, the College saw 2,254 students add 3,117 class sections using the online add code system. As a result of the College's implementation of the online add code system, students save time and have more flexibility with adding classes, and the Office of Admissions & Records has more time to assist students with tasks other than adding classes (III.C-026, III.C-027, III.C-028, III.C-029).

With funding from the Measure E bond, Santiago Canyon College has constructed a number of state-of-the-art buildings that have also been equipped with projectors, computers, and other discipline-specific tools and resources (III.C-030). Specifically, the College has supplied the Science Center, the Athletic & Aquatics Complex, and the Humanities Building with new equipment. The following provides a summarized list of the major purchases for each building:

Science Center
- Apple Computers: Apple PO 10P0013472
- Telephones: AT&T PO10P0012707 & PO10P0012708
- Dell Computers: Dell PO10P0013455 & PO10P0013456
- Printers: Sehi PO10P0013604 & PO10P0013605
- Audio Visual Equipment and Installation: Troxell PO10P0012945 (III.C-031)

Athletic & Aquatics Complex
- Audio Visual Equipment: B2B PO13P0025302
- Network Switches: Brocade PO13P0024742
- Printers: Sehi PO13P0024752
- Televisions: Sehi PO13P0025214
- Dell Computers: Dell PO13P0024952 (III.C-032)

Humanities Building
- Audio Video Equipment and Installation: Axcess Video PO14P0028918
- Telephones: AT&T PO14P001427997
- Printers: B&H Photo PO14P0027971
- Displays: Sehi PO14P0027998
- Network Switches: Brocade PO13P0026269
- Dell Computers: Dell PO Humanities (3 POs) (III.C-033)

With the installation of the aforementioned technology and other equipment in the College's buildings, the state-of-the-art buildings and equipment found within them enhance Santiago Canyon College's efficacy that supports student learning and success.

To further enhance learning, the Rancho Santiago Community College District (RSCCD) supports faculty by providing them access to the *Blackboard* Learning Management System (LMS). Students, classified staff, and faculty rigorously tested and evaluated the *Blackboard* and determined that it is the best Learning Management System available (III.C-034, III.C-035). Furthermore, the District task force charged with researching Learning Management Systems deeply considered the fact that *Blackboard* was the faculty's desired Learning Management System, and if the system were to change, faculty would have a great deal of additional work (III.C-036). Despite its considerable cost to the District, the Rancho Santiago Community College District agrees that the benefit to the College's students and faculty exceeds the deficit of the premium cost.

At the College level, *Blackboard* remains the foundation for delivering College online and hybrid course content. In addition, faculty can also use *Blackboard* as resource for students taking traditionally offered courses. The distance education coordinator makes a *Blackboard* course shell for every course offered at Santiago Canyon College available to every instructor.

Similar to *Blackboard*, the District also supplies the Santiago Canyon College community with access to a number of useful software programs. For instance, the District provides faculty access to *Turnitin*, a plagiarism detection tool and resource, for use in traditional, online, and hybrid courses (III.C-037). In addition, using the Campus agreement vehicle from Computer Land of Silicon Valley as part of the California Community College Foundation, the Rancho Santiago Community College District maintains a site license for Microsoft products that includes the Windows operating system, Microsoft Office, Microsoft Enterprise, and Microsoft server software (III.C-038, III.C-039).

As previously mentioned, the distance education coordinator relies on direct input from students, from the College's Technology and Faculty Development Committees as well as from the District's Technology Advisory Group (TAG) for evaluating the College's distance education needs. Together, the Santiago Canyon College *Technology Master Plan* and the Rancho Santiago Community College District *Strategic Technology Plan* provide a plan to meet the needs of software professional support, facilities, hardware, and technology services at the College (III.C-040, III.C-041, III.C-042). Departments, divisions, and units also identify individual technological needs in Department Planning Portfolios and Program Reviews as appropriate (III.C-043, III.C-044).

Even so, the College evaluates the effectiveness of the aforementioned services in the its annual "Distance Education Student Survey" (III.C-045). The District's Learning Management System subgroup provides a good example of the College's planning and implementation process (LMS). Upon the recommendation of the College's Technology Committee, the District created the subgroup that was comprised of students, classified staff, faculty, and administrators from Santiago Canyon College and Santa Ana College. Moreover, the subgroup was responsible for evaluating Learning Management Systems for implementation District wide. As a result, the group evaluated the Learning Management Systems available at the time by assessing criteria, such as cost, ease of use, reliability, and disaster recovery. As mentioned earlier, the *Blackboard* Learning Management System was selected because of its high quality features; stability; disaster recovery; and student, faculty, and staff preference.

Self Evaluation
Santiago Canyon College meets this standard.

With the implementation of Datatel, Santiago Canyon College has better served students with the available ease of adding classes online. In addition, this enhanced student service also benefits the Office of Admissions & Records that can offer students other necessary services.

In addition, with its modern facilities and equipment, distance education technologies, and time saving data tools, Santiago Canyon College demonstrates how it excels at providing technology services, professional support, facilities, hardware, and software designed to enhance the operation and effectiveness of the College.

Actionable Improvement Plans
None

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Even though technology is meant to be a tool that will make difficult or complex tasks easier for the user, often, technology can be a barrier. Therefore, Santiago Canyon College (SCC) has implemented technology training opportunities that are designed to alleviate any barriers to students, classified staff, faculty, and administrators using technology. Furthermore, the quality training is meant to reduce the time it takes to become an effective user of the College's technology tools (III.C-046, III.C-047). Moreover, the College has established a variety of helpdesks to assist with questions regarding trainings, to assist with unusual problems when accessing or using technology tools, and to support online instruction (III.C-048). In addition to its helpdesks, the College also offers instructional technology support through its distance education coordination for students and faculty (III.C-049). Similarly, for online software training, Santiago Canyon College has purchased a license to *Lynda.com* (III.C-050) that provides classified staff, faculty, and administrators technology related professional development opportunities.

For student success in online learning environments, students need orientations to assist them with taking online classes as well as to direct them to the student services that the College provides them. The *Blackboard* Learning Management System supplies video orientations to orient students to its system. Similarly, the *Turnitin* software has video tutorials to assist students with working with its tools (III.C-051). In addition, the College expects faculty to orient their students to their individual distance education courses (III.C-052). The distance education coordinator monitors an Online Classes web page that serves as an additional resource for students taking online classes. The web page lists information related to comprehensive *Blackboard* use, online course enrollment procedures, technology testing, and helpdesk contact information (III.C-053). The distance education coordinator is also working on a new, comprehensive online class orientation that will be launched in spring 2014 (III.C-054).

Santiago Canyon College exhibits a clear commitment to providing its personnel quality training that is essential to supporting student learning as well as student services. Therefore, the College holds regular instructional design workshops twice a month on Fridays from 9-12 that are designed for classified staff, faculty, and administrators (III.C-055). Since Santiago Canyon College believes that training is essential to providing high quality online courses, the College has procured and offered the @One Online Certification Program for faculty. After completing this certificate program, the distance education coordinator decided to create a Santiago Canyon College certificate program, using the high-quality @One curriculum as a model, and will be offering the certificate program on an ongoing basis (*Blackboard* Courses with B-131-DE prefix, B132-DE prefix, and B132-DE prefix). In order to maintain high-quality online learning, the College expects each instructor interested in teaching online to complete the online instructor certificate program before she or he teaches her or his first online course (III.C-056).

Moreover, during the College's Flexible (FLEX) Week, classified staff, faculty, and administrators convene the week prior to fall and spring semesters to attend and present workshops. Santiago Canyon College maintains a robust Flexible (FLEX) Calendar. The College's Faculty Development Committee plans and organizes the calendar and coordinates the various trainings, workshops, and activities that it lists (III.C-057). Once compiled, the committee forwards the recommended calendar to the Academic Senate of Santiago Canyon College for approval. The College encourages all classified staff, faculty, and administrators to attend the professional development activities. The Flexible activities exhibit a range of topics, such as college support technology, distance education, web technologies, document formatting, Americans with Disabilities Act (ADA) accessibility, and professional and personal enrichment. The following enumerates a more specific list of Flexible activities:

- Microsoft Word Formatting (with an emphasis on formatting for ADA Accessibility),
- *Blackboard*,
- *Turnitin*,
- High Tech High Touch tools within *Blackboard*,
- ParScore,
- CurricUNET,
- Instructor Initiated Regular and Effective Contact for Distance Education,
- Taskstream,
- Gods and Gifts: Vatical Ethnological Collection (at The Bowers Museum),
- Flipping the Classroom (Theory and practice with video recording and editing),
- Podcasting,
- Video Editing, and
- PowerPoint.

At the conclusion of workshops, trainings, and/or activates similar to those listed above, presenters have session attendees evaluate the effectiveness of each Flexible activity. The Faculty Development committee collects, tallies, and discusses the Flexible evaluation. Subsequently, the committee uses the results to inform and improve future training opportunities (III.C-058, III.C-059, III.C-060, III.C-061).

In addition to the activities offered during the College's Flexible week, the Santiago Canyon College Technology Committee has also provided ongoing training throughout the year. Furthermore, so as to provide the College community additional training opportunities so that all College members can stay current with technological trends, the College's Technology Committee has advocated for the creation of a College Instructional Design Center with a faculty member to run the center. The Technology Committee's center and faculty member request can be found in the Santiago Canyon College *Technology Master Plan* (III.C-062). In keeping with its stated plans, Santiago Canyon College has hired a distance education coordinator who will run the College's Instructional Design Center. Furthermore, the center will offer regular support to faculty for instructional technology as well as act as an instruction center for online instructors (III.C-063).

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College meets the training needs of students, classified staff, faculty, and administrators. The positive results of the Student Surveys, Faculty Surveys, and "Santiago Canyon College 2014 Self Evaluation Survey" indicate that the College community is satisfied with the College's effective application of its information technology. Furthermore, with the Technology and Faculty Development Committees' consistent evaluation processes, training opportunities will continue to improve and alter to meet the changing needs of the Santiago Canyon College community.

Actionable Improvement Plans
None

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary
For Santiago Canyon College (SCC), technology infrastructure and equipment planning takes place at many levels. At the District level, the District wide collegial governance Rancho Santiago Community College District Technology Advisory Group (TAG) leads district technology plans as illustrated in the Rancho Santiago Community College District *Strategic Technology Plan* (III.C-064). At the College level, the Santiago Canyon College Technology Committee guides the meeting of technology needs with the Santiago Canyon College *Technology Master Plan* (III.C-065).

The District's Technology Advisory Group brings together members from Santiago Canyon College, Santa Ana College, and District Information Technology Services (ITS). For Santiago Canyon College, the faculty and administrator committee co-chairs and the Americans with Disabilities Act (ADA) specialist serve on the District Technology Advisory Group. The advisory group regularly evaluates technology from a District wide perspective, using direct surveys, recalling college and district committee discussions, and employing general observations. The group utilizes the aforementioned in accordance with the District mission and goals when compiling the Rancho Santiago Community College District *Strategic Technology Plan*.

Similarly, Santiago Canyon College's Technology Committee also engages in the regular evaluation of technology, only from a college perspective. The committee also utilizes student, faculty, and College wide surveys; college committee discussions; and general observations to inform the writing of the Santiago Canyon College *Technology Master Plan*. Furthermore, the Technology Committee is directly integrated in institutional planning by requiring that the faculty and administrator committee co-chairs serve as technology representative members of the Planning & Institutional Effectiveness (PIE) Committee. In addition, the Planning & Institutional Effectiveness Committee also includes the Technology Committee in its planning processes that include the evaluation and prioritization of technology-related resource requests (III.C-066).

Like the District Technology Advisory Group, the District Information Technology Services is a District Office centralized operation. Therefore, the District Information Technology Services, with its director and five network specialists, maintains, supports, and upgrades technology infrastructure and other systems as outlined in the Rancho Santiago Community College District *Strategic Technology Plan* (III.C-067). In spring 2013, Information Technology Services added a network specialist II to its staff to provide local network support to Santiago Canyon College (III.C-068). In order to assist with meeting Santiago Canyon College's needs, the Information Technology Services' organization chart identifies one network specialist II, two technical specialist III, and three technician I personnel who provide technical support to the College.

Datatel and WebAdvisor Conversion Project
Rancho Santiago Community College District (RSCCD) embarked on a four-year conversion to the Datatel Student Information System that includes WebAdvisor. The District utilized Measure E Bond funds to purchase new servers, database, and auxiliary software to serve as the technical foundation for the Student Information System. The Technology Advisory Group formed integrated teams comprised of District Office and College members to implement the system. As a result, the District instituted a new 24 hour, seven day a week student web registration site, consolidated laboratory attendance into one platform, developed an online positive attendance system, and instituted AdAstra scheduling software at Santiago Canyon College (III.C-069).

Station Wiring Replacement Project

Although Santiago Canyon College has seen the recent construction of new buildings, some buildings, such as the A, B, C, and D Buildings, are more than 20 years old. According the Rancho Santiago Community College District *Strategic Technology Plan*, the District needs to replace the physical life of internal station wires every 15 years. Consequently, the College replaced the station wire in the A, B, C, and D Buildings. During this wire replacement project, the College also replaced the IDF communication closets with new cabinets as well as with new UPS to support the new network switches that would be installed when Voice Over IP (VOIP) telephone system was to be implemented. Although this project was separate from the Voice Over IP telephone system project, the replacement of the physical life of internal station wires project needed to be completed before the Voice Over IP telephone system project began. There were three purchase orders created to accommodate this work which was paid for by District Information Technology Services (ITS) funds (III.C-070, III.C-071, III.C-072).

Voice Over IP (VOIP) Telephone System Project

The District Information Technology Services was also able to use bond funds to replace the aging AT&T Centrix phone system with the modern Voice Over IP telephone system. Beginning in 2008, Information Technology Services assessed the phone features and functions that the District community required. Then, the District Information Technology Services contracted with Plan Net to help create bid specifications as well as criteria for selecting a vendor. Information Technology Services selected AT&T to install a Cisco Voice Over IP telephone system. The switch to Cisco reduced monthly costs by allowing in-District phone calls to use the District's network wires rather than public phone lines. For Santiago Canyon College, the migration Voice Over IP telephone system concluded in May 2009 with minor issues being identified and resolved in the summer (III.C-073).

Main-point of Communications Entrance Project

Similar to the District, the College also used bond funds to construct the Maintenance & Operations (M&O) Building. The Maintenance & Operations Building's room M-112 is self-contained with its own air handling systems and UPS to support all of the equipment in the room. This room was designed to house the College's external communications main-point entrance for all external phone and data circuits. In July 2010, room M-112 became the new main-point entrance for all AT&T data and voice circuits. The transition from housing the data circuits from the A Building to the Maintenance & Operations Building was necessary, for room M-112 can better accommodate the College infrastructure as it continues to expand.

Video Surveillance Project

As a result of a few District discussions initiated by the chancellor, the District decided to install and fund video surveillance cameras at all of its sites, including Santiago Canyon College and the Orange Education Center (OEC), to create a safer environment for students, classified staff, faculty, and administrators. At Santiago Canyon College and at the Orange Education Center, the District installed 240 and 20 IP video surveillance cameras, respectively, that provide the College Safety & Security Department a much improved surveillance system with a full view of both Santiago Canyon College sites from a single login (III.C-074).

The installation process began in spring 2012. The District Information Technology Services worked with outside contractors: Westburg and White, Plan Net, IES Commercial, and Bernard Brothers to complete this project (III.C-075, III.C-076, III.C-077, III.C-078). The project included the installation of IP video cameras with backend recording devices and disk storage to hold the video files at exterior locations of District buildings and parking lots. In addition, the project included the installation of fiber optics cable underground from buildings out to the parking lot light poles as well as installation of electrical circuits to the light poles. Then, the contractors mounted cameras onto the electrical poles. This project installed more than 240 IP cameras throughout the Santiago Canyon College main campus.

Wireless Implementation Project

The new wireless system is another District network and communication project that the District implemented parallel to the video surveillance system. The District Information Technology Services department managed and funded this project. Therefore, Information Technology Services contracted with Coast Electric to install electrical outlets and also contracted with D4 Solutions to install data wiring as well as to hang the access points (III.C-079). Prudently utilizing District resources, Information Technology Services combined the running of fiber optic cables for this project with the video surveillance project that resulted in cost savings for the District. Upon the conclusion of this project, wireless access points at Santiago Canyon College dramatically increased from approximately 20 to over 200 units, and they also increased to 30 access points at the Orange Education Center. These changes provide the entire Santiago Canyon College community improved wireless connection while on campus allowing community member to "Bring Your Own Device" (BYOD), which is a far more common practice than ever before (III.C-080).

Replacement of Network Switches Project

In the summer of 2012, the District replaced network switches in several locations so as to support the new installation of the new IP video surveillance cameras. Santiago Canyon College began by replacing switches at the core in room M-112 located in the Maintenance & Operations Building and then continued the switch replacement in the D and E Buildings, which had new fiber cable paths from M-112. In addition to accommodating the installation of the video cameras, per the Rancho Santiago Community College District *Strategic Technology Plan*, network switches ought to be replaced every

five years. Since the D and E Building network switches were at the end of their life, the District recommended replacing them with current standard network switches (III.C-081). With the new fiber cables and switches, the College improved network speeds in each building (III.C-082).

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College recognizes that technology is a moving target that requires ongoing investment of time, energy, and human and monetary resources to maintain currency and efficiency. Therefore, despite budgetary cuts that resulted from the state's financial crisis, Santiago Canyon College continued to plan for, acquire, maintain, and replace technology infrastructure and equipment needs so as to meet the College's needs.

In order to fund its technology upgrades, the College relied on bond funds. Consequently, Santiago Canyon College continues to respond to meeting technology infrastructure and equipment needs by seeking additional grant and bond funds (III.C-083). In addition, the College has identified the need to budget specifically for technology replacements and upgrades (III.C-084).

Actionable Improvement Plans
None

III.C.1.d.   The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary
In an effort to assure the effective development, maintenance, and enhancement of its programs, Santiago Canyon College (SCC) effectively distributes and utilizes its technology resources. As a part of the effort to effectively utilize its technology resources, Santiago Canyon College evaluates its software on a regular basis and makes recommendations for enhancement as necessary and appropriate. A few examples of some of the software changes that have transpired as a part of the College's evaluation and recommendation process include the following: (1) The College created custom software to replace faculty drop cards with an online drop system; (2) The College also crafted online add codes for students to replace the written add codes; (3) Santiago Canyon College developed an Early Alert online system to assist faculty with promoting student success and retention (III.C-085, III.C-086); (4) The Rancho Santiago Community College District (RSCCD) reengineered the District's Management Information System (MIS) submission process to streamline and expedite data submission to the California Community Colleges Chancellor's Office (III.C-087); (5) The District also produced new Management Information System audit reports to facilitate data cleanup; (6) The College implemented a College wide mobile phone alert messaging system through AlertU to inform students, classified staff, faculty, and administrators of incidents and emergencies at the College (III.C-088); (7) The College also developed an Enrollment Management Tool (EMT) to assist administrators with Full-Time Equivalent Student (FTES) schedule forecasting and efficiency analysis (III.C-089); (8) The College develops custom reports in the Online Report Repository to assist classified staff and administrators with data driven decision-making; and (9) The College planned for and managed an upgrade to a more robust version of the *Blackboard* Learning Management System (LMS) to allow for video storage as well as for *Turnitin* integration (III.C-090, III.C-091, III.C-092, III.C-093).

In addition to its software evaluation and implementation, Santiago Canyon College has also enhanced its planning process to assure that the distribution and utilization of technology resources directly supports its programs and services. Through the efforts of the College's Planning & Institutional Effectiveness (PIE) Committee, the College community completes a "Santiago Canyon College Resource Request Form" when requesting funds related to the planning process (III.C-094). In addition to eliciting a variety of information and data from the requestor, the form specifically asks whether or not the request supports the Santiago Canyon College *Technology Master Plan* goals, the Santiago Canyon College Mission, and the Santiago Canyon College Goals. Furthermore, once a unit (department, division, governance committee, and/or service area) completes the "Santiago Canyon College Resource Request Form," division deans and unit vice presidents (Academic Affairs, Continuing Education, Student Services, and Administrative Services) forward the technology requests to the College's Technology Committee. Then, the Technology Committee consolidates and prioritizes the various requests from divisions and units as well as any requests compiled by the Technology Committee. Once the committee has compiled a complete, prioritized list of technology resource requests,, the committee forwards the list to the vice president of academic affairs who forwards the committee's list to the Planning & Institutional Effectiveness Committee. Once the Planning & Institutional Effectiveness Committee receives all of the "Santiago Canyon College Resource Request Forms," the committee reviews and prioritizes the requests to compile a College wide Prioritized Resource Request Recommendation list to be evaluated by the College's Budget Committee and, ultimately, forwarded to College Council, which will make a final recommendation to the College president (III.C-095, III.C-096, III.C-097).

Even though the newly created Planning & Institutional Effectiveness Committee created the aforementioned enhanced plan that will be fully implemented for the 2014-2015 planning cycle, for the 2013-2014 academic year planning cycle,

Santiago Canyon College engaged in a modified version of the planning cycle that included the Technology Committee submitting only the committee's "Santiago Canyon College Resource Request Forms" to the vice president of academic affairs. From this point, the modified planning process follows the remaining planning steps mentioned above.

Similar to enhancing its integrated planning process, Santiago Canyon College also recognized its need to enhance the support, development, and maintenance of its distance education courses. Therefore, the College committed to hiring a full-time faculty distance education coordinator. The coordinator works with the Rancho Santiago Community College District Technology Advisory Group (TAG) as well as with the College's Technology and Faculty Development Committees to assure that online students and faculty have the necessary technology for their success available to them. As a result of this collaboration, Santiago Canyon College is in the midst of creating an online student orientation to more effectively orient its students to the online class environment with the goal of enhancing student retention and success in its online courses (III.C-098, III.C-099, III.C-100).

Self Evaluation
Santiago Canyon College meets this standard.

From its attention to providing and developing software to the enhancing of its planning processes to the recognizing and meeting of coordination needs, Santiago Canyon College assures that the utilization and distribution of technology resources supports its programs and services. As a result, the College has engaged in ongoing enhancements in enrollment management, distance education, and student success.

As Santiago Canyon College transitions from a small to a midsized college, the College community has identified the need to implement more formal planning processes so as to manage the growing needs of a midsized college. Therefore, the College community created a new Planning & Institutional Effectiveness Committee that began its work in fall 2013. In addition to facilitating planning throughout the entire College, the governance group also plays an important role in technology resources planning and distribution. While the committee's work signals positive progress toward the College's development, maintenance, and enhancement of its programs and services, the College needs to continue to refine, employ, and evaluate its integrated planning processes as defined and facilitated by its Planning & Institutional Effectiveness Committee.

Actionable Improvement Plans
None

III.C.2.   **Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

Descriptive Summary
In order to assure that its technology resources continue to be used effectively, Santiago Canyon College (SCC) engages in the systematic assessment of its technology planning processes and uses the results of the evaluation process to assist in decision-making that leads to the improvement of its programs and services. Furthermore, the College integrates planning for technology resources into its institutional planning process with the incorporation of the Santiago Canyon College *Technology Master Plan* into the College's *Educational Master Plan* (III.C-101, III.C-102). Similarly, departments, divisions, and units identify technology needs within their respective Department Planning Portfolios (DPPs) and Program Reviews (PRs) (III.C-103, III.C-104). Moreover, the Santiago Canyon College *Technology Master Plan* compliments the Rancho Santiago Community College District *Strategic Technology Plan* by utilizing the broad enterprise infrastructure and technology needs from the District's plan as the focus for identifying the College's technology needs within its local *Technology Master Plan*.

Each of the Santiago Canyon College *Technology Master Plans* provides the framework for the development of the College's education technology, technical and academic support structures, and other technology related resources (III.C-105, III.C-106). In addition, each Santiago Canyon College *Technology Master Plan* outlines how the College prioritizes its technology planning cycles as well as how it identifies the hardware and human resources needed to sustain technology at Santiago Canyon College (III.C-107). Also, the *Technology Master Plan* includes a personal computer (PC) inventory, a replacement schedule, and a replacement costs list.

In order to determine the technology plan for the College, before the College and the District create technology plans, the related governance bodies implement evaluative College and District wide surveys to obtain data that will be used to inform future technology plans. The College's Technology Committee and the District's Technology Advisory Group (TAG) conduct student, classified staff, faculty, and administrator surveys to assess technology resources as well as to inform the planning for technology resource and distance education needs for inclusion in the College's *Technology Master Plan* and the District's *Strategic Technology Plan*. Furthermore, the College's Technology Committee and the District's Technology Advisory Group use data gleaned from surveys to determine necessary technology interventions as well as to highlight technology successes (III.C-108, III.C-109, III.C-110, III.C-111, III.C-112, III.C-113, III.C-114).

Regarding its integrated planning processes, each fall, the Santiago Canyon College community begins its planning process when departments, divisions, and units review and update Department Planning Portfolios (DPPs) and Program Reviews and prepare "Santiago Canyon College Resource Request Forms" as appropriate (III.C-115, III.C-116). In the spring, College units (Joint Chairs Committee, Academic Affairs, Student Services, Administrative Services, and Continuing Education) review and prioritize resource requests in relation to the College Mission Statement, Santiago Canyon College Goals, the College's *Educational Master Plan (EMP)*, and requests for new funds per Department Planning Portfolios (DPPs). For the 2012-2013 academic year, the College's Budget Committee, which is part of the collegial governance structure, prioritized the College community's resource requests and submitted a recommended list to College Council. The council affirmed the requests and made a final recommendation to the College president (III.C-117, III.C-118, III.C-119).

With the creation of the new governance planning committee in spring 2013, the College's Planning & Intuitional Effectiveness (PIE) Committee created an enhanced integrated planning process and cycle in spring 2014 to be implemented College wide for the 2014-2015 academic year planning cycle. The committee implemented a modified version of the 2014-2015 cycle that was utilized for the 2013-2014 academic year's transitional planning cycle. The revised planning cycle more comprehensively and seamlessly integrates the College's planning process with its budgeting process.

Beginning with the 2013-2014 modified, transitional planning cycle that will extend into the 2014-2015 planning cycle, similar to other governance committees, the Technology Committee will have the opportunity to create, prioritize, and submit technology "Santiago Canyon College Resource Request Forms" that will reflect initiatives and goals identified in the Santiago Canyon College *Technology Master Plan*. The Technology Committee forwards its prioritized resource request list to the vice president of academic affairs who forwards all Academic Affairs related requests to the Planning & Institutional Effectiveness Committee. After engaging in a prioritization process where the committee ranks all College wide "Santiago Canyon College Resource Request Forms," the Planning & Institutional Effectiveness Committee forwards its Prioritized Resource Request Recommendation List to the College's Budget Committee for funding analysis (a determination of what can be funded and from which accounts requests can be funded). After its funding analysis, the Budget Committee submits its recommendations back to the Planning & Institutional Effectiveness Committee for a final review. After reviewing and discussing the Budget Committee's analysis, the Planning & Institutional Effectiveness Committee reprioritizes requests as deemed appropriate, and then the group forwards the Final Prioritized Resource Request Recommendation List to College Council. After a discussion, College Council makes its recommendation to the Santiago Canyon College president (III.C-120, III.C-121).

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College integrates its technology planning with its institutional planning with the use of its various governance committees, such as the Technology, Planning & Institutional Effectiveness, and Budget Committees, as well as with its master plans, such as the *Technology Master Plan* and the *Educational Master Plan*. Furthermore, the College integrates planning between the College and District level with the collaboration between the College's Technology Committee and the District's Technology Advisory Group (TAG) as well as with each group's respective *Technology Master Plan* and *Strategic Technology Plan*. In addition, within this integrated planning process, various units, such as governance committees, departments, divisions, units, and service areas, identify technology resource needs in Department Planning Portfolios, Program Reviews, and student learning outcomes assessments.

Santiago Canyon College engages in assessment of its technology resources and uses the results of the evaluations, such as College wide surveys, as the basis for improvement. Even so, the College can establish more formal and systematic processes to further measure the effectiveness and value of its technology resources.

Actionable Improvement Plans
None

STANDARD III.C.: EVIDENCE

III.C-102   *Educational Master Plan 2007-2012* (167): Appendix—Technology Plan
III.C-103   RSCCD Strategic Technology Plan 2010-2011
III.C-104   SCC *Technology Master Plan 2012-2017*
III.C-105   SCC *Technology Master Plan 2012-2017*
III.C-106   SCC *Technology Master Plan 2012-2017*
III.C-107   SCC *Technology Master Plan 2012-2017* (16)
III.C-108   "Distance Education Student Satisfaction Survey" 2014 Results
III.C-109   Technology Advisory Group Minutes (04-07-2011)
III.C-110   "Faculty Technology Survey" 2011 Results Web Page
III.C-111   Learning Management System Survey Report 2011
III.C-112   RSCCD Student Survey—Technology Use
III.C-113   Library Student Satisfaction Survey 2013
III.C-114   "Santiago Canyon College 2014 Self Evaluation Survey" (38-39): Instructional Technology
III.C-115   Department Planning Portfolio: Library 2010-2011
III.C-116   Department Planning Portfolio: Library 2013-2014
III.C-117   "Year at a Glance 2012-2013"
III.C-118   College Council Minutes (07-09-2013)
III.C-119   College Council Minutes (08-13-2013)
III.C-120   "Year at a Glance 2013-2014"
III.C-121   Santiago Canyon College Resource Request Process Flowchart

STANDARD III.D.: FINANCIAL RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

III.D.   Financial Resources
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

III.D.1.   The institution's mission and goals are the foundation for financial planning.

Descriptive Summary
As with all of the College's responsibilities, Santiago Canyon College's (SCC's) Mission and the Santiago Canyon College Goals serve as the foundation for financial planning. The College's *2012-2016 Educational Master Plan* (EMP) strongly reflects its mission as it is "a more deliberate and cohesive document designed to illustrate a more comprehensive perspective on institutional goals. . ." (III.D-001).

Therefore, the College designed the *Educational Master Plan* as a roadmap to "increase student success, improve efficiency, demonstrate accountability, and enhance institutional effectiveness" (III.D-002). Furthermore, the Santiago Canyon College Enrollment Management Committee (EMC), Educational Master Planning Committee (EMPC), Planning & Institutional Effectiveness (PIE) Committee, Academic Senate of Santiago Canyon College, and College Council governance bodies lead the College's mission-driven institutional planning processes (III.D-003).

