



Santiago Canyon College

Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Santiago Canyon College
8045 E. Chapman Avenue
Orange, CA 92869

to

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

August 2021

Certification

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

From: Jose Vargas, Santiago Canyon College President
Santiago Canyon College
8045 E. Chapman Avenue, Orange, CA 92869

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 effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Jose Vargas, President, Santiago Canyon College	[Date]
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Phillip E. Yarbrough, President, Rancho Santiago Community College District Board of Trustees	[Date]
<hr/>	
Marvin Martinez, Chancellor, Rancho Santiago Community College District	[Date]
<hr/>	
Craig Rutan, President, Academic Senate of Santiago Canyon College Co-chair, Accreditation Self Evaluation Report	[Date]
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Martin Stringer, Vice President, Academic Affairs Co-chair, Accreditation Self Evaluation Report	[Date]
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Aaron Voelcker, Dean, Institutional Effectiveness, Library & Learning Support Services; Accreditation Liaison Officer Co-chair, Accreditation Self Evaluation Report	[Date]
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Michael Taylor, Vice President, Academic Senate of Santiago Canyon College Co-chair, Accreditation Self Evaluation Report	[Date]

Classified Advisory Group

[Date]

Henry Gardner, President, Santiago Canyon College Associated Student Government

[Date]

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A. Introduction

College History

Like a number of California Community Colleges, Santiago Canyon College 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 to effectively and innovatively provide an array of educational opportunities to residents who comprise the eclectic community that encompasses the College. Santiago Canyon College served a total of 19,132 credit students and 8,496 noncredit students during the 2019-2020 academic year. Furthermore, 5,018 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 to better meet the changing needs of students and community members. Like its name, Santiago Canyon College provides an environment that inspires contemplative thought which 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 expansion, the campus has undergone a dramatic physical transformation, for Santiago Canyon College has increased its building inventory from 271,138 gross square feet, as reported during the College's prior institutional self-evaluation report, to 443,887 gross square feet with the additions of the Science Center, Humanities Building, gymnasium, swimming pool, and maintenance and operations facility within the last decade. 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.

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 can choose from any of its 67 Associate of Arts/Associate of Science degrees; its 27 Associate of Arts/Associate of Science Transfer degrees; or its 87 credit certificates, or 93 noncredit 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 number of students who transfer to California state universities and private universities has increased over the past several years. Concluding the 2019-2020 academic year, 1,507 Santiago Canyon College students transferred to universities: 820 to California State Universities, 197 to University of California, 490 to Private/Out-of-State.

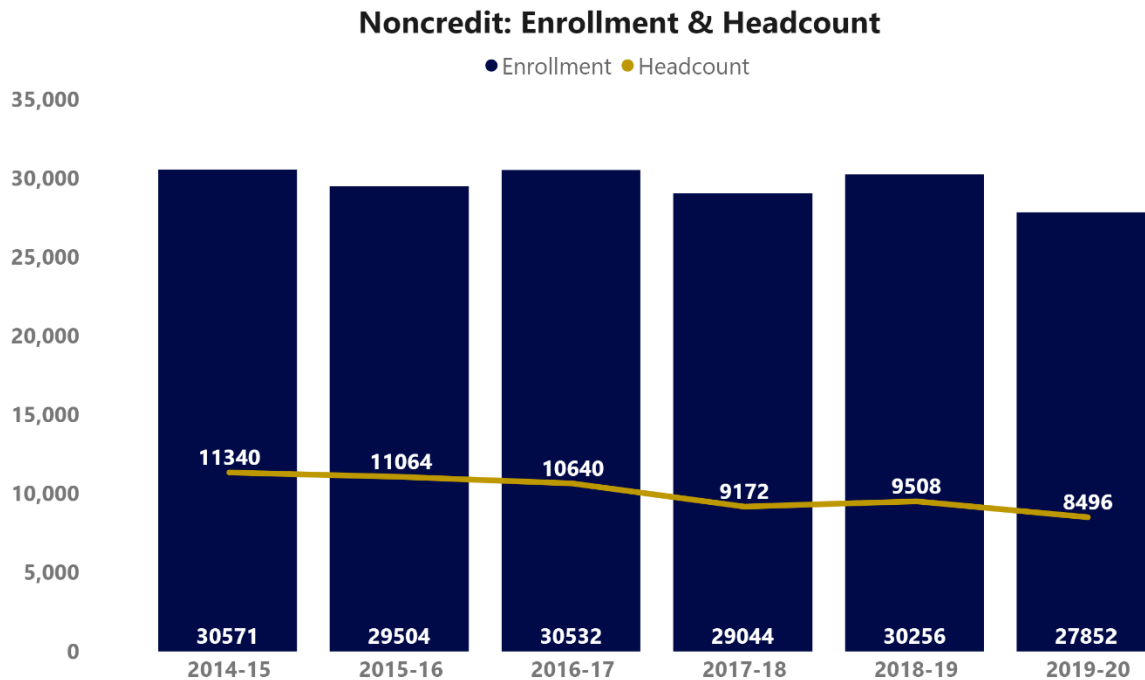
Despite its humble beginnings and relative youth, Santiago Canyon College has taken root in its community and, over the years, will undoubtedly be an even more integral contributor to the community's health and history. As such, Santiago Canyon College will continue to respond to and celebrate the changing 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.

Student Enrollment Data

Enrollment and Course Offering Trends

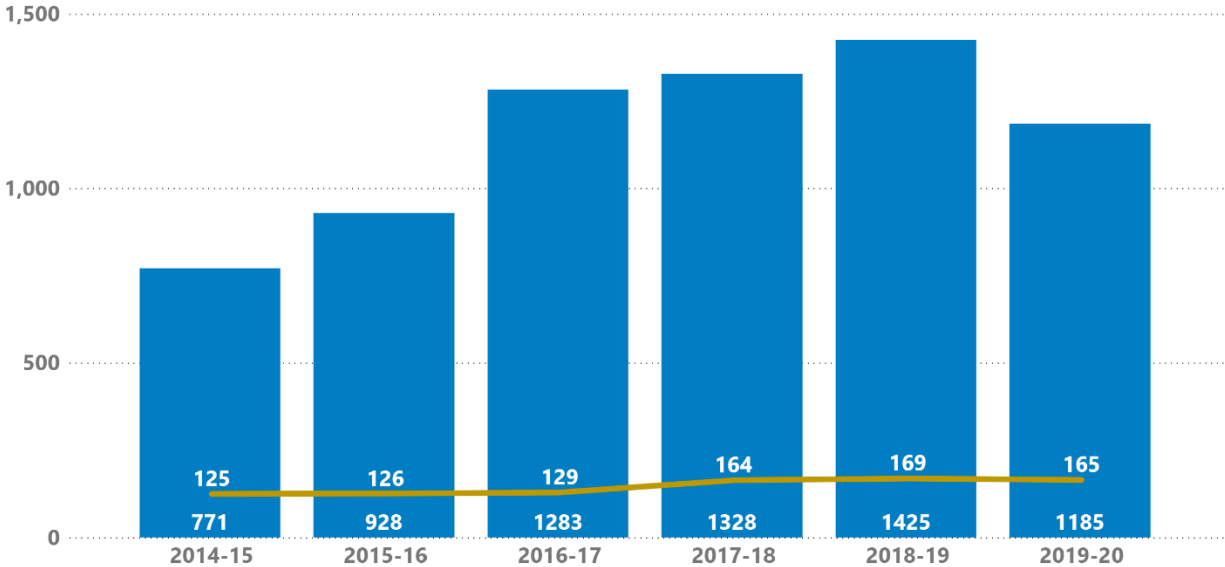
All courses at Santiago Canyon College fall within two primary categories: credit or noncredit courses. The following tables present a comparison of enrollment and unduplicated headcount as well as a comparison of the number of sections and the number of courses for non-credit, credit, and additional subcategories of credit courses.

Santiago Canyon College has experienced a decrease in noncredit headcount and enrollment over the past six years. From 2014-2015 to 2019-2020, noncredit enrollment dropped from 30,571 to 27,852, exhibiting a nearly nine percent decrease. Conversely, the number of courses and sections offered in noncredit have increased over the six-year period.



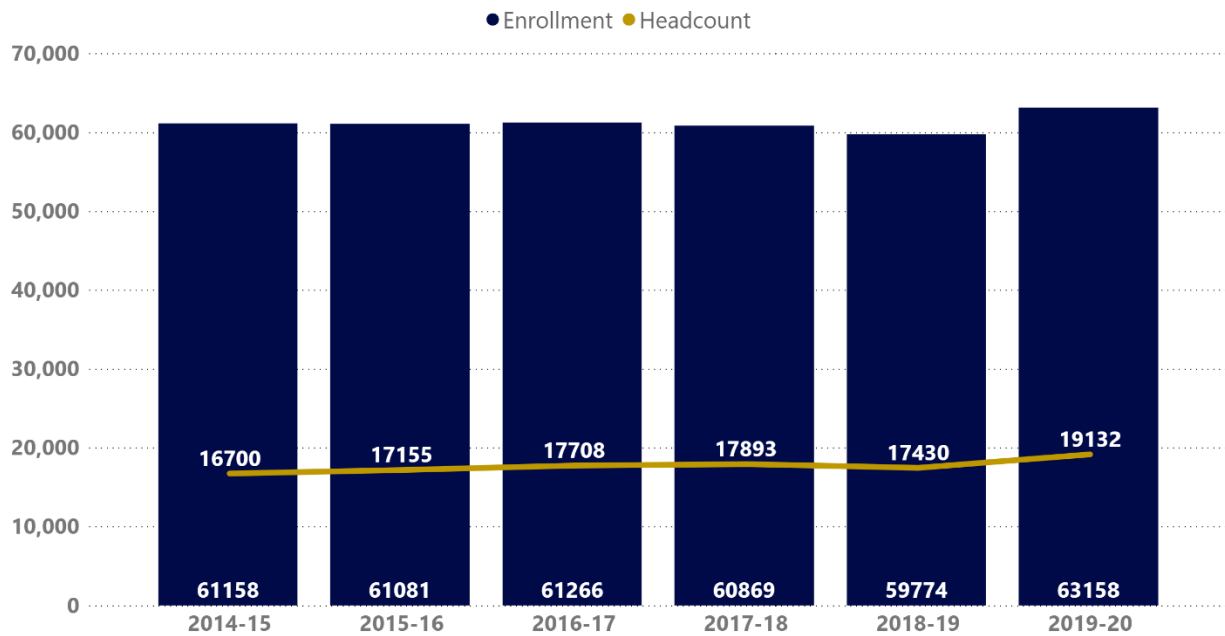
Noncredit: Sections & Courses

● Sections ● Courses

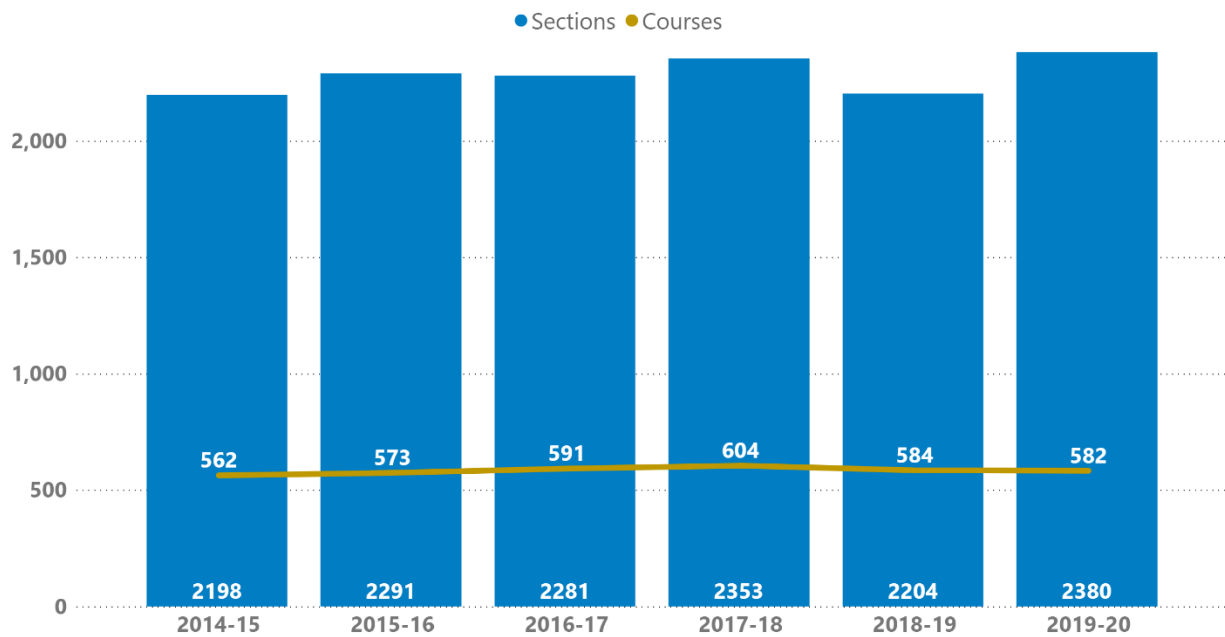


Credit headcount has increased from 16,700 in 2015-15 to 19,132 in 2019-2020, demonstrating a 14.5 percent increase over the six-year period. Similarly, enrollment has increased by 3.3 percent for the same period.