Beginning with the department level, departments effectively and consistently consider the College's mission and goals when planning and developing department goals. Each year, as departments maintain and update Department Planning Portfolios (DPPs), departments also identify the instructional and non-instructional program needs. For each department goal, the Department Planning Portfolio document includes a resource need column that includes the naming of resources necessary to meet the goal. In addition, the College's Program Review Process also provides College units an opportunity to identify program and area needs. Furthermore, as the primary documents that units use to identify department, program and area needs, both the Department Planning Portfolios and the Program Reviews rely on the explanation of how the requests support the College's mission and goals (III.D-004, III.D-005, III.D-006, III.D-007, III.D-008).

Although Santiago Canyon College continues to refine and enhance its integrated planning and resource allocation processes, the College follows one constant: When prioritizing resource requests, the College community considers how requests support the College's mission and goals. In addition, in order to be considered for funding opportunities, departments and units must identify needs in their Department Planning Portfolios and Program Reviews as appropriate. Upon its creation in spring 2013, the College charged the Planning & Institutional Effectiveness Committee with developing a resource allocation process that aligns with the institutional planning process. The committee completed this charge in spring 2014, and the College will implement the complete planning process for the 2014-2015 academic year's planning cycle. In the interim, the committee created a modified, transitional institutional planning and budget allocation process that was implemented during the 2013-2014 academic year's planning cycle (III.D-009).

At the District level, during the 2012-2013 academic year, the Rancho Santiago Community College District (RSCCD) transitioned to a new budget allocation model that mirrors the California Community Colleges Chancellor's Office approved allocation model that was created in response to the passage of SB 361. According to the District's new Budget Allocation Model (BAM), the District allocates available revenue to Santiago Canyon College and Santa Ana College as base funding and per Full-Time Equivalent Student (FTES) funding. Moreover, the District employs a charge back system to each of the colleges for District Office operations as well as for District Wide Services based on each college's proportion of funded Full-Time Equivalent Student that was generated the previous year. As a result, conceptually, in growth periods, monies follow Full-Time Equivalent Student generation, therefore, providing the funds for program and institutional improvements based on identified needs. The new Budget Allocation Model allows both Santiago Canyon College and Santa Ana College to keep any unused funds to build funds or reserves for long-term projects (III.D-010).

Furthermore, the College allocates categorical and other non-general fund budget lines for their designated purpose that supports the College's mission as well as the Santiago Canyon College Goals. For example, the Workforce Investment Act, Title II (Adult Education and Family Literacy Act) grant supports Santiago Canyon College Goals two, three, five, six, ten, eleven, twelve, and thirteen (III.D-011, III.D-012).

Santiago Canyon College meets this standard.

Santiago Canyon College created the Planning & Institutional Effectiveness Committee to ensure that College plans were linked to the College's goals and mission and that the allocation of resources (human, physical, technological, and financial) was also appropriately aligned. In order to fulfill its responsibilities, the Planning & Institutional Effectiveness Committee solicits input from major College constituencies and committees, such as the Academic Senate of Santiago Canyon College, the Curriculum & Instruction Committee, the Enrollment Management Committee, the Budget Committee, the Facilities Committee, and the Technology Committee. After engaging in inclusive conversations, the Planning & Institutional Effectiveness Committee submits committee recommendations to College Council. College Council reviews these recommendations and then submits the council's recommendations to the College president.

Actionable Improvement Plans
None

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary
Santiago Canyon College (SCC) continues to make determined efforts to integrate its financial planning with its institutional planning. The Department Planning Portfolios (DPPs) and Program Reviews remain the primary documents in which all units identify the resources, needs, and goals of instructional and non-instructional departments and areas within Santiago Canyon College. Furthermore, on a yearly basis, each department maintains and updates Department Planning Portfolios that include a column for resource needs, including financial resources, to meet department goals (III.D-013, III.D-014, III.D-015, III.D-016, III.D-017).

In addition, each unit (department, division, or service area) engages in the Santiago Canyon College Program Review Process in which units complete a comprehensive review of their programs and/or areas. Within the program review process, departments, divisions, and service areas prioritize and justify their expenses based on how the items support the Santiago Canyon College Goals. Throughout the process, each unit presents its program review to the Educational Master Planning Committee (EMPC) that is comprised of representatives from the entire College community: students, classified staff, faculty, and administrators. The committee members read and assess each unit's program review identifying basic strengths; weaknesses; needs; and facility, technology, and personnel plans. Following the rich discussion in the Educational Master Planning Committee meeting, the committee forwards the unit's "Summary Report" (III.D-018) to the Academic Senate of Santiago Canyon College as well as to the Santiago Canyon College (SCC) College Council. Therefore, within the program review, planning, and governance processes, units convey their needs for resources requiring fiscal support to the College community. Ultimately, over the course of the program review process, the Educational Master Planning Committee gathers all unit program review and compiles them into one report that creates the College's *Educational Master Plan* (III.D-019).

In an effort to improve its institutional effectiveness, the College community has been reviewing and improving College level planning and resource allocation for the past three years. In January 2011, the College Council discussed the creation of a Budget Committee Taskforce to look at the College's budget reports, potential changes from District discussions regarding the Budget Allocation Model (BAM), and the possibility of having all salaries included in the College's budget (III.D-020). After a number of discussions, the College Council approved the creation of the task force in May 2011 (III.D-021). At a subsequent meeting, the task force was transformed into a standing governance committee called the Budget Committee. As part of its mission, the committee is "to ensure a link between the college budget and planning" (III.D-022, III.D-023).

During the discussion of the Budget Committee's responsibilities, the College Council also discussed broadening the scope of the Educational Master Planning Committee's responsibilities. However, between discussions in the College Council as well as in the Academic Senate of Santiago Canyon College, the College community determined that a separate planning committee was needed to facilitate the College's integrated planning processes. Therefore, per a recommendation from the Academic Senate of Santiago Canyon College, the College Council discussed the inclusion of the Planning & Institutional Effectiveness (PIE) Committee in the Santiago Canyon College "Collegial Governance Framework" (III.D-024, III.D-025). Upon receiving another recommendation from the Academic Senate of Santiago Canyon College, the College Council included the following within the Planning & Institutional Effectiveness Committee's responsibilities: address integrated planning, determine the level of Department Planning Portfolios, and consult with the Budget Committee for funds and to determine fiscal impact of planning on the College. After continued College wide discussion, the College Council approved the inclusion of the Planning & Institutional Effectiveness Committee within its governance framework and approved a revised list of responsibilities for the committee (III.D-026, III.D-027, III.D-028).

Furthermore, the College's Planning & Institutional Effectiveness and the Budget Committees facilitate the integration of financial and institutional planning at Santiago Canyon College. The Planning & Institutional Effectiveness Committee is compiled of representatives from the entire College community: four vice presidents, assistant dean of institutional effectiveness & assessment, three classified staff, one student, the Academic Senate of Santiago Canyon College president,

the Curriculum & Instruction Council chair, one continuing education faculty member, one library faculty member, one student services/support services faculty member, and faculty co-chairs from each of the other seven governance committees, such as *Educational Master Plan*ning, Enrollment Management, Technology, Budget, Facility, Honors, and Student Success. Moreover, within its first year of being a committee, the Planning & Institutional Effectiveness Committee created an "At a Glance" planning document as well as a modified, transitional planning and prioritization process for the 2013-2014 academic year's planning process. Also in spring 2014, the committee approved a Santiago Canyon College Resource Request Flowchart, "Santiago Canyon College Resource Request Form," and "PIE Resource Request Prioritization Rubric" to be used in the 2014-2015 academic year's planning process. In addition, the committee designs all of its documents to ensure that allocated resources are aligned with the College Mission Statement and Goals (III.D-029, III.D-030, III.D-031, III.D-032).

As the College community discussed the evolution of the Planning & Institutional Effectiveness Committee, for the 2012-2013 academic year's planning process, the Budget Committee completed the task of making recommendations for the allocation of financial resources to the College Council. Within 2012-2013 academic year's planning process, the committee consolidated unit priorities and recommended that College Council fund the top five priorities (III.D-033).

In terms of the 2013-2014 academic year's planning process, after the initial planning phase of the Planning & Institutional Effectiveness Committee's Resource Request Prioritization Process that includes an analysis and prioritization of "Santiago Canyon College Resource Request Forms" without looking at costs associated with the requests, the committee forwarded its recommended prioritized list of College wide requests (with associated costs) to the Budget Committee for an analysis of what requests might be funded as well as from which accounts requests might be funded. Once the Planning & Institutional Effectiveness Committee received the Budget Committee's funding analysis, the planning committee reviewed the funding analysis and revised its prioritization as necessary. Following its second analysis that included looking at costs associated with "Santiago Canyon College Resource Request Forms," the Planning & Institutional Effectiveness Committee forwarded its final Prioritized Resource Request Recommendation List to College Council. This process clearly illustrates how the College integrates its financial planning with and in support of its institutional planning (III.D-034, III.D-035).

College Council serves as the forum where representatives from the entire College community participate in making final recommendations to the Santiago Canyon College president. The council is co-chaired by the Academic Senate of Santiago Canyon College president as well as by the College president and has the following representation: six faculty with one alternate, four administrators, four classified staff with one alternate, one student with one alternate, one College president (ex. officio member), one nonvoting Technology Committee representative, and one nonvoting Educational Master Planning Committee representative. The College Council's mission is to review college practices, processes and procedures as well as to make recommendations to the College president concerning planning and resource allocation. Items of discussion in College Council that lead to recommendations include the College Mission Statement, Santiago Canyon College Goals, College budget, accreditation, prioritization of resources, and grants (III.D-036, III.D-037, III.D-038).

At the District level, to ensure that Santiago Canyon College receives its fair share of general fund revenues, the following Santiago Canyon College members serve on the Rancho Santiago Community College District (RSCCD) Fiscal Resources Committee (FRC): vice president of administrative services, one classified staff member, and two faculty members. In addition, the vice president of continuing education serves as an alternate on the Fiscal Resources Committee and regularly attends meetings. Although the vice president of continuing education does not have a vote unless a Santiago Canyon College member is absent, the vice president does have a voice and communicates any Division of Continuing Education needs to the committee. Furthermore, Santiago Canyon College representatives, including the vice president of administrative services, the vice president of continuing education, and the Academic Senate of Santiago Canyon College president, participated in the Rancho Santiago Community College District Budget Allocation and Planning Review (BAPR) Committee's review of the previous budget allocation model. In addition, the three Santiago Canyon College representatives were also part of the Rancho Santiago Community College District Budget Allocation and Planning Review (BAPR) Work Group that evaluated the previous budget allocation model and explored alternative models (III.D-039). The work group made regular reports of the progress at each Budget Allocation and Planning Review committee meeting (III.D-040). In spring 2011, the work group recommended a change in the district budget allocation model to the Budget Allocation and Planning Review Committee (III.D-041). As a result of the work group's efforts to identify the mechanics and intermediate steps necessary to change the allocation model, the Rancho Santiago Community College District developed and implemented a revised budget allocation model that was patterned after the SB 361 community college funding formula in the 2012-2013 fiscal year. This revised Budget Allocation Model (BAM) is designed to provide greater operational discretion and flexibility over both fixed and discretionary costs to Santiago Canyon College and Santa Ana College and should facilitate the linkage of college planning priorities to budgetary allocations and performance.

Within its exploration process, the Budget Allocation and Planning Review Work Group considered College level concerns in addition to conducting a review of 13 other multi-college districts' budget allocation models (III.D-042). After discussion of all of the concerns, the Budget Allocation and Planning Review Committee agreed upon a list of budget allocation model issues that would be assessed annually that include the following:

- Distribution of fixed costs to each cost center by looking at Full-Time Equivalent Student (FTES) distribution, high cost programs, and equitable service costs;

- Relative cost of programs;
- District operations' annual percentage distribution and the centralized services provided to itself, the colleges, and the community;
- Cost centers that include Santiago Canyon College, Santa Ana College, and the District Office;
- Hiring needs that would impact other locations and long-term implications;
- Impact to California Education Code section 84362(d) (also known as the fifty percent law); and
- Impact to the faculty obligation number (FON).

Throughout the 2010-2011 academic year, the work group continued analysis, simulations, and examinations of the suggested budget allocation model, and governance bodies at both the College and the District levels engaged in ongoing discussion of the proposed model (III.D-043, III.D-044, III.D-045, III.D-046). After the Budget Allocation and Planning Review Committee's unanimous approval of the new Budget Allocation Model, in the 2012-2013 academic year, the Rancho Santiago Community College District used the SB 361 Budget Allocation Model to fund both Santiago Canyon College and Santa Ana College. Throughout the year, however, each college remained uncertain regarding the colleges' percentage of the District's base Full-Time Equivalent Student as well as about how the model would address growth. In spring 2013, to address this issue, the Rancho Santiago Community College District chancellor made a decision that Santiago Canyon College would be assigned 29.2 percent of the District Full-Time Equivalent Student base for 2013/2014 while Santa Ana College would be assigned 70.8 percent of the Full-Time Equivalent Student base. Therefore, after the District Office and the District Wide Services expenditures were allocated, the District allocated Santiago Canyon College 29.2 percent of the remaining funds. In addition to assigning the colleges their Full-Time Equivalent Student percentages, the newly named Fiscal Resources Committee (FRC) (previously called Budget Allocation and Planning Review [BAPR] Committee) clarified the Budget Allocation Model's language addressing growth (III.D-047).

When looking to the future, the Full-Time Equivalent Student percentages will adjust according to the prior year's percentage of funded Full-Time Equivalent Student per college. As the District continues the use of the SB 361 Budget Allocation Model, the District community recognizes that it may take three to five years to fully transition to the new model. As such, adjustments and refinements over the next iterations may be necessary to ensure that one or both of the colleges are not negatively affected by the transition.

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College strives to maintain an open and transparent budgetary process, and as such, the College has clearly defined guidelines and processes for financial planning. Furthermore, Santiago Canyon College's governance structure enables the entire College community the opportunity to participate in financial planning. In addition, budget discussions take place in open committees where the College and surrounding community members are invited to participate, such as the Budget Committee and the College Council. Moreover, the Rancho Santiago Community College District Board of Trustees meetings are also open to the entire District and surrounding communities for attendance and participation in budget-related discussions.

Although the College clearly integrates its financial planning with its institutional planning, at the District level, there is still work to be done to ensure that the District planning and budgeting processes closely align resource allocation to the achievement of strategic goals.

Actionable Improvement Plans
None

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary
Following its planning processes, Santiago Canyon College (SCC) makes realistic assessments of the availability of its resources and develops plans for its financial resources. With the state's budget in turmoil and the subsequent state and Rancho Santiago Community College District (RSCCD) mandated reductions, the College community engaged in College wide discussions in its governance bodies, such as College Council, Academic Senate of Santiago Canyon College, and Joint Chairs Committee. As a result of these conversations, the College agreed to follow a "concentric circle" approach to planning for budget reductions. Keeping the College's missions and goals in mind, the College determined that its core priorities, the center of the circles, related to instruction and to maintaining courses and services directly related to courses that led to students completing their pathways, earning certificates and degrees, transferring to other institutions, and entering the workforce. Therefore, the College decided that it would maintain, at the very least, its minimum offerings and services as they related to its basic skills, transfer, certificate, and degree course offerings (III.D-048, III.D-049, III.D-050, III.D-051, III.D-052).

Once the College arrived at the definition of its core priorities that directly aligned with its mission and goals and while following its collegial governance processes, the College community decided that the circles emanating from the core would include items that were farther removed from maintaining minimum educational course and program offerings as well as from providing the minimum services to support those courses and programs. Therefore, courses, programs, and services that fell into the circles farthest from the core/center circle would be the first to be reduced and/or cut. During this time, the Rancho Santiago Community College District also engaged in fiscal-related discussions that led to the directive that Santiago Canyon College, Santa Ana College, and District Offices would make severe budget reductions.

Consequently, Santiago Canyon College followed the District directive by making its assigned $1.5 million worth of reductions. As an unfortunate result, the College saw deep losses in its part-time classified staff and faculty, its course offerings, its signature programs, and its educational services. From the 2011-2012 to the 2012-2013 fiscal years, the number of students served (headcount of credit and non-credit students) decreased by 11.7 percent (from 34,044 to 30,077). Also during this time period, Santiago Canyon College's allocation of state funding decreased by 5.1 percent, or approximately $1.8 million. This decrease in allocated funding led to the College contracting four instructional divisions into three that culminated in the elimination of the credit dean as well as a defunding of a non-credit dean. Similarly, along with the part-time classified staff and faculty layoffs, the College also lost funding for the dean of athletics, a plant manager, a foundation director, a public information director, a part-time sports information director, and a general office clerk. Furthermore, in addition to losing a number of integral community members and making severe cuts in its schedule, the College also suspended its Forensics, Model United Nations, and Choir programs and eliminated its Study Abroad Program. Moreover, the College was forced to reduce its library hours as well as to eradicate reassigned time for the Math Study Hall, the Writing Center, the Honors Program, and the Distance Education Program. Furthermore, the College also saw a drastic reduction in funding for its educational services. Still, despite this decrease in state-allocated funding and the reduction of course, program, and service offerings, following its concentric circle planning process, Santiago Canyon College was able to maintain its core learning courses, programs, and services at minimal levels while also optimizing its institutional effectiveness.

In addition, as a follow-up to the 2008 Self Study, the California Postsecondary Education Commission approved the Orange Education Center (home of the Division of Continuing Education) as a new community college educational center in March 2010. The approval resulted in an additional allocation for Santiago Canyon College of over $1 million in base funding per year that would take effect in the 2009-2010 fiscal year (III.D-053). This additional revenue also greatly contributed to Santiago Canyon College's ability to realistically assess its financial resource availability so as to sustain its core instructional courses, programs, and services.

As a result of the cuts at Santiago Canyon College and at Santa Ana College and District Offices, for the last six years from the 2007-2008 academic year until the 2012-2013 academic year, the Rancho Santiago Community College District's ending balances continued to grow while Santiago Canyon College's budget continued to decrease. The following figures depict the District's ending balance between the 2007-2008 and the 2013-2014 academic years:

RSCCD Ending Balance vs. SCC Annual Allocation

For the last five or so years, Santiago Canyon College constituency representatives have inquired as to how the District's ending balance continued to inflate while the College's budget continued to deflate. Furthermore, in Fiscal Resource (formerly Budget Allocation and Planning Review) Committee, District Council, Board, and other district governance meetings, Santiago Canyon College representatives asked that the inflated ending balance be used to replenish Santiago Canyon College's budget as well as to reinstate cut and/or eliminated courses, programs, and services. In addition, Santiago Canyon College representatives questioned how the balance continued to grow despite the fact that there were no discussions and/or formal recommendations affirming such in District wide governance bodies. To more accurately analyze the District budget, Santiago Canyon College representatives asked to see line item lists of expenditures for the District Office as well as for District Wide Services. As a result, the District provided a breakdown of expenses by accounts. Santiago Canyon College representatives plan to further analyze those expenditures to ensure that they are commensurate with the services provided to both Santiago Canyon College and Santa Ana College (III.D-054).

In June 2013, the District Office changed the name of the inflated ending balance to the stabilization fund when it earmarked $25,035,466 as a Budget Stabilization Fund. At that time, the District community understood that the stabilization fund would be used to assist the colleges in maintaining their budgets, especially as they tried to earn growth dollars per Rancho Santiago Community College District directives. Furthermore, Santiago Canyon College and Santa Ana College were told to utilize their reserve funds before asking for additional funds from the stabilization dollars. As a result, Santiago Canyon College proceeded with an expenditure budget for 2012-2013 that would achieve the Full-Time Equivalent Student (FTES) target but would preclude the College from filling critical staff positions. Even with the hiring restraints, Santiago Canyon College had to use a considerable amount of its contingency funds to accommodate the deficit that was incurred at the end of the year. This overrun was expected as well as tracked throughout the year (III.D-055, III.D-056).

In the 2013-2014 fiscal year, Santiago Canyon College's adopted budget was $33.7 million for unrestricted funds and $7.7 million for categorical, grant, or restricted funds (III.D-057, III.D-058, III.D-059). Adhering to its prudent planning process, the College recognized that it would need approximately $1.5 million in additional funds so as to rebuild its class offerings, reestablish lost signature programs, rejuvenate reduced services, and prepare for new buildings that were coming online. Therefore, Santiago Canyon College asked the Fiscal Resources Committee (FRC) for additional funds at the beginning of the fiscal year. Citing the Budget Allocation Model, the Fiscal Resources Committee did not approve the additional funds, advised Santiago Canyon College representatives to approach the Fiscal Resources Committee at the conclusion of the year, and encouraged Santiago Canyon College to properly utilize its resources that included the use of its own ending balance if necessary. Consequently, Santiago Canyon College planned accordingly, asked for reimbursement, and, at the time of writing this report, waits on the District for said reimbursement (III.D-060, III.D-061).

Also in 2013, at the District level, in response to the decreasing and highly variable funding during the state's financial crisis, the Rancho Santiago Community College District Board of Trustees directed the Fiscal Resources Committee (FRC) to maintain a stabilization fund beyond what is legally required (III.D-062).

At the College level, in an effort to realistically develop financial resources and partnerships, the Academic Senate of Santiago Canyon College revised the "Request for Authorization to Apply for a Grant" form and recommended its revisions to the College Council for adoption. The College Council approved the revisions that included grant-funding information and long-term institutionalization costs as part of the request (III.D-063).

In addition, the Planning & Institutional Effectiveness (PIE) Committee provides a bridge between unit (includes department, division, and service area) planning and budget allocation and long-term and College wide planning goals that illustrates how institutional planning reflects assessment of financial resource availability.

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

Despite the state's budget difficulties, state imposed reductions, and Rancho Santiago Community College District directed reductions, Santiago Canyon College has done an efficient job of maintaining its core priorities as they directly relate to and support basic skills, transfer, pathway, certificate and degree courses, programs, and services. Furthermore, the College has followed prudent and appropriate planning practices while encouraging the same at the District level. In addition, with integrity, the College adheres to Rancho Santiago Community College District directives that relate to budget reductions and allocations.

Actionable Improvement Plans
1. Santiago Canyon College needs to pursue ways of increasing revenues through seeking modifications to the budget allocation model and/or through exploring alternative revenue sources.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Descriptive Summary

In an additional effort to realistically assess its financial resource availability, the College community provides input on and evaluation of the Rancho Santiago Community College District (RSCCD) SB 361 Budget Allocation Model (BAM). At Santiago Canyon College (SCC), financial stability is of the utmost importance; therefore, the College and the Rancho Santiago Community College District clearly identify, plan, and allocate resources for short-range and long-range plans and priorities in a thoughtful manner.

Per its SB 361 Budget Allocation Model, the District allocates funds to Santiago Canyon College (III.D-064). For instance, Santiago Canyon College receives approximately thirty percent of District funds while Santa Ana College receives an approximate seventy percent allocation of funds. However, before the colleges receive their approximate 70/30 allocations, the District Office is allocated funds for District Operations and District Wide Services that are often equal to or greater than the allocation that Santiago Canyon College receives.

The tables below clearly reflect the following: each year's General Unrestricted and General Restricted Budget totals from the most recent 2013-2014 fiscal year as far back to the 2007-2008 fiscal year (III.D-065, III.D-066, III.D-067, III.D-068, III.D-069, III.D-070). The next column reflects the sum and percentage of the budget that Santiago Canyon College (SCC) receives. The fourth column lists the sum and percentage that Santa Ana College (SAC) receives. The fifth and sixth columns display the District Operations and District Wide Services allocation sums and percentages.

For the 2013-2014 fiscal year, as the fund generating and course and program offering entity, Santiago Canyon College received $33,704,335 (twenty-three percent) while as the course and program supporting entity, the District received a combined total of $36,546,590 (twenty-five percent).

General Unrestricted Budget

Year	Total	SCC	SAC	District Operations	District Wide Services
2013-14	$145,445,266	$33,704,335 (23%)	$75,194,341 (52%)	$26,238,350 (18%)	$10,308,240 (7%)
2012-13	$145,062,638	$33,698,194 (23%)	$74,031,140 (51%)	$26,841,443 (19%)	$10,491,861 (7%)
2011-12	$145,848,850	$35,487,677 (24%)	$77,219,840 (53%)	$21,972,639 (15%)	$11,168,694 (8%)
2010-11	$144,880,699	$36,100,870 (25%)	$76,715,334 (53%)	$22,302,690 (15%)	$9,761,805 (7%)
2009-10	$142,313,620	$34,836,083 (24%)	$76,779,175 (54%)	$21,946,052 (15%)	$8,652,310 (6%)
2008-09	$150,574,866	$36,070,035 (23%)	$80,088,453 (53%)	$29,151,101 (19%)	$5,265,277 (4%)
2007-08	$150,419,425	$34,933,327 (23%)	$80,045,169 (53%)	$35,440,929 (24%)	n/a

General Restricted Budget

Year	Total	SCC	SAC	District Operations	District Wide Services
2013-14	$30,238,857	$7,696,159 (25.45%)	$17,901,722 (59.20%)	$4,640,976 (15.35%)	0
2012-13	$28,130,279	$6,095,351 (21.67%)	$17,084,123 (60.73%)	$4,950,805 (17.60%)	0
2011-12	$25,451,513	$5,419,363 (21.29%)	$15,595,072 (61.27%)	$4,437,078 (17.43%)	0
2010-11	$23,845,208	$4,871,019 (20.43%)	$16,310,986 (68.40%)	$2,663,203 (11.17%)	0
2009-10	$31,076,349	$6,312,747 (20.31%)	$21,489,310 (69.15%)	$3,274,292 (10.54%)	0
2008-09	$35,721,850	$7,811,366 (21.87%)	$24,362,662 (68.20%)	$3,547,822 (9.93%)	n/a
2007-08	$34,432,023	$7,215,719 (20.96%)	$23,955,109 (69.57%)	$3,261,195 (9.47%)	n/a

(RSCCD Adopted Budgets)

The economic position of the Rancho Santiago Community College District is closely tied to that of the State of California. Rancho Santiago Community College District administrators monitor state budget information and maintain a close watch over resources to sustain its ability to react to both internal and external issues (III.D-071, III.D-072).

In the 2013-2014 academic year, the state budget included a 1.57 percent cost of living allowance and a 1.63 percent workload restoration (growth) for community colleges. As a result, the District committed to transferring a portion of the above ending balance to both Santiago Canyon College and Santa Ana College in order for each college to provide the necessary class schedule to meet the allowable growth.

Moreover, when making short-range financial plans, the District considers how these immediate plans will impact long-term fiscal planning and priorities (III.D-073). Furthermore, the District regularly prepares multi-year projections that are shared with and discussed at the Fiscal Resources Committee (III.D-074, III.D-075).

The Rancho Santiago Community College District maintains annual operating budgets that allow for contingencies and unanticipated expenses. During the state's economic downturn beginning in 2008, as previously mentioned, the Rancho Santiago Community College District made budget reductions. Despite the College's profound budget reductions, the District's ending balance continued to increase. As reported in the District CCFS-311 reports, the District's unrestricted ending fund balance as of June 30, 2013 was $37,633,190, and as of June 30, 2012, the unrestricted ending fund balance was $43,608,426 (III.D-076, III.D-077). In accordance with the recommended prudent reserve level by the California Community College State Chancellor's Office, the District designated the following sums of $7,209,150 and $7,190,256 respectively, as Board Policy Contingency, representing five percent of the total unrestricted general fund expenditures. In addition, as of June 30, 2013, the District earmarked $25,035,466 as a Budget Stabilization Fund, and as of June 30, 2012, the District allocated $29,867,597 to address unanticipated state budget reductions as well as to stabilize the District budget without the need for midyear budget reductions. Therefore, with the severe cuts at the College level, the District was able to weather the state financial storm.

Furthermore, the District recognizes its financial obligations and seeks to fund all current and long-term financial obligations while following generally accepted accounting principles. In an effort to achieve its long-term financial obligations, the Rancho Santiago Community College District has maintained and funded a self-insurance fund for workers compensation, funded property and liability exposures, and funded a retiree health benefits fund for many years (III.D-078, III.D-079, III.D-080). In addition, the District budgets for and contributes to the aforementioned funds annually. Moreover, the District also realizes the importance of funding scheduled building maintenance, so it has budgeted for and contributed to the capital outlay fund each year for this purpose (III.D-081).

To further attest to the District's financial stability, as of February 2012, the District's actuarially determined unfunded liability was estimated at $92,397,836 (III.D-082). As of June 2013, the District has accumulated and set aside $36,635,945 in a separate fund to address this obligation. Similarly, based on the Board-approved budget assumptions, the District contributes one percent of total salaries plus $500,000 toward the Annual Required Contribution (ARC). In addition, in both 2011-2012 and 2012-2013, the District contributed an amount equal to or exceeding the full Annual Required Contribution of $8,743,003 (III.D-083). Overall, the College and the District have identified plans and processes for resource allocation for liability payments and future obligations.

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

Even though the District has been able to navigate the state's financial crisis, Santiago Canyon College saw many severe reductions in the process. However, as the state's budget situation continues to improve, Santiago Canyon College has not experienced an increase in revenues that will be needed if it is to reach its Full-Time Equivalent Student targets as well as its growth targets. Therefore, although the District is in a sound financial position from both a short-term and long-term position, the District community needs to continue to discuss its budget allocation process and model so as ensure that resources are prudently and appropriately distributed to the student serving entities: the colleges.

To ensure that Santiago Canyon College has the resources to meet the minimum needs of its students as well as to facilitate growth over the next few years, Santiago Canyon College's funding baseline must change and be appropriately augmented as student enrollment increases.