Credit: Enrollment & Headcount

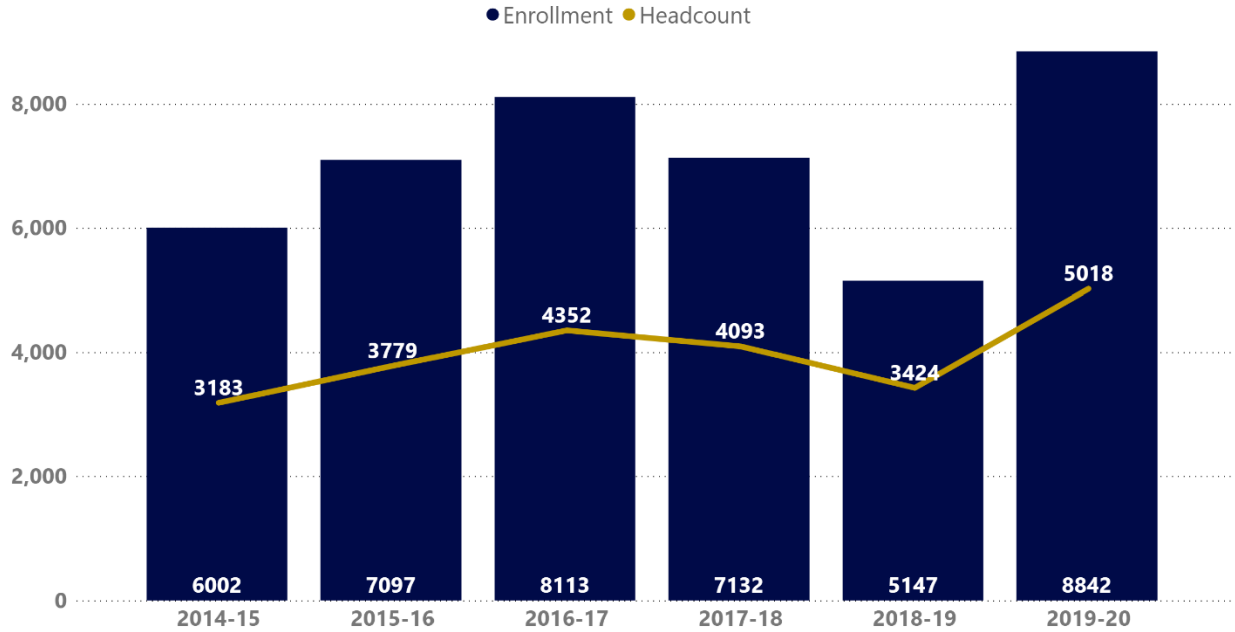


Credit: Sections & Courses

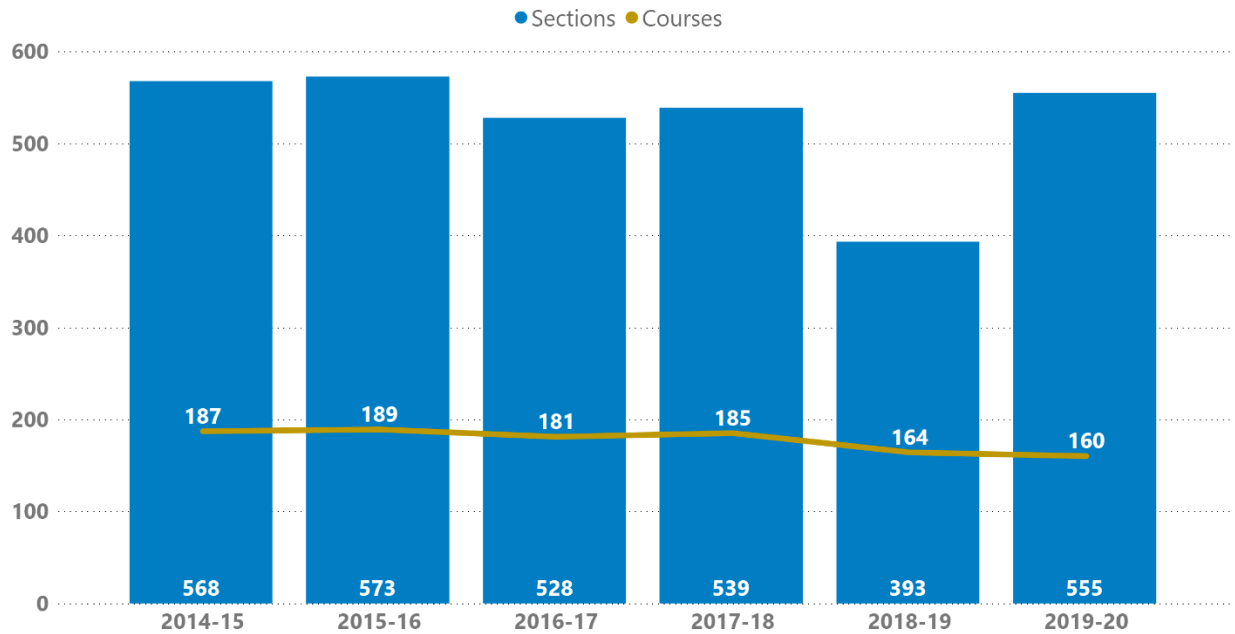


Santiago Canyon College is home to the state’s largest apprenticeship program. Course offerings vary, depending upon local economic conditions, as the training trusts that have oversight of each apprenticeship program depend on large- and small-scale projects for on-site training opportunities for apprentices.

Apprenticeship: Enrollment & Headcount

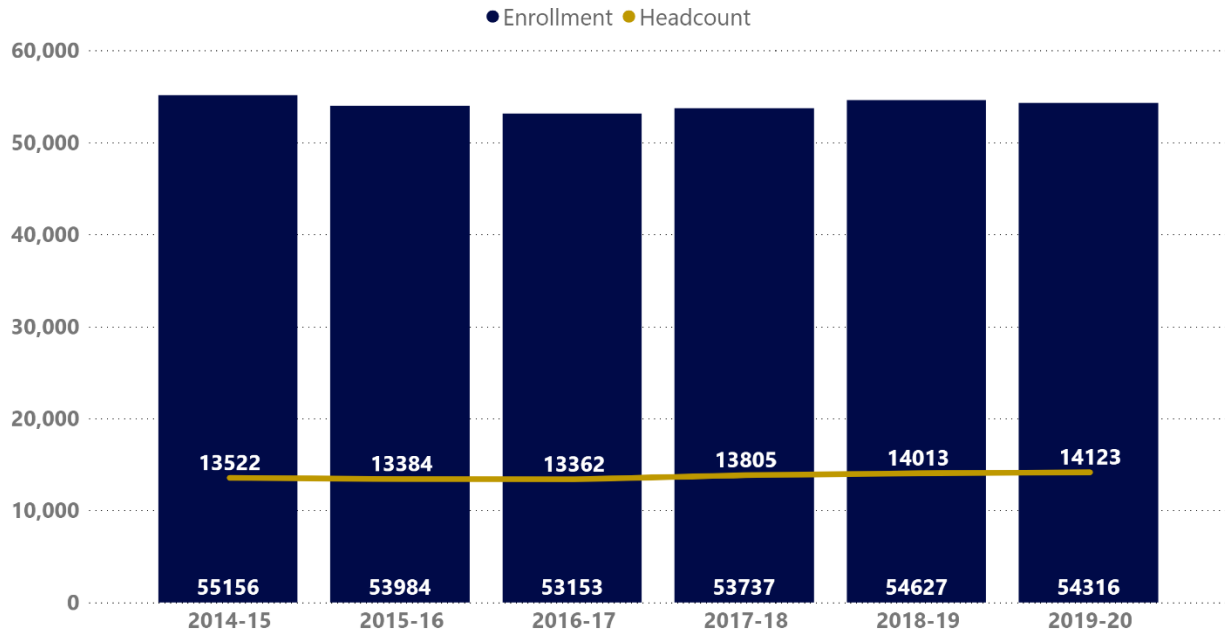


Apprenticeship: Sections & Courses

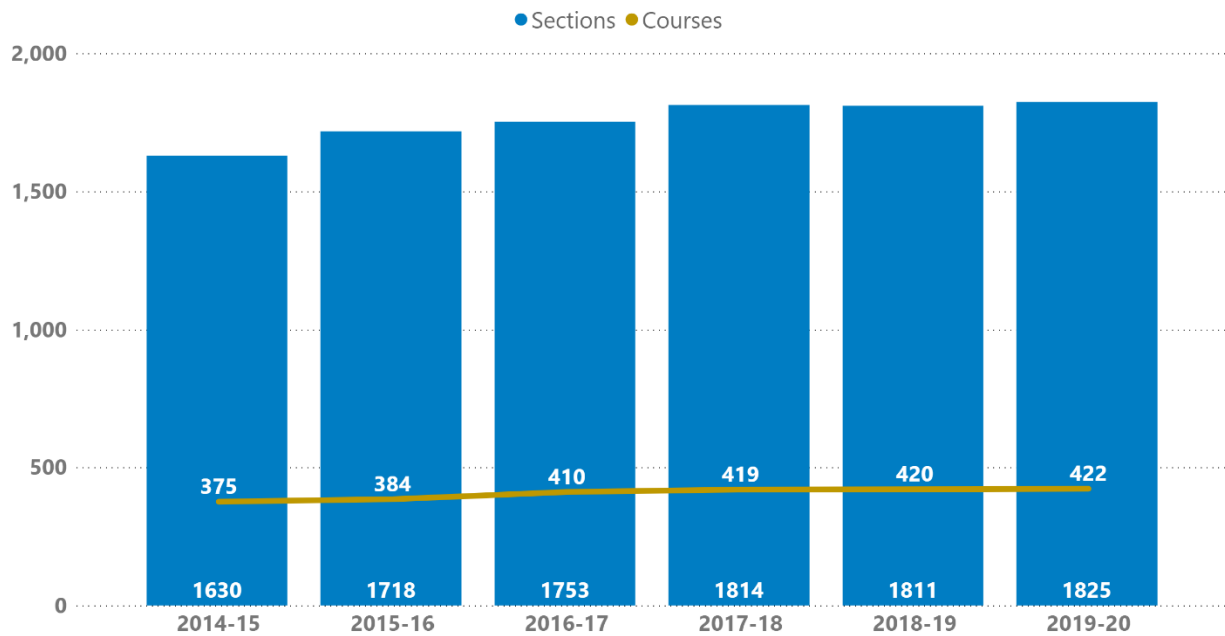


Traditional courses are credit courses that are not a part of the apprenticeship program. These courses constitute most courses offered at Santiago Canyon College. While there has been a moderate increase over the past six years in course and section offerings, enrollment and headcount have remained relatively stable.