Actionable Improvement Plans
1. Santiago Canyon College needs to pursue ways of increasing revenues through seeking modifications to the budget allocation model and/or through exploring alternative revenue sources.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

Since Santiago Canyon College (SCC) supports collegial governance, the College seeks to provide members of the College community appropriate opportunities to participate in the development of its plans and budgets. Furthermore, so as to adequately develop its financial plans and budgets, the College clearly defines and follows its guidelines and processes. As a result, when approving annual budgets, Santiago Canyon College follows developed Budget Calendars that clearly display the overall budget adoption process (III.D-084, III.D-085). In addition, following the Governor's State Budget Proposal, the District prepares Tentative Budget Assumptions that the Rancho Santiago Community College District Fiscal Resources Committee approves in February. Once approved, the committee forwards the Tentative Budget Assumptions to the chancellor for review and approval (III.D-086). Upon release of the May State Budget Revise, the Fiscal Resources Committee revises the budget assumptions so that they better reflect the May revise. After review and discussion, the committee forwards the agreed upon revisions to the chancellor for approval. Once approved by the chancellor, the District uses the revised budget assumptions to prepare a tentative budget that is presented to the Fiscal Resources Committee for review, discussion, and approval. Once approved, the committee forwards the tentative budget to the chancellor for approval. Once approved at this level, the chancellor presents the tentative budget to the Board of Trustees for approval (III.D-087). Per state law, the tentative budget authorizes districts to continue to spend funds to meet financial obligations and is in effect until the Board of Trustees approves an adopted budget, which generally takes place shortly after the approval of the state budget.

In July, following the signing of the state budget by the governor, the Fiscal Resources Committee (FRC) once again revises the budget assumptions to better reflect the approved state budget and forwards them to the chancellor for review. If the chancellor approves the budget assumptions, they are forwarded to the Board of Trustees for approval. In August, the Fiscal Resources Committee reviews and approves a proposed budget that is then forwarded to the chancellor for review by the Chancellor's Cabinet. If the chancellor approves the proposed budget, the chancellor will forward the proposed budget to the Board of Trustees for an approval of a public hearing inspection notice. In September, the District displays the budget for public review for three days. Following the public review time period, the Board of Trustees adopts the proposed budget (III.D-088, III.D-089).

In addition to maintaining budget timelines, the District has also charged the Fiscal Resources Committee with reviewing and evaluating the Budget Allocation Model (BAM), monitoring state budget development, recommending budget adjustments, developing assumptions for the tentative and adopted budgets, developing the District budget calendar, assessing effective use of financial resources, and reviewing and evaluating financial management processes. The committee is co-chaired by the vice chancellor of business operations and fiscal services and either a Santiago Canyon College or a Santa Ana College faculty member and includes participation of students, classified staff, faculty, and administrator representatives from Santiago Canyon College, Santa Ana College, and District Office (III.D-090).

At the District level, the *Adopted Budget* document describes the process for financial planning and budget development. The District publishes the document annually in board policies and administrative regulations related to budget practices. The *Adopted Budget* document includes the Fiscal Resources Committee recommended and Board approved budget assumptions, the entire Budget Allocation Model, and the District's Sound Fiscal Management Self-Assessment Checklist (III.D-091). In addition, the Fiscal Resources Committee minutes and Board of Trustees minutes also document the processes. The District website houses the aforementioned documents that are accessible by the Santiago Canyon College community (III.D-092, III.D-093, III.D-094).

In order to provide the District and surrounding community with the opportunity to learn of the District's financial planning and budget development, the vice chancellor of business operations and fiscal services provides regular financial status presentations at the Rancho Santiago Community College District Board of Trustees meetings (III.D-095). In order to provide its community similar input on financial and budget topics, at the College level, the vice president of administrative services provides regular financial status presentations at Santiago Canyon College (SCC) College Council meetings (III.D-096, III.D-097).

As the relatively new District Planning & Organizational Effectiveness (POE) Committee evolves, the responsibility of integrating financial planning with institutional planning will shift from the Fiscal Resources Committee to the Planning & Organizational Effectiveness Committee, and along with the committee's other responsibilities, the Fiscal Resources Committee will assume a consultation role for the District Council. In addition to facilitating the integration of the District's financial planning with institutional planning, the Planning & Organizational Effectiveness Committee will also ensure that the Rancho Santiago Community College District (RSCCD) Strategic Plan, vision, and goals are aligned with the vision and goals of Santiago Canyon College and Santa Ana College and that the goals are the basis for the District's financial planning process (III.D-098).

Similarly, Santiago Canyon College also completed the establishment of the relatively new Planning & Institutional Effectiveness (PIE) Committee. The committee is a collegial governance committee charged with aligning the College budget (resources) with planning. Like the Fiscal Resources Committee at the District level, the College Budget Committee will also

assume a consultation role for the Planning & Institutional Effectiveness Committee. The College's financial planning process (as outlined in section III.D.1.a) identifies budgetary needs. On a regular basis, the Planning & Institutional Effectiveness Committee, the Budget Committee, and the College Council discuss planning, financial planning, and components of budget development in an effort to create institutional plans that support student learning. Committee representatives provide input in discussions regarding planning and budgeting and also report recommendations and other meeting particulars to their respective constituencies, such as students, classified staff, faculty, and administrators. Furthermore, committee representatives bring back constituent questions and concerns to these committees for further discussion. With this direct communication per the College's collegial governance structure, Santiago Canyon College encourages and supports its community's participation in the development of its institutional plans and budgets. Moreover, in order for the College and surrounding communities to stay abreast of governance group discussions, Santiago Canyon College maintains a comprehensive website that houses the agendas for and minutes of many of its collegial governance meetings (III.D-099, III.D-100, III.D-101).

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College and the Rancho Santiago Community College District will continue to solidify cooperative and consolidated efforts to meet financial goals and targets. Open budget forums at the College will also ensure that there continues to be widespread opportunity for discussion, input, and understanding of the budget.

Actionable Improvement Plans
None

III.D.2. **To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

Descriptive Summary
Santiago Canyon College (SCC) is committed to the responsible use of its financial resources to assure its financial integrity. Moreover, the College's internal control structure disseminates dependable and timely information so that the Santiago Canyon College community can make sound decisions regarding fiscal matters. With the prospect of receiving additional funds as well as to ensure that its funds are allocated to those areas that contribute to the College's mission, Santiago Canyon College has developed a comprehensive control structure.

As a part of the College's collegial governance process, a number of committees review resource requests before a resource request moves forward as a recommendation of approval to the College president. Resource requests begin at the department, unit, and governance committee levels. Then resource requests move through the planning and prioritization process that is facilitated by the Planning & Institutional Effectiveness (PIE) Committee in consultation with the Budget Committee. Therefore, before a request is funded, it must go through the College's planning, prioritizing, and budgeting process that includes a review at the Planning & Institutional Effectiveness Committee, the Budget Committee, and the College Council (III.D-102). The College Council submits a final recommendation to the College president who contemplates the request. Furthermore, the College president also approves the College's budget based on the District's Budget Allocation Model (BAM) that is approved by the Rancho Santiago Community College District Board of Trustees.

In addition, the vice president of administrative services distributes monthly budget expenditure reports to the Budget Committee, Management Council, and College Council (III.D-103). As the Budget Committee and College Council are governance bodies, they are populated with representatives who widely disseminate dependable and timely fiscal information to other members of the College community, such as students, classified staff, faculty, and administrators. This process enables the entire College community to participate in the College's financial decision-making process. Furthermore, the vice president of administrative services will provide any other budget information should any other College group make the request.

As a result of the budget reductions that have transpired statewide over the past few years, Santiago Canyon College decided to strive to maintain the integrity of its instructional programs by supplying salaries used to pay classified staff and administrators as its contribution to required budget reductions.

Self Evaluation
Santiago Canyon College meets this standard.

With the implementation of the aforementioned communication, planning, and budget allocation processes, Santiago Canyon College supports an environment of collegial governance in which the College community receives dependable and timely information to assist the community with making sound financial decisions that enhance the College's instructional programs and services.

The relatively new Planning & Institutional Effectiveness Committee, the Budget Committee, and College Council play integral roles in disseminating accurate information in a timely manner. The governance bodies also play a significant part in facilitating the College's integrated and budget allocation planning processes.

Actionable Improvement Plans
None

III.D.2.a. **Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Descriptive Summary
Since Santiago Canyon College (SCC) is dedicated to intellectual and personal growth through maintaining standards of excellence in the instructional programs and services that it offers students, the College assures that its financial documents are credible and accurate. Furthermore, using its mission as the guide, Santiago Canyon College allocates and uses its financial resources to support student learning programs and services.

Beginning at the District level, the Rancho Santiago Community College District (RSCCD) uses it Budget Allocation Model (BAM) to distribute funds to Santiago Canyon College and to Santa Ana College. The Budget Allocation Model is a revenue allocation model that the District uses to distribute revenue rather than to dictate expenditure allocations. The District Fiscal Resources Committee regularly discusses the allocation model, includes the model in the District's budget documents, and posts the information on the District website so as to assure an open and transparent budgeting process. Then, at the College level, per the Budget Allocation Model, Santiago Canyon College has the autonomy to allocate resources locally through its integrated planning and budget allocation processes (III.D-104).

To assure that financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, the Rancho Santiago Community College District Board of Trustees Fiscal Audit Committee oversees the District's audit process when they meet annually with an independently certified accounting firm to discuss each audit and any findings (III.D-105, III.D-106, III.D-107, III.D-108). Once the Board of Trustees approves the audits, the District posts the audits on its website for District community and surrounding community members to view (III.D-109).

When considering sources of funding, general apportionment and funds of categorical programs remain the primary funding sources for the Rancho Santiago Community College District. In order to support the appropriate allocation of funds, the District sets aside funds for fixed costs that include ongoing obligations. In addition, the District sets aside a five percent reserve fund for emergencies. Moreover, the District places any general funds not spent by the District or its colleges in the District's and the colleges' ending balances at the end of the fiscal year to help balance the budget. Using the District's current SB 361 Budget Allocation Model, the District redistributes funds the following year. The following reflects the District's ending balances for the past three years: (1) $47.07 million in 2010-2011, (2) $44.36 million in 2011-2012, and (3) $39.28 million in 2012-2013. As the listed figures reflect, for the last three years, the District has maintained more than the five percent reserve, which may be more than sufficient to handle cash flow issues.

As of spring 2014, the Rancho Santiago Community College District has been able to sustain sufficient insurance coverage with the District insuring the following categories: Workers' Compensation, Property and Liability, and Vehicle Insurance (III.D-110, III.D-111).

In compliance with its board policies, the District's Risk Management Department ensures that its risk management program meets all legal requirements and provides protection and/or insurance against loss, damage, or disability in accordance with California Education Code and any other applicable state codes. The compliance practices include the loss and damage to property, District liability, the trustees and employees, workers' compensation, and employee health and welfare benefits.

At the College level, currently, Santiago Canyon College has a rollover budget. Even so, the College is moving toward a revenue allocation budget model that will go through the collegial governance process for review and approval. The revised revenue allocation budget model should give more credibility to the College's budgeting processes.

In an additional effort to maintain credibility and accuracy with its financial documents, the College utilizes the Datatel accounting system to verify, through a variety of reports, that the allocation of resources is accurately shown in the budget. Furthermore, the following governance bodies and College leaders review the College's budget for accuracy on a regular basis: Budget Committee, College Council, President's Cabinet, and vice president of administrative services. Moreover, to assure that it appropriately allocates its financial resources to support student learning programs and services, planning for the College's budget takes the following into consideration: College Mission and Goals, Department Planning Portfolios, Program Reviews, *Technology Master Plan*, *Facilities Master Plan*, and *Educational Master Plan* (III.D-112).

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

The District allocates funds to Santiago Canyon College and Santa Ana College as determined by the SB 361 Budget Allocation Model. In addition, the District allocates funds to cover the District Operations and District Wide Services expenditures.

Annually, an external accounting firm audits all District funds. The firm includes any identified audit findings as well as any of the District's responses to the findings in its audit report. The District has had minimal audit findings and has regularly corrected any issues prior to the next year's audit. Therefore, the District uses audit results to improve the management of the District financial procedures and policies. Overall, the external auditors employed by the District have issued clean opinions of the District's financial documents. Furthermore, the auditors have not identified any deficiencies in internal control over financial reporting that they would consider material weaknesses (III.D-113).

Santiago Canyon College sets aside funds for fixed costs and uses any remaining funds to cover all other expenditures. Currently, Santiago Canyon College has budgetary difficulties with providing the necessary funds for equipment and technology as well as difficulty with restoring past levels of student programs and services. While the College's budget certainly supports student learning and program services, the past years' budget cuts have caused Santiago Canyon College to take actions like the following that highlight its budget difficulties: Class sections have been reduced, and the Model United Nations (MUN), Forensics, and Choir signature programs have been suspended. Furthermore, in order to continue to maintain its instructional programs and services, Santiago Canyon College is using its ending balance to meet budgetary needs.

Actionable Improvement Plans
None

III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated properly.

Descriptive Summary
Santiago Canyon College (SCC) and the Rancho Santiago Community College District (RSCCD) observe sound auditing practices in that they provide comprehensive, timely, and clearly communicated responses to external audit findings.

On an annual basis, the District employs external auditors to review the District's annual budget in addition to its finances and expenditures. In addition, the external audits also include all findings on categorical funds that include Extended Opportunity Program and Services (EOPS) and Disabled Students Programs and Services (DSPS) funds as well as other debt, trusts, and capital outlay funds. For the 2010-2011 and the 2011-2012 audits, the external auditors reported "no deficiencies" (III.D-114, III.D-115). Although the 2010-2011 and 2011-2012 audits did not necessitate a response from the District, in previous years when the District did need to respond to auditor exceptions and advice, the District responded in a clear and timely manner.

Similar to the external audit reports, the District also utilizes external 311Q/311A reports to document all District transactions. The 311Q/311A reports also include key compliance reports related to California Education Code Section 84362(d) (also known as the fifty percent law), Lottery expenditure report, and Gann compliance (III.D-116).

Furthermore, the College works in conjunction with the District Fiscal Services, Resource Development Department, and Internal Auditor to ensure compliance and accuracy of its financial recording and reporting.

Self Evaluation
Santiago Canyon College meets this standard.

As required, the District responds adequately, clearly, and in a timely manner to external audit finding. For community review, the District posts its *Adopted Budget* as well as audit report findings on its website. In addition, the District appropriately communicates external audit findings to its administrators as well as to the College community (III.D-117, III.D-118).

Actionable Improvement Plans
None

III.D.2.c. Appropriate financial information is provided throughout the institution in a timely manner.

Descriptive Summary
In order to maintain open and transparent financial-related communication, Santiago Canyon College (SCC) and the Rancho Santiago Community College District (RSCCD) provide appropriate financial information to the District and surrounding communities in a timely manner. For example, the District readily provides financial information on its website (III.D-119). In addition, the District offers students, classified staff, faculty, and administrators ample opportunities to obtain financially related information. As the District's primary fiscally-minded governance committee, the Fiscal Resources Committee discusses and offers recommendations related to financial topics and issues. The committee creates and recommends a District wide budget calendar that supports the District's financial planning and management (III.D-120, III.D-121).

Furthermore, the committee receives financial and budget information reports, state budget updates, and other fiscal reports. Then, the committee members convey the financial and budget information to their local constituents: College students, classified staff, faculty, and administrators (Audits, CCFS-311, Budget documents). Moreover, the vice chancellor of business operations and fiscal services gives the Rancho Santiago Community College District Board of Trustees regular budget updates (III.D-122). Also, to enhance District wide financially-related communication, the District provides its community with the latest District wide expenditure on the Rancho Santiago Community College District intranet.

In addition to its adherence to collegial governance principles in its reporting structure, the District also provides financial reports to the District and surrounding communities per directives listed in the Rancho Santiago Community College District Board Policy 3216: Financial Reports and Board Policy 3220: Quarterly Financial Reports (III.D-123). Furthermore, District Board Policy 6200: Budget Preparation also includes directions for Santiago Canyon College to share its financial information publicly. As a result, the District assures that the entirety of its budgets are accessible to the public through the Board Docket it distributes at Board of Trustee meetings as well as the distribution of the Board Docket to members of the Santiago Canyon College and Orange Education Center campuses. Moreover, Santiago Canyon College distributes its budget to the College community during the College's fall and spring Flexible (FLEX) Weeks. To further facilitate the communication of financial information, several times in recent years, the District has held special budget-related open meetings at Santiago Canyon College and at Santa Ana College in order to share information about the state's financial status, its impact on community colleges in general, and its impact on Santiago Canyon College and Santa Ana College in particular (III.D-124, III.D-125).

With District wide use of the Enterprise Resource Planning Datatel system, classified staff and administrators can access up-to-date financial information on a daily basis. Therefore, the College community can review approved financial activity that has been entered into the system, such as purchase orders, budget transfers, and expenditure transfers. Often, the information gleaned from the Datatel system is shared in the College's various planning and budget-related collegial governance committees to provide comprehensive and timely communication of financial information. Furthermore, the vice president of administrative services also provides monthly budget and fiscal matter updates to the Budget Committee, to College Council, and in President's Cabinet (III.D-126, III.D-127).

Self Evaluation
Santiago Canyon College meets this standard.

Through sharing reports in governance bodies, posting information on websites, and providing access to current information on Datatel, the College and the District provide appropriate financial information to the entire District community in a timely manner.

Actionable Improvement Plans
None

III.D.2.d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Descriptive Summary
In order to maintain the integrity of its financial resources, Santiago Canyon College (SCC) uses its finances in a manner that is consistent with the intended purpose of the funding source.

In order to assure the proper use of funds at the District level, the Rancho Santiago Community College District (RSCCD) follows a variety of processes. The Fiscal Resources Committee (FRC) meets regularly to review the District's budget status as well as to share financial information prepared by the District Fiscal Resource Services Department. The District also engages in external audits so as to assure the correct use of funds as expressed in Board Policy 6400 as well as to assure state and federal program compliance. In terms of grant funds, the District Resource Development Department oversees all grant financial compliance.

The District engages in additional oversight activities to assure that funds are used with integrity. For example, District Accounting coordinates and compiles fiscal reports that are sent to the various agencies administering financial aid, categorical, and grant funding. Also, the District oversees debt instruments and provides regular reports to District management. Moreover, the District submits service and supply contracts to the Board of Trustees for Board approval (III.D-128). In addition, the District performs reviews of contracts for compliance with the Public Contract Code as well as with other laws and state regulations as appropriate. In terms of grant oversight, the Planning & Organizational Effectiveness (POE) Committee receives regular updates regarding the progress of District wide grants. Similarly, the District and the College monitor student default rates in compliance with federal regulations (III.D-129).

At the College level, Santiago Canyon College administrators review the College's budget on a monthly basis. The vice president of administrative services prepares and shares the College's expense/balance report with College Council, the Budget Committee, and President's Cabinet (III.D-130). Moreover, the director of the Santiago Canyon College Foundation manages the foundation's funds with the assistance of an accountant. The foundation's board of directors regularly reviews the foundation's budget. Also, during the last three years, external audits of the Santiago Canyon College Foundation have found "no irregularities" (III.D-131). Furthermore, the College's associate dean of student support services administers the College's financial aid by managing all financial aid-related items. In addition, the College follows all internal control systems as specified at the District level.

In terms of grant processes, Santiago Canyon College has a distinct grant application, approval, and submission process that serves to ensure that grant funds are used with integrity in a manner that is consistent with the intended purpose of the grant-funding source. Per the College's grant application process as delineated in its "Instructions to Request for Authorization to Apply for a Grant" and "Request for Authorization to Apply for a Grant" documents, the grant initiator must notify key College community members who may be directly and/or indirectly involved in the grant as soon as the project initiator/director considers applying for a grant (III.D-132). Also, within the application process, the project initiator/director must demonstrate how the grant project aligns with the College Mission and Goals and *Educational Master Plan* as well as with department and/or unit Department Planning Portfolios (DPPs) and/or Program Reviews. Although the process will change as the Planning & Institutional Effectiveness (PIE) Committee continues to assume its responsibilities as listed in the College's *Collegial Governance Handbook*, with input from the Budget Committee and the Academic Senate of Santiago Canyon College, College Council discusses and recommends the approval of grant authorization to requests to the College president.

Before submitting the grant application, the College coordinates with the District Resource Development Department to develop and compile a complete and competitive grant proposal. Then the District Resource Development Department submits the final grant application to the appropriate grant-awarding group. To assist with this latter portion of the process, the Resource Development Department has a Grants Handbooks that lists grant application guidelines so that all steps are followed in a proper manner (III.D-133). The District implements the handbook guidelines in accordance with District board policies and administrative regulations as well as in accordance with the California Community Colleges Chancellor's Office *Budget and Account Manual*. In order to assure proper budget planning, monitoring, and spending of revenues, the District assigns an accountant and a resource development coordinator to work with each project director for each grant. Moreover, this three person grant oversight team works to ensure that the grant project is administered in a way that remains consistent with the goals; timelines; and standards of the District, the College, and the funding agency. So as to keep the project director informed of the financial implications of the grant, the District accountant provides the project manager with a monthly report that reflects the District's official accounting. Furthermore, the project director keeps the College administrator associated with the grant informed of grant related budgetary matters. The accountant also works with the project director to prepare fiscal reports as required by the funding agency. Then, throughout each year of the grant's duration, the accountant, resource development coordinator, and project director develop, monitor, and submit annual and revised budgets as well as budgetary reports and Interim Annual Performance Reports to the grant-funding agency. At the federal, state, or funding level, the project director maintains open lines of communication with the funding agency's project program office, sometimes referred to as monitor, to ensure effective and efficient execution and compliance of the grant. As an additional step toward grant compliance, the District employs annual internal and external grant audits.
(III.D-134)

Self Evaluation
Santiago Canyon College meets this standard.

The District Fiscal Services Division adheres to standard accounting practices in an effort to maintain the fiscal integrity of the District. For the past three years, the external audit of the District has shown no irregularities. This is primarily because the District internal auditor and the Rancho Santiago Community College District Fiscal Services Division are diligent in identifying problem areas and making the necessary corrections on an ongoing basis.

Furthermore, all District financial resources, including short and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the intended purpose of the funding source.

Actionable Improvement Plans
None

III.D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Descriptive Summary
So as to make improvements to its internal control systems as necessary, Santiago Canyon College (SCC) and the Rancho Santiago Community College District (RSCCD) engage in evaluation and assessment processes to determine the validity and effectiveness of the District control systems. Therefore, the District Business Operations and Fiscal Services Office regularly evaluates fiscal management processes. Following a two-year cycle, the office updates a Planning Portfolio that addresses its goals, functions, self study, and recommendations related to its processes (III.D-135). Furthermore, following an analysis and conversation regarding the processes, the office uses the information from the Planning Portfolio to implement changes as necessary. In addition, the assistant vice chancellor of fiscal services and the Santiago Canyon College vice presidents of administrative services meet regularly to discuss fiscal issues as well as to make changes to procedures as necessary.

The District also conducts internal audits to assess processes and uses the results of those audits to make improvements to financial and information systems. The auditors have issued clean opinions and have not identified any deficiencies in internal control over financial reporting that they would consider material weaknesses. Furthermore, auditors include any identified audit findings as well as the District's responses to the findings in their report. As result of its diligent accounting practices, the District has had minimal audit findings and has regularly corrected any issues prior to the next year's audit. Moreover, the District uses audit results to improve the management of the District financial procedures and policies (III.D-136).

In addition, the District analyzes its financial obligations annually and seeks to fully fund all current and long-term financial obligations fully, following generally accepted accounting principles. The largest District liability is its General Obligation Bonds, and the second largest obligation is its net Other Post-Employment Benefits (OPEB) obligation. The District makes payments on the General Obligation Bonds with the Bond Interest and Redemption Fund that consists of local property tax collections. Currently, the District fully funds the Annual Required Contribution (ARC) for the Other Post-Employment Benefits obligation (III.D-137). Additionally, annually, the District has external independent auditors evaluate and audit Measure E General Obligation Bond funds. Each year, this audit has produced a clean audit opinion, and there have been no findings. Moreover, all expenditures have been consistent with regulatory and legal restrictions on the use of these funds (III.D-138).

Self Evaluation
Santiago Canyon College meets this standard.

So as to maintain the validity and effectiveness of Santiago Canyon College's and the Rancho Santiago Community College District's internal control systems, the District engages in regular evaluations and assessments of its internal systems and practices and uses the results of its evaluations and assessments to inform decision making for improvements.

Actionable Improvement Plans
None

III.D.3. The institution has policies and procedures to ensure sound financial practices and financial stability.

Descriptive Summary
In an effort to ensure that it follows sound financial practices and maintains financial stability, Santiago Canyon College (SCC) follows instituted Rancho Santiago Community College District (RSCCD) policies and procedures.

During the 2012-2013 fiscal year, the Rancho Santiago Community College District implemented the currently used SB 361 Budget Allocation Model (BAM). As of the 2013-2014 fiscal year, the District has not fully implemented all of the features of the model and remains in transition. As a result, Santiago Canyon College and Santa Ana College rely on funds from the Rancho Santiago Community College District stabilization fund to meet College expenses as well as to support the District Office operations. Throughout this time of transition, the District Fiscal Resource Committee continues discussions intended to determine base levels for Full-Time Equivalent Student (FTES) generation for each college as well as base level expenditures and funding for the District Office operations. In addition, in the 2012-2013 fiscal year, Santiago Canyon College utilized its contingency reserve in order to generate its Full-Time Equivalent Student target as well as to balance its budget. Furthermore, in 2013-2014, the College expects to generate more Full-Time Equivalent Student with, essentially, the same amount of funding as in 2012-2013 yet with a significantly smaller contingency reserve. As a result, Santiago Canyon College has communicated the need to rely on the Rancho Santiago Community College District reserves in order to achieve a balanced budget for the 2013-2014 fiscal year (III.D-139).

As a result of the past few years' expense reductions, the Rancho Santiago Community College District has accumulated a substantial stabilization fund. For the 2013-2014 fiscal year, the District Fiscal Resources Committee (FRC), with support from the chancellor, determined that a portion of the stabilization fund would be used to achieve growth. Therefore, the committee gave the colleges a 2.6 percent growth target. In order to achieve this growth, the Rancho Santiago Community

College District reinstituted its intersession offering in winter 2014, and Santiago Canyon College increased its class offerings for subsequent spring, summer, and fall terms (III.D-140).

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College follows policies and procedures to ensure that it makes sound financial decisions that lead to financial stability for the College. Still, even with the distribution of funds per the Rancho Santiago Community College District SB 361 Budget Allocation Model, Santiago Canyon College continues to draw from its contingency reserves in order to make its Full-Time Equivalent Student targets. Therefore, Santiago Canyon College representatives need to persist in having the District Fiscal Resources Committee annually review the Budget Allocation Model, District Operations, and District Wide Services.

Actionable Improvement Plans
None

III.D.3.a. The institution has sufficient cash flow and reserve to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary
In order to maintain financial stability, Santiago Canyon College (SCC) and the Rancho Santiago Community College District (RSCCD) retain a sufficient amount of cash flow as well as an ample reserve. Despite the state's recent financial difficulties, over the past five years, the Rancho Santiago Community College District has maintained a healthy fund balance and sufficient cash reserves. The Rancho Santiago Community College District Board of Trustees implemented a policy that requires a five percent minimum reserve of the general fund budget. Even though the ending fund balance increased each year prior to 2011, since that time, strategically, the District is spending down the ending fund balance as a stabilization mechanism. For instance, as of June 2011, the District's Unrestricted General Fund Balance was $46,510,997. As of June 2012, the balance was $43,608,426, and as of June 2013, the balance was $37,633,190. The District fiscal team continuously reviews financial conditions and state funding levels in order to provide the District community with timely, ongoing assessments of potential risks and opportunities (III.D-141). As a result, in 2013-2014, the District invested monies from the ending fund balance in offering more classes at both colleges through the funding of a winter 2014 intersession with the intention of earning growth funding.

To date, including periods when the state did not enact a timely budget as well as when apportionment was deferred, the District has had appropriate cash balances to support its operations. Due to significant state apportionment deferrals to community colleges resulting from the state's recent fiscal crisis, the District has options in place to access cash should the need arise. For instance, in the event of a fiscal emergency as well as for cash flow purposes, the District could borrow against the Retiree Health Benefits Fund in order to meet the actual and necessary expenses of the District. In addition, the District could borrow from the Orange County Treasurer to obtain a temporary transfer of funds, not exceeding eighty-five percent of anticipated revenues, to meet its expenditures. With these various options, the District does not see the need for costly short-term Tax and Revenue Anticipation Note (TRANs) borrowings. Furthermore, though the state has issued significant deferrals to community colleges, with the majority of its funds originating from the state apportionment process and from local property tax distributions, the District has not had any cash flow difficulties to date.

In addition to sustaining sufficient reserves and cash flow, the Rancho Santiago Community College District had developed contingency plans in order to meet any financial emergencies or unforeseen occurrences. For instance, the District participates in two Joint Powers Agreement (JPA) entities: The Alliance of Schools for Cooperative Insurance Programs (ASCIP) and the Schools Excess Liability Fund (SELF). The Alliance of Schools for Cooperative Insurance Programs arranges for and provides property, liability, and worker's compensation insurance for its member school districts. Similarly, the Schools Excess Liability Fund arranges for and provides for excess liability coverage for approximately 1,100 public educational agencies. In addition, the District funds two Internal Service Funds: one for worker's compensation and one for property and liability, based on estimates of the amounts needed to pay prior year claims and current year premiums. As of June 2013, the combined assets in these two funds amount to $8,032,121. As a result of its contingency planning, the Rancho Santiago Community College District maintains sufficient insurance to cover its needs (III.D-142, III.D-143).

As an additional contingency plan, the District also uses its unrestricted ending fund balance to assist the District with meeting any financial emergencies or unforeseen occurrences. As reported in the Rancho Santiago Community College District CCFS-311 reports, the District's June 2013 unrestricted ending fund balance was $37,633,190, and in June 2012, the balance was $43,608,426. Per the Board of Trustees' Board Policy Contingency, the District designated five percent of the aforementioned balances ($7,209,150 and $7,190,256, respectively) as reserves (III.D-144). The District's actions are in accordance with the prudent reserve level recommended by the California Community College Chancellor's Office. In addition, the District earmarked $29,867,597 in June 2012 and $25,035,466 in June 2013 as a Budget Stabilization Fund

so as to address unanticipated state budget reductions as well as to stabilize the District budget without the need for midyear budget reductions.

In order to enhance its financial practices and stability, the Rancho Santiago Community College District continues to transition from a ten year old budget model to a new revenue allocation model based on SB 361. Per the new SB 361 Budget Allocation Model (BAM), the District allocates revenues to the colleges in the same manner as the District receives revenues from the State of California. Through this model, the District allocates all earned revenues to the colleges (III.D-145).

Starting with the 2012-2013 budget, the Rancho Santiago Community College District implemented a new SB 361 Budget Allocation Model. Prior to this, the two colleges were responsible for budgeting and managing only their discretionary expenses. As such hourly faculty and classified staff salaries and benefits, supplies and materials, contract services and equipment were the primary expenses of the colleges' discretionary expenses. The District managed full-time and regular part-time classified staff salaries and benefits. Moreover, the District facilitated other District wide expenses, such as insurance, Informational Technology Services (ITS), security, and retirement funds.

Therefore, under the previous budget allocation model, the District, not the colleges, assumed most of the risk since the District managed the majority of the annual budget. As members of the then Budget Allocation and Planning Review (BAPR) Committee, which had a name change to Fiscal Resources Committee in 2013, College constituents participated in the decision-making process that included a review and recommendation of the annual budget to the chancellor who presented the budget to the Rancho Santiago Community College District Board of Trustees (III.D-146).

Furthermore, with the previous budget allocation model, the District accumulated a substantial reserve or stabilization fund that is made available to Santiago Canyon College in the event of an emergency. In order to gain use of the reserve/ stabilization fund, the Fiscal Resources Committee must provide the chancellor a recommendation, and the chancellor must approve the recommendation (III.D-147).

During the 2012-2013 fiscal year, Santiago Canyon College utilized most of its carryover savings from the 2011-2012 fiscal year. The College overspent primarily in the part-time instruction accounts as had been done over a number of previous years. Despite leaving vacant positions unfilled, reducing expenses in many areas, and limiting the addition of programs, the College was not able to reduce its expenditures so as to correspond with the allocated budget amount stated in the *2012-2013 Adopted Budget* (III.D-148). Therefore, the College expected to overrun its 2012-2013 budget because the total budget was less than the previous year's allocation, and the College had known expenditure increases. Similarly, Santiago Canyon College's cash flow for the 2013-2014 fiscal year is at risk because of the depleted carryover balance from the 2012-2013 fiscal year (III.D-149). Per the Rancho Santiago Community College District governance process, Santiago Canyon College committee representatives informed the District Fiscal Resources Committee about the College's foreseeable budget difficulties. Even so, the committee determined not to provide the chancellor a recommendation to provide Santiago Canyon College additional funding. Therefore, rather than planning ahead, Santiago Canyon College must overrun its budget and ask for reimbursement of overruns from the Fiscal Resources Committee (FRC) afterward (III.D-150).

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

The Rancho Santiago Community College District has sufficient cash flow and reserves that assist the District with maintaining stability. Furthermore, the District also has strategies for appropriate risk management and contingency plans in place to meet financial emergencies and unforeseen occurrences.

Even so, under the new SB 361 Budget Allocation Model, Santiago Canyon College finds it difficult to maintain adequate cash flow and reserves to maintain stability. In the 2013-2014 fiscal year, the College exceeded its allocated general fund budget in order to meet its Full-Time Equivalent Student target as well as to sustain its current programs and services. At the beginning of the year, the College identified the aforementioned eventuality to the District Fiscal Resources Committee.

Furthermore, Santiago Canyon College struggles to maintain programs and to enhance essential services as it attempts to work within the current SB 361 Budget Allocation Model. For instance, with the construction of new buildings and facilities, the College does not have the funds to provide routine custodial services in the new buildings and facilities. Therefore, without additional funds for custodial services that correlate to the rate of building construction, the existing custodial staff find it increasingly difficult to maintain their health and safety responsibilities. In addition, a number of Student Services have been reduced over the last few years and either have been partially restored or not restored at all. The College community will remain steadfast in its advocacy and efficiency efforts so as to enhance its funds for basic expense use.

Actionable Improvement Plans
None

III.D.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary
The Rancho Santiago Community College District (RSCCD) and Santiago Canyon College effectively oversee and manage finance practices at the District and College levels, respectively. In the 2012-2013 fiscal year, following governance processes, the District transitioned to a new SB 361 Budget Allocation Model (BAM). In addition to enumerating a method of revenue allocation to Santiago Canyon College and Santa Ana College, the model also explains that the District Fiscal Resources Committee shall review the allocations on an annual basis. Each fall, the Fiscal Resources Committee (FRC) is scheduled to conduct an annual review of District Operations and District Wide Services expenses in order to allow time for a complete evaluation as well as time to prepare for implementing any suggestions into the following year's budget cycle (III.D-151, III.D-152, III.D-153).

When it comes to the grant process at the District, the District Resource Development Office oversees the management of grants. The office provides grant updates to each District Planning & Organizational Effectiveness (POE) Committee meeting (III.D-154). Then, the committee reviews and discusses current grant progress, evaluates grant requests, and provides grant recommendations to the District Council (III.D-155). After reviewing the Planning & Organizational Effectiveness Committee's recommendations, the District Council provides its own recommendation to the chancellor. In addition to managing District grants, the District Resource Development Office also manages the distribution of funds for investment in special programs. The office also ensures that Santiago Canyon College and Santa Ana College properly allocate and utilize restricted funds.

Similarly, Santiago Canyon College has a clearly outlined grant application, approval, and submission process that serves to ensure the effective oversight and management of grants and grant funds. Per the College's grant application process as delineated in its "Instructions to Request for Authorization to Apply for a Grant" and "Request for Authorization to Apply for a Grant" documents, the grant initiator must notify key College community members who may be directly and/or indirectly involved in the grant as soon as the project initiator/director considers applying for a grant (III.D-156, III.D-157). Also, within the application process, the project initiator/director must demonstrate how the grant project aligns with the College Mission and Goals and *Educational Master Plan* as well as with department and/or unit Department Planning Portfolios and/or Program Reviews. Although the process will change as the Planning & Institutional Effectiveness (PIE) Committee continues to assume its responsibilities as listed in the College's *Collegial Governance Handbook*, with input from the Budget Committee and the Academic Senate of Santiago Canyon College, College Council discusses and recommends the approval of grant authorization to forward requests to the College president. Discussions in the aforementioned collegial governance bodies include conversations regarding matching funds as well as human and physical resource needs (III.D-158, III.D-159, III.D-160).

At the College level, Santiago Canyon College monitors and assesses student loan default rates, revenues, and other fiscal matters in compliance with federal regulations. Moreover, the Santiago Canyon College Financial Aid Office follows clearly defined responsibilities and procedures for awarding, disbursing, and reconciling funds as outlined in the Federal Blue Book (III.D-161, III.D-162).

Self Evaluation
Santiago Canyon College meets this standard.

Actionable Improvement Plans
None

III.D.3.c. The institution plans for and allocates appropriate resources for payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

Descriptive Summary
Santiago Canyon College (SCC) appropriately plans for and allocates necessary resources for payment of its liabilities and future obligations. As of June 2013, the District has accumulated and set aside $36,635,945 in a separate, restricted fund to address this Post-Employment Benefit (OPEB), compensated absences, and other employee related obligations. In addition, based on the Board of Trustees approved budget assumptions, the District contributes one percent of total salaries in addition to $500,000 toward the Annual Required Contribution (ARC) (III.D-163, III.D-164).

Self Evaluation
Santiago Canyon College meets this standard

Santiago Canyon College and the Rancho Santiago Community College District (RSCCD) prudently plan for and allocate appropriate resources for liability and future obligation payments.

Actionable Improvement Plans
None

III.D.3.d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary
Through the Rancho Santiago Community College District's (RSCCD's) practices, Santiago Canyon College (SCC) uses appropriate accounting standards to prepare the actuarial plan to determine Other Post-Employment Benefits (OPEB). In both the 2011-2012 and the 2012-2013 fiscal years, the District contributed $8,743,003, which is an amount equal to or exceeding the full Annual Required Contribution (ARC) (III.D-165, III.D-166, III.D-167).

Self Evaluation
Santiago Canyon College meets this standard.

Following appropriate accounting standards, the District prepares the actuarial plan to determine Other Post-Employment Benefits.

Actionable Improvement Plans
None

III.D.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Descriptive Summary
So as to maintain its financial integrity, Santiago Canyon College (SCC) assesses and allocates resources for the repayment of any locally incurred debt instruments on an annual basis. Even so, as a result of the District's healthy fund balance, neither the College nor the District has incurred any debt in the general fund. Instead, the District's only locally incurred debt relates to its Measure E General Obligation Bond Funds. The Rancho Santiago Community College District Citizens' Bond Oversight Committee oversees bond fund spending that is in compliance with Proposition 39. Furthermore, an independent external auditor audits the bond funds each year (III.D-168). Moreover, the District repays bond debts through the Bond Interest and Redemption Fund with local property tax collections specific to this purpose (III.D-169).

Self Evaluation
Santiago Canyon College meets this standard.

The College assesses and allocates resources for the repayment of any debts.

Actionable Improvement Plans
None

III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary
In an effort to maintain compliance with federal requirements, Santiago Canyon College (SCC) studiously monitors and manages its student loan default rates, revenue streams, and assets (III.D-170).

On October 28, 2009, in the Federal Register, the Department of Education published the Higher Education Opportunity Act of 2009 (HEOA) that enacted regulations that govern the calculation of cohort default rates. Under the new provisions, the College calculates its cohort default rate as the percentage of borrowers in the cohort who default before the end of the second fiscal year that follows the fiscal year in which the borrowers entered repayment. Furthermore, the regulations extended the length of time in which a borrower in default can be included in the default rate calculation.

In February 2012, colleges received both a two and three-year cohort default rates. As of 2013, colleges will no longer receive two sets of rates. Instead, in 2014, only the three-year cohort default rates will be released; thus, two-year rates will no longer be calculated.

The College uses default rates that align with federal guidelines. If a college has 30 or more borrowers as well as a three-year cohort default rate that is equal to or greater than 30 percent, it must establish a default prevention task force. This task force must prepare a plan to identify the factors causing the college's cohort default rate to exceed 30 percent and submit a plan to the Department of Education for review. In addition, colleges with cohort default rates of 30 percent or

greater for two consecutive years will have to revise college plans to implement additional procedures. Furthermore, the colleges could be subject to provisional certification. In 2014, colleges that meet certain criteria will become subject to sanctions as a result of the three-year cohort default rates.

Although Santiago Canyon College's default rate has been below 30 percent, the College has a default prevention management policy as well as a default prevention initiative outlined to mitigate the higher default rate as well as to keep it in check (III.D-171). The College houses the policy and the initiative on the Santiago Canyon College (SCC) Direct Loan Program web page.

Self Evaluation
Santiago Canyon College meets this standard.

Through its diligent monitoring and managing of student loan default rates, Santiago Canyon College remains compliant with federal requirements.

Actionable Improvement Plans
None

III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary
As central components of planning and decision making, Santiago Canyon College (SCC) uses its mission and goals as the basis for making contractual agreements with external entities. With the consistency offered through its mission, goals, and policies, the College maintains its integrity. Furthermore, the Rancho Santiago Community College District (RSCCD) also seeks contracts that align with the District mission, goals, and policies. As a result, the District carries several types of contractual agreements, such as legal and auditing service agreements, maintenance agreements, lease agreements, and construction service agreements. Before entering into a contract, with the use of the District Contract Review Checklist, Santiago Canyon College administrators ensure that all terms of a given contract are acceptable and that they include termination language and Federal debarment language (III.D-172). In addition, a member of Chancellor's Cabinet reviews all contracts. Similarly, a contract must be signed by the vice chancellor of business operations and fiscal services and ratified by the Rancho Santiago Community College District Board of Trustees (III.D-173, III.D-174, III.D-175).

Likewise, the District Office also reviews College contracts whether the contract is for supplies or services or whether the contract is an instructional agreement. However, prior to forwarding a contract to the District Office, the Santiago Canyon College administrator initiating the contract ensures that the contract is consistent with the College's mission and goals as well as that the contract aligns with Department Planning Portfolios and/or Program Reviews. Overall, the Rancho Santiago Community College District Board of Trustees ratifies all contracts at both the College and District levels.

Self Evaluation
Santiago Canyon College meets this standard.

Locally, Santiago Canyon College assures that its contracts remain consistent with its mission, goals, and policies. In a like manner, the District assures that contracts align with the Rancho Santiago Community College District mission, goals, and policies. Furthermore, the College follows the District Office contractual approval process that leads to the Rancho Santiago Community College District Board of Trustees ratifying College and District contracts.

Actionable Improvement Plans
None

III.D.3.h. The institution regularly evaluates its financial management practices, and the results of the evaluation are used to improve internal control structures.

Descriptive Summary
So as to improve internal control structures, Santiago Canyon College (SCC) and the Rancho Santiago Community College District (RSCCD) regularly evaluate their financial management practices. Annually, the District employs external independent auditors who audit the District and provide a written report of findings with recommendations. The audit report highlights any identified material weaknesses in the financial reporting systems. Upon review of the audit reports and recommendations, the District incorporates recommendations into the financial management process. Even so, the District has not received reports that identify weaknesses in any of the last three fiscal year audits (III.D-176, III.D-177, III.D-178).

In addition, the District has several ways to review effectiveness of its fiscal planning. The SB 361 Budget Allocation Model (BAM) requires that the District engage in an annual review of District operations. This model also stipulates that the

Fiscal Resources Committee (FRC) reviews all District Office Unit Reviews. Moreover, per the model, the District Business Operations and Fiscal Services Office conducts an annual external audit and provides regular fiscal reports to the Fiscal Resources Committee, the Board of Trustees, and to the California Community Colleges Chancellor's Office (III.D-179, III.D-180, III.D-181).

At the local level, for the past several years, Santiago Canyon College has been regularly developing, evaluating, and revising its financial management processes to ensure that funds are used for expenditures that are consistent with department goals. The Santiago Canyon College Budget Committee and College Council regularly review expenditures. As a result of this review, evaluation, and analysis process, the College community has determined that the College's limited financial resources cannot adequately fund courses, programs, and services that are necessary to generate Full-Time Equivalent Student (FTES) growth targets (III.D-182, III.D-183). Even so, the College remains hopeful that the new SB 361 Budget Allocation Model (BAM) combined with additional resources from the state will give Santiago Canyon College an opportunity to manage additional funds rather than continuing to manage reduction and elimination decisions.

Self Evaluation
Santiago Canyon College meets this standard.

The College continues to examine all planning and budgeting processes in order to maintain transparency and equitability in the managing of its financial resources.

Santiago Canyon College representatives continue to pursue more detailed information regarding the expenses of District Operations and District Wide Services and continue to share their findings with the College community. Although the District regularly engages in the evaluation of financial management practices, some aspects of the budget expenditures, particularly with the District Office and District Wide Services expenditures, could be more transparent.

Actionable Improvement Plans
None

III.D.4. **Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.**

Descriptive Summary
Santiago Canyon College (SCC) makes continued efforts to improve the integration of its resource planning with its institutional planning. Even though the College has always maintained a connection between resource planning and institutional planning, in the last few years, Santiago Canyon College has enhanced this connection.

Department Planning Portfolios and Program Review
At Santiago Canyon College, institutional planning, which includes resource planning, begins at the department and unit levels with Department Planning Portfolios (DPPs) and Program Reviews. In the portfolios and reviews, departments, programs, and units have the opportunity to reflect upon program effectiveness and accomplishments. In addition, portfolios and reviews, often with the use of assessment and other data, allow departments, programs, and units to make goals and plans for the future of their departments, programs, and/or units as well as to identify human, facility, and monetary resource needs. The goals and plans listed in these documents drive the College's budget decisions. Department Planning Portfolios are reviewed and revised on an annual basis. Program reviews follow the College's two-to-three year timeline. By the end of spring 2014, all areas of the College (Academic Affairs, Continuing Education, Student Services, and Administrative Services) completed the College's Program Review cycle (III.D-184, III.D-185, III.D-186, III.D-187, III.D-188).

Educational Master Planning Committee (EMPC)
The College also relies on its collegial governance committees to assist with its integration of the resource planning and institutional planning. The Educational Master Planning Committee compiles the Santiago Canyon College *Educational Master Plan* utilizing input from the entire College community via internal scans, input from program reviews, and input from the outside community through the use of environmental scans. Per the program review process, the committee reviews each department, program, and unit program review and compiles questions to ask program review presenters who visit the committee to share more about their department, program, or unit. Then a committee member presents an Executive Summary for each program review at College Council. This allows departments, programs, and units the opportunity to share their successes and needs in a broader forum (III.D-189).

Technology Committee and Facilities Committee
Similar to the Educational Master Planning Committee, the College's Technology and Facilities Committees also create plans. After conducting surveys, doing research, and engaging in discussions, the Technology Committee creates the Santiago Canyon College *Technology Master Plan*, and the Facilities Committee compiles the Santiago Canyon College *Facilities Master Plan*. Each of these plans convey future goals pertaining to the College's technology and facilities, respectively. In addition, the plans identify possible funds needed to achieve the technology and facilities goals. Furthermore, similar to the

Department Planning Portfolios, Program Reviews, and *Educational Master Plan*, the Santiago Canyon College *Technology* and *Facilities Master Plans* also play a part in driving College wide budget decisions (III.D-190, III.D-191).

Planning & Institutional Effectiveness (PIE) Committee

Even though it is one of the youngest committees at Santiago Canyon College, the Planning & Institutional Effectiveness Committee has become the College's principal planning committee that is charged with reviewing all requests for resource allocation as well as with making prioritized recommendations to College Council.

In addition to its other responsibilities, the Planning & Institutional Effectiveness Committee created a College wide planning process. Per the committee's process, the College community completes a "Santiago Canyon College Resource Request Form" when requesting for funds related to the planning process (III.D-192). In addition to eliciting a variety of information and data from the requestor, the form specifically asks whether or not the request supports the Santiago Canyon College *Technology Master Plan* goals, the Santiago Canyon College *Facilities Master Plan* objectives, the Santiago Canyon College Mission, and the Santiago Canyon College Goals.

Furthermore, once a unit (department, division, governance committee, and/or service area) completes the "Santiago Canyon College Resource Request Form," division deans and unit vice presidents (Academic Affairs, Continuing Education, Student Services, and Administrative Services) forward any safety, technology, or facilities requests to the College's Safety, Technology, and Facilities Committees, respectively. Then, the each governance committee consolidates and prioritizes the various requests from units as well as any requests compiled by the committee itself. Once the committees have compiled a complete, prioritized list of either safety, technology, or facilities resource requests each committee forwards the list to the vice president associated with the committee (Academic Affairs or Administrative Services) who forwards the committee's list to the Planning & Institutional Effectiveness Committee.

After units (department, division, and/or service area) forward the safety, technology, and facilities requests to the appropriate governance committees, the units complete the prioritization of the resource requests that directly relate to the planning of their department, division, and/or service area. Then all units forward "Santiago Canyon College Resource Request Forms" to the vice president (Academic Affairs, Continuing Education, Student Services, and Administrative Services) associated with their area. Afterward, the vice presidents forward requests to the Planning & Institutional Effectiveness Committee.

Once the Planning & Institutional Effectiveness Committee receives all of the "Santiago Canyon College Resource Request Forms," the committee reviews and prioritizes the requests to compile a College wide Prioritized Resource Request Recommendation list to be evaluated by the College's Budget Committee and, ultimately, forwarded to College Council, which will make a final recommendation to the College president (III.D-193).

Even though the newly created Planning & Institutional Effectiveness Committee created the aforementioned enhanced plan that will be fully implemented for the 2014-2015 planning cycle, for the 2013-2014 academic year planning cycle, Santiago Canyon College engaged in a modified version of the planning cycle that included governance committees submitting only the committee "Santiago Canyon College Resource Request Forms" to either the vice president of academic affairs or the vice president of administrative services. From this point, the modified planning process follows the remaining planning steps mentioned above.

Budget Committee

In addition to monitoring Santiago Canyon College's budget and comparing actual expenditures to the allocated annual budget, the Budget Committee also advocates for greater efficient and effective use of budget resources. Moreover, the committee assesses, evaluates, and reviews fiscal planning, revenues and expenditures, long-range fiscal plans, and grant-funding request in order to provide fiscal impact reports as well as to propose adjustments to budgets and budget implementation. In addition, the committee reviews the District and College budget allocation models and recommends improvements as necessary (III.D-194).

The Budget Committee also reviews requests for additional funding per the College's planning process. When the Planning & Institutional Effectiveness Committee forwards its Prioritized Resource Request Recommendation list to the committee, the Budget Committee analyzes the costs of requests compared to available funds and makes recommendations regarding what might be funded as well as from which budget line items the funds might originate. Upon completing its financial analysis, the Budget Committee forwards its recommendations to the Planning & Institutional Effectiveness Committee (III.D-195). After reviewing the Budget Committee's financial analysis, the Planning & Institutional Effectiveness Committee reviews its Prioritized Resource Request Recommendation list, makes any agreed upon changes, and forwards a final Prioritized Resource Request Recommendation list to College Council. After a discussion of the final Prioritized Resource Request Recommendation list, College Council makes a recommendation to the College president (III.D-196).

Self Evaluation

Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

At the College level, Santiago Canyon College has made concerted efforts to evaluate the integration of its resource planning and institutional planning processes as well as to use the results of those evaluations to inform improvements in the processes. As a result, with the creation of the Planning & Institutional Effectiveness Committee and the work the group has completed in the two years of its existence, the College has truly demonstrated how its financial resource planning processes are integrated with its institutional planning processes.

Moreover, at the District level, with the restructuring of its Fiscal Resources Committee, the implementing of its new SB 361 Budget Allocation Model (BAM), the restructuring of its District Council, and the creating of its Planning & Organizational Effectiveness Committee, the District continues to refine the integration of its financial resource planning with its institutional planning. Santiago Canyon College representatives need to continue their efforts of encouraging the District to utilize its processes that link resource allocation to planning.

Actionable Improvement Plans

None

STANDARD III.D.: EVIDENCE

STANDARD IV.A.: DECISION-MAKING ROLES AND PROCESSES

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

IV.A. **Decision-Making Roles and Processes**
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

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

Descriptive Summary

As Santiago Canyon College (SCC) values the sense of community its members share, College leaders seek to preserve an environment where students, classified staff, faculty, and administrators, with or without official titles, are encouraged and empowered to strive for innovation and institutional excellence. Furthermore, the entire Santiago Canyon College community engages in a true spirit of collegiality that includes participative processes to assure effective discussion, planning, and implementation of College wide improvements.

To fully implement the AB 1725 participatory governance regulations in a spirit of collegiality, Santiago Canyon College operates within a structure of councils, committees, groups, and task forces. The "Collegial Governance Framework" represents the official governance structure of Santiago Canyon College and reflects the relationship between the various College constituencies (IV.A-001). The College designed its collegial governance structure to ensure that constituent groups have the right to participate in the Santiago Canyon College and Rancho Santiago Community College District (RSCCD) governance processes as well as to empower constituent group members to express their opinions with the assurance that their opinions will be given every reasonable consideration. Furthermore, the College's participative processes are outlined in the Santiago Canyon College *Collegial Governance Handbook* (IV.A-002). The College created the handbook to enumerate and maintain the principles, organizational structures, reporting relationships, operating procedures, missions, duties, and membership compositions of the Santiago Canyon College governance bodies. Moreover, when the College classified staff, faculty, and administrators were asked to complete the "Santiago Canyon College 2014 Self Evaluation Survey," over eighty-three percent of the respondents either agreed or strongly agreed that "Institutional leaders at SCC create an environment for empowerment, innovation, and institutional excellence" (IV.A-003).

Since College constituency representatives are essential to the participatory governance process, the Santiago Canyon Associated Student Government (ASG), the Academic Senate of Santiago Canyon College, the California School Employees Association (CSEA) and the administration work diligently to appoint representatives to the College's councils, committees, groups, and task forces (IV.A-004). The College President, with College Council recommendations, and the Academic Senate of Santiago Canyon College form and/or modify permanent committees within the governance structure. Within the last two years, following its collegial governance process, the College has added the following committees to its governance structure: Budget Committee (BC), Planning & Institutional Effectiveness (PIE) Committee, and Enrollment Management Committee (EMC). As part of the collegial governance process, the Academic Senate of Santiago Canyon College and the College Council affirmed each committee's creation ((IV.A-005, IV.A-006).

Santiago Canyon College provides all of its community members the opportunity to share ideas for improvements within its collegial governance structure. For instance, council, committee, group, and task force representatives often reach out to their constituents and peers for feedback and input on topics of discussion within the councils, committees, groups, and task forces. Furthermore, representatives convey constituent suggestions or concerns to the governance bodies upon which they serve (IV.A-007). All governance councils, committees, groups, and task forces meet regularly and are open to the public to allow for College and surrounding community nonmembers to attend, observe, and/or comment. To ensure transparency as well as to increase communication, council, committee, group, and task force meeting dates, times, and minutes are posted on the Academic Senate of Santiago Canyon College web page as well as on the College's Collegial Governance Page (IV.A-008, IV.A-009). Moreover, to maintain a strong connection with the classified staff, the College president meets regularly with the Hawks Classified Advisory Group so as to share updates, hear concerns, and seek input (IV.A-010).

As Santiago Canyon College's primary recommending committee, the College Council meets twice a month and has balanced representation from the four constituency groups: students, classified staff, faculty, and administrators (IV.A-011). In order to express the voice of their constituents, College Council members are responsible for seeking input from specific

constituent groups and reporting constituent responses to the College Council. Similarly, College Council members report council discussions and decisions back to their constituency groups. As part of the governance process, constituent groups and College members present items to College Council for consideration. Then, College Council considers the items, and through a consensus process, the College Council arrives at the recommendations that are made to the College president.

In addition to encouraging the voicing of governance group constituent perspectives, Santiago Canyon College also promotes student, classified staff, faculty, and administrator participation in its planning and operational practices. As a result of a collaborative process that drew upon the contributions of Santiago Canyon College and surrounding community, the College produced its *2012-2016 Educational Master Plan* (IV.A-012). The Educational Master Planning Committee (EMPC), a collegial governance committee, had the lead role in developing the *Educational Master Plan (EMP)*. In spring 2011, the Educational Master Planning Committee developed the process and framework for the *Educational Master Plan* and forwarded its recommendations to the Academic Senate of Santiago Canyon College and College Council whose members reviewed and discussed the Educational Master Planning Committee's process and framework recommendations. From summer into fall 2011, the Office of Institutional Effectiveness & Assessment (OIE&A) conducted an environmental scan that included a variety of information, including external and internal trends for the College (IV.A-013). In late fall 2011, the Educational Master Planning Committee facilitated a number of internal focus groups comprised of students, classified staff, faculty, and administrators (IV.A-014).

Together, the Educational Master Planning Committee and the Office of Institutional Effectiveness & Assessment presented the internal and external scans and focus groups findings in a series of four open forums that were held in February 2012. These forums enabled the two groups to gather broader input from the campus community (IV.A-015). The Educational Master Planning Committee summarized all of the information from the subgroups, open forums, and external and internal scans and presented the information to four well represented subgroups that were then charged with developing goals and action items in four key areas. The four subgroups met twice in March 2012 to synthesize the planning information as well as to develop the goals that would comprise the core of the *2012-2016 Educational Master Plan* (IV.A-016, IV.A-017). The Educational Master Planning Committee refined and aligned the contributions of the four subgroups, which included distributing the goals to the College community and soliciting additional input. In August and September 2012, the College community reviewed the draft of the *Educational Master Plan* that was affirmed by both the Academic Senate of Santiago Canyon College and the College Council following the College wide review (IV.A-018, IV.A-019).

In addition to participatory governance committees, the College utilizes a number of other committees and institutional practices to facilitate the smooth operation of its high quality instructional programs and services. To ensure that communication is consistent across all academic divisions and departments, the College's department chairs meet monthly at Committee meetings that are facilitated by the instructional deans in order to discuss academic issues, such as program review, student learning outcomes/assessments, scheduling, and Department Planning Portfolios (IV.A-020, IV.A-021). Additionally, twice monthly, academic deans meet with the vice president of academic affairs to discuss instructional issues (IV.A-022). Student Services managers and program leaders also meet monthly during the semester to coordinate information and refine operational student support practices (IV.A-023). Furthermore, monthly, the president convenes all the College managers in Management Council to discuss operational practices, to review College wide issues, and to provide training opportunities (IV.A-024). To further promote dialogue, empowerment, transparency and communication, the president also meets weekly with the college vice presidents at President's Cabinet (IV.A-025) in addition to holding weekly meetings with the Academic Senate of Santiago Canyon College president and vice president.

Self Evaluation
Santiago Canyon College meets this standard.

Institutional leaders at Santiago Canyon College have created an environment for empowerment, innovation, and institutional excellence. Furthermore, College leaders invite students, classified staff, faculty, and administrators to suggest ideas that lead to institutional improvement. Members of the college community participate in governance, both formally and informally, and may bring forward suggestions for institutional improvement through providing feedback to governance committee representatives, consulting with administrators, or speaking directly to the College president. Santiago Canyon College leaders encourage all College constituents to actively participate in collegial governance as well as to use their voice in bringing forward ideas for institutional improvement.

Actionable Improvement Plans
None

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

Descriptive Summary
Since the College values input from each member of its community, Santiago Canyon College (SCC) has well established written policies and procedures that provide all members of its community the right to participate in decision-making processes. As a result, the foundational Santiago Canyon College "Collegial Governance Framework" defines the College's committee structures and reflects the relationship between the different entities. Within the framework, councils, committees, groups, and task forces operate in an interconnected relationship that guides the good work of Santiago Canyon College.

In addition, as the document that outlines the College's participative processes in order to ensure that the College implements AB 1725 regulations in a spirit of collegiality, the Santiago Canyon College *Collegial Governance Handbook* complements the College's "Collegial Governance Framework." The *Collegial Governance Handbook* identifies College constituent groups that include students per the Associated Student Government (ASG), classified staff per the California School Employees Association (CSEA), faculty per the Academic Senate of Santiago Canyon College, and College administrators. Furthermore, the handbook also lists all of the College's councils and committees in addition to the council and committee mission, responsibilities, and membership.

Further reinforcing a commitment to a participatory process for decision making, through board policy, the Rancho Santiago Community College District (RSCCD) Board of Trustees guarantee constituent groups a voice in local decision-making processes. For instance, Board Policy 2510 establishes the roles of the Academic Senate of Santiago Canyon College, classified staff, and students in decision-making processes (IV.A-026). Moreover, Board Policy 2410 establishes a policy that describes how the Board of Trustees works in setting policy within a participatory environment with respect to students and employee groups (IV.A-027).

Self Evaluation
Santiago Canyon College meets this standard.