Traditional: Enrollment & Headcount

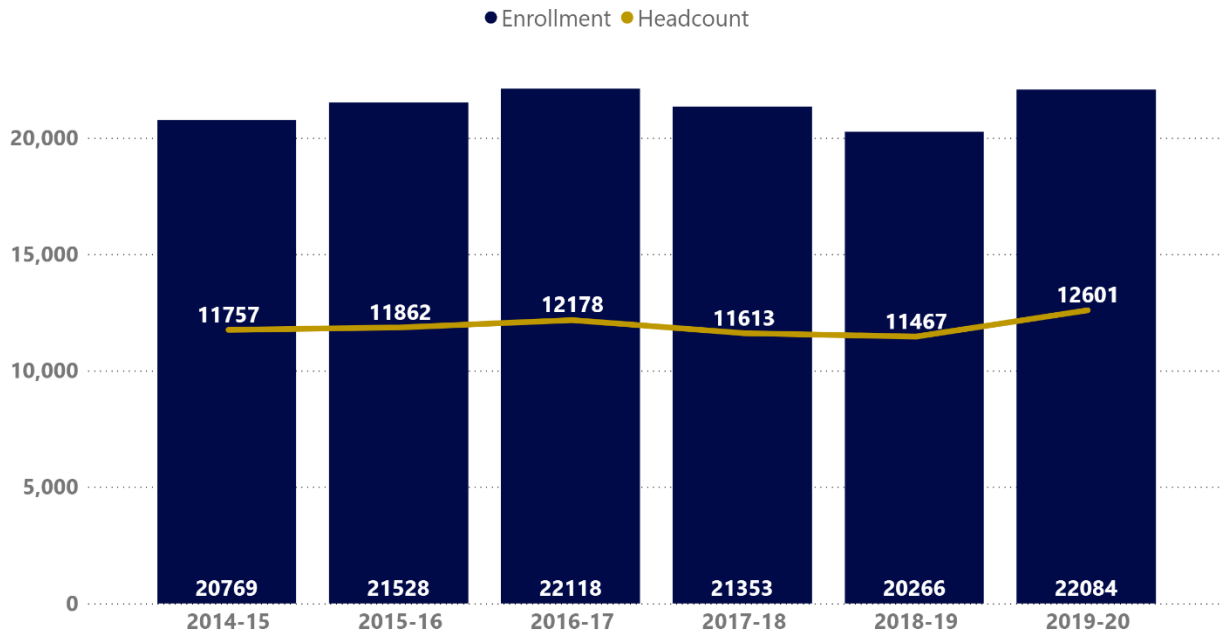


Traditional: Sections & Courses

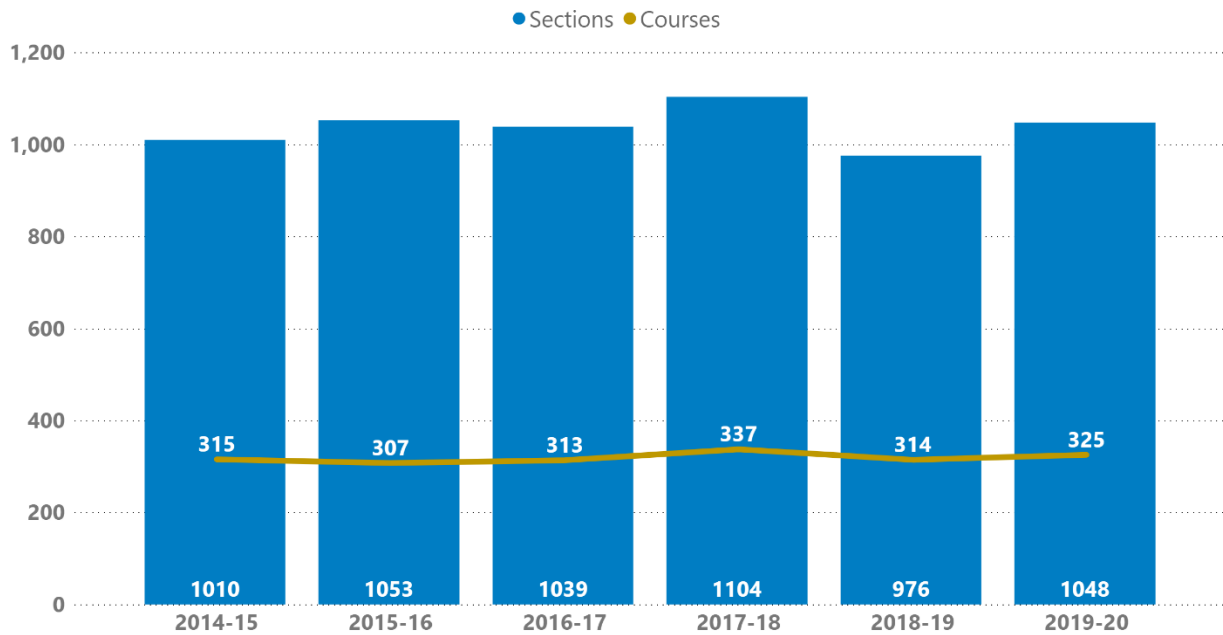


Career Technical Education course enrollment, headcount, sections, and courses have increased slightly over the past six years. The largest observable increase, however, has been in enrollment and headcount with gains of 6.3 percent and 7.2 percent, respectively.

CTE: Enrollment & Headcount

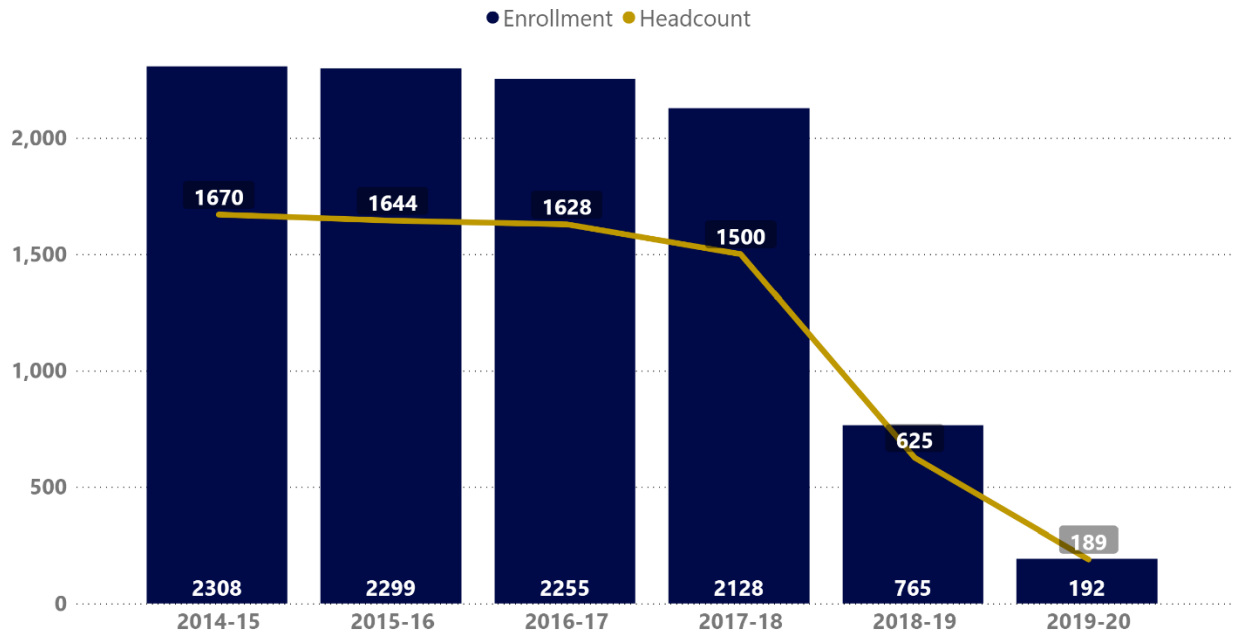


CTE: Sections & Courses

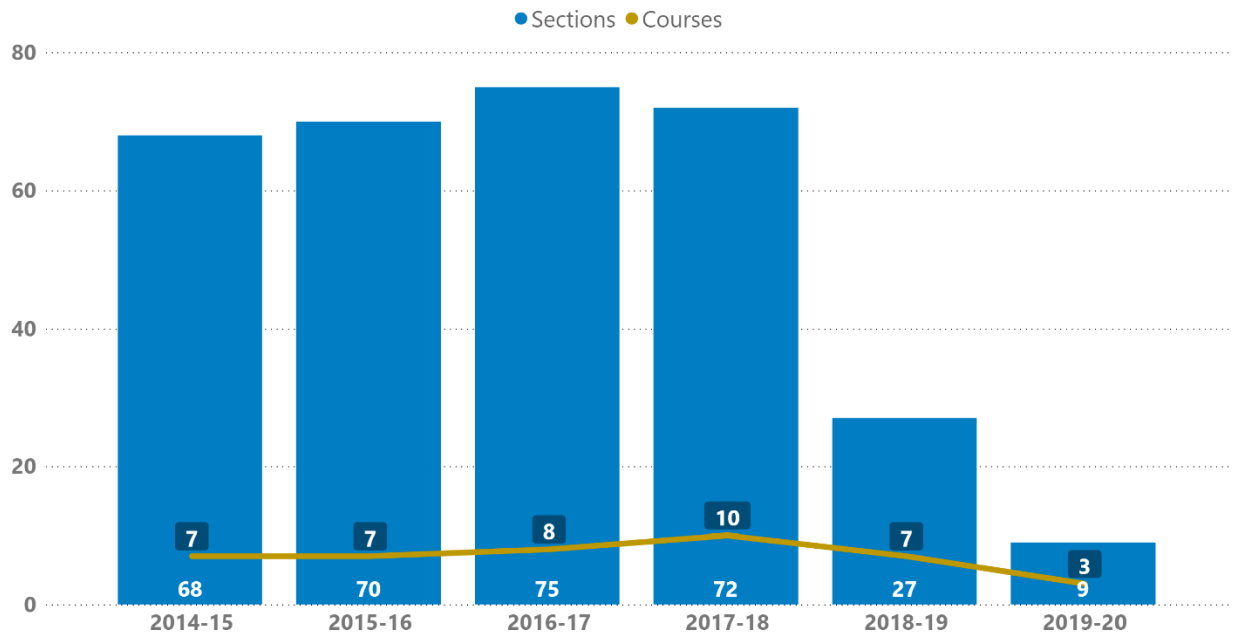


Credit basic skills courses have seen a steep decline in the most recent two years in all metrics. This reduction is attributed to the impact of AB705 legislation requiring that students be placed in college-level mathematics and English upon entry.