Through its *Collegial Governance Handbook*, "Collegial Governance Framework," and District Board Policy, Santiago Canyon College guarantees its students, classified staff, faculty, and administrators participation in the College's decision-making processes. The College has fully embraced participatory governance and has established a robust and high functioning committee structure that makes recommendations to the College president. The Associated Student Government (ASG), California School Employees Association (CSEA), Academic Senate of Santiago Canyon College, and College administrators follow the committee membership structure outlined in the *Collegial Governance Handbook* and appoint the required number of members to each committee. As established in the *Collegial Governance Handbook*, the committee's or council's mission, responsibilities, and membership guide the work of each committee and council.

Actionable Improvement Plans
None

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

Descriptive Summary
Santiago Canyon College (SCC) welcomes its community members to participate in the creation of its policies as well as in its planning and budgeting processes. In order to allow its community members a voice in decision making, the College has established clearly defined roles for student, classified staff, faculty, and administrator involvement in collegial governance. The Rancho Santiago Community College District (RSCCD) Board of Trustees: Participation in Local Decision Making outlines the roles of students, classified staff, faculty, and administrators as prescribed by Education Code and Title 5 (IV.A-028). Although the Board of Trustees remains the ultimate decision maker in those areas assigned to it by state and federal laws and regulations, the Board is committed to ensuring that appropriate members of the District participate in developing recommended policies. As such, Board Policy 2510 guarantees the following:

- **Students**: The Associated Student Government (ASG) shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students as defined by law. The recommendations and positions of the Associated Student Government will be given every reasonable consideration. The selection of student representatives to serve on district committees or task forces shall be made after consultation with the Associated Student Government.

- **Classified Staff**: Shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of recognized classified and management organizations will be given every reasonable consideration.

- **Academic Senate of Santiago Canyon College**: The Board or its designees will consult collegially with the Academic Senate of Santiago Canyon College as duly constituted with respect to academic and professional matters as specified by law.

In addition to providing clearly defined roles of participation in governance for District members, the Rancho Santiago Community College District Board of Trustees has also created policy that clearly delineates the process for constituents to provide input regarding professional and personal matters. The Board of Trustees Board Policy 2410: Setting Policy establishes policy for professional and personal matters as follows (IV.A-029):

- In setting policy, the Board of Trustees creates and works within a participatory environment with respect for students and all employee groups. For developing policies regarding the academic and professional matters numbered 1, 2, 3, 5, and 8, the Board of Trustees will consult collegially with the faculty by relying primarily on the advice and judgment of the Academic Senate of Santiago Canyon College.

- For developing policy regarding the other five academic and professional matters (4, 6, 7, 9, and 10), the Board of Trustees will consult with the faculty through the mutual agreement process previously agreed upon. At Rancho Santiago Community College District, the mutual agreement process is the use of the participatory governance structure consisting of councils, committees, and District Council. Furthermore, the Board of Trustees encourages representatives of student and classified staff groups to work within the established processes to address the issues of the District.

At the College level, Santiago Canyon College explains the duties and roles of the various constituencies in its *Collegial Governance Handbook* (IV.A-030). All constituencies have representation on all collegial governance committees including, but not limited to, the College Council. The Santiago Canyon College (SCC) College Council "review[s] college practices, processes, and procedures and makes recommendations to the College president concerning planning and resource allocation" (IV.A-031). All governance councils and committees list their mission statements, responsibilities, and membership in the *Collegial Governance Handbook*. The Santiago Canyon College councils and committees hold regular meetings that are open to the entire College and surrounding communities, allow for public comments at all meetings, and publish their agendas and minutes.

In order to assess what the College community thought in regard to constituent participation in planning and budget development and governance participation in general, the College conducted a "Santiago Canyon College 2014 Self Evaluation Survey." The results showed that over seventy-nine percent of the respondents either agreed or strongly agreed that "[T]he institution documents the roles of students, classified, faculty, and administrators for planning and budget development as well as curriculum and other matters" (IV.A-032). Furthermore, results indicated that over 85.71 percent of the respondents either agreed or strongly agreed that "[T]he institution provides opportunities within the college's governance structure, processes and practices for college constituents to dialogue, communicate, and make recommendations" (IV.A-033).

Self Evaluation
Santiago Canyon College meets this standard.

Rancho Santiago Community College District Board Policy exists that clearly delineates the responsibility of the Academic Senate of Santiago Canyon College with regard to academic and professional matters. Moreover, board policy also defines the areas that the Board of Trustees will "rely primarily" on the Academic Senate of Santiago Canyon College as well as the areas that require mutual agreement. In addition, board policy outlines the roles of students and staff in local decision making. Locally, the College has documents like the Santiago Canyon College *Collegial Governance Handbook* that clearly outline the following: the goal of collegial governance, the design of the structure, the duties of constituent groups, the purpose and principles of the handbook, the organization of the framework, the council and committee membership, the council and committee descriptions, the council and committee mission, and the council and committee responsibilities. All College councils and committees have representatives from the various College community groups: students, classified staff, faculty, and administrators. A significant majority of the College community that responded to the "Santiago Canyon College 2014 Self Evaluation Survey" agree that the College documents the roles of students, classified staff, faculty, and administrators in planning and budget development as well as that the College provides opportunities for College wide dialogue and for College community members to make recommendations.

Actionable Improvement Plans
None

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

Descriptive Summary
As Santiago Canyon College (SCC) respects its expert faculty and academic administrators, the College relies on faculty and academic administrator recommendations regarding student learning programs and services. The Rancho Santiago Community College District (RSCCD) and Santiago Canyon College describe faculty and academic administrators responsibilities and authority in regards to curricular and other educational matters in a variety of documents, such as Board Policy 2410, Board Policy 2510, the *Curriculum & Instruction Handbook*, and the *Collegial Governance Handbook* (IV.A-034, IV.A-035, IV.A-036, IV.A-037). In addition, a number of Santiago Canyon College collegial governance bodies provide faculty and/or academic administrators the opportunity to make recommendations regarding student learning programs and services.

Board Policy 2410 & Academic Senate of Santiago Canyon College
For faculty, Board Policy 2410 specifies that the Rancho Santiago Community College District Board of Trustees will rely primarily on the advice of the Academic Senate of Santiago Canyon College in the following matters:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate Standard or policies regarding student preparation and success; and
- Policies for faculty professional development.
  (IV.A-038)

As established in the preamble of the *Constitution of the Academic Senate of Santiago Canyon College*, the Academic Senate of Santiago Canyon College exists to "ensure advocacy, equity, effectiveness and predictability for participating in the formation of district and college policies on academic and professional matters" (IV.A-039). As such, and as mandated by California law, the Academic Senate of Santiago Canyon College has the primary responsibility for making recommendations in the areas of curriculum and academic standards. As defined in the *Constitution of the Academic Senate of Santiago Canyon College*, the Academic Senate of Santiago Canyon College exercises its authority within the following scope:

Curriculum, including establishing prerequisites and placing courses within disciplines;
1. Degree and certificate requirements;
2. Grading policies;
3. Educational program development;
4. Standards or policies regarding student preparation and success;
5. District and college governance structures, as related to faculty roles; and
6. Policies for faculty professional development activities.

Santiago Canyon College (SCC) College Governance Handbook
In addition to the Academic Senate of Santiago Canyon College, Santiago Canyon College relies on a number of councils and committees for recommendations about student learning programs and services. As a result, the Santiago Canyon College *College Governance Handbook* outlines the responsibilities and membership of each committee (IV.A-040). Each of the Academic Senate of Santiago Canyon College committees is comprised of a majority of faculty in addition to administrators. As a voting member of the Curriculum & Instruction Council (CIC), the vice president of academic affairs ensures compliance with Ed Code, Title 5, and Rancho Santiago Community College District Board Policy.

Curriculum & Instruction Council
The Curriculum & Instructional Council has the primary role of certifying the academic integrity of all credit and non-credit courses and programs. The council is founded on an agreement between the Academic Senate of Santiago Canyon College and the Rancho Santiago Community College District Board of Trustees that indicates that the Board of Trustees will rely primarily on the advice of the Academic Senate of Santiago Canyon College with regard to curriculum (IV.A-041). The main responsibilities of the Curriculum & Instructional Council include:

- Approving, reviewing and modifying all course outlines;
- Approving and modifying all catalog and policy changes affecting curriculum, instruction, degree and certificate requirements, standards of student participation, etc.; and
- Approving and modifying all college academic standards and policies.

Additionally, the Curriculum & Instruction Council has oversight over the College's Student Learning Outcomes & Assessment Review Committee (SLOARC). All Santiago Canyon College Course Outlines of Record include student learning outcomes that the Curriculum & Instruction Council evaluates when curriculum is developed or reviewed (IV.A-042, IV.A-043).

Educational Master Planning Committee (EMPC)
The Educational Master Planning Committee provides leadership for the cyclical revision of the *Educational Master Plan (EMP)*. Among its responsibilities, the Educational Master Planning Committee coordinates and oversees the College's Department Planning Portfolio (DPP) and Program Review processes (IV.A-044).

Exceptions to Academic Regulations Committee (EAR)

The Exceptions to Academic Regulations Committee reviews and determines exceptions to academic policies and procedures associated with the Santiago Canyon College Associate Degree and the College's graduation requirements. In addition to its other responsibilities, the committee consults with discipline faculty for information regarding petitions (IV.A-045).

Student Success Committee

The Student Success Committee recommends, coordinates, and initiates strategies that enhance student success at Santiago Canyon College. With a majority of its membership comprised of faculty, the committee's responsibilities for promoting student success include the following: exploring research of student success, identifying and assessing student needs, and promoting existing instructional and student support programs and services (IV.A-046, IV.A-047).

Self Evaluation

Santiago Canyon College meets this standard.

Santiago Canyon College demonstrates a high regard as well as a reliance on its skilled faculty and academic administrators who provide thoughtful and relevant recommendations about student learning programs and services within the College's collegial governance structure. For instance, Rancho Santiago Community College District Board Policy establishes the participation of the College constituents in decision-making processes. Furthermore, the Board of Trustees consults with the Academic Senate of Santiago Canyon College with respect to academic and professional matters. Moreover, the Board of Trustees relies primarily on the advice of the Academic Senate of Santiago Canyon College in curricular matters. In addition, Santiago Canyon College relies on its Academic Senate of Santiago Canyon College and participatory governance committees, with significant faculty representation, for recommendations about student learning programs and services. In like manner, the College trusts the Curriculum & Instruction Council to provide academic leadership and oversight for all courses, programs, degrees, and certificates.

Actionable Improvement Plans

None

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

Descriptive Summary

Comprised of a community of constituencies that work together for the good of the College, Santiago Canyon College (SCC) fosters effective College wide communication through its established governance structures so as to enhance its instructional programs and services for students and community members. As a multi-college district that supports one of the newest colleges in the state: Santiago Canyon College and one of the oldest colleges in the state: Santa Ana College, the Rancho Santiago Community College District (RSCCD) remains one of the largest community college districts in California and annually serves over 25,000 credit students and nearly 15,000 non-credit students each fall. In addition to providing direction for District wide planning, the Rancho Santiago Community College District Goals also serve to unify all District entities as well as serve as a guide for decision making (IV.A-048).

Rancho Santiago Community College District and its colleges embrace the concept of participatory governance. The purpose of the participatory governance structure is to ensure that all decisions are well informed by input from the appropriate members of the College and District communities (IV.A-049). The District's governance model is grounded in Assembly Bill 1725 and in the policies of the Rancho Santiago Community College District Board Policy 2510 (IV.A-050). Per its governance structure, Rancho Santiago Community College District community members make recommendations to the Rancho Santiago Community College District Board of Trustees that is responsible for all policy related decisions (IV.A-051, IV.A-052).

At the College level, the *Collegial Governance Handbook* outlines and maintains the principles, organizational structure, reporting relationships, operating procedures, missions, responsibilities, and membership of Santiago Canyon College's constituency groups. Moreover, the College's collegial governance structure ensures that constituent groups participate effectively in Rancho Santiago Community College District and Santiago Canyon College governance by having an opportunity to engage in discussion as well as to provide a voice for the College's community (IV.A-053). Furthermore, as relayed in the "Santiago Canyon College 2014 Self Evaluation Survey," over eighty-five percent of the respondents either agreed or strongly agreed that "[T]he institution provides opportunities within the college's governance structure, processes and practices for college constituents to dialogue, communicate, and make recommendations" (IV.A-054).

Furthermore, students, classified staff, faculty, and administrators have the opportunity to serve on College and District councils and committees. For instance, the Associated Student Government (ASG) appoints students to serve as representatives on the District's six governance committees as well as on District Council. Similarly, the California School Employees Association (CSEA) appoints classified staff representatives to the District's committees (IV.A-055). In addition, administrators encourage classified staff to participate in and attend committee meetings. Likewise, following its stated

practices, the Academic Senate of Santiago Canyon College appoints faculty representatives to serve on District committees and District Council, and for administration, the appropriate vice president appoints administrators to the various District committees and councils. Moreover, at the College level, classified staff, faculty, and administrators believe that Santiago Canyon College solicits input from the student government, Academic Senate of Santiago Canyon College, and classified staff and that these constituency groups have a goal of supporting the Santiago Canyon College Mission as well as of maintaining standards of excellence and fostering student success (IV.A-056).

At the District level, the District Council serves as the primary participatory governance body responsible for District wide planning activities. The council has comprehensive representation in that both college Academic Senate presidents, both Associated Student Government presidents, both college presidents, both faculty and classified staff association members, and all district vice chancellors participate on District Council (IV.A-057). After robust discussion, District Council submits recommendations to the chancellor who makes recommendations to the Rancho Santiago Community College District Board of Trustees (IV.A-058). The other five district-level participatory governance committees: Planning & Organizational Effectiveness (POE), Fiscal Resources Committee (FRC), Human Resources Committee (HRC), Physical Resources Committee (PRC) and Technology Advisory Group (TAG) support the work of the District Council. All members of College constituent groups: students, classified staff, faculty, and administrators have representation on these committees (IV.A-059).

In addition to its established governance structures that enable its community to work together for the good of the College, Santiago Canyon College also fosters an environment of open and effective communication. For instance, the College president sends out a weekly "What's New at SCC" email blast (IV.A-060). Similarly, other groups also provide updates and significant information through the distribution of electronic newsletters, such as the "SCC Technology Newsletter" and the "SCC's Academic Senate Newsletter" (IV.A-061, IV.A-062, IV.A-063, IV.A-064). Moreover, to improve communication among the faculty, the Academic Senate of Santiago Canyon College has implemented a communication process where committee, group, and/or task force committee faculty co-chairs submit a "Summary Report for the Senate" that includes actions taken, events planned, items for recommendation, resource needs, and other useful information. Before each Academic Senate of Santiago Canyon College meeting, the Academic Senate of Santiago Canyon College president sends out a list of completed "Summary Report for the Senate" documents for the Academic Senate of Santiago Canyon College with the Senate meeting agenda and other related materials to the entire faculty body (IV.A-065). Furthermore, all committees and councils post meeting minutes and agendas on the College's website (IV.A-066).

Moreover, the College's fall and spring Convocation meetings provide additional opportunities for the College community to gather and hear first-hand information from District and College leaders that include updates and initiatives. Similarly, the Academic Senate of Santiago Canyon College holds fall and spring Faculty Forums where faculty discuss a variety of agenda items that include updates from the Academic Senate of Santiago Canyon College president and the president of the Faculty Association of Rancho Santiago Community College District (FARSCCD) (IV.A-067).

Self Evaluation
Santiago Canyon College meets this standard.

The Rancho Santiago Community College District relies on the professional expertise and perspectives of employees across the District to maintain collaborative decision-making processes. Grounded in board policy and supported by a governance handbook, Santiago Canyon College provides opportunities for all community members to be represented and to participate in the governance processes for the good of the College. The College's *Collegial Governance Handbook* outlines the roles of the various constituent groups, and the College encourages its community members to serve on collegial governance committees or councils at both the College and the District. Council and committee meetings are open to the public and allow for non-appointed members to participate. District and College committees and councils communicate information through one or more of the following means: agendas, minutes, newsletters, and web pages.

Actionable Improvement Plans
None

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

Descriptive Summary
In order to maintain its accredited status and fulfill the highest educational responsibilities possible to its students and community, Santiago Canyon College (SCC) and the Rancho Santiago Community College District (RSCCD) comply with the accreditation standards, policies and guidelines set forth by the Commission, and they also adhere to Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes.

Historically, Santiago Canyon College conducts an institutional self study every six years. The College conducted its last comprehensive Self Study during the 2004–2005 academic year, and the Rancho Santiago Community College District Board

of Trustees approved the 2004-2005 Self Study in September 2005. Upon Board approval, the College submitted the Self Study to the Accrediting Commission of Community and Junior Colleges for a site visit in October 2005 (IV.A-068). The Accrediting Commission of Community and Junior Colleges took action to reaffirm Santiago Canyon College's accreditation in January 2006. Following the 2006 reaffirmed accreditation, the Accrediting Commission of Community and Junior Colleges required that Santiago Canyon College write an abbreviated Self Study in 2008 (IV.A-069) and synchronize its accreditation timetable with its sister college, Santa Ana College. The shift in the accreditation timeline allowed Santiago Canyon College to comply with the Accrediting Commission of Community and Junior Colleges' efforts to synchronize accreditation in its multi-college district. As a result of this Commission modification, Santiago Canyon College prepared an abbreviated Self Study for evaluation in 2008.

Moreover, in its relationship with the Commission and with other external agencies, Santiago Canyon College has demonstrated honesty and integrity. In order to provide transparency with its accreditation efforts, Santiago Canyon College maintains an updated and informative accreditation web page on its website that includes the College's most recent Self Study reports for 2005 and 2008 as well as additional reports that have been submitted to the Commission since 2008. Furthermore, the web page includes official correspondence from the Commission since 2005 (IV.A-070).

The College's timely response to all Commission requests for reports demonstrates its value for its relationship with the Commission. In the spirit of compliance, cooperation, and transparency, Santiago Canyon College has submitted the following reports to the Commissions and has shared all reports with the public on its website:

- *Fall 2005 Institutional Self-Study in Support of Reaffirmation of Accreditation* (IV.A-071),
- *Fall 2008 Abbreviated Institutional Self-Study in Support of Reaffirmation of Accreditation* (IV.A-072),
- *October 2009 Santiago Canyon College Follow-Up Report* (IV.A-073),
- *October 2010 Santiago Canyon College Follow-Up Report* (IV.A-074),
- *October 2011 Santiago Canyon College Midterm Report* (IV.A-075), and
- *October 2012 College Status Report on Student Learning Outcomes Implementation* (IV.A-076).

In addition to its relationship with the Commission, the Santiago Canyon College Child Development Center (CDC) has earned accreditation from the National Association of Young Children (NAEYC). This association is the nation's leading organization of early childhood professionals. The National Association of Young Children accreditation ensures the community that children in the Santiago Canyon College program receive the best care and meaningful early experiences (IV.A-077).

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College files its reports to the Accrediting Commission of Community and Junior Colleges in a timely fashion. Moreover, the College has created and maintains an up-to-date web page dedicated to accreditation on its website (IV.A-078). Furthermore, on its Accreditation web page, the College provides the College and surrounding communities access to all of its accreditation history and reports, including copies of follow-up reports that show how the Rancho Santiago Community College District has addressed recommendations from previous team visits. The web page also houses references to ongoing accreditation-related activities/projects made in various collegial governance councils and committees.

In addition, Santiago Canyon College provides the College and surrounding communities access to information about its instructional programs and services. For instance, Santiago Canyon College shares various reports prepared by the Rancho Santiago Community College District Research Department regarding student satisfaction and success on its website (IV.A-079). Moreover, the College continues to maintain compliance with all of the U.S. Department of Education regulations as evidenced by the College's eligibility to distribute federal financial aid through its own independent financial aid office, receipt of federal Perkins funds for vocational education, and the awarding of additional federal grants and programs, such as the Upward Bound Mathematics & Science grant, Veterans Services, and the College Assistance Migrant Program (CAMP) (IV.A-080, IV.A-081, IV.A-082). The College and its programs adhere to strict U.S. Department of Education regulations in order to maintain eligibility. Most recently, as required by the U.S. Department of Education, Santiago Canyon College developed a gainful employment page on its website.

Overall, Santiago Canyon College continues to demonstrate honesty and integrity in its governance practices as well as its openness in its internal and external communication.

Actionable Improvement Plans
None

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

Descriptive Summary

Santiago Canyon College (SCC) maintains a strong commitment to governance and to the importance of structures and processes that ensure constituent groups the right to effectively participate in governance (IV.A-083). Therefore, the College's councils and committees review their mission, responsibilities, and committee structures annually and make recommendations for change to the Academic Senate of Santiago Canyon College that forwards its recommendations to College Council (IV.A-084, IV.A-085). With its College wide representation, College Council reviews and affirms any council or committee changes and provides recommendations to the College president (IV.A-086). As another example of the College's evaluation of its decision-making structures, the Educational Master Planning Committee (EMPC) continually reviews the Santiago Canyon College Program Review Process and program review templates by discussing College wide feedback that the committee uses to inform future improvements to the program review process.

The development of the Santiago Canyon College Budget Committee offers another example of the College's governance process evaluation. In an effort to improve College level planning and resource allocation, College Council discussed the creation of a Budget Committee Task Force to look at existing budget documents to help inform discussions on the District Budget Allocation Model (BAM) (IV.A-087). The council ultimately recommended transitioning the task force to a permanent College committee (IV.A-088). As a result, the Budget Committee became a permanent standing committee in the Santiago Canyon College "Collegial Governance Framework" (IV.A-089).

Moreover, the College engages in ongoing evaluation of its governance and decision-making processes. Santiago Canyon College has a commitment to a structure that maintains flexibility and allows for necessary changes and modifications. In 2009, following a Commission Recommendation that the College complete a meaningful evaluation of its planning processes, the College president convened a task force, representative of College constituent groups, to analyze the College's planning processes (IV.A-090). The task force's analysis included documenting existing planning processes and diagramming the individual processes providing linkages between related processes. From the mapping process, the task force made a series of recommendations that culminated in changes to College Council, to the Educational Master Planning Committee, to the program review process and template, to College planning and allocation documents and processes as well as to the dissemination of information to the College community.

Santiago Canyon College maintains an ongoing commitment to evaluate itself and modify its governance processes as needed. As the College implemented the Commission recommended changes in 2009, Santiago Canyon College encountered some challenges that necessitated the College's further evaluation of the intended role of College Council in reviewing planning documents and determining priorities. Upon deeper reflection, the College recognized that it needed a central planning committee tasked with reviewing all funding requests so as to ensure that the requests were grounded in planning and that the requests supported the College's mission and goals. As a result, the Academic Senate of Santiago Canyon College began the process of creating the Planning & Institutional Effectiveness (PIE) Committee in fall 2013 (IV.A-091).

Similarly, College wide discussions raised questions regarding the College's enrollment management practices (IV.A-092) that led to the Academic Senate of Santiago Canyon College passing Academic Senate of Santiago Canyon College Resolution, SP 2013.8 calling for the adoption of an Enrollment Management Philosophy and Guiding Principles (IV.A-093, IV.A-094). Furthermore, the discussion about the need for a governance committee dedicated to enrollment management ensued (IV.A-095), and in spring 2013, following its resolution process, the Academic Senate of Santiago Canyon College passed Academic Senate of Santiago Canyon College Resolution SP 2013.9 in support of the creation of a Santiago Canyon College Enrollment Management Committee (EMC) (IV.A-096). This senate initiated discussion led to the creation of an Enrollment Management Committee with the College Council's recommendation and the College president's final approval (IV.A-097).

Self Evaluation

Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

The College has a "Collegial Governance Framework" that includes councils, committees, groups, and task forces (IV.A-098). In addition, College community members, such as students through the Associated Student Government, classified staff through the California School Employees Association, faculty through the Academic Senate of Santiago Canyon College, and administrators through administrative processes represent their various groups on the collegial governance committees. Moreover, Santiago Canyon College reviews its decision-making structures and makes modifications as needed, and the College communicates information about changes and decisions through constituent representatives. Furthermore, to assure council and committee best practices, the College's councils and committees review and evaluate their mission, responsibilities, and membership annually.

Although Santiago Canyon College has an established collegial governance structure and assesses the effectiveness of the structure, the process and methods for conducting the evaluation needs to be improved. Moreover, the results of the evaluation need to be better communicated to the College community. For instance, in the "Santiago Canyon College 2014 Self Evaluation Survey," 40 percent of respondents were unsure that "the institution assesses the effectiveness of its

cycle of evaluation" ([IV.A-099](#)). Thus, while the decision-making processes and structures are evaluated, the evaluation process needs to be better defined and communicated.

Furthermore, the College should explore using multiple measures of assessment to enhance the review of processes related to governance and decision making. Additionally, the College needs to develop an assessment timeline for the process and include an annual staff satisfaction survey as a component of the evaluation.

This process should be institutionalized so that the results of these assessments could be compared to previous assessments in order to monitor the progress. The assessment process should be completed by the end of the spring semester, and the College should disseminate a report to the students, classified staff, faculty, and administrators early in the subsequent fall semester.

Actionable Improvement Plans
1. Santiago Canyon College will refine its evaluation processes as related to governance and decision making to ensure for a more defined and systematic annual process that includes both committee self evaluations and annual College wide surveys. The College should more widely disseminate committee self evaluations and campus surveys and use them more systematically to improve the College's governance and decision-making processes.

STANDARD IV.A.: EVIDENCE

IV.A-001	Collegial Governance Framework
IV.A-002	*Collegial Governance Handbook*
IV.A-003	"Santiago Canyon College 2014 Self Evaluation Survey" (45): Question 33
IV.A-004	*Collegial Governance Handbook* (4)
IV.A-005	Academic Senate of Santiago Canyon College Resolution SP2013.3
IV.A-006	College Council Minutes (04-09-13)
IV.A-007	Staff Focus Group Standard IV.A.
IV.A-008	Academic Senate of Santiago Canyon College Web Page
IV.A-009	Collegial Governance Web Page
IV.A-010	Hawks Advisory Group Agenda (09-03-13)
IV.A-011	*Collegial Governance Handbook* (6)
IV.A-012	*Educational Master Plan 2012-2016*
IV.A-013	Environmental Scan Plan and Data Requirements (3)
IV.A-014	Academic Senate of Santiago Canyon College Resolution F2011.2
IV.A-015	EMP Open Forum Plan (02-15-12)
IV.A-016	EMP Subgroup Notes (03-02-12): Community Partners and Resources
IV.A-017	EMP Subgroup Notes (03-16-12): Goals and Action
IV.A-018	Academic Senate of Santiago Canyon College Minutes (09-18-2012) (2)
IV.A-019	College Council Minutes (08-14-12) (1)
IV.A-020	Joint Chairs Meeting Minutes (09-19-12)
IV.A-021	Joint Chairs Meeting Agenda (11-06-13)
IV.A-022	Deans Meeting Minutes (03-19-14)
IV.A-023	Student Services Program Leaders Minutes (12-02-13)
IV.A-024	Management Council Agenda (03-20-14)
IV.A-025	Presidents Cabinet Agenda (03-18-14)
IV.A-026	RSCCD Board of Trustees Policy—BP2510
IV.A-027	RSCCD Board of Trustees Policy—BP2410
IV.A-028	RSCCD Board of Trustees Policy—BP2510
IV.A-029	RSCCD Board of Trustees Policy—BP2410
IV.A-030	*Collegial Governance Handbook*
IV.A-031	*Collegial Governance Handbook* (6) College Council
IV.A-032	"Santiago Canyon College 2014 Self Evaluation Survey" (48): Question 35
IV.A-033	"Santiago Canyon College 2014 Self Evaluation Survey" (51): Question 38
IV.A-034	RSCCD Board of Trustees Policy—BP2410: Setting Policy
IV.A-035	RSCCD Board of Trustees Policy—BP2510: Participation in Local Decision Making
IV.A-036	Curriculum & Instruction Council Handbook
IV.A-037	*Collegial Governance Handbook*
IV.A-038	RSCCD Board of Trustees Policy—BP2410: Setting Policy
IV.A-039	Constitution of the Academic Senate of Santiago Canyon College (2013)
IV.A-040	*Collegial Governance Handbook*
IV.A-041	RSCCD Board of Trustees Policy—BP2410: Setting Policy
IV.A-042	Curriculum & Instruction Council Handbook
IV.A-043	CurricUNET Course Outline of Record Search
IV.A-044	*Collegial Governance Handbook* (10)

IV.A-045	*Collegial Governance Handbook* (12)
IV.A-046	Student Success Committee Minutes (04-02-12)
IV.A-047	Student Success Committee Minutes (03-05-12)
IV.A-048	RSCCD Mission and Goals
IV.A-049	RSCCD Chancellor Organizational Chart (June 2013)
IV.A-050	RSCCD Board of Trustees Policy—BP2510: Participation in Local Decision Making
IV.A-051	RSCCD Board of Trustees Policy—BP2200
IV.A-052	RSCCD Board of Trustees Policy—BP2410
IV.A-053	*Collegial Governance Handbook*
IV.A-054	"Santiago Canyon College 2014 Self Evaluation Survey" (51): Question 38
IV.A-055	*Collegial Governance Handbook* (4): Staffing of Councils and Committees
IV.A-056	Staff Focus Group Standard IV.A.
IV.A-057	RSCCD *Planning Design Manual* (25-27)
IV.A-058	RSCCD *Planning Design Manual* (7)
IV.A-059	RSCCD *Planning Design Manual* (28-32)
IV.A-060	"What's New at SCC" Newsletters
IV.A-061	"Technology Newsletter" Spring 2013
IV.A-062	Library Update Spring 2014
IV.A-063	SLOARC Email Blast (May 2011)
IV.A-064	Academic Senate of Santiago Canyon College Newsletter Web Page
IV.A-065	Academic Senate of Santiago Canyon College Agenda (04-01-2014)
IV.A-066	Academic Senate of Santiago Canyon College Agenda and Minutes 2013-2014
IV.A-067	Faculty Forum Highlights Spring 2014 (02-06-14)
IV.A-068	Accreditation Self Study 2005
IV.A-069	Accreditation Abbreviated Self-Study 2008
IV.A-070	Accreditation Self Evaluation Web Page
IV.A-071	Accreditation Self Study 2005
IV.A-072	Accreditation Abbreviated Self-Study 2008
IV.A-073	Follow-Up Report October 2009
IV.A-074	Follow-Up Report October 2010
IV.A-075	Midterm Report 2011
IV.A-076	College Status Report on SLO Implementation Fall 2012
IV.A-077	SCCC Child Development Center Web Page
IV.A-078	Accreditation Self Evaluation Web Page
IV.A-079	RSCCD Research Department Web Page
IV.A-080	Upward Bound Math and Science Web Page
IV.A-081	Veterans Services Office Web Page
IV.A-082	College Assistance Migrant Program (CAMP) Web Page
IV.A-083	*Collegial Governance Handbook*
IV.A-084	Budget Committee Minutes (02-19-13)
IV.A-085	Educational Master Planning Committee Agenda (09-13-12)
IV.A-086	*Collegial Governance Handbook* (6): College Council
IV.A-087	College Council Minutes (01-25-11)
IV.A-088	College Council Minutes (06-28-11)
IV.A-089	Collegial Governance Framework
IV.A-090	Follow-Up Report October 2009
IV.A-091	Academic Senate of Santiago Canyon College Resolution SP2013.5

STANDARD IV.B.: BOARD AND ADMINISTRATIVE ORGANIZATION

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

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

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

Descriptive Summary
The Rancho Santiago Community College District (RSCCD) Board of Trustees serves as Santiago Canyon College's (SCC's) Governing Board that establishes policies to support the College's high quality student learning programs and services. As such, the Rancho Santiago Community College District Board of Trustees works as an independent policy-making body that reflects the public interest in Board activities and decisions. The Board of Trustees acts by majority vote of all of the membership of the Board, except as outlined in Board Policy 2330 (IV.B-001). Furthermore, the Board of Trustees advocates for and defends the College and also protects it from undue influence or pressure.

The Board of Trustees governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Education Code Section 70902 (IV.B-002). The Rancho Santiago Community College District service area is divided into seven subareas for elected representatives. The seven elected members of the Rancho Santiago Community College District Board of Trustees represent constituents from the cities of Santa Ana, Orange, Villa Park in addition to parts of the cities of Garden Grove, Tustin, Anaheim (Anaheim Hills), and Irvine. Each of the seven trustee areas elects one representative to serve for a staggered four-year term as described in Board Policy 2100, which dictates the membership of the Board (IV.B-003). In addition, in spring 2014, the Rancho Santiago Community College District held its first student trustee election per Board approval. Furthermore, in its board policy, the Rancho Santiago Community College District Board of Trustees clearly articulates that the Board is responsible for acting as a whole for the good of both colleges it serves.

In addition, the Board of Trustees commits to fulfilling its mission of providing quality educational programs and services through the establishment of policies requiring the District to monitor institutional performance and educational quality, while assuring fiscal health and stability (IV.B-004). Through board policies, the Board of Trustees makes its primary contribution to education in the community. These policies are specifically related to requirements for program and curriculum development, philosophy and criteria for general education, and requirements related to standards of scholarship (IV.B-005, IV.B-006, IV.B-007). Likewise, the Board of Trustees establishes goals to ensure that continuous progress is being made in fulfilling the Rancho Santiago Community College District and Santiago Canyon College Mission Statements. Rancho Santiago Community College District Goals, one and three specifically, address the quality, integrity, and improvement of student learning programs and services (IV.B-008).

Similarly, the Rancho Santiago Community College District Board of Trustees Mission and Goals contain statements that reflect the District's expectations for high quality programs, institutional integrity, and effective student learning programs. Furthermore, the Board of Trustees monitors educational quality through the enforcement of Board Policy 3250: Institutional Planning (IV.B-009). In this policy, the Board directs the chancellor to "ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research."

In order to provide strong leadership for the District, as outlined in Board Policy 2431 and Board Policy 2435, the Rancho Santiago Community College District Board of Trustees selects and evaluates the District's chief administrator (IV.B-010, IV.B-011). In the case of a chancellor vacancy, the Board has an established fair and open process to fill the vacancy. Also, the process will comply with relevant regulations (IV.B-012). Additionally, so as to monitor the chancellor's efficacy, per Board Policy 2435, the Board of Trustees conducts an annual evaluation of the chancellor. In order to facilitate the chancellor's evaluation, the Board of Trustees uses a process that is mutually agreed upon between the Board and the chancellor. The Board uses the following criteria when evaluating the chancellor: the criterion for board policy, the chancellor's job description, and performance goals and objectives developed in accordance with Board Policy 2430: Delegation of Authority to the Chancellor (IV.B-013).

Santiago Canyon College meets this standard.

As identified in its policies, the Rancho Santiago Community College District Board of Trustees exercises its legal authority and serves as the ultimate authority and sole governing body of the Rancho Santiago Community College District. Furthermore, the Board of Trustees establishes policies to assure both financial stability of the institution as well as the quality, integrity, and effectiveness of student learning programs and services. Through its mission, goals, and board policies, the Board of Trustees ensures quality in its educational programs and services (IV.B-014, IV.B-015, IV.B-016). Moreover, as an example of its commitment to assuring the educational quality of student learning programs and services, the Board of Trustees regularly reviews and updates its policies in a manner consistent with the Rancho Santiago Community College District Mission statement.

In addition, the Board of Trustees selects and evaluates the District's chief administrator. Board Policies 2431, 2435, 2432, and 2430 clearly define the process by which the Board of Trustees selects, evaluates, and delegates full responsibility and authority to the district chief administrator: the chancellor (IV.B-017, IV.B-018, IV.B-019, IV.B-020).

Actionable Improvement Plans
None

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

Descriptive Summary
The Rancho Santiago Community College District (RSCCD) Board of Trustees works as an independent policy-making body that serves to reflect public interest in its activities and decisions. Seven local residents serve on the Board of Trustees. Any registered voter living in the Rancho Santiago Community College District can vote during a trustee election, which is held in November at the same time as the general elections. Each of the District's seven service areas elects a single trustee to serve for a staggered four-year term as described in Board Policy 2100, which dictates the membership of the Board. In addition, in spring 2014, the Rancho Santiago Community College District held its first student trustee election per Board approval (IV.B-021).

In early May 2012, the Rancho Santiago Community College District held a Community Workshop to give the public the opportunity to review and comment on revised boundaries of the trustee areas (IV.B-022). As a result of the community's input and in compliance with the California Voting Rights Act of 2001, in May 2012, the Board of Trustees took action to move from an at-large election system to a trustee area election system in order to implement the new trustee area boundaries for the November 2012 election (IV.B-023).

So as to assist trustees with understanding their roles in advocating for and defending Santiago Canyon College (SCC) and Santa Ana College (SAC), Board members adhere to the following board policies that speak directly to expected trustee conduct: (1) Board Policy 2715: Statement of Ethical Conduct, (2) Board Policy 2110: Filling Vacancies, (3) Board Policy 2740: Training for New Trustees, (4) Board Policy 2210: Duties of the Officers, (5) Board Policy 2716: Political Activity, and (6) Board Policy 2720: Communications among Board members (IV.B-024, IV.B-025, IV.B-026, IV.B-027, IV.B-028, IV.B-029).

In addition to board policies that delineate appropriate Board member behavior, the Board of Trustees governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Education Code Section 70902 (IV.B-030). Furthermore, so as to protect the College from undue influence or pressure, the Board of Trustees has a clear policy on conflict of interest (IV.B-031). In terms of its voting practices, the Board of Trustees shall act by majority vote of all the membership of the Board except as outlined in Board Policy 2330 (IV.B-032). To protect its community members, the Board of Trustees also meets in closed sessions to discuss personnel and litigious issues.

In an effort to reflect public interest in its activities and decisions, the Board of Trustees holds two meetings per month during fall and spring terms and one meeting per month during the summer and in the month of December. In addition, each Board meeting docket agenda provides for public presentations and for staff reports as appropriate (IV.B-033, IV.B-034). Moreover, in order to gain input from community members, in spring 2014, the Board of Trustees included the Board meeting audience in an evaluation of its planning processes. Following its policies, the Board of Trustees preserves the minutes of all of its Board meetings and posts them on the Rancho Santiago Community College District website for public view (IV.B-035).

Self Evaluation
Santiago Canyon College meets this standard.

The Rancho Santiago Community College District Board of Trustees adheres to a set of published policies that mandate how, when, where, and in what manner the Board shall govern Santiago Canyon College and Santa Ana College. The

Rancho Santiago Community College District Board Policy 2410: Setting Policy and Board Policy 2745: Board Self-Evaluation determine how the Board of Trustees will construct, evaluate, and revise its policies (IV.B-036, IV.B-037). In addition, the Board of Trustees' Code of Ethics clearly admonishes Board members to defend and protect the interest of the District and College above any personal or professional priority. Moreover, included within Board of Trustees' member responsibilities, the Board is required to function as a legislature as well as to uphold the constitution of the State of California. The Rancho Santiago Community College District Board Policy 2330: Quorum and Voting articulates the decision-making protocol that the Board of Trustees must follow (IV.B-038).

The Rancho Santiago Community College District service area established in the *Board Policy Manual* reflects the public interest in Board activities and decisions. The manual also clearly explains the Board of Trustees' responsibility to act as a whole for the good of the colleges it serves. Furthermore, the trustees have upheld their charge to act as a whole after healthy debate and discussion.

Actionable Improvement Plans
None

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

Descriptive Summary
Through the establishment of policies consistent with its mission, the Rancho Santiago Community College District (RSCCD) Board of Trustees ensures the quality, integrity, and improvement of student learning programs and services. Moreover, within its budgetary means, the Board of Trustees provides the resources necessary to support student learning programs and services.

As a result, the Board of Trustees commits to fulfilling its mission of providing quality educational programs and services through the establishment of policies requiring the District to monitor institutional performance and educational quality while assuring fiscal health and stability (IV.B-039). Through its board policies, the Board of Trustees intends to make its primary contribution to education in the community. The board policies are specifically related to requirements for program and curriculum development, philosophy and criteria for general education, and requirements related to standards of scholarship (IV.B-040, IV.B-041, IV.B-042).

Furthermore, the Board of Trustees establishes goals to ensure that the District community makes continuous progress toward fulfilling the Rancho Santiago Community College District and Santiago Canyon College Mission Statements. Moreover, Rancho Santiago Community College District Goals one and three specifically address the quality, integrity, and improvement of student learning programs and services (IV.B-043). Additionally, the Board of Trustees receives annual updates regarding progress of District wide efforts toward accomplishing strategic objectives that are developed to address the Rancho Santiago Community College District Goals (IV.B-044).

Self Evaluation
Santiago Canyon College meets this standard.

Through its mission, goals, and board policies, the Rancho Santiago Community College District Board of Trustees ensures quality in its educational programs and services (IV.B-045, IV.B-046, IV.B-047).

Moreover, the Board of Trustees regularly reviews and updates its policies in a manner consistent with the Rancho Santiago Community College District Mission Statements. Therefore, the Board of Trustees certainly commits to its primary responsibilities of ensuring that the District provides students and community members quality student learning programs and services.

Actionable Improvement Plans
None

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

Descriptive Summary
As the ultimate responsible party for educational quality, legal matters, and financial integrity, the Rancho Santiago Community College District (RSCCD) Board of Trustees governs on behalf of the District and surrounding communities in accordance with the authority granted and duties defined in the California Education Code Section 70902. As a result, the Board of Trustees has full legal authority and responsibility for Santiago Canyon College and the District (IV.B-048, IV.B-049).

Furthermore, in an effort to appropriately attend to legal matters, the Board of Trustees establishes rules and regulations that are consistent with the California Community Colleges Board of Governors' regulations and California state law (IV.B-050).

In addition, the Board of Trustees facilitates the legal oversight of policies for the general supervision of the Rancho Santiago Community College District. Also, during open and closed sessions of its meetings, the Board of Trustees discusses legal matters pertaining to the District as appropriate and as allowed by law. Other closed session discussions include decision making related to personnel evaluation and disciplinary actions, to association negotiations, and to legal counsel advisement (IV.B-051). Moreover, when necessary and appropriate, the Board of Trustees consults with legal counsel to ensure the integrity of its decisions.

In an effort to ensure the quality of the District's educational program and services, the trustee members serve on the following Board committees: the Board Facilities Committee, Board Fiscal/Audit Committee, Board Legislative Committee, and Board Policy Committee (IV.B-052, IV.B-053, IV.B-054, IV.B-055, IV.B-056). In addition, the Board of Trustees regularly reviews and takes action on a number of matters related to District programs and services, such as approving curriculum, conferring of degrees and certificates, and approving planning processes and documents (IV.B-057, IV.B-058, IV.B-059, IV.B-060, IV.B-061).

In addition to maintaining the integrity of District educational programs and services, the Board of Trustees also ensures the District's financial integrity. Therefore, the Board of Trustees establishes policies and procedures that regulate District business activities and financial obligations. For instance, District Board Policy 6320 establishes an investment policy for all financial assets (IV.B-062). Moreover, District Board Policy 6340 identifies procedures for contract awards, and District Board Policy 6400 outlines requirements for an annual external audit of all funds and accounts (IV.B-063, IV.B-064). Furthermore, the Board of Trustees approves the annual tentative and adopted budgets (IV.B-065). Similarly, the Board of Trustees ensures the fiscal integrity of the District through its approval and oversight of the budget, and as required by law, the Board of Trustees reviews quarterly reports showing the financial and budgetary conditions of the District (IV.B-066). Also, to reinforce its dedication to fulfilling its responsibilities, the Board of Trustees sets prudent, ethical, and legal standards for District and College operations (IV.B-067).

Self Evaluation
Santiago Canyon College meets this standard.

As identified in its policies, the Rancho Santiago Community College District Board of Trustees exercises its legal authority and serves as the ultimate authority and sole governing body of the Rancho Santiago Community College District.

Actionable Improvement Plans
None

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

Descriptive Summary
So as to maintain a spirit of openness and transparency, the Rancho Santiago Community College District (RSCCD) Board of Trustees regularly reviews and updates its trustee areas, board policies, mission, and goals as necessary and publishes the aforementioned information on the Rancho Santiago Community College District website and on its intranet for District employee and public access (IV.B-068, IV.B-069, IV.B-070). Moreover, the District houses board policies regarding the organization of the Board of Trustees including its composition, member elections, officer elections, administrative support, officer duties, and committee service in the Board Policy 2000 sections (IV.B-071). More specifically, Rancho Santiago Community College District Board Policy 2010 addresses Board membership and establishes the composition of the Board and the criteria by which Board members are elected, and Board Policy 2200 clearly delineates the Board's duties while Board Policy 2310 specifies how meetings are to be conducted (IV.B-072, IV.B-073, IV.B-074). Furthermore, Board Policy 2305 requires the Board of Trustees to conduct an annual organizational meeting each December in order to schedule regular meeting dates and locations for the following year as well as to solicit interest for future Board officer and committee assignments (IV.B-075).

Self Evaluation
Santiago Canyon College meets this standard.

The Rancho Santiago Community College District Board of Trustees publishes all board policies related to its duties, structure, procedures, and responsibilities in numerous sections of Board Policy 2000 on the Rancho Santiago Community College District website. Within the board policies in the 2000 section, the Board of Trustees demonstrates that the procedures are in place for the following: Board elections, Board vacancies, Board responsibilities and duties, Board officers, Board committees, Board organizational meetings, Board regular meetings, Board quorums and voting as well as other operational procedures (IV.B-076). Furthermore, in a spirit of openness and transparency, the Board of Trustees conducts its business in a manner and a space that is readily available to the District community as well as to the public.

Actionable Improvement Plans
None

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

Descriptive Summary
In order to provide students and community members the best educational programs and services possible, the Rancho Santiago Community College District (RSCCD) Board of Trustees acts according to its policies and procedures and regularly evaluates said policies and procedures in order to make improvements as needed. Therefore, the Board of Trustees conducts all of its business either at a regular meeting or at a duly called special meeting (IV.B-077). Furthermore, as results from the October 2013 "RSCCD Community, Student, and Staff Evaluation of Board of Trustees' Operations and Performance Evaluation Survey" indicate, ninety-one percent of respondents strongly agree or agree that Board meetings focus on policy issues that relate to Board responsibilities (IV.B-078).

So as to maintain the quality of its policies and procedures, the Rancho Santiago Community College District subscribes to the Policy and Procedure Services of the Community College League of California (CCLC). This service provides districts with model board policies that comply with state law and Title 5 regulations, and the service provides the District with two policy and procedure updates each year.

The Board of Trustees may adopt, revise, add to, or amend policies at any regular Board meeting by a majority vote (IV.B-079). Any adoption and/or approval of new board policies or changes to existing Board Policies must take place as part of a two meeting approval process (IV.B-080). With varying levels of District wide representation, the District Board's Policy Committee, the Chancellor's Cabinet, and District Council review policy changes (IV.B-081, IV.B-082, IV.B-083). Initially, policy changes are brought to District Council as information, allowing the council members to solicit input from their constituent groups before the change is added to the agenda for action. Once District Council members have reached agreement, the chancellor forwards the policy change recommendations to the Board of Trustees, and after reviewing the recommendations, the Board of Trustees approves or rejects the changes during a Board meeting (IV.B-084, IV.B-085).

In terms of evaluation, the Board of Trustees recognizes that it can better perform its policymaking and broad oversight roles if it annually reviews the District Goals as well as its own internal Board operation and performance goals. As such, Board Policy 2746 requires that with the assistance of the chancellor, the Board of Trustees develops a survey instrument and distributes the instrument widely across internal and external constituents (IV.B-086). Furthermore, the policy directs the Board of Trustees to use results from the survey to inform its assessment of areas where the District Goals have been met or exceeded as well as those areas where improvement is needed.

Self Evaluation
Santiago Canyon College meets this standard.

Procedures are in place for the continual monitoring and updating of the Rancho Santiago Community College District Board of Trustees' policies and procedures. Moreover, the Board of Trustees follows, evaluates, and revises its policies as necessary. In addition, the District subscribes to the Policy and Procedure Services of the Community College League of California, which provides bi-annual updates with model board polices that comply with state law.

Actionable Improvement Plans
None

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

Descriptive Summary
The Rancho Santiago Community College District (RSCCD) Board of Trustees is dedicated to maintaining continuity within its Board membership (IV.B-087). Board Policy 2740: Board Education exemplifies this commitment in that it describes the commitment that the Board of Trustees has made to Board member development:

> The Board is committed to its ongoing development as a Board and to a trustee education program that includes new trustee orientation. To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education. Board members who attend conferences or state and national committee meetings shall provide a report on the activity to the Board at the next regularly scheduled Board meeting.

In addition, to maintaining continuity with Board member service, Board members attend new trustee orientations held at the state level (IV.B-088). In addition, locally, the chancellor, Board president, veteran Board members, Academic Senate presidents, employee union leadership, and College presidents meet with new Board members to assist with familiarizing new Board members with the District community. Furthermore, District Board Policy 2735 provides Board members travel expenses for conferences and legislative executive visits that assist them in continuing their education and fulfillment of the District and College Missions (IV.B-089).

Also, to further train Board members on District operations and activities, various members from the District will provide periodic informational presentations at Board of Trustees meetings. For instance, the Board of Trustees has enjoyed presentations on Three Day Drop Period for Nonpayment and the budget, on the Measure Q bond campaign, on Veterans Services at Santiago Canyon College and Santa Ana College, and on the Accountability Reporting for the California Community Colleges (ARCC) and Student Success Scorecard (IV.B-090, IV.B-091, IV.B-092).

Moreover, the Board of Trustees works to continually develop itself on a range of District and other matters through engaging in study sessions, planning meetings, and retreats (IV.B-093). These sessions support opportunities for continual Board development. Also, the Board of Trustees receives special training presentations during Board meetings on such topics as the Brown Act, Conflict of Interest, Legal/Ethical Decision Making for Board Members, and Assembly Bill 1725 (IV.B-094, IV.B-095, IV.B-096, IV.B-097).

In an effort to provide continuity of membership, District Board Policy 2100: Board Elections requires that Board member terms be staggered so that, generally, one half of the trustees are elected at each trustee election. Moreover, District Board Policy 2100 describes the Board of Trustees election, terms, and geographical areas and also sets the term of office of each trustee at four years, commencing on the first Board meeting in December that follows the general election in November (IV.B-098). Elections are held every two years in even numbered years.

Self Evaluation
Santiago Canyon College meets this standard.

The Rancho Santiago Community College District Board of Trustees is dedicated to maintaining continuity within its membership. Therefore, Board members schedule regular work-study sessions with the primary purpose of educating themselves on a variety of matters affecting the operation of the Rancho Santiago Community College District. In addition, the Board of Trustees has clearly defined processes for Board development and new member orientation. Similarly, the Board of Trustees' staggered four-year terms of office also leads to the continuity of Board membership.

Actionable Improvement Plans
None

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

Descriptive Summary
The Rancho Santiago Community College District (RSCCD) Board of Trustees is committed to assessing its performance as a Board in order to identify its strengths as well as areas of improvement so that it can appropriately carry out its responsibility to the Rancho Santiago Community College District community (IV.B-099).

Per District policy, the Board of Trustees will go through an annual self evaluation that is based on goals set by the Board members. In addition, the self evaluation looks at Board operations, effectiveness, and areas of strength and weaknesses. The Board Policy Committee recommends a self evaluation instrument and process to the full Board to be used in the Board of Trustees self evaluation (IV.B-100). The self evaluation instrument incorporates the following components: Board policies regarding Board operations, Board effectiveness, and Board functioning strengths and weaknesses (IV.B-101).

In addition, the Board of Trustees solicits feedback from selected external constituents. The Board of Trustees invites specific constituents to participate in its evaluation process based on the following: position within the District, regular attendance at Board meetings, and familiarity with internal Board operations and performance. The Board seeks feedback through an evaluation instrument called the "RSCCD Community, Student, and Staff Evaluation of Board of Trustees' Operations and Performance Evaluation Survey" (IV.B-102). The Board makes this evaluation instrument available to a list of individuals that includes, but is not limited to, the following: associated student government presidents, presidents of the Academic Senates, college presidents, the chancellor, vice chancellors, representatives of the District's employee unions, and community members who serve on the District bond oversight committees and foundations (IV.B-103). Board members also complete the self evaluation instrument, and the results are tabulated and discussed at the following scheduled Board meeting (IV.B-104, IV.B-105). The Board of Trustees uses the results of both the self evaluation instrument and the "RSCCD Community, Student, and Staff Evaluation of Board of Trustees' Operations and Performance Evaluation Survey" instrument to identify accomplishments in the previous year and goals for the following year that will be reviewed and updated annually.

Self Evaluation
Santiago Canyon College meets this standard.

In 2008, the Accrediting Commission for Community and Junior Colleges team made the following recommendation: "The team recommends that the district review its Board evaluation policy/regulation to ensure integrity and effectiveness, and that its assessment results are widely communicated and applied within a systematic culture of evidence and cycle of continuous improvement" (IV.A.5, IV.B.1.g.).

In 2009, under the aegis of the District Board Self Evaluation Task Force, a sub-group of the District Accreditation Steering Committee addressed the recommendation with the following: "The Board of Trustees reviewed and revised its policies on board evaluation and successfully completed an evaluation cycle in the period February-August 2009. As such, the District and colleges have the processes in place to satisfy the requirements of this recommendation" (IV.B-106, IV.B-107).

Since receiving the 2008 Team Recommendation 6, the Board of Trustees has engaged in an annual review and revision process for its survey instrument at Board Policy Committee meetings and has approved recommended revisions at Board of Trustees meetings (IV.B-108, IV.B-109). Furthermore, the Board of Trustees publicly reviews survey instrument results from the College community before it completes its own self evaluation survey instrument (IV.B-110). The Board includes the results from the "RSCCD Community, Student, and Staff Evaluation of Board of Trustees' Operations and Performance Evaluation Survey" and the Board of Trustees self evaluation survey instrument on the Board docket agenda for Board meetings (IV.B-111).

Moreover, after reviewing and discussing survey results, the Board of Trustees has implemented changes to improve its functionality. For instance, the Board of Trustees amended its policy to obtain the student trustee's advisory vote prior to elected members voting on action items (IV.B-112).

Actionable Improvement Plans
None

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

Descriptive Summary
Rancho Santiago Community College District (RSCCD) Board of Trustees, which includes the student trustee, is committed to maintaining the highest standards of conduct and ethical behavior (IV.B-113, IV.B-114). As a result, the Board of Trustees approved the revisions of Board Policy 2715 in September 2013. The board policy delineates the ethical standards of practice that Board members are expected to follow as well as steps for addressing ethical violations. Moreover, the Board approved the revision of Board Policy 2710: Conflict of Interest in October 2012, and this policy outlines the steps for disclosure of any conflict of interest Board members may have in their capacity as Board members. Furthermore, both policies are in compliance with California law and regulations (IV.B-115).

Self Evaluation
Santiago Canyon College meets this standard.

The Rancho Santiago Community College District Code of Ethics and the Conflict of Interest board policies are comprehensive in maintaining the highest standard of conduct and ethical behavior for the seven trustee and one student trustee Board members. In addition, the Board of Trustees president is responsible for addressing violations of the Board of Trustees' code of ethics.

Actionable Improvement Plans
None

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

Descriptive Summary
Santiago Canyon College (SCC) makes an effort to ensure that members of its Board of Trustees are informed about and involved in the accreditation process. The District Board Policy 3200 addresses accreditation and requires that the chancellor ensures District compliance with the accreditation process as well as with the Accrediting Commission of Community and Junior Colleges Standards (IV.B-116). To keep the Board of Trustees informed of accreditation related items and progress, the chancellor and college presidents report on college accreditation efforts as part of their regular report to the Board of Trustees (IV.B-117, IV.B-118, IV.B-119). In addition, Santiago Canyon College and Santa Ana College accreditation liaison officers give periodic presentations to the Board of Trustees in order to keep members informed about accreditation, accreditation processes, accreditation Standards, and the self evaluation process and timeline. So as to take a more active part in the 2014 accreditation process, the Board of Trustees named two Board members to serve as Accreditation Standard IV liaisons who participated in joint college accreditation meetings (IV.B-120, IV.B-121). Furthermore, Board of Trustees members request feedback regarding their engagement in the accreditation process for the District (IV.B-122).

To ensure that its governing Board remains knowledgeable and current on accreditation, the Board received formal training by Dr. Barbara Beno, President of Accrediting Commission of Community and Junior Colleges Standards, titled: *Accreditation and Trusteeship: What Every Board Member Should Know* (IV.B-123).

Self Evaluation
Santiago Canyon College meets this standard.

Board Policy 3200 states that the governing board is involved in accreditation processes and is provided with summaries of any accreditation report (IV.B-124). The governing board receives accreditation updates through regular reports, presentations, and approval of midterm reports at governing board meetings (IV.B-125). The Rancho Santiago Community College District (RSCCD) Board of Trustees received formal training from the Accrediting Commission of Community and Junior Colleges president titled: *Accreditation and Trusteeship: What Every Board Member Should Know* (IV.B-126). Furthermore, two governing board members serve as liaisons to the colleges for Accreditation Standard IV (IV.B-127, IV.B-128).

Actionable Improvement Plans
None

IV.B.1.j. **The governing board has the responsibility of selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrators (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.**

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

Descriptive Summary
In an effort to provide strong leadership in the District, the Rancho Santiago Community College District (RSCCD) Board of Trustees takes great care when selecting and evaluating the District's chancellor. The District Board Policy 2431 and Board Policy 2435 outline the Rancho Santiago Community College District Board of Trustees' responsibilities related to selecting and evaluating the District's chief administrator (IV.B-129, IV.B-130). In the case of a chancellor vacancy, the Board of Trustees shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations. Additionally, Board Policy 2432 outlines criteria for Chancellor Succession. The policy delineates the process for the appointment of an acting chancellor or an interim when the position is vacant. In the event of the absence of a chancellor and when an acting chancellor has not been named, the policy addresses a succession plan (IV.B-131).

In addition to selecting and evaluating the chancellor, the Board of Trustees grants the chancellor complete authority to implement and administer board policies without impedance. Therefore, in addition to administering Board of Trustees adopted policies, the chancellor also implements all Board of Trustees' decisions that require administrative action. Furthermore, the chancellor performs the responsibilities listed in the chancellor's job description and also fulfills other responsibilities as determined in annual goal-setting or evaluation sessions. In consultation with the chancellor, the Board of Trustees develops the chancellor's job description, goals, and objectives for performance (IV.B-132).

On an annual basis, the Rancho Santiago Community College District Board of Trustees evaluates the chancellor. Therefore, in accordance with Board Policy 2430: Delegation of Authority to the Chancellor, the evaluation complies with both board policy, with determined goals and objectives, and with requirements set forth in the contract of employment with the chancellor (IV.B-133). Moreover, the Board of Trustees and the chancellor jointly develop and agree upon the chancellor evaluation process. In order to keep the District community as well as the public informed of its chancellor evaluation process, the Board of Trustees posts a public meeting evaluation notice, which also fulfills legal mandates. In August 2013, the Rancho Santiago Community College District Board of Trustees conducted its most recent chancellor evaluation (IV.B-134).

Similar to the chancellor selection process, the Board of Trustees follows the precepts set forth in Administrative Regulation 4102.4: Administrative Recruitment and Employment Regulations as the basis of its selection process for college presidents (IV.B-135). Likewise, the Board of Trustees adheres to the college president evaluation process as outlined in Board Policy 7008 and Administrative Regulation 4128.2: Management Evaluation Procedure (IV.B-136, IV.B-137). After the Santiago Canyon College (SCC) president submitted his retirement letter in spring 2014, the District began the College president selection process following the processes enumerated in the aforementioned administrative regulation.

Self Evaluation
Santiago Canyon College meets this standard.

Rancho Santiago Community College District Board Policies 2431, 2435, 2432, and 2430 clearly define the processes by which the governing board selects, evaluates, and delegates full responsibility and authority to the district chief administrator (IV.B-138, IV.B-139, IV.B-140, IV.B-141).

Furthermore, the District's Administrative Regulations 4102.4 and 4128.2 coupled with Board Policy 7008 delineate the processes by which the governing board selects and evaluates college presidents (IV.B-142, IV.B-143, IV.B-144).

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

Descriptive Summary
As its principal leader, the Santiago Canyon College (SCC) president guides the College community in achieving goals of effectively offering and sustaining worthwhile educational programs and services for students and surrounding community members. Therefore, as the College's chief executive officer, the president provides effective leadership in all aspects of College planning, budgeting, selecting and developing personnel, and assessing educational program and institutional service effectiveness. Furthermore, the president remains a strong advocate for the College and builds trust among all constituency groups through his commitment to transparency and participatory governance. Moreover, the president has proven an effective communicator who has demonstrated a keen ability to resolve conflicts and build consensus.