Credit Basic Skills: Enrollment & Headcount

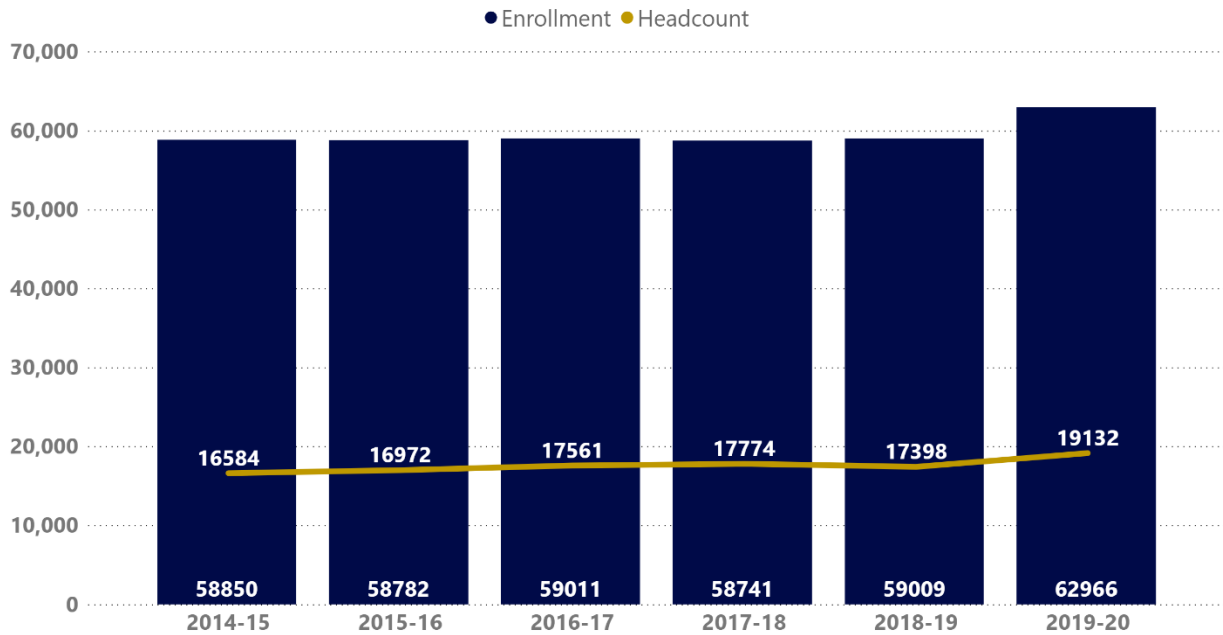


Credit Basic Skills: Sections & Courses

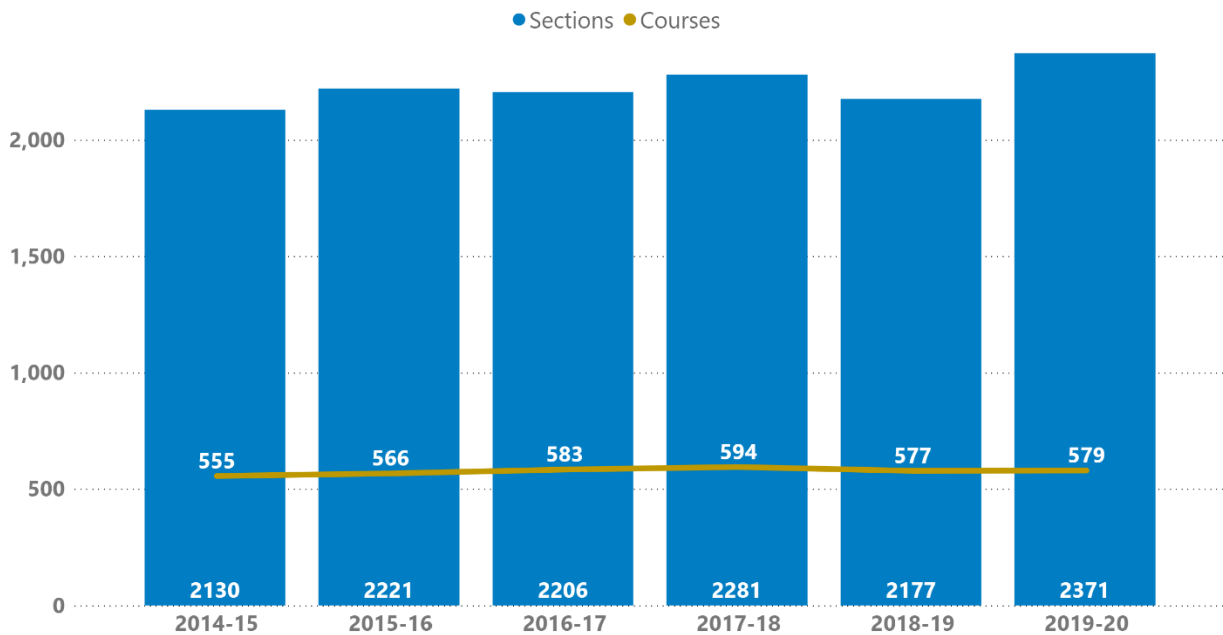


Non-basic skills courses are all credit courses deemed not to be at the remedial level. Both enrollment and headcount have increased over the six-year period between 2014-15 to 2019-20, demonstrating an increase of seven percent and 15.4 percent, respectively. Similarly, section and course counts over the same period have increased as well.

Credit Non-Basic Skills: Enrollment & Headcount

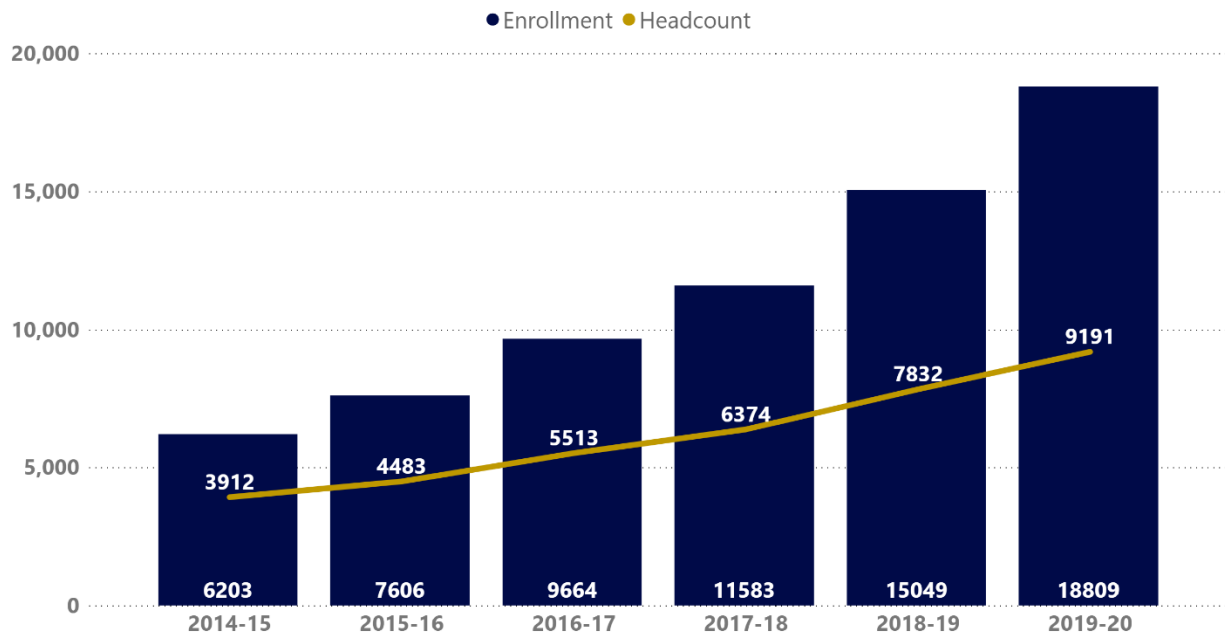


Credit Non-Basic Skills: Sections & Courses

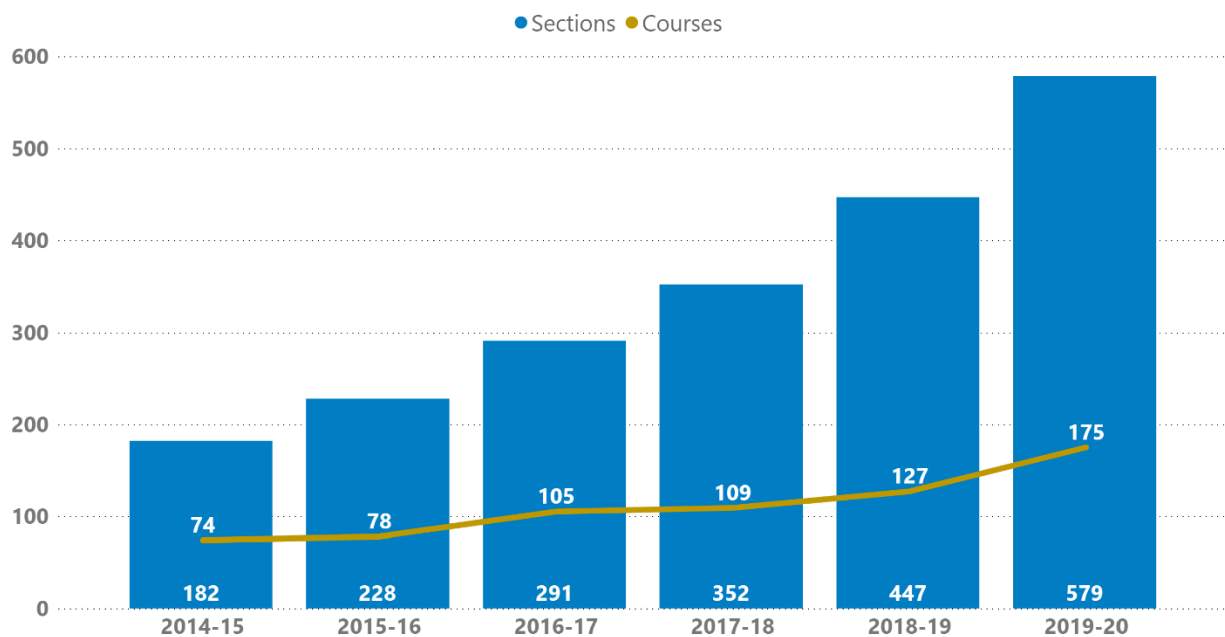


Distance education enrollment and headcount have both tripled over the six-year period between 2014-15 and 2019-20, demonstrating a high student demand for online instruction as evidenced by the increase in sections and courses to meet such a demand.

Distance Education: Enrollment & Headcount



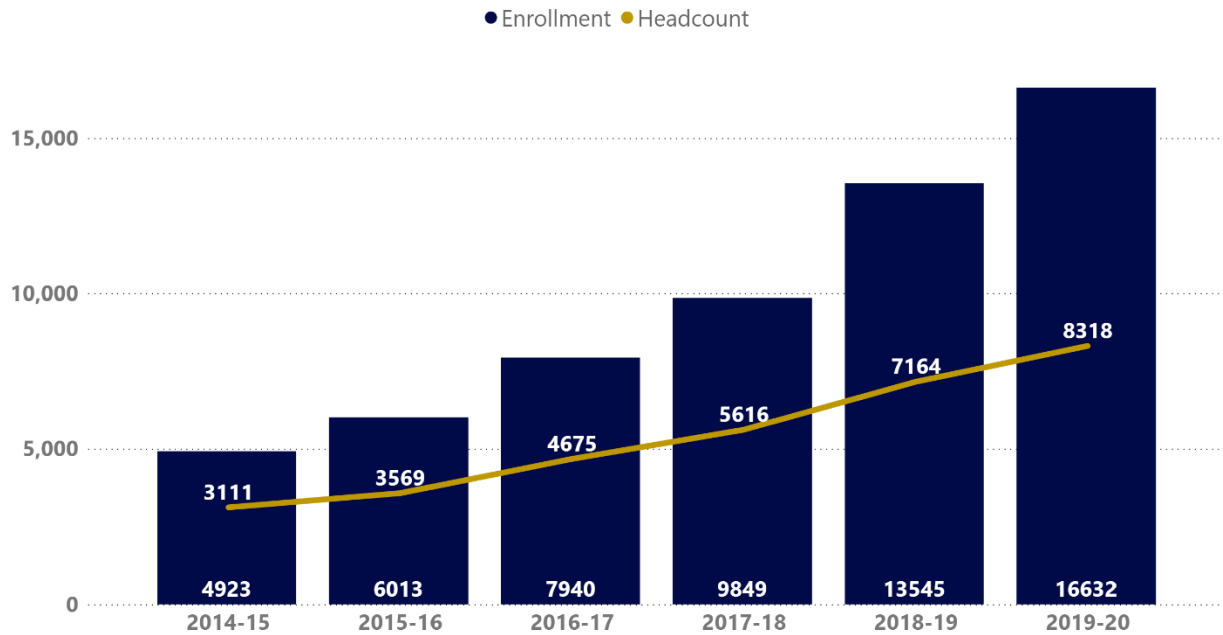
Distance Education: Sections & Courses



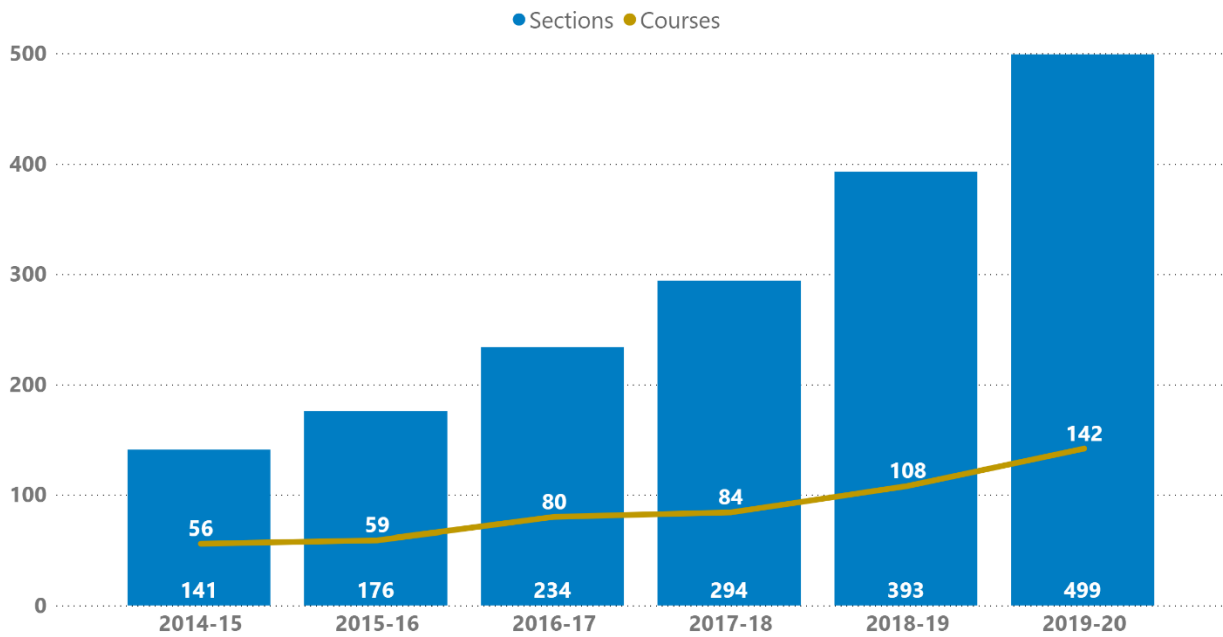
There are two types of distance education courses: hybrid and non-hybrid. Non-hybrid distance education courses are offered completely online, while hybrid distance education courses are a

combination of online and face-to-face contact between students and instructors. Trends in enrollment, headcount, sections, and courses are similar for both types of distance education with both peaking in the most recent year, 2019-20.