In terms of participatory governance, the College president serves as the administrative co-chair of the College's primary recommending body: College Council. As the council's administrative co-chair, the president ensures that he is well informed about all issues affecting the College. Additionally, through the council's broad representation, the president has the opportunity to communicate relevant information pertaining to the District and Board to the College community.

Reflecting his effective leadership skills, the president has established regular meeting schedules with classified staff, faculty leaders, and administrative managers. Weekly, the president meets with the Academic Senate of Santiago Canyon College president and vice president as well as with the College's four vice-presidents. Moreover, the President meets monthly with the classified staff and with the College's administrative management team. With each group, the president shares pertinent planning, organizing, and budgeting information as well as updates on the status of College projects and other related facilities information.

Through his collegial and collaborative leadership style, the president has effectively guided the College through difficult fiscal times, for the president has ensured the quality and integrity of the College's instructional programs and support services by remaining committed to the College's goals. Since the president understands the importance of data informed decision making, the president supported the development of the Santiago Canyon College Office of Institutional Effectiveness & Assessment (OIE&A).

Self Evaluation
Santiago Canyon College meets this standard.

As a result of its president's tremendous leadership, Santiago Canyon College has enjoyed a sense of community as well as an environment that values innovation and collegiality. Serving as the College's chief executive officer for 12 years, the president has hired a significant number of the College's classified staff, faculty, and administrators. As a result, the president has fostered the creation of the College's culture that is student centered, comfortable, and friendly.

Furthermore, the president's strong commitment to participatory governance has been a contributing factor to the College's robust committee and governance structure. Moreover, the president is highly respected and admired by the College community as well as by the City of Orange community. As a liaison to the community, the president sits on a number of community boards including the Community Foundation of Orange and Orange County Coastkeeper.

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

Descriptive Summary
As the Santiago Canyon College chief administrative officer, the College president provides effective leadership to the College. The president reports to the Rancho Santiago Community College District (RSCCD) chancellor and is responsible for planning, overseeing, and evaluating Santiago Canyon College's administrative structure (IV.B-145, IV.B-146). Moreover, the president ensures that the College's administrative structure is of appropriate size and complexity in order to support the work of the College and the alignment of the College to its mission (IV.B-147).

The College's administrative structure consists of four main divisions: Academic Affairs, Continuing Education, Student Services, and Administrative Services (IV.B-148, IV.B-149, IV.B-150, IV.B-151). The president delegates authority to each

division vice president who is responsible for providing leadership and oversight to her or his respective division or unit (IV.B-152). So as to assure consistency in leadership, the president evaluates each vice president in accordance with District Board Policy 7008, and in a like manner, each vice president directly oversees and evaluates administrators in her or his respective division or unit (IV.B-153

In an effort to increase communication, address relevant College and District business and issues as well as to strengthen collegiality, the president meets weekly with the vice presidents at President's Cabinet, and he also meets monthly with the entire management team at Management Council (IV.B-154, IV.B-155).

In regard to participatory governance, along with the Academic Senate of Santiago Canyon College president faculty co-chair, the College president serves as the administrative co-chair of the College's primary recommending body: College Council (IV.B-156). The College Council reviews, discusses, and votes on all recommendations related to reorganizations or augmentations to College operations and/or academic structures. The council's votes serve as a final recommendation to the College president (IV.B-157).

Self Evaluation
Santiago Canyon College meets this standard.

While the College president relies on the College's administrative team and on the College's well defined collegial governance structure for input prior to making decisions, the President remains responsible for final decision making that aligns with the College's mission and maintains the integrity of the College's educational programs and services.

Moreover, the president assures that the College's administrative structure is appropriately organized to address the College's purpose, size, and complexity. For instance, in order to ensure that Santiago Canyon College has appropriate staff that reflects its purpose and complexity, the president approved the Santiago Canyon College Title V Grant proposal that included the addition of an assistant dean of institutional effectiveness & assessment who would assume leadership over assessment processes designed to measure institutional effectiveness based on evidence of student learning (IV.B-158).

Actionable Improvement Plans
None

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

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary
At Santiago Canyon College (SCC), the president encourages a collegial College environment that values all constituents and their input that supports the improvement of the College's teaching and learning environment. As such, along with the Academic Senate of Santiago Canyon College president faculty co-chair, the president serves as the administrative co-chair on College Council. Serving as the College's final recommendation making body, College Council reviews the College's practices and procedures and makes recommendations to the College president concerning planning and resource allocation. Prior to making decisions, in his role as an ex officio member of the committee, the president listens to the perspectives of the council members that include students, classified staff, faculty, and administrators. Among the nonvoting members of the committee, an Educational Master Planning Committee (EMPC) representative provides reports and updates related to College unit program reviews. These reports and updates help to maintain a strong informational link between the efforts of the Educational Master Planning Committee, the College Council membership, and the College president. After the creation of the College's Planning & Institutional Effectiveness (PIE) Committee, College Council agendas list a standing Planning & Institutional Effectiveness Committee agenda item when the committee's Academic Senate of Santiago Canyon College president faculty co-chair provides updates and presentations regarding the planning committee's discussions and processes. Moreover, the College Council reviews and affirms that the Santiago Canyon College *Educational Master Plan*, the Santiago Canyon College *Technology Master Plan*, and the Santiago Canyon College *Facilities Master Plan* align with the College's mission and goals (IV.B-159, IV.B-160, IV.B-161). Through its affirmations and recommendations that are presented to the College president, the College Council plays a key role in the College's overall institutional planning and implementation efforts.

The Santiago Canyon College *Educational Master Plan* identifies the College's mission, goals, and priorities and also integrates the District's mission, goals, and strategic direction. The president utilizes College and District Goals as a guide for institutional improvement of Santiago Canyon College's teaching and learning environment. For instance, to achieve the College's goal of supporting faculty in offering high quality instruction to students in the classroom and online, the

president supported the creation of a distance education specialist position at Santiago Canyon College and secured external funding for the position from the chancellor and the District Foundation (IV.B-162, IV.B-163). Moreover, during fall and spring Convocation meetings, the president reinforces the value of College planning and planning processes by allowing time for College goal and initiative presentations that highlight Santiago Canyon College's future direction (IV.B-164, IV.B-165, IV.B-166).

In an effort to make decisions that are well informed by research and analysis, the president stays current with Santiago Canyon College related data, research reports, and other analyses in order to assess institutional effectiveness. For instance, the president utilizes an enrollment management tool to allow him to track enrollment patterns, classroom efficiencies, and other relevant data (IV.B-167). In addition, the president reviews research reports that the Rancho Santiago Community College District (RSCCD) Research Office publishes, such as an annual "Student Satisfaction Survey" (IV.B-168). Furthermore, the president relies on the Santiago Canyon College Office of Institutional Effectiveness & Assessment's (OIE&A's) research findings that include data for the Student Success Scorecard. Many of these research reports undergo an additional layer of analysis with the president's executive team during President's Cabinet where the president seeks input regarding individual interpretation and analysis of various reports from the College's vice presidents (IV.B-169). Also, as a highly visible member of the Instructional Deans group and administrative co-chair to the Planning & Institutional Effectiveness and Educational Master Planning Committees, the assistant dean for institutional effectiveness & assessment often attends President's Cabinet meetings to discuss research related items and/or to provide input on matters related to institutional performance (IV.B-170, IV.B-171, IV.B-172, IV.B-173).

With the addition of the Office of Institutional Effectiveness & Assessment and other governance committees, Santiago Canyon College has progressed in its creation of planning mechanisms that more effectively connect with data driven decision making. In the 2011-2012 academic year, the College developed its Budget Committee and in fall 2013, the College created the Planning & Institutional Effectiveness Committee (IV.B-174, IV.B-175, IV.B-176). With the establishment of the aforementioned collegial governance committees, the president ensures that evaluation and planning rely upon quality research and analysis, and he also ensures that educational planning is integrated with resource planning and resource distribution that serve to achieve student learning. Therefore, through the committees' established procedures, the College community evaluates institutional planning utilizing a framework that relies on improved College wide data integration and that also creates a stronger link between planning and resource allocation. Santiago Canyon College will continue its efforts to build, expand, and refine its ability to assess the overall effectiveness of the College's teaching and learning environment with a continuous focus on student learning.

Self Evaluation
Santiago Canyon College meets this standard.

Following the Santiago Canyon College Abbreviated Self Study in 2008, in spring 2009, the College president convened an Accreditation Task Force with College wide representation to respond to the Commission's Recommendation 1 that required the College to complete a meaningful analysis of its planning processes (IV.B-177).

Therefore, the president charged the group with analyzing and mapping the College planning processes in addition to diagraming the individual processes as well as the linkages between the processes. From the analyses of the task force, task force members developed and implemented recommendations to address the following: Program Review, *Educational Master Plan* and Educational Master Planning Committee, Department Planning Portfolios (DPPs), College Council, College Planning and Budget Allocation Documents, and Processes and Dissemination of Information to College Community.

Since the work of the task force in 2009, following a leadership style that fosters consensus building and collegial governance coupled with a strong commitment to participatory governance, the president supported the 2009 revision of the College's integrated planning structure that was followed by the creation of several new governance committees that enhance the existing structure to better link planning and resource allocation. Beginning in 2011, the College systematically worked to add the following governance committees to its "Collegial Governance Framework": the Budget Committee, the Planning & Institutional Effectiveness Committee, and the Enrollment Management Committee (IV.B-178, IV.B-179, IV.B-180). The president's actions demonstrate his focus on planning as well as his commitment to an ongoing evaluation of the College's planning structure. The Planning & Institutional Effectiveness Committee brings overall College planning together by prioritizing departmental and unit requests that are driven by institutional planning documents and program reviews (IV.B-181, IV.B-182).

Furthermore, the president's leadership in support of the Title V Grant, awarded to Santiago Canyon College in 2010, demonstrates the role that his leadership plays in guiding institutional improvement of the College's teaching and learning environment. For instance, with funds from the Title V Grant, in spring 2011, the College established the Office of Institutional Effectiveness & Outcomes Assessment (IV.B-183, IV.B-184). The addition of the office and classified staff has enabled the College to move significantly toward data informed decision making. As a result of the creation of the Office of Institutional Effectiveness & Outcomes Assessment, the College's program review templates have been further revised to include prepopulated data provided by the office's research specialist (IV.B-185, IV.B-186). Moreover, a portion of the Office of Institutional Effectiveness & Outcomes Assessment's mission is to transform data into knowledge used to foster student learning and achievement (IV.B-187).

Actionable Improvement Plans
None

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

Descriptive Summary
As the College Mission remains central to decision making, through the authorization provided in the Rancho Santiago Community College District (RSCCD) Board Policy 2430, the Santiago Canyon College (SCC) president strives to assure that statutes, regulations, board policies, and institutional practices consistently align with the Santiago Canyon College Mission (IV.B-188).

To do so, the president diligently follows federal and state statutes and regulations through legislative alerts, newsletters, newspapers, and workshops offered by the following entities:

- Federal Organizations, such as the U.S. Department of Education and the U.S. Labor Department;
- National College Advocacy Organizations, such as the American Association of Community Colleges (AACC) and the Hispanic Association of Colleges and Universities (HACU); and
- State Associations and Advocacy Organizations, such as the Community College League of California (CCLC), the Association of California Community College Administrators (ACCCA), the Faculty Association of California Community Colleges (FACCC), and the California Community Colleges Chancellor's Office (CCCCO).

In addition, the president stays informed of local policies by attending regular meetings with the chancellor as well as by participating in the following: the Rancho Santiago Community College District Chancellor's Cabinet meetings, the Rancho Santiago Community College District Management Council meetings, and District Council meetings (IV.B-189, IV.B-190, IV.B-191). Furthermore, the president stays informed through district emails (IV.B-192).

The president also attends a number of other District and College meetings. For instance, he attends and reports at all Rancho Santiago Community College District Board of Trustees meetings. Moreover, the president regularly attends other District wide committee meetings, such as Bond Oversight, Fiscal Resources, and District Foundation (IV.B-193, IV.B-194, IV.B-195). At the College level, the president co-chairs the College Council (IV.B-196).

Through regular meetings with the President's Cabinet and Management Council, the president delegates responsibilities for the implementation of statutes, regulations, and board policies to College administrators while assuming ultimate responsibility for the assurance of compliance (IV.B-197, IV.B-198, IV.B-199). In addition, the president also meets with the Academic Senate of Santiago Canyon College president and vice president on a weekly basis; he also attends the monthly Classified Hawks Advisory Group to discuss matters of common interest and to assure that College practices are consistent with its missions and policies (IV.B-200).

Self Evaluation
Santiago Canyon College meets this standard.

The president is a regular participant in District and College meetings and stays abreast of statutes, regulations, and governing board policies to assure that institutional practices are consistent with the College's mission and policies.

Actionable Improvement Plans
None

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

Descriptive Summary
At the District level, during the 2012-2013 academic year, the Rancho Santiago Community College District (RSCCD) transitioned to a new budget allocation model that mirrors the California Community Colleges Chancellor's Office (CCCCO) approved allocation model that was created in response to the passage of SB 361. According to the District's new SB 361 Budget Allocation Model (BAM), the District allocates available revenue to Santiago Canyon College and Santa Ana College as base funding and per Full-Time Equivalent Student (FTES) funding (IV.B-201). Moreover, the District employs a charge back system to each of the colleges for District Office Operations as well as for District Wide Services based on each college's proportion of funded Full-Time Equivalent Student that was generated the previous year. As a result, conceptually, in growth periods, monies follow Full-Time Equivalent Student generation, therefore, providing the funds for program and institutional improvements based on identified needs. Even though savings have yet to be realized, the new Budget Allocation Model allows both Santiago Canyon College and Santa Ana College to keep any unused funds to build funds or reserves for long-term projects (IV.B-202).

In order to achieve effective financial management practices, the Santiago Canyon College president places a high priority on managing the College's budget and expenditures. Therefore, the president places the standing budget agenda items on a number of meeting agendas, such as the weekly President's Cabinet meetings, the weekly meetings with the Academic Senate of Santiago Canyon College president and vice president, the College Council meetings, and the monthly Management Council meetings (IV.B-203, IV.B-204, IV.B-205). As a result, budget updates and discussions occur regularly at each meeting. Furthermore, the vice president of administrative services provides monthly expenditure reports at College Council, in President's Cabinet, and at Management Council (IV.B-206). Moreover, in the aforementioned meetings, the president leads discussions regarding expenditures and balances that include a monthly comparison to the prior year's balances. In addition, at fall and spring Convocation meeting, the president reports on the state budget, the District budget, and the College budget as well as on the relationship between the state and District budgets and their affects on the College budget.

Following Santiago Canyon College governance practices, the College's Budget Committee regularly reviews College revenue and expenses, the relationship between Santiago Canyon College's and Santa Ana College's budgets, and the relationship between both colleges' budgets and the District budget (IV.B-207). Serving as the administrative co-chair of the Budget Committee and as a member of the District Fiscal Resources Committee (FRC), the vice president of administrative services provides regular reports on the status of the College's budget to the College Council as well as to the president.

Even though all administrators are responsible for the management of their budgetary units, the president maintains final authority and responsibility for Santiago Canyon College's budget and expenditures.

Self Evaluation
Santiago Canyon College meets this standard.

The College president maintains strong oversight over the College budget. During very challenging budget times, the Santiago Canyon College president has effectively managed the College budget and fiscal resources and has ensured that the College has had sufficient resources to meet its mission. Moreover, the president meets regularly with constituent groups to disseminate information as well as to solicit input regarding the College budget. Furthermore, the fall and spring Convocation meetings serve as a venue for the president to communicate budgetary information and updates to the entire College community.

Actionable Improvement Plans
None

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

Descriptive Summary
To show his support of and interest in the College and its community, the president regularly attends College events and frequently represents Santiago Canyon College (SCC) at community functions as well as at regional events. The president interacts with the College's surrounding community by serving on a number of local foundations or boards, such as the Community Foundation of Orange, the Orange County Coastkeeper, and the California State University, Fullerton College of Education Advisory Board.

In addition, the president attends many Santiago Canyon College hosted events. For instance, the president attends College hosted city events, such as the Talent Blossoms program sponsored by the Community Foundation of Orange for local K-12 students. The event combines choral and instrumental music with instructional workshops that conclude with a performance by the attendees. In an effort to inform the College's surrounding community about College hosted events and feature stories, the District's Public Information Office prepares articles on behalf of the president that are featured in the *Orange City News* on a monthly basis as well as articles that are published in the *Orange County Register* on a frequent basis (IV.B-208, IV.B-209).

Self Evaluation
Santiago Canyon College meets this standard.

Santiago Canyon College has cultivated a solid relationship with its community and has support for its programs. In a bond feasibility community survey, Santiago Canyon College asked its surrounding community members the following question: "Would you describe the educational experience at Santiago Canyon College as mostly positive, mostly disappointing or somewhere in between?" Of those who participated in the survey, 75.2 percent respondents indicated "mostly positive" (IV.B-210, IV.B-211, IV.B-212).

Actionable Improvement Plans
None

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

Descriptive Summary

As the Rancho Santiago Community College District (RSCCD) Board of Trustees recognizes the importance of setting expectations of educational excellence and integrity, the Board of Trustees clearly communicates its support of thoughtful planning that leads to effective District management of the District community. For instance, the Board of Trustees reviews the District vision and goals on a regular basis, and in turn, students, classified staff, faculty, and administrators identify objectives to enable the effective achievement of the goals for their respective units (departments, divisions, programs, and areas).

In an effort to communicate District wide educational and integrity expectations, the District has developed a *Planning Design Manual* as a guide to integrated institutional planning at the District level. The planning processes described in the manual ensure broad participation in district-level planning. Moreover, the manual links the varied District-level planning components to one another in a cycle of evaluation that includes goal and objective development, resource allocation, plan implementation, and reevaluation.

Furthermore, the District has six participatory governance committees involved in planning at the District level. All District-level committees include constituents from Santiago Canyon College (SCC), Santa Ana College (SAC), and the District. Although the Planning & Organizational Effectiveness (POE) Committee, Fiscal Resources Committee (FRC), Human Resources Committee (HRC), Physical Resources Committee (PRC), and Technology Advisory Group (TAG) all participate in planning processes at varying levels, the District Council serves as the primary governance body that is responsible for District wide planning activities. Moreover, the "RSCCD Functions/Mapping Responsibilities" document clearly delineates functions of the District and its colleges (IV.B-213).

Self Evaluation

Santiago Canyon College meets this standard.

The Rancho Santiago Community College District (RSCCD) provides leadership in setting communication expectations for Santiago Canyon College. The District recently modified its planning structure to better merge planning and resource allocation. The modification of the planning structure included the creation of the Planning & Organizational Effectiveness Committee and the adoption of a new SB 361 Budget Allocation Model that give the College greater flexibility and accountability (IV.B-214, IV.B-215).

Actionable Improvement Plans

None

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

Descriptive Summary

A publicly elected Board of Trustees governs the Rancho Santiago Community College District (RSCCD) with the legal authority granted and defined in Education Code. District Board Policy 2200 establishes the duties and responsibilities of the Rancho Santiago Community College District Board of Trustees that includes the governing board's delegation of power and authority to the District chancellor (IV.B-216). In addition, the Board of Trustees recognizes the impact thoughtful planning has on the effective management of the District. Therefore, the Board of Trustees adheres to District Board Policy 3250 that assigns responsibility to the chancellor to ensure that the District has and implements a broad based comprehensive, systematic, and integrated planning process that involves appropriate representation from the Santiago Canyon College community (IV.B-217, IV.B-218). Furthermore, District Board Policy 2510 demonstrates the Governing Board's commitment to guaranteeing that appropriate members of the District participate in developing recommended polices for Board action and administrative procedures (IV.B-219).

The District has developed the Rancho Santiago Community College District *Planning Design Manual* that serves as a guide for integrated institutional planning at the District level (IV.B-220). The District's planning processes ensure broad participation in District-level planning. The processes described in the manual identify ways that constituent groups contribute to student success through District-level long-term and short-term planning. As defined in the Rancho Santiago Community College District *Planning Design Manual*, the formal process for assessing planning and decision-making processes occurs every three years (IV.B-221).

Furthermore, participatory governance processes guide and inform the District's decision-making activities. The District has six participatory governance committees involved in planning at the District level. All District-level committees include constituents from Santiago Canyon College (SCC), Santa Ana College (SAC), and the District. Although the Planning &

Organizational Effectiveness (POE) Committee, Fiscal Resources Committee (FRC), Human Resources Committee (HRC), Physical Resources Committee (PRC), and Technology Advisory Group (TAG) all participate in planning processes at varying levels, the District Council serves as the primary governance body that is responsible for District wide planning activities (IV.B-222, IV.B-223, IV.B-224, IV.B-225, IV.B-226, IV.B-227). District Council members also review, discuss, and develop planning and budgeting recommendations that are submitted to the chancellor who forwards the agreed upon recommendation to the Rancho Santiago Community College District Board of Trustees. The other five District-level participatory governance committees support the work of the District Council.

At the College level, following its "Collegial Governance Framework," Santiago Canyon College plans and evaluates its own internal processes for planning and evaluation. Moreover, the College has an independent integrated planning cycle with components that are linked to one another as well as that are linked to District-level planning. Furthermore, the plans of the College and the District are simultaneously integrated into District wide planning and resource allocation processes (IV.B-228).

The "RSCCD Functions/Mapping of Responsibilities" document clearly delineates the functions of both the College and the District. In addition, the function map serves as the roadmap that enables the District community to distinguish responsibilities of functions for Santiago Canyon College, Santa Ana College, and the District Office and District Wide Services (IV.B-229). The function map is included as a subsection of this *Santiago Canyon College Self Evaluation*.

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

As the publicly elected Governing Board, the Rancho Santiago Community College District Board of Trustees serves as the District's policymaking body. The Board of Trustees governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Education Code. Through board policies, the Board of Trustees delegates authority to the chancellor, and, in turn, the chancellor delegates responsibility to the Santiago Canyon College and Santa Ana College presidents for all aspects associated with College planning and leadership.

The Rancho Santiago Community College District *Planning Design Manual* delineates the organizational and institutional governance structures of the District community. The manual also defines the participants and their responsibilities within the District's planning structure. Furthermore, the manual establishes the purpose, process, and timeline for each component of planning. The manual specifies that each unit is responsible for how it allocates its resources in support of the Rancho Santiago Community College District Mission (IV.B-230). However, District Council has been asked to consider resource augmentations that would impact resources for both Santiago Canyon College and Santa Ana College (IV.B-231, IV.B-232). Additionally, the manual does not describe the chancellor's role in requesting budget augmentation at the District level (District/DO Expenses). Although the manual was finalized in 2013, it is not unusual to face challenges when seeking to implement new planning processes. The Fiscal Resources Committee has suggested that the Planning & Organizational Effectiveness Committee discuss and revise District planning processes (IV.B-233). As a result, the Planning & Organizational Effectiveness Committee has worked to clarify the District planning processes, and the District Council engaged in discussions to determine how the District can better align its planning processes with those at Santiago Canyon College and Santa Ana College (IV.B-234, IV.B-235). The timeline for assessing planning and decision-making processes established in the *Rancho Santiago Community College District (RSCCD) 2013 Planning Design Manual* has assessment beginning in 2015. At that time, the District expects to engage in a full assessment of planning. The assessment process includes convening a workgroup to solicit feedback and to develop a Planning and Decision-making Process Assessment Report to the chancellor.

In an effort to further delineate operational responsibilities and functions, the "RSCCD Functions/Mapping of Responsibilities" document defines functional areas and the roles and responsibilities that District community members have relative to fulfilling the functions of the Rancho Santiago Community College District. The document specifies the functions that need to be performed as well as the party responsible to perform a given function. The mapping document also provides for comments and suggestions for future plans (IV.B-236).

While the District delineates and communicates operational responsibilities and functions in the "RSCCD Functions/Mapping of Responsibilities" document, the effectiveness of the delineation of functions needs to be better assessed to more clearly evaluate its impact on daily operations.

Actionable Improvement Plans
None

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

Descriptive Summary
The Rancho Santiago Community College District (RSCCD) makes dedicated efforts to provide its colleges: Santiago Canyon College (SCC) and Santa Ana College (SAC) effective services that support the colleges' missions and functions. The District Office is comprised of a number of departments that provide centralized services to students, employees, and vendors as well as to the public. In addition to housing the Rancho Santiago Community College District (RSCCD) District Wide Services, the District Office provides a work place for many of the employees that support educational excellence throughout the Rancho Santiago Community College District. Although work takes place at all District sites, the facility located at 2323 N. Broadway in the City of Santa Ana houses most of the Rancho Santiago Community College District operational services. The District Office includes the following: Accounts Payable, Auxiliary Services, Benefits, Board of Trustees, Business Operations and Fiscal Service, Chancellor's Office, Child Development Services, District Construction and Support Services, Educational Services, Human Resources, Information Technology Services, Mailroom Services, Payroll, Public Affairs and Publications, Purchasing, Research, Resources Development, Risk Management, Security/Public Safety, and Warehouse (IV.B-237).

Planning for District Wide Services happens through Planning Portfolios that each service area creates every other year (IV.B-238). Each service area completes a "Rancho Santiago Community College District (RSCCD) District Services Administrative Unit Review" identifying unique service initiatives for each District service area that aligns with and documents strategies for achieving Rancho Santiago Community College District Goals and *Strategic Plan* objectives (IV.B-239, IV.B-240, IV.B-241). District Services uses the data from the "Rancho Santiago Community College District (RSCCD) District Services Administrative Unit Review" documents as the foundation for "Resource Augmentation Requests." Per the District planning cycle, District Services forwards resource augmentation requests to the District Planning & Organizational Effectiveness (POE) Committee whose members review and analyze requests before using an approved rubric to prioritize requests. After its review and prioritization process, the committee forwards its prioritized resource augmentation request recommendations to the District Council (IV.B-242).

In an effort to assess District Services, the District conducted a District wide "District Services Satisfaction Survey" (IV.B-243). Largely, respondents to the 2013 survey rated the overall quality of District Services from excellent to good. The District organized survey results by location: Santiago Canyon College, Santa Ana College, and the District Office. The comprehensive survey collected data for 27 District Services departments. The survey also provided respondents the opportunity to make additional written suggestions or comments for each department assessed. The comments ranged from total satisfaction with the service to dissatisfaction with the service.

Although District Services are centralized, some District Services have employees assigned to work at Santiago Canyon College and Santa Ana College as well as at other District educational centers. For example, Santiago Canyon College houses a local Information Technology Services (ITS) Department. The department includes one director who oversees the department; two technical specialists III who maintain academic servers; three technical specialists I who provide desktop support to classified staff, faculty, and administrators as well as for classroom computers; and a network specialist II who provides network infrastructure support. In addition, Santiago Canyon College has a security presence with a dedicated lieutenant who oversees the College's security and safety needs. Dedicated District employees also oversee the Santiago Canyon College Campus Store as well as the Cashiers Office. Furthermore, a District Graphics/Communications Manager oversees the College's preparation and production of graphic communications.

Self Evaluation
Santiago Canyon College meets this standard.

The Rancho Santiago Community College District provides effective services that support the District and College Missions. Most District Services are centralized with a few services like technology, safety, bookstore, cashiering, and publications dedicating personnel to the College site. Some of the District Services employees who are located at the College participate in the College's decision-making processes. For instance, the director of academic support at Santiago Canyon College participates as classified staff on College governance committees that include the Technology Committee, the Website Committee, and the College Council.

As evidenced by the responses to a "2013 District Services Satisfaction Survey," overall, Santiago Canyon College is satisfied with the services that it receives from District Services. Survey results indicate that all 27 departments included in the satisfaction survey received ratings above four on a five-point scale.

Actionable Improvement Plans
None

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

Descriptive Summary
At the District level, during the 2012-2013 academic year, the Rancho Santiago Community College District (RSCCD) transitioned to a new budget allocation model that mirrors the California Community Colleges Chancellor's Office approved allocation model that was created in response to the passage of SB 361. According to the District's new SB 361 Budget Allocation Model (BAM), the District allocates available revenue to Santiago Canyon College (SCC) and Santa Ana College (SAC) as base funding and per Full-Time Equivalent Student (FTES) funding. Moreover, the District employs a charge back system to each of the colleges for District Office Operations as well as for District Wide Services based on each college's proportion of funded Full-Time Equivalent Student that was generated the previous year (IV.B-244). As a result, conceptually, in growth periods, monies follow Full-Time Equivalent Student generation, therefore, providing the funds for program and institutional improvements based on identified needs. Even though savings have yet to be realized, theoretically, the new Budget Allocation Model allows both Santiago Canyon College and Santa Ana College to keep any unused funds to build funds or reserves for long-term projects (IV.B-245).

At the District level, to ensure that Santiago Canyon College receives its fair share of general fund revenues, the following Santiago Canyon College members serve on the Rancho Santiago Community College District Fiscal Resources Committee (FRC): vice president of administrative services, one classified staff member, and two faculty members. In addition, the vice president of continuing education serves as an alternate on the Fiscal Resources Committee and regularly attends meetings. Although the vice president of continuing education does not have a vote unless a Santiago Canyon College member is absent, the vice president does have a voice and communicates any Division of Continuing Education needs to the committee. Furthermore, Santiago Canyon College representatives, including the vice president of administrative services, the vice president of continuing education, and the Academic Senate of Santiago Canyon College president, participated in the Rancho Santiago Community College District Budget Allocation and Planning Review (BAPR) Committee's review of the previous budget allocation model. In addition, the three Santiago Canyon College representatives were also part of the Rancho Santiago Community College District Budget Allocation and Planning Review Work Group that evaluated the previous budget allocation model and explored alternative models (IV.B-246, IV.B-247). As a result of the work group's efforts to identify the mechanics and intermediate steps necessary to change the allocation model, the Rancho Santiago Community College District developed and implemented a revised budget allocation model that was patterned after the SB 361 community college funding formula in the 2012-2013 fiscal year.

As described in Standard III.D.1.b., throughout the 2012-13 fiscal year, Santiago Canyon College received unclear messages from the District Office regarding each college's percentage of the District's base Full-Time Equivalent Student as well as regarding how the SB 361 Budget Allocation Model would address growth. To address this issue, in spring 2013, the chancellor made a decision to assign Santa Ana College 70.8 percent of the District Full-Time Equivalent Student base for 2013-14 and to assign Santiago Canyon College 29.2 percent of the Full-Time Equivalent Student base. As such, after the District Office allocated the District Office and District Wide Services expenditures, then the District Office allocated 29.2 percent of the remaining funds to Santiago Canyon College and 70.8 percent to Santa Ana College. Therefore, the colleges receive their allocation from the funds that remain after the District Office and District Wide Services accounts receive their allocations. For subsequent years, the Full-Time Equivalent Student percentages will adjust according to the prior year's percentage of funded Full-Time Equivalent Student per college. Language addressing growth was also clarified in the SB 361 Budget Allocation Model (IV.B-248).

Although, in theory, the District SB 361 Budget Allocation Model provides a fair distribution of resources, since Santiago Canyon College and Santa Ana College receive their allocations after District Office Operations and District Wide Services, the College finds its allocation to be restrictive. Even though Santiago Canyon College continues to sustain essential course, program, and services offerings, with its current budget allocation, the College finds it difficult to restore and/or grow its course, program, and service offerings. For instance, state initiated reductions over the last few years have resulted in Santiago Canyon College reducing the numbers of courses it offers, therefore, reducing the number of students who can enjoy the College's educational opportunities. Furthermore, from the 2011-2012 fiscal year to the 2012-2013 fiscal year, the number of students served decreased by 8.74 percent (from 34,819 to 31,177). During the same time period, Santiago Canyon College's allocation of state funding decreased by 5.1 percent or approximately $1.8 million.

The chart below clearly reflects the following: each year's General Unrestricted Budget totals from the most recent 2013-2014 fiscal year as far back to the 2007-2008 fiscal year. The first chart illustrates the "RSCCD Budget Allocation by Dollar" while the second chart illustrates the "RSCCD Budget Allocation by Proportion." The blue portions of the graphs reflect Santiago Canyon College (SCC) allocations; the red portions of the graphs reflect Santa Ana College (SAC) allocations; the green portions of the graphs reflect District Operations (DO) allocations; and the gold portions of the graph reflect District Wide Services (DWS) allocations.

While providing approximately twenty-nine to thirty percent of the general fund apportionment revenue, Santiago Canyon College was allocated $33,704,335 (18.8 percent) of the expenditure budget for 2013-2014. This allocation was insufficient to generate the College's Full-Time Equivalent Student target; to restore critical staff positions; or to restore or grow course, program, or service offerings. Consequently, expecting to overrun its expenditure budget, the College community decided

to allocate the resources necessary to generate the Full-Time Equivalent Student. To cover the overrun, the College utilized its contingency funds and then requested that the District Office cover the remaining overrun with the stabilization fund.

General Unrestricted Budget

RSCCD BUDGET ALLOCATION BY DOLLAR

■ SCC   ■ SAC   ■ DO   ■ District Wide Services

RSCCD BUDGET ALLOCATION BY PROPORTION

Year	SCC	SAC	DO	District Wide Services
2013-14	18.80%	41.93%	14.63%	24.64%
2012-13	18.74%	41.18%	14.93%	25.15%
2011-12	19.53%	42.50%	12.09%	25.87%
2010-11	21.66%	46.03%	13.38%	18.92%
2009-10	23.03%	50.77%	14.51%	11.69%
2008-09	22.58%	50.13%	27.30%	
2007-08	20.39%	46.73%	32.88%	

■ SCC   ■ SAC   ■ DO   ■ District Wide Services
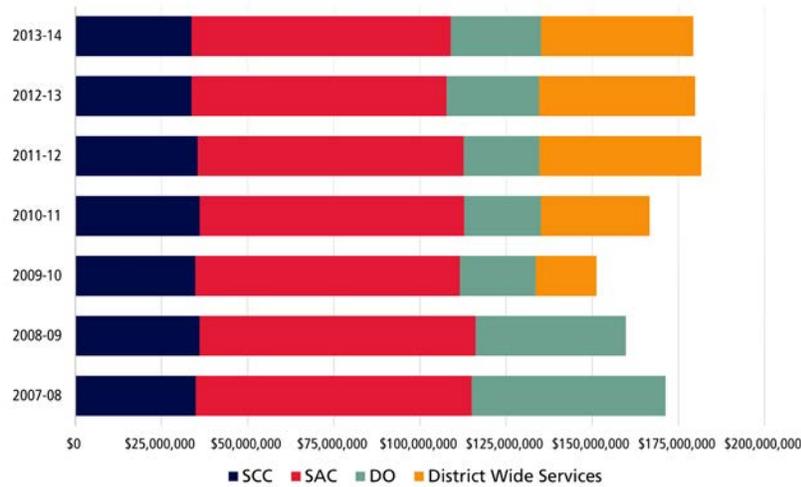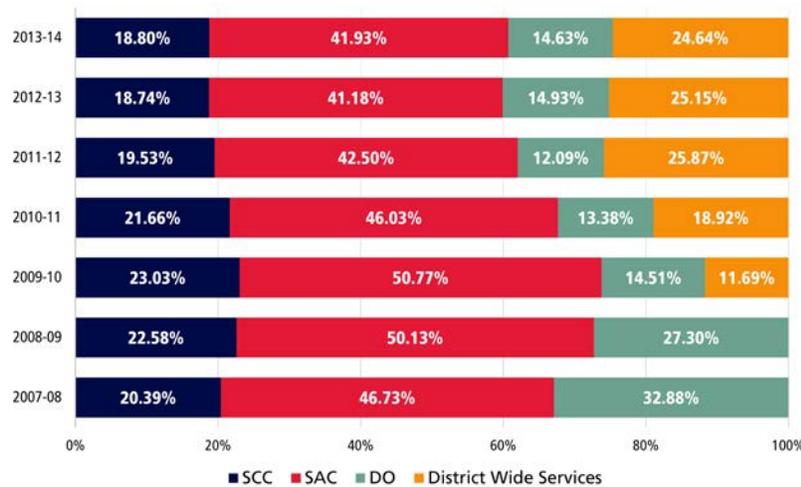
In the last few years, the College's base funding has decreased while the District's base funding continues to increase. Consequently, over this time period, Santiago Canyon College was forced to make severe reductions in order to maintain financial solvency. As an unfortunate result, the College saw deep losses in its part-time classified staff and faculty, its course offerings, its signature programs, and its educational services. From the 2011-2012 to the 2012-2013 fiscal years, the number of students served decreased by 11.9 percent (from 34,044 to 30,077). Also during this time period, Santiago Canyon College's allocation of state funding decreased by 5.1 percent, or approximately $1.8 million (IV.B-249, IV.B-250, IV.B-251). This decrease in allocated funding led to the College contracting four instructional divisions into three that culminated in the elimination of the credit dean as well as the defunding of a non-credit dean. Similarly, along with the part-time classified staff and faculty layoffs, the College also lost funding for the deans of athletics, a plant manager, a foundation director, a public information director, a part-time sports information director, and a general office clerk. Furthermore, in addition to losing a number of integral community members and making severe cuts in its schedule, the College also suspended its Forensics, Model United Nations (MUN), and Choir programs and eliminated its Study Abroad Program. Moreover, the College was forced to reduce its library hours as well as to eradicated reassigned time for the Math Study Hall, the Writing Center, the Honors Program, and the Distance Education program. Furthermore, the College also saw a drastic reduction in funding for its educational services. Still, despite this decrease in state-allocated funding and the reduction of course, program, and service offerings, following its planning process, Santiago Canyon College was able to maintain its core learning courses, programs, and services at minimal levels while also optimizing its institutional effectiveness.

As noted in Standard III.D.1.b., despite the drastic cuts at Santiago Canyon College and other less drastic cuts at Santa Ana College and District Offices, for the last six years, from the 2007-2008 academic year until the 2012-2013 academic year, the Rancho Santiago Community College District's ending balances continued to grow while Santiago Canyon College's budget continued to decrease. The following figures depict the District's ending balance between the 2007-2008 and the 2012-2013 academic years:

RSCCD Ending Balance vs. SCC Annual Allocation

Year	SCC	RSCCD Ending Balance
2007-08	$34,933,327	$15,687,397
2008-09	$36,070,035	$16,867,113
2009-10	$34,836,083	$32,190,876
2010-11	$36,100,870	$47,079,378
2011-12	$35,487,677	$44,752,635
2012-13	$33,698,194	$39,282,532
2013-14	$33,704,335	$29,639,930

Legend: SCC; RSCCD Ending Balance; 5% of Total Allocation

For the last five or so years, Santiago Canyon College constituency representatives have inquired as to how the District's ending balance continued to inflate while the College's budget continued to deflate. Furthermore, in Fiscal Resource (formerly Budget Allocation and Planning Review) Committee, District Council, Board, and other district governance meetings, Santiago Canyon College representatives asked that the inflated ending balance be used to replenish Santiago Canyon College's budget as well as to reinstate cut and/or eliminated courses, programs, and services. In addition, Santiago Canyon College representatives questioned how the balance continued to grow despite the fact that there were no discussions and/or formal recommendations affirming such in District wide governance bodies. Furthermore, so as to more accurately analyze the District budget, Santiago Canyon College representatives also asked to see line item lists of expenditures for the District Office Operations as well as for District Wide Services (IV.B-252). In 2014, the College still has not seen such an itemized list. Therefore, the College finds it difficult to plan its own budget when it does not have a clear idea as to the cost of District Wide Services and its relation to the College charge back system (IV.B-253). Moreover, because the District Office hasn't provided a definitive list of its services and related charge back and direct costs to the colleges, Santiago Canyon College does not know the exact costs to the College that are associated with the services that the District Office provides for the College.

In June 2013, the District Office changed the name of the inflated ending balance to the stabilization fund when it earmarked $25,035,466 as a Budget Stabilization Fund. At that time, the District community understood that the stabilization fund would be used to assist the colleges in maintaining their budgets, especially as they tried to earn growth dollars per Rancho Santiago Community College District directives. Furthermore, Santiago Canyon College and Santa Ana College were told to utilize their reserve funds before asking for additional funds from the stabilization dollars. Even with the hiring restraints, Santiago Canyon College had to use a considerable amount of its contingency funds to accommodate the deficit that was incurred at the end of the year. This overrun was expected as well as tracked throughout the year (IV.B-254, IV.B-255).

In the 2013-2014 fiscal year, Santiago Canyon College's adopted budget was $33.7 million for unrestricted funds and $7.7 million for categorical, grant, or restricted funds (IV.B-256, IV.B-257, IV.B-258). Adhering to its prudent planning process, the College recognized that it would need approximately $1.5 million in additional funds so as to rebuild its class offerings, reestablish lost signature programs, rejuvenate reduced services, and prepare for new buildings that were coming online. Therefore, Santiago Canyon College asked the District Fiscal Resources Committee for additional funds at the beginning of the fiscal year. Citing the Budget Allocation Model, the Fiscal Resources Committee did not approve the additional funds, advised Santiago Canyon College representatives to approach the Fiscal Resources Committee at the conclusion of the year, and encouraged Santiago Canyon College to properly utilize its resources that included the use of its own ending balance if necessary. Consequently, Santiago Canyon College planned accordingly, asked for reimbursement, and at the writing of this report, waits on the District for said reimbursement (IV.B-259, IV.B-260).

As the District continues the use of the SB 361 Budget Allocation Model (BAM), the District community recognizes that it may take three to five years to fully transition to the new model. As a result, following governance processes, the District community needs to make adjustments and refinements to the allocation model in order to ensure that the allocation model does not negatively affect either Santiago Canyon College or Santa Ana College.

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

Even though the District has been able to navigate the state's financial crisis, Santiago Canyon College saw many severe reductions in the process. Furthermore, as the state's budget situation continues to improve, Santiago Canyon College does not see that its revenues are increasing even as it reaches and exceeds its full Full-Time Equivalent Student targets as well as targets for growth.

To ensure that Santiago Canyon College has the resources to meet the minimum needs of its students as well as to facilitate growth over the next few years, Santiago Canyon College's funding baseline must change and be appropriately augmented as student enrollment increases.

Actionable Improvement Plans
1. Santiago Canyon College needs to pursue ways of increasing revenues through seeking modifications to the budget allocation model and/or through exploring alternative revenue sources.

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

Descriptive Summary
Despite the state's financial crisis, the Rancho Santiago Community College District (RSCCD) has controlled its expenses. Even so, in 2009, the District resorted to a Reduction In Force (RIF). In addition, during the tumultuous fiscal times, the District enacted hiring freezes and called for a reduction in operating expenses at Santiago Canyon College (SCC), Santa Ana College (SAC), and the District Office. Although there was much discussion regarding the District's yearly growing ending balance, the Rancho Santiago Community College District continued to have healthy ending balances to carry over each year that allowed the District to navigate the state's fiscal straights. Furthermore, over the past three years, Santiago Canyon College, Santa Ana College, and the District Office have drawn from the newly named stabilization fund in order to avoid making more budget reductions (IV.B-261). The District expects to continue to draw from the stabilization fund in this manner until District wide expenditures match the revenue that is generated.

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

The Rancho Santiago Community College District has not had to borrow funds during the state's financial difficulties that led to the District's reduction in apportionment. Even though the District community does not agree on the equity or types of reductions, the District created ending balances (a stabilization fund) that enabled the District to control its expenditures.

Actionable Improvement Plans
1. The District Fiscal Resources Committee (FRC) ought to conduct an annual review of District budgets and expenses as outlined in the SB 361 Budget Allocation Model, and the District Office should provide Santiago Canyon College and Santa Ana College with evidence that District Operations and District Wide Services expenses are necessary and justified.

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

Descriptive Summary
So as to enable Santiago Canyon College (SCC) the ability to implement and administer policies at the local level, the Rancho Santiago Community College District (RSCCD) chancellor delegates the authority for the administration and operation of Santiago Canyon College to the College president as outlined in District Board Policy 2430 (IV.B-262).

As a result, the Santiago Canyon College president serves as the College's chief executive officer who oversees all aspects of planning, leadership, funding, staffing, and facilities as well as the delivery of all educational programs and institutional services in the College service area. To ensure that the responsibilities delegated to the president are carried out effectively and efficiently, the chancellor meets regularly with the College president on a one-on-one basis as well as in Chancellor's Cabinet. Furthermore, the president provides the chancellor with written weekly updates of all matters of importance associated with the College (IV.B-263). In addition, the chancellor reviews the president's annual goals and regularly evaluates the president's performance through a formal evaluation process (IV.B-264).

Santiago Canyon College meets this standard.

The chancellor gives responsibility and authority to the College president to implement and administer delegated district policies without any interference. Furthermore, the chancellor holds the president accountable for the operation of the College.

Actionable Improvement Plans
None

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

Descriptive Summary
In the Rancho Santiago Community College District (RSCCD), the District Office acts as a liaison between Santiago Canyon College (SCC) and the governing board. Comprised of the Santiago Canyon College and Santa Ana College presidents, the executive vice chancellor of human resources & educational services, and the vice chancellor of business operations & fiscal services, Chancellor's Cabinet meets regularly to exchange information to and from the Board of Trustees. The chancellor and District Office staff facilitate the communication flow between the District's colleges and Board of Trustees.

Additionally, through a variety of mechanisms and processes, information flows to and from the Board of Trustees effectively. The six District governance committees provide effective and timely communication exchanges with the Board of Trustees. As the governance committee responsible for providing final recommendations to the chancellor on district issues, District Council has an important role in ensuring a timely and effective communication flow with the Board of Trustees (IV.B-265).

Among its responsibilities, District Council reviews recommended modifications to policies and procedures prior to consideration by the Board of Trustees and also reviews the Board of Trustees meeting agenda and docket (IV.B-266).

Another effective method of disseminating information occurs after all Board meetings. At the conclusion of all Board meetings, the Board secretary electronically sends minutes of the meeting to all District classified staff, faculty, and administrators.

Self Evaluation
Santiago Canyon College meets this standard.

A timely exchange of information exists between the College and the Board of Trustees via the District Office. As the College president attends all Board of Trustees meetings, at each meeting, the president provides the governing board a succinct report delineating College developments and highlights. The president also meets with the College's vice presidents weekly and reports pertinent and relevant information from the Chancellor's Cabinet and governing board meetings. Moreover, at monthly Management Council Meetings, the president communicates significant information gleaned from Chancellor's Cabinet and governing board meetings with College managers. Furthermore, the president co-chairs the College Council where he disseminates pertinent information from Chancellor's Cabinet and governing board meetings with representatives from the entire College community.

Actionable Improvement Plans
None

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

Descriptive Summary
Since the District Office recognizes its need to assist Santiago Canyon College (SCC) in meeting its educational goals, the District regularly evaluates its governance and decision-making structures and processes so as to assure its integrity and effectiveness in supporting the College with fulfilling its mission and goals. Therefore, the District engages in the periodic evaluation of District and College roles as well as governance and decision-making processes. In summer 2012, the District initiated a review of its planning processes in order to enhance the connection between its planning and budgeting processes. With a clear goal in mind, the District hired a consultant to guide the process, and a task force of District Office staff and College representatives began to develop a comprehensive planning framework for the District (IV.B-267).

Using information gleaned from the task force, the Planning & Organizational Effectiveness (POE) Committee developed the Rancho Santiago Community College District (RSCCD) *2012 Planning Design Manual* that was also approved by the Board of Trustees (IV.B-268). The manual was developed to guide integrated planning processes at the District level.

In addition to other aspects of the manual, the Rancho Santiago Community College District *2012 Planning Design Manual* includes the following information: District mission evaluation process, planning committee membership and responsibilities, *Comprehensive Master Plan* and *Strategic Plan* development, and planning assessment and decision-making processes. The manual also includes a timeline for key planning and assessment activities (IV.B-269).

Through a collegial and collaborative process involving representation from constituent groups, such as the Planning & Organizational Effectiveness Committee, the District has made good progress toward integrating institutional planning at the District level. As the foundation of all planning processes, the District Mission is on a three-year review cycle (IV.B-270). The Rancho Santiago Community College District Board of Trustees most recently reviewed and approved the District mission in April 2013 (IV.B-271).

Although the Planning & Organizational Effectiveness Committee, Fiscal Resources Committee (FRC), Human Resources Committee (HRC), Physical Resources Committee (PRC), and Technology Advisory Group (TAG) all participate in planning processes at varying levels, the District Council serves as the primary governance body that is responsible for District wide planning activities (IV.B-272, IV.B-273, IV.B-274, IV.B-275, IV.B-276, IV.B-277). Furthermore, each group is operational and has its responsibilities and membership established in the Rancho Santiago Community College District *2012 Planning Design Manual* (IV.B-278).

In addition, the District developed a *Comprehensive Master Plan* that describes the Rancho Santiago Community College District projections and goals for the next ten years (IV.B-279). The plan includes the Rancho Santiago Community College District Goals from which the District community developed specific objectives. The Strategic Objectives form the content of the Rancho Santiago Community College District *Strategic Plan* that guides the annual resource allocation priorities. The District completed the Rancho Santiago Community College District *2013-2016 Strategic Plan* last year and assigned each objective within the plan to individuals or to committees who are responsible for monitoring and documenting the progress toward achieving the objectives. In spring 2013, the District provided the Board of Trustees an update on the progress of the objectives (IV.B-280).

The District allocates responsibility between Santiago Canyon College and the District Office through the "RSCCD Functions/ Mapping of Responsibilities" document. Furthermore, the function map clearly delineates the District and College functions and also serves as the roadmap that distinguishes responsibilities of functions for Santiago Canyon College and the District Office (IV.B-281).

Self Evaluation
Santiago Canyon College meets this standard and continues to strive for sustainable quality improvement.

The Rancho Santiago Community College District continues to transition into its new planning model. For instance, the District has put planning processes in place to ensure broad participation and integrated planning. The participatory governance process guides and informs the Rancho Santiago Community College District's decision-making activities, short and long-range planning, and problem-solving tasks. As a result, the District's six participatory governance committees remain involved in planning at the District level. The District Council serves as the primary participatory governance body responsible for District wide planning activities that include the development of planning and budgetary recommendations the group submits to the chancellor and Board of Trustees.

The District community engages in ongoing planning, assessment, and evaluation. As separate entities, Santiago Canyon College, Santa Ana College, and the District Office follow their internal processes for planning and evaluation, with each unit (department, division, program, area) continuously moving through the planning and evaluation cycle in its respective area. Furthermore, these internal plans are simultaneously integrated into the district wide planning and resource allocation processes (IV.B-282).

The Rancho Santiago Community College District *2012 Planning Design Manual* serves as a valuable resource that guides integrated institutional planning. The District annually updates the manual so as to maintain credibility as well as to reflect minor changes, such as descriptions, timelines, or processes. In addition to the annual review, the District evaluates the planning processes described in the document every three years. The assessment occurs as a part of Rancho Santiago Community College District's assessment of its decision-making processes.

In addition, the "RSCCD Functions/Mapping of Responsibilities" document outlines the manner in which the District delineates responsibility for many of the operational functions of the District among the District community. As well as describing the function, the document indicates whether Santiago Canyon College, Santa Ana College, or the District Office is responsible for a certain operational function (IV.B-283).

The District community has put a great deal of effort into ensuring that it regularly evaluates role delineation and governance decision-making processes. Much progress has been made in implementing the promising planning model. Since much of the transition to a more defined integrated planning model has occurred over the last two years, more time is needed to evaluate the effectiveness of the implemented structure. Even so, the District should continue to evaluate the planning and decision-making processes described in the Rancho Santiago Community College District *2012 Planning Design Manual* by following the document's established Timeline for Key Planning and Assessment Activities (IV.B-284).

Actionable Improvement Plans
None

STANDARD IV.B.: EVIDENCE

Actionable Improvement Plans

ACTIONABLE IMPROVEMENT PLANS

1. The Office of Institutional Effectiveness & Assessment will incorporate planning and resource allocation documents and forms into the Taskstream user interface so that the College community will have a "one-stop-shop" for institutional effectiveness related activities (I.B.3.).

2. Santiago Canyon College will refine the planning documents and processes to improve the efficacy of the annual planning process and reinforce the use of outcomes assessment, student achievement, and other sources of data to support resource requests (I.B.6.).

3. Santiago Canyon College will develop a program review process that will evaluate both the instructional and service oriented components of units across the College that serve both functions, such as with Counseling, Library Science and Information Studies, and the Academic Success Center (I.B.7.).

4. Santiago Canyon College will engage in discussions regarding student success and retention rates and will develop strategies to improve success and retention in face-to-face, online, and hybrid instruction (II.A.1.b.).

5. Santiago Canyon College will refine all interdisciplinary degrees and certificates assessment techniques and share the assessments with all College constituencies (II.A.2.i.).

6. Santiago Canyon College will examine the feasibility of creating a centralized Student Success Center that may include the Academic Success Center, Math Study Hall (MaSH), Science Teaching and Resource (STAR) Center, Supplemental Instruction (SI), Writing Center (WC), and Tutoring Center (II.C.1.a. and II.C.2.).

7. In conjunction with the Rancho Santiago Community College District Human Resources Department, Santiago Canyon College will review and evaluate the effectiveness of the process for updating job descriptions to ensure that they are reviewed and updated on a more frequent basis (III.A.1.a.).

8. Santiago Canyon College will review the facilities maintenance process to assure the most effective use of human and financial resources (III.B.1.b.).

9. Santiago Canyon College needs to pursue ways of increasing revenues through seeking modifications to the budget allocation model and/or through exploring alternative revenue sources (III.B.2., III.B.2.a., III.D.1.b., III.D.1.c., and IV.B.3.c.).

10. Santiago Canyon College will refine its evaluation processes as related to governance and decision making to ensure for a more defined and systematic annual process that includes both committee self evaluations and annual College wide surveys. The College should more widely disseminate committee self evaluations and campus surveys and use them more systematically to improve the College's governance and decision-making processes (IV.A.5.).

11. The District Fiscal Resources Committee (FRC) ought to conduct an annual review of District budgets and expenses as outlined in the SB 361 Budget Allocation Model, and the District Office should provide Santiago Canyon College and Santa Ana College with evidence that District Operations and District Wide Services expenses are necessary and justified (IV.B.3.d.).
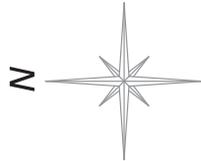
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Orange, CA 92869
714-628-4900
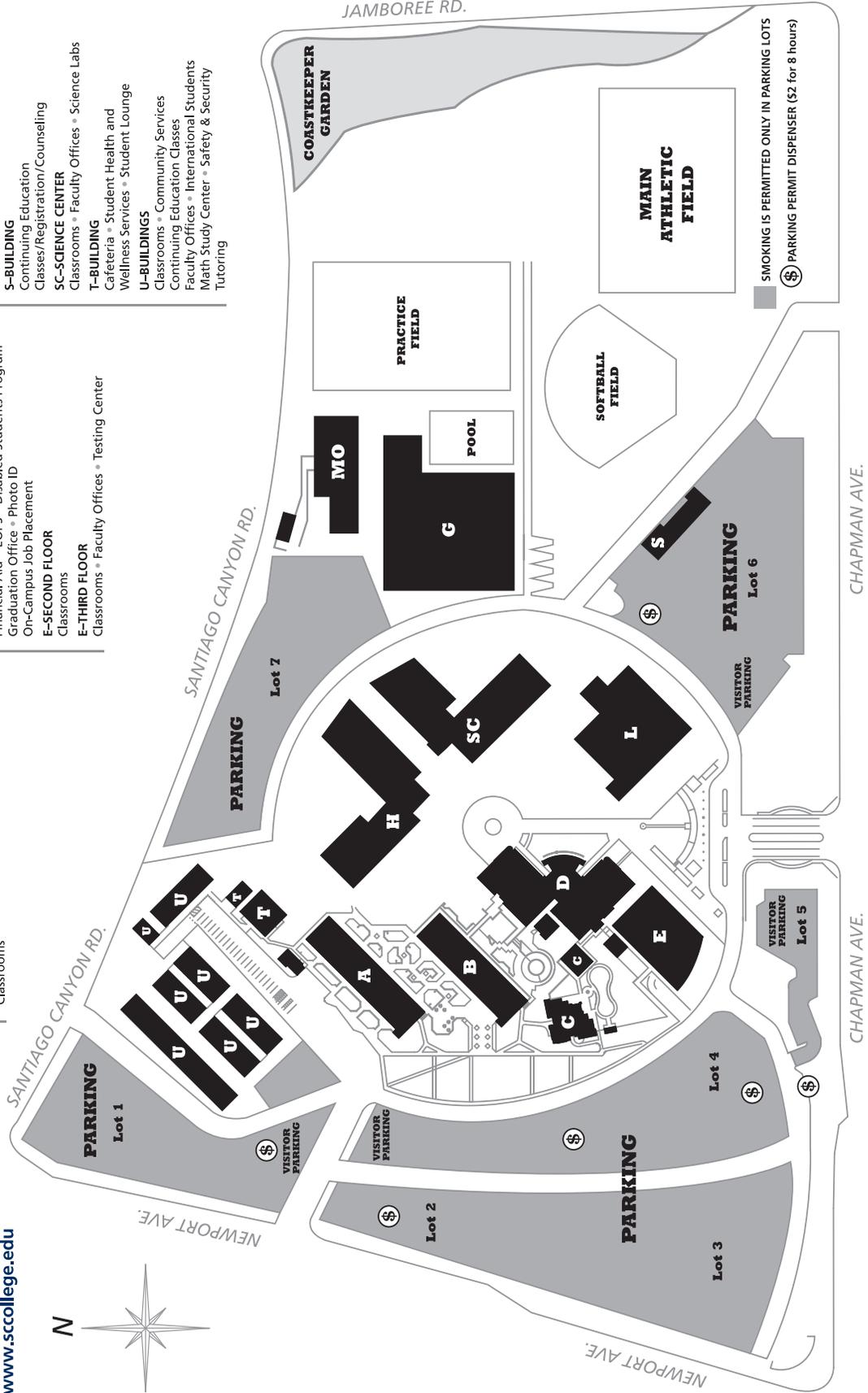**www.sccollege.edu**

N

A–LOWER LEVEL
Bookstore • Classrooms • Media Systems Office
Upward Bound

A–UPPER LEVEL
Administration • Administrative Services
Associated Student Government • CAMP • Classrooms
Publications • Scholarships • Student Life & Leadership
Veterans

B–LOWER LEVEL
Classrooms • Faculty Offices

B–UPPER LEVEL
Classrooms

C–BUILDING
Child Development Center

D–FIRST FLOOR
Career Services • Classrooms • Counseling
Faculty Offices • Pathways to Teaching
Transfer Center

D–SECOND FLOOR
Academic Success Center • Classrooms
Faculty Offices

E–FIRST FLOOR
Admissions • CalWORKs • CARE • Cashier
Financial Aid • EOPS • Disabled Students Program
Graduation Office • Photo ID
On-Campus Job Placement

E–SECOND FLOOR
Classrooms

E–THIRD FLOOR
Classrooms • Faculty Offices • Testing Center

G–FIRST FLOOR
GYM and Fitness Center

G–SECOND FLOOR
Aerobics • Swimming Pool
Exercise Science Offices

H–HUMANITIES BUILDING
Classrooms • Faculty Offices
Information Technology • Language Lab
Writing Center

L–LIBRARY

MO–MAINTENANCE & OPERATIONS

S–BUILDING
Continuing Education
Classes/Registration/Counseling

SC–SCIENCE CENTER
Classrooms • Faculty Offices • Science Labs

T–BUILDING
Cafeteria • Student Health and
Wellness Services • Student Lounge

U–BUILDINGS
Classrooms • Community Services
Continuing Education Classes
Faculty Offices • International Students
Math Study Center • Safety & Security
Tutoring

SMOKING IS PERMITTED ONLY IN PARKING LOTS

$ PARKING PERMIT DISPENSER ($2 for 8 hours)

JAMBOREE RD.

COASTKEEPER GARDEN

SANTIAGO CANYON RD.

NEWPORT AVE.

CHAPMAN AVE.

PRACTICE FIELD

MAIN ATHLETIC FIELD

SOFTBALL FIELD

POOL

MO

G

S

PARKING Lot 7

PARKING Lot 6

VISITOR PARKING

SC

H

L

D

B

A

C

E

U U U

U U

U U

T T

PARKING Lot 1

VISITOR PARKING

VISITOR PARKING

VISITOR PARKING Lot 5

PARKING Lot 2

PARKING Lot 3

Lot 4

Santiago Canyon College

8045 East Chapman Avenue
Orange, CA 92869
www.sccollege.edu
714-628-4900