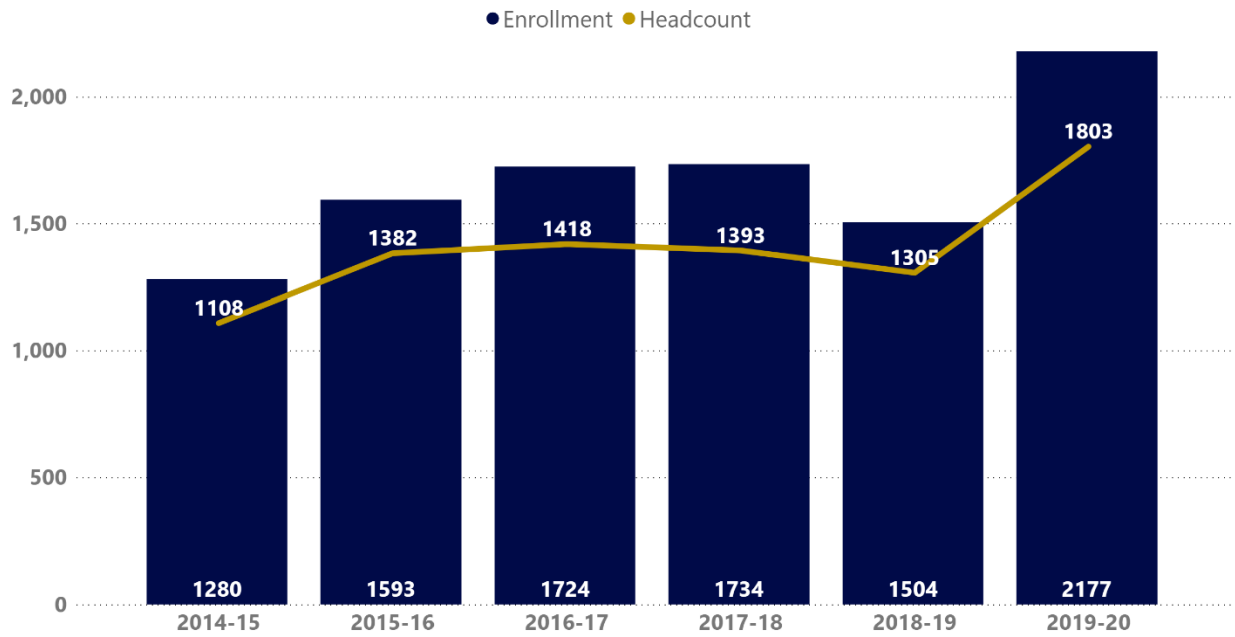
Distance Education (Non-Hybrid): Enrollment & Headcount



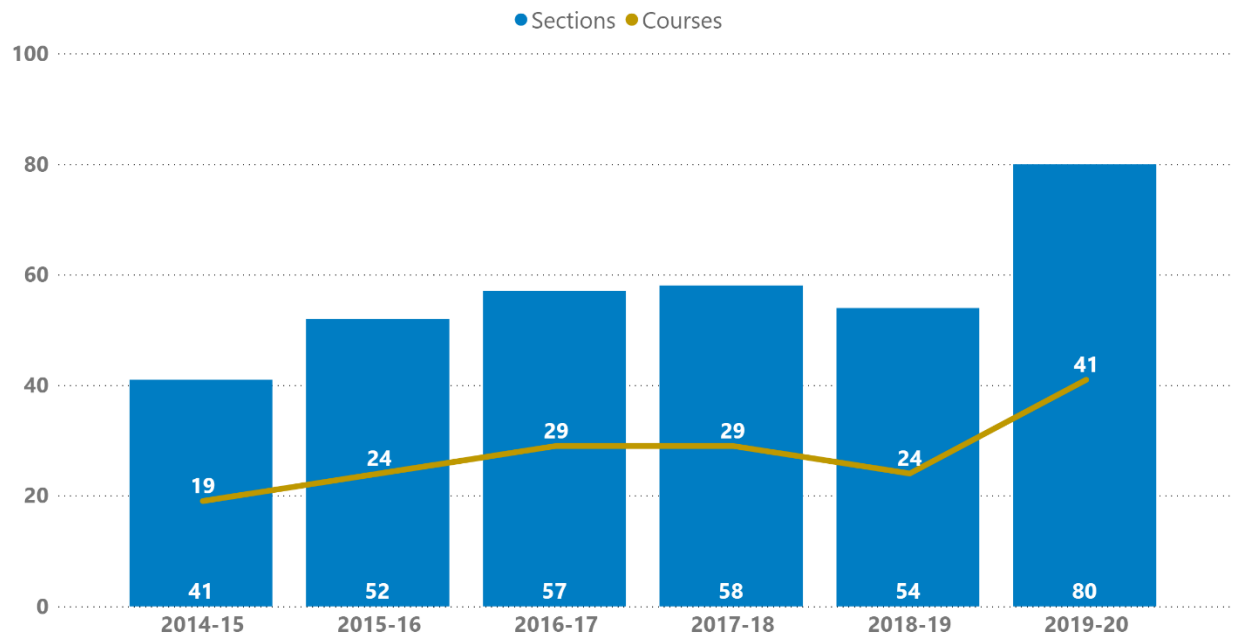
Distance Education (Non-Hybrid): Sections & Courses



Distance Education (Hybrid): Enrollment & Headcount



Distance Education (Hybrid): Sections & Courses

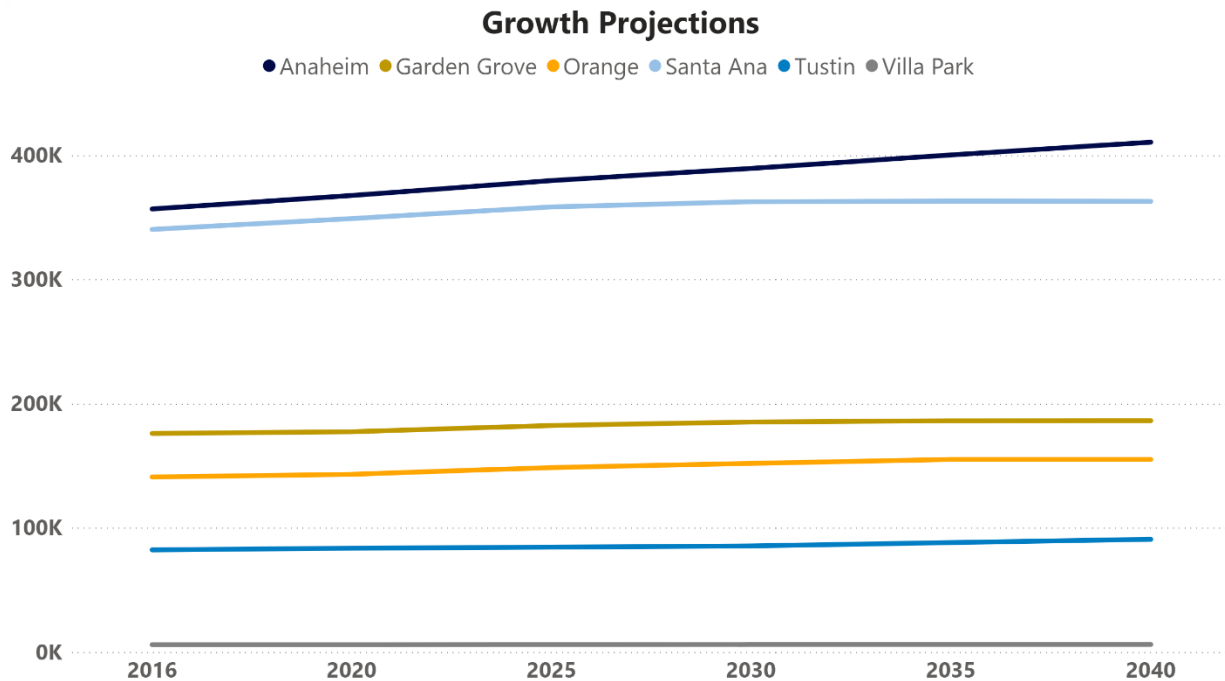


Labor Market and Socio-economic Data

Santiago Canyon College’s 2016-2022 Educational Master Plan contains an external scan of the regional labor market, socioeconomic status, and other factors that were considered for collegewide planning. Embedded within the environmental scan are critical questions for planners meant to identify who the College will serve in the future and which programs will be offered to meet the needs of our future student population (Intro .01). Updated charts demonstrating the anticipated growth of cities that Santiago Canyon College serves are below.

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.

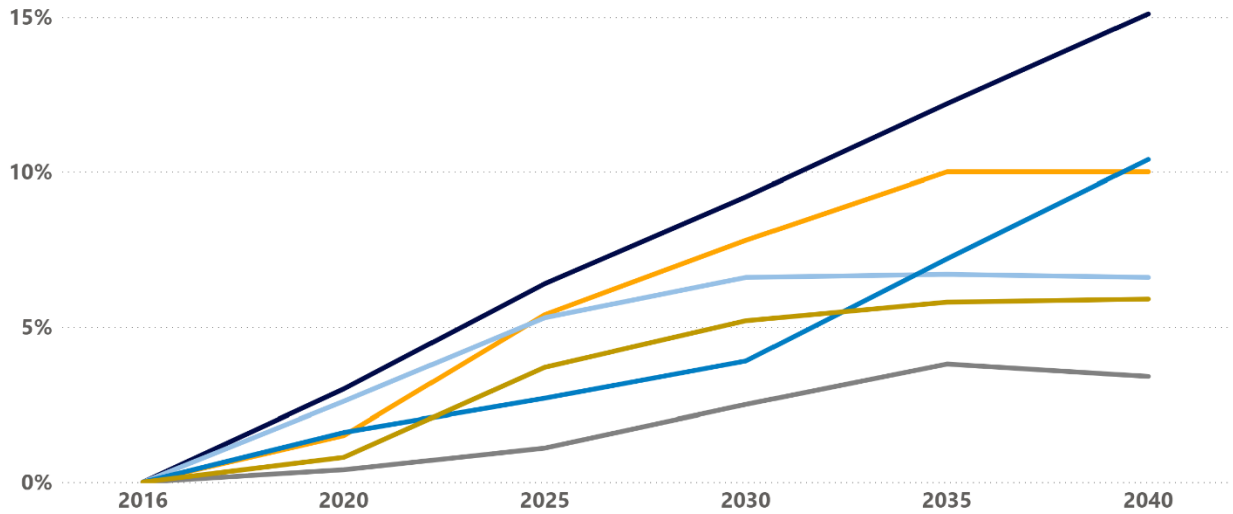
Similar to California and to Orange County, each of those six cities are expected to experience changes in their population size and demographic composition over the next twenty-year period.



The greatest areas of growth in the coming years for Santiago Canyon College will be in the portions of Anaheim that fall within the RSCCD service area and in the city of Tustin, as Orange County growth expands eastward.

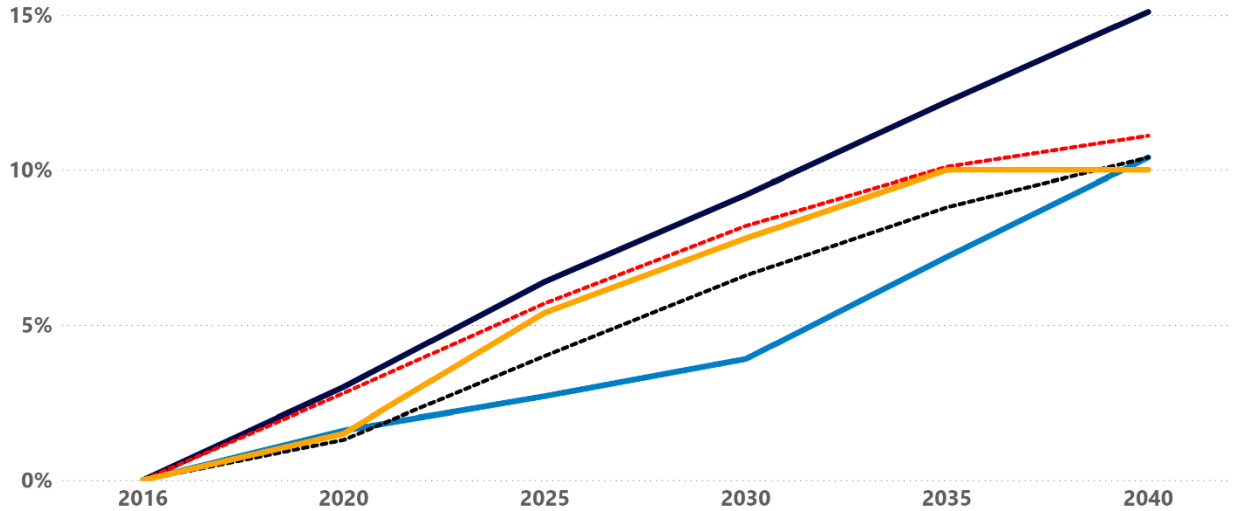
RSCCD Community Growth Projections

● Anaheim ● Garden Grove ● Orange ● Santa Ana ● Tustin ● Villa Park



RSCCD Community Growth Projections

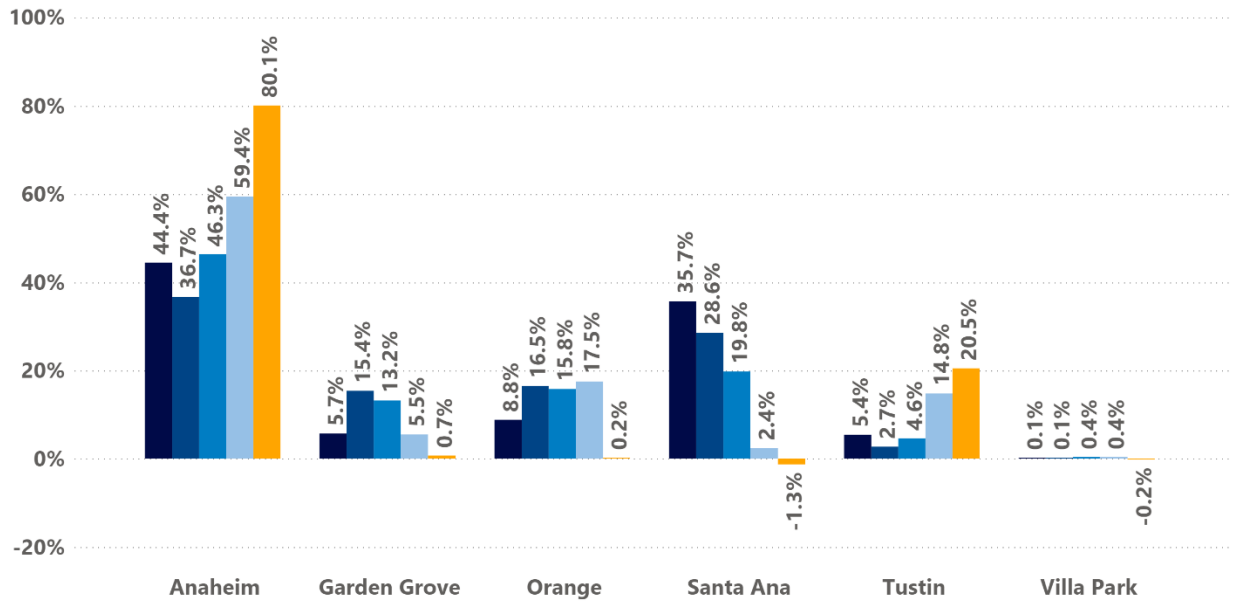
● Anaheim ● Orange ● Tustin ● Orange County ● California



Population growth projections for California and Orange County suggest similar growth rates, between 10 and 11 percent over the next twenty years.

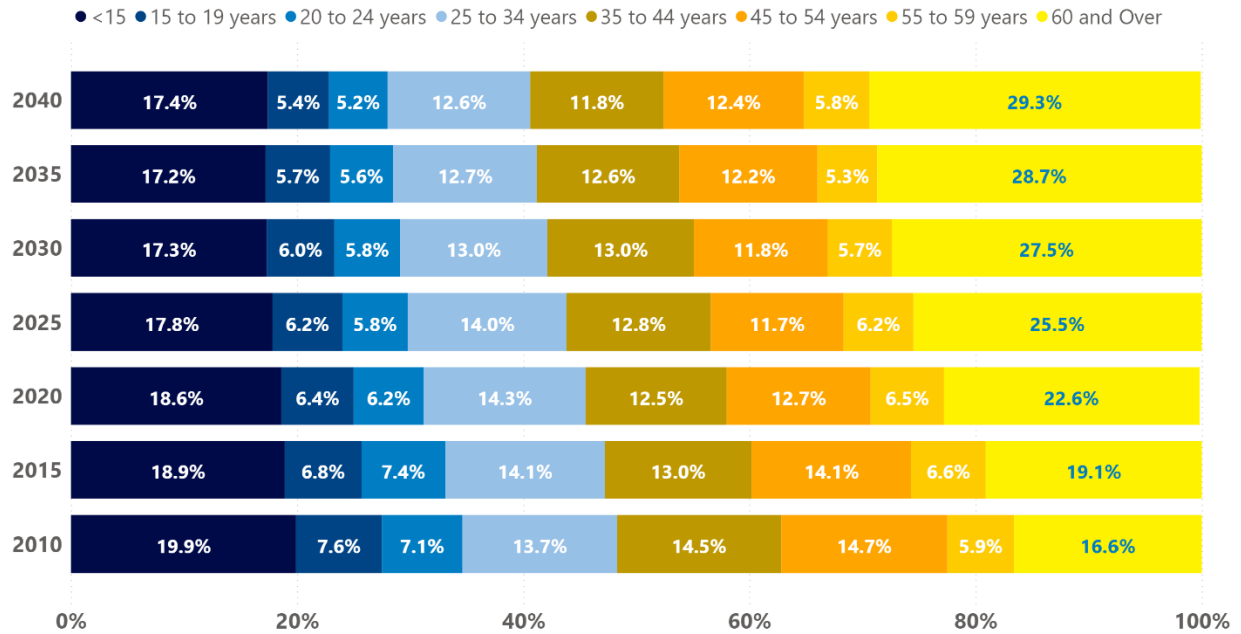
5-Year Growth Attribute

● 2020 ● 2025 ● 2030 ● 2035 ● 2040

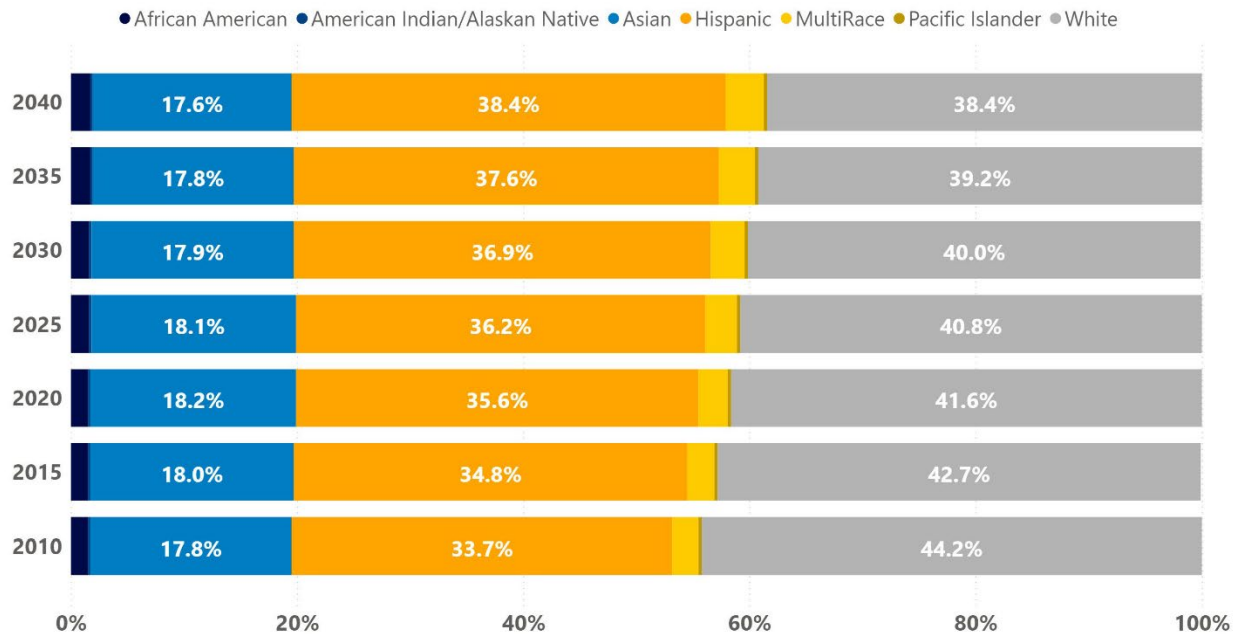


Nationally, and within Orange County and the SCC service area, the population is getting older and more ethnically diverse. This trend is expected to impact the ability of the College to attract traditional-age students. In addition, the College will need to meet the academic needs of an ethnically diverse population base with its program offerings. Individuals below the age of nineteen have declined in Orange County, and this trend is expected to continue to 2040. The three largest groups are expected to be Hispanic (38.4%), White (38.4%), and Asians (17.6%) by 2040.

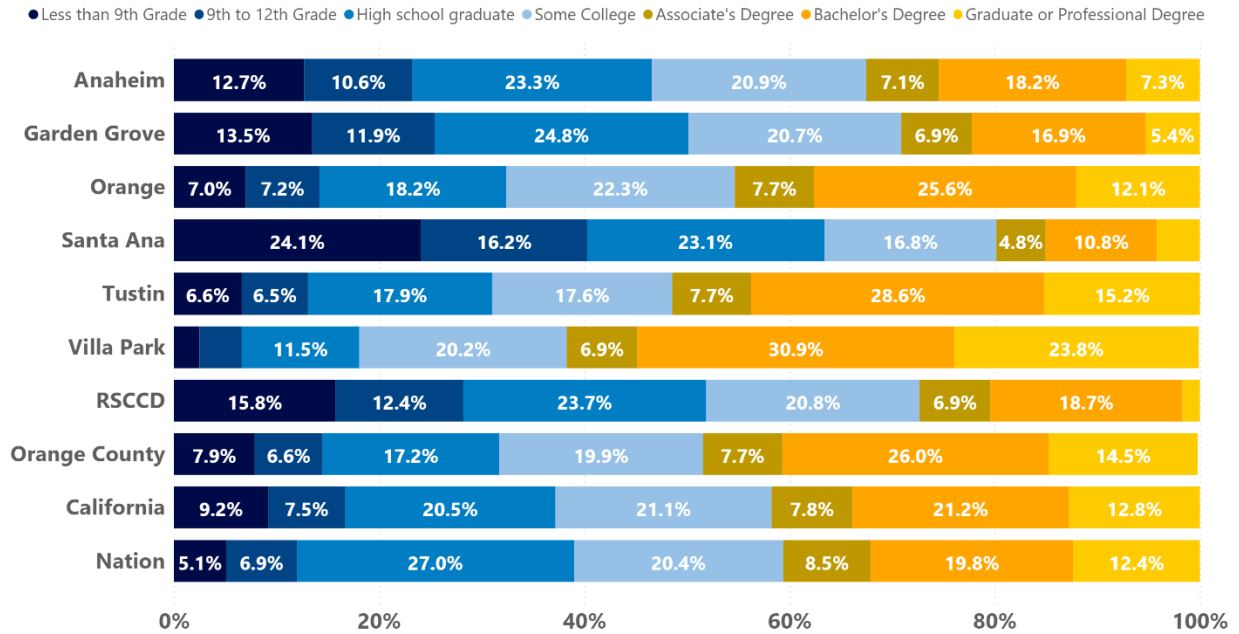
Orange County Age Shift



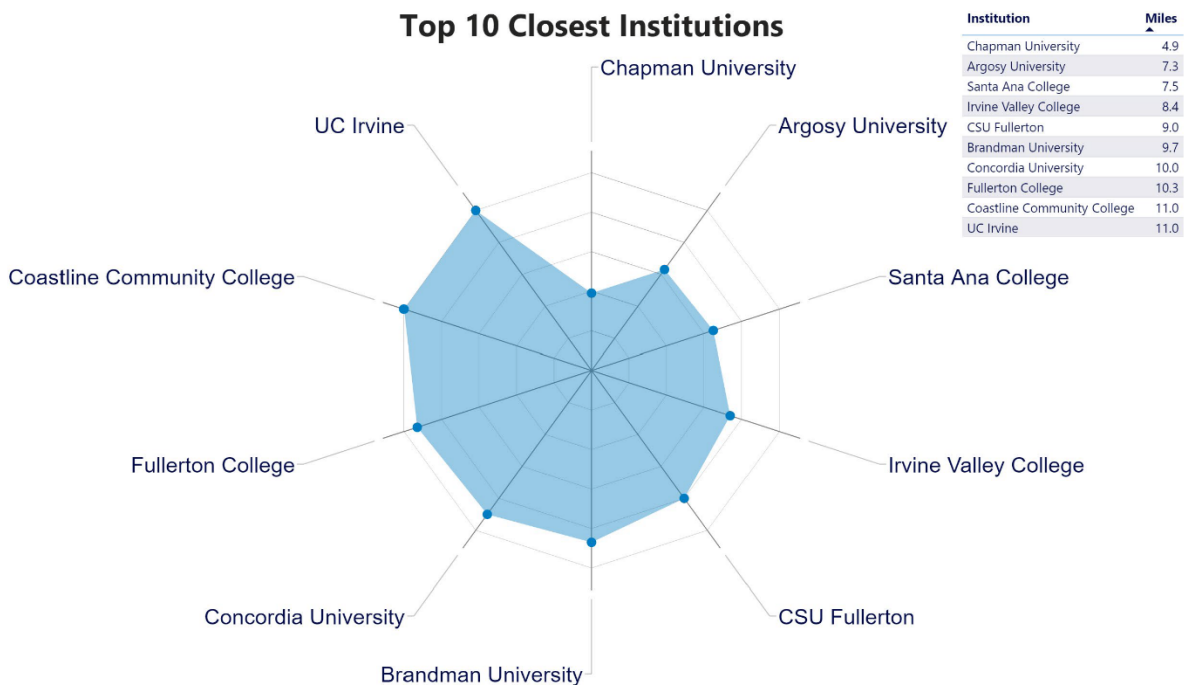
Orange County Ethnicity Shift



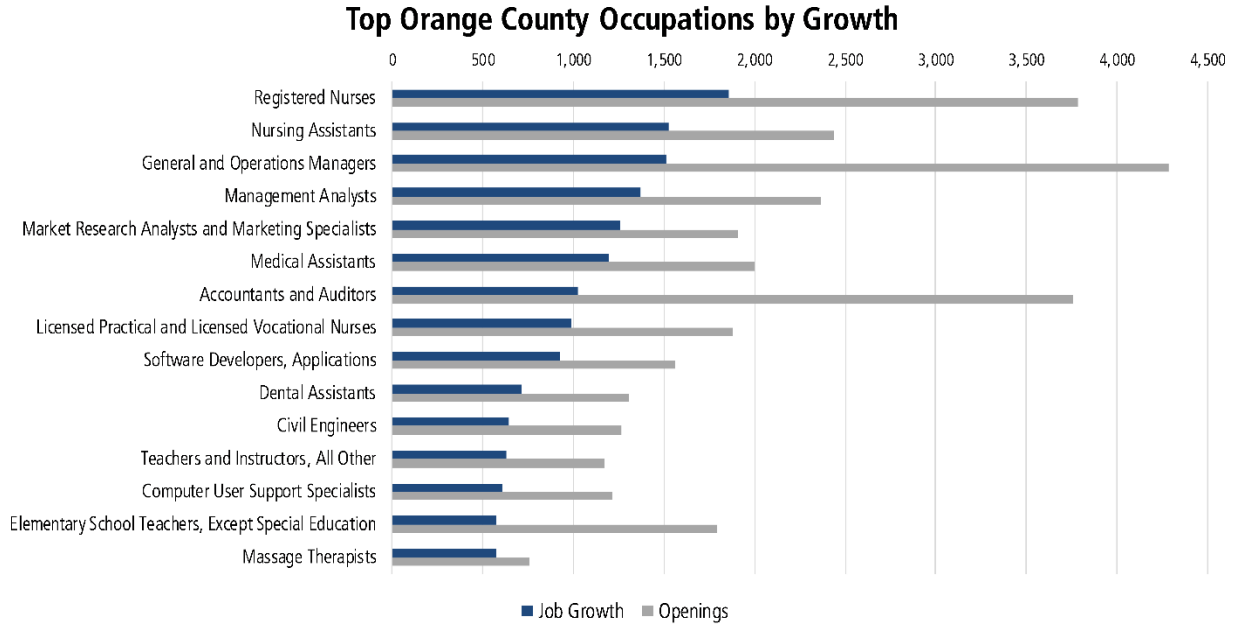
Population Educational Attainment



Orange County has a dense population of institutions of higher education, and Santiago Canyon College has a number of potential competitors all vying to gain enrollment from a shrinking target demographic of college-age students. The chart below presents the ten closest institutions of higher education, all within an 11-mile radius of the main campus.

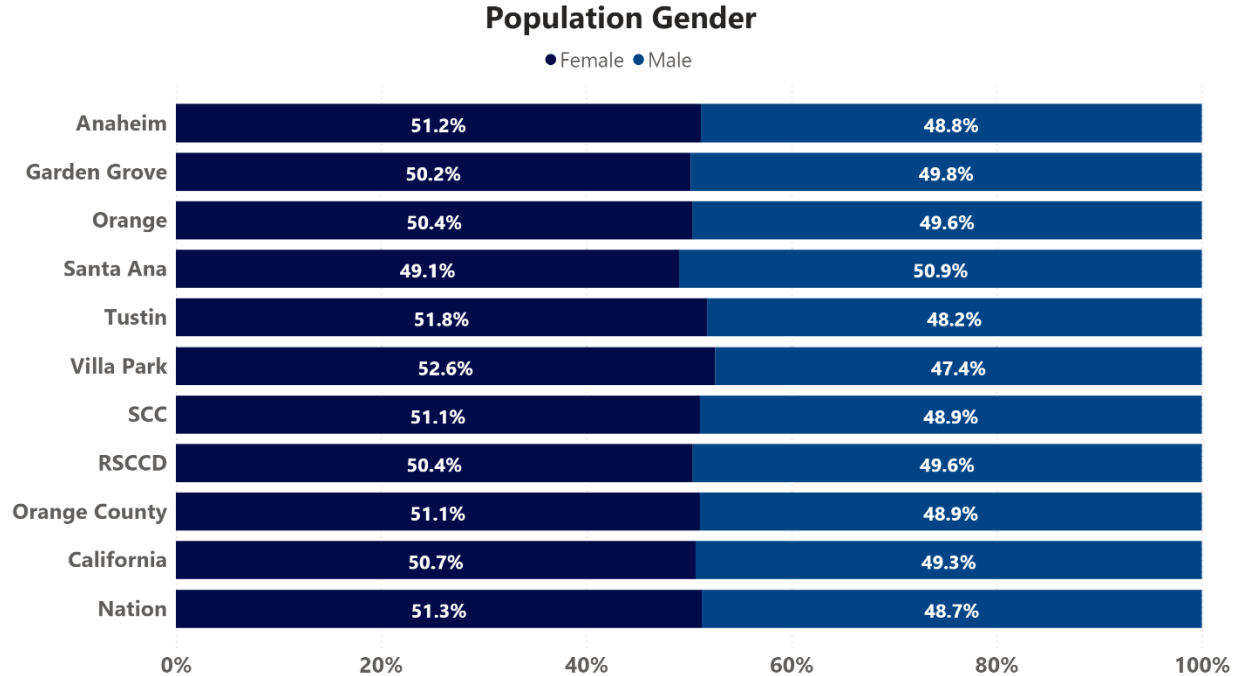


The chart below presents the top Orange County occupations in terms of growth, with medical, managerial, and finance related professions showing the highest number of openings in the coming years.

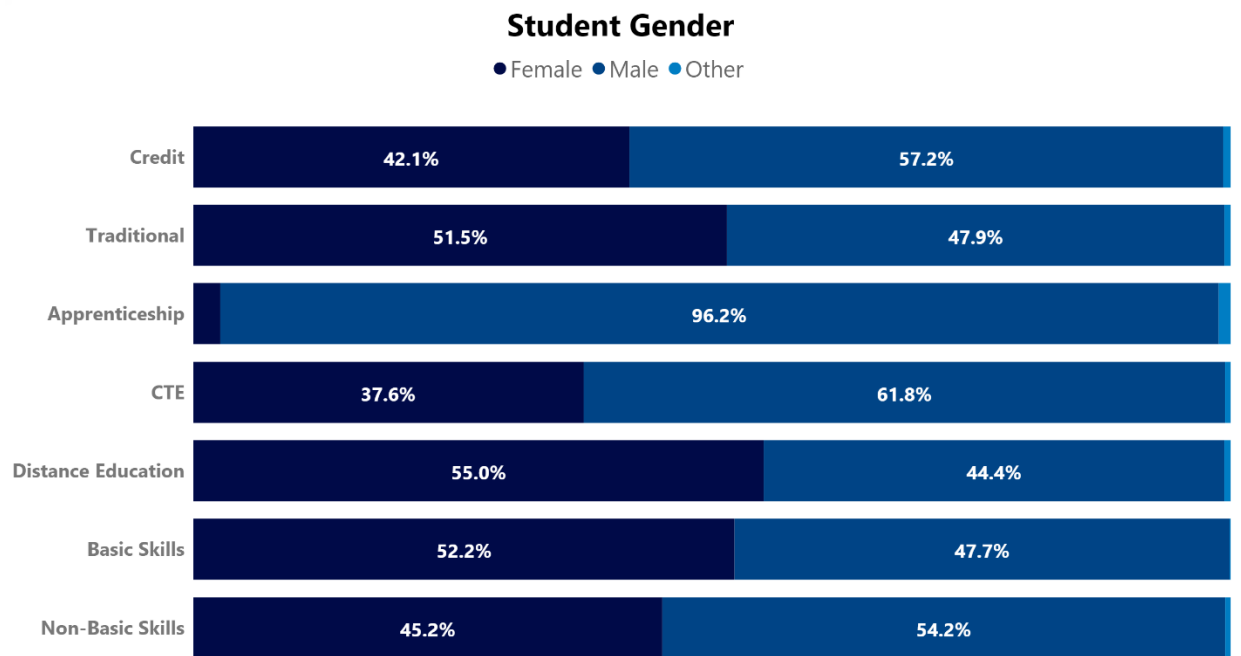


Demographic Data

Rancho Santiago Community College District service area gender proportions are generally aligned with county, state, and national proportions. For cities serviced by Santiago Canyon College, Tustin and Villa Park have higher proportions of females than males.



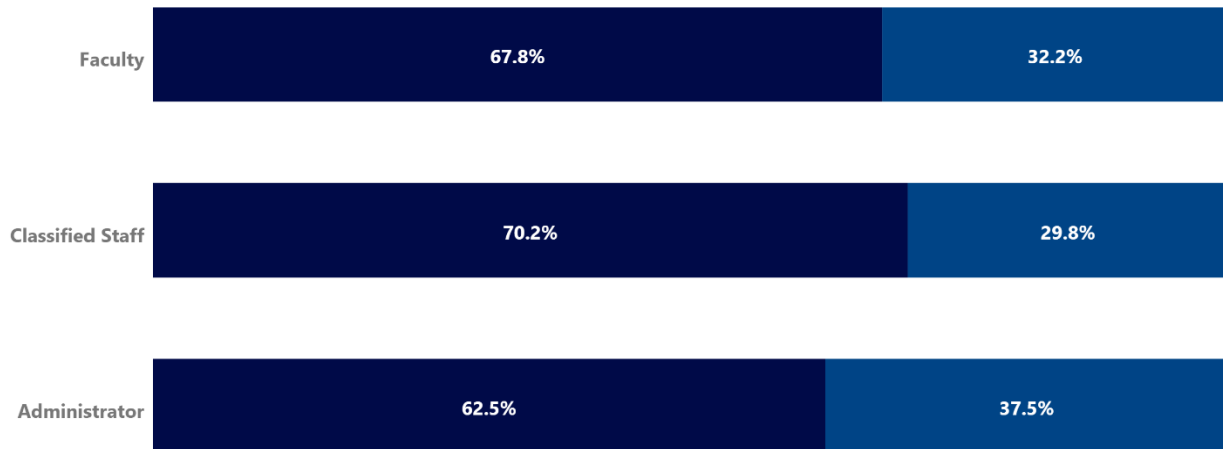
Student gender proportions vary by course category, with a higher proportion of female students taking traditional, distance education, and basic skills courses while a higher proportion of male students take credit, apprenticeship, career education, and non-basic skills courses.



Santiago Canyon College employee gender proportions are relatively close among faculty and classified staff. There exists a slightly higher proportion of male administrators at Santiago Canyon College when compared to faculty and classified staff.

Employee Gender Distribution

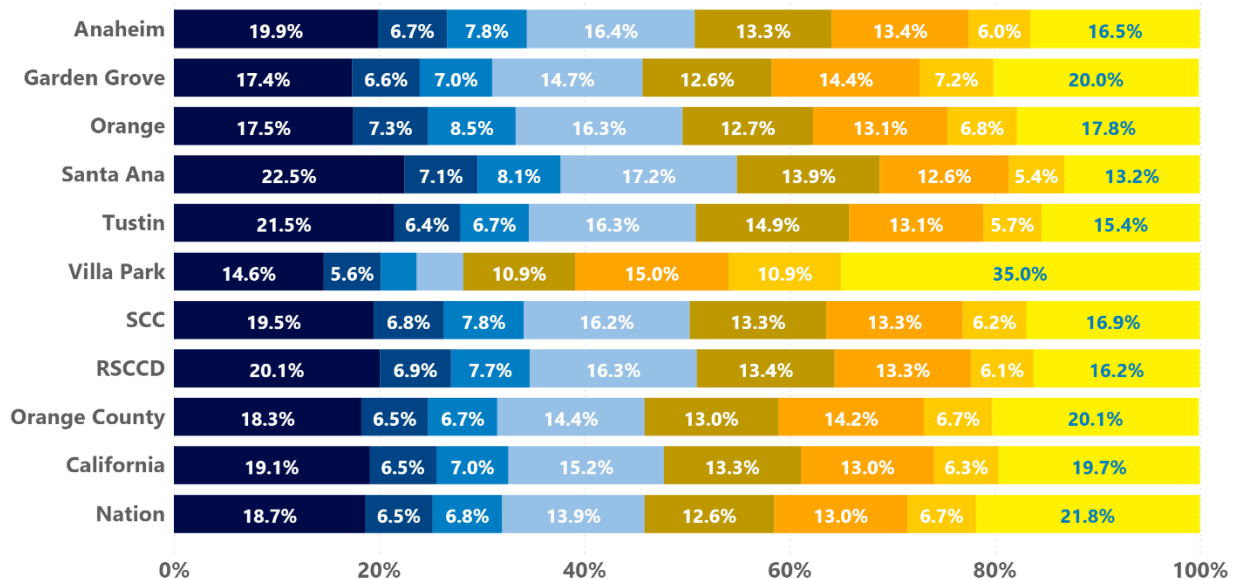
● Female ● Male



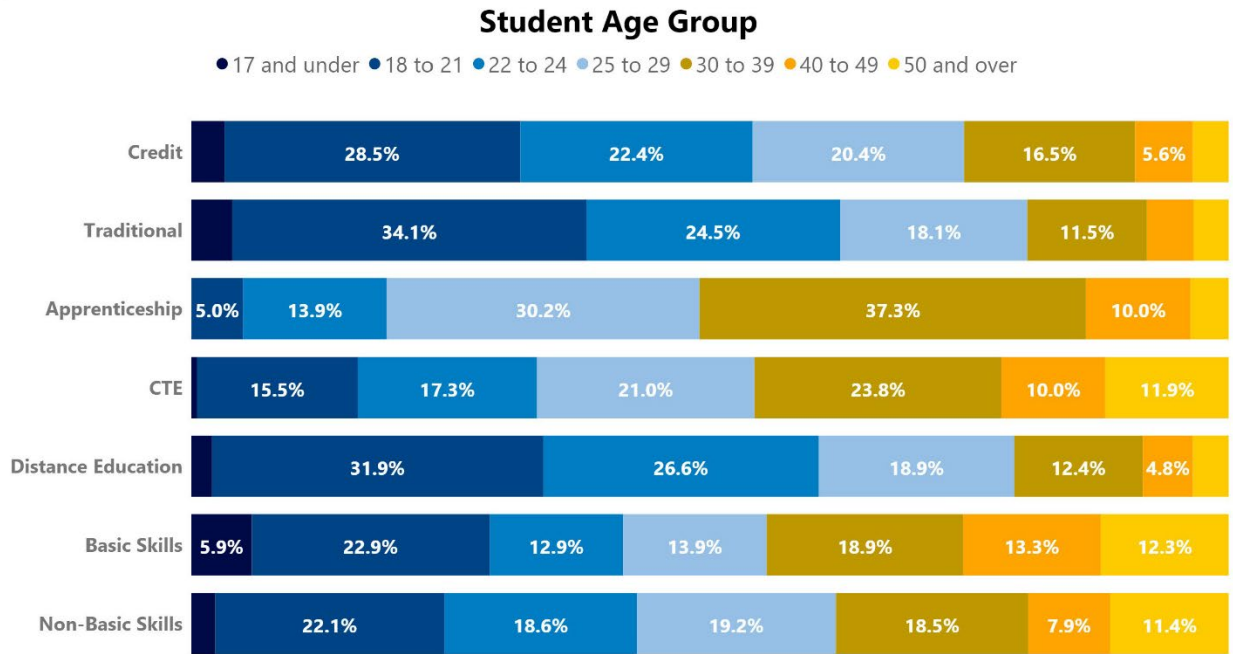
Rancho Santiago Community College District service area age group proportions are generally aligned with county, state, and national proportions. For cities serviced by Santiago Canyon College, Villa Park has a higher proportion of adults within the older age group categories.

Population Age

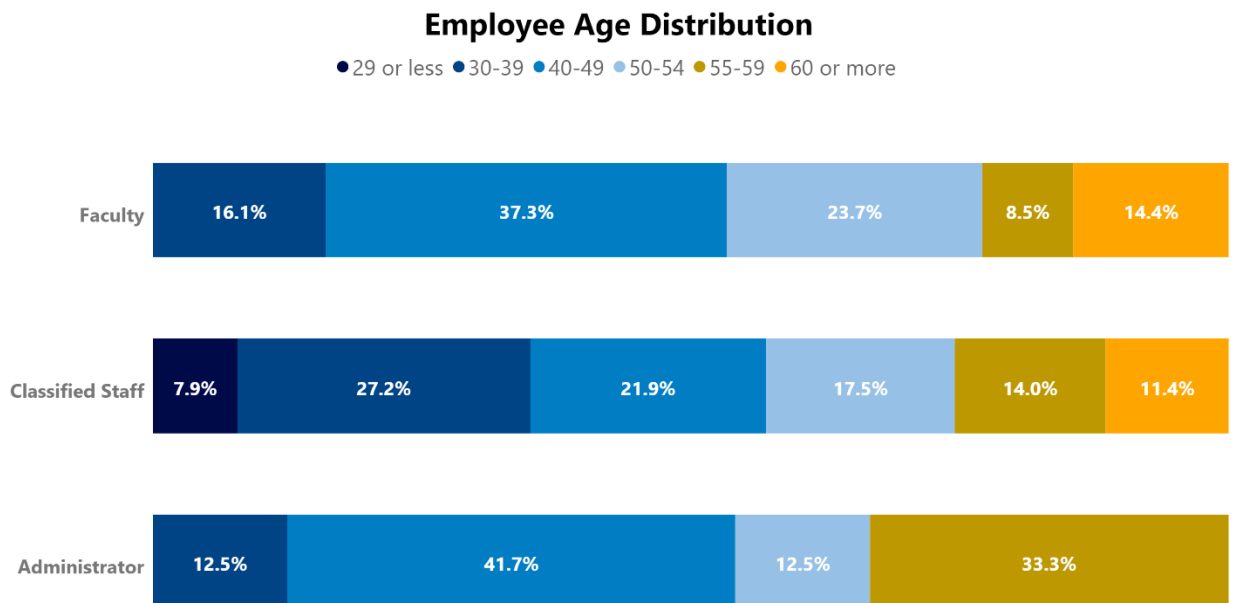
● <15 ● 15 to 19 years ● 20 to 24 years ● 25 to 34 years ● 35 to 44 years ● 45 to 54 years ● 55 to 59 years ● 60 and Over



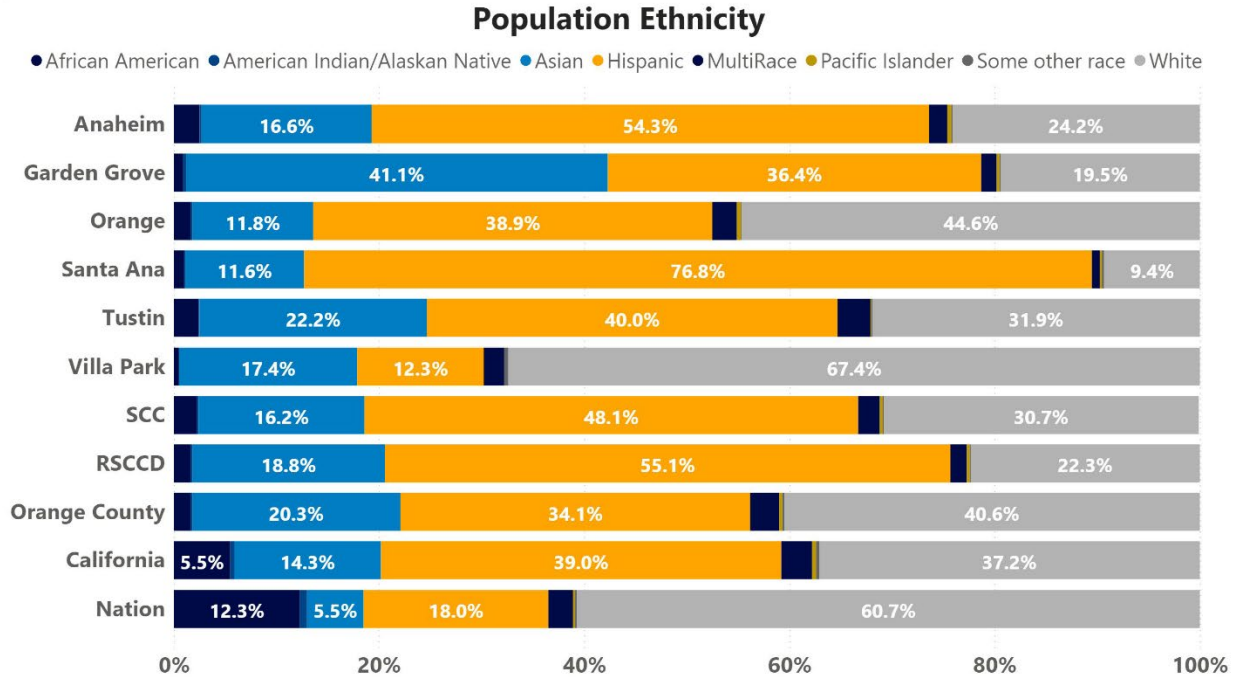
Similar to gender proportions, student age group proportions vary by course category, with a higher proportion of younger age groups taking credit, traditional, and distance education courses while a higher proportion of older age groups take apprenticeship, career education, and basic skills courses.



Faculty and administrator age group proportions are similar, with the exception of the oldest age group of 60+ composing 14.4% of the overall proportion of faculty employees. Classified staff have the highest proportion of employees younger than 30 years of age, at 7.9%.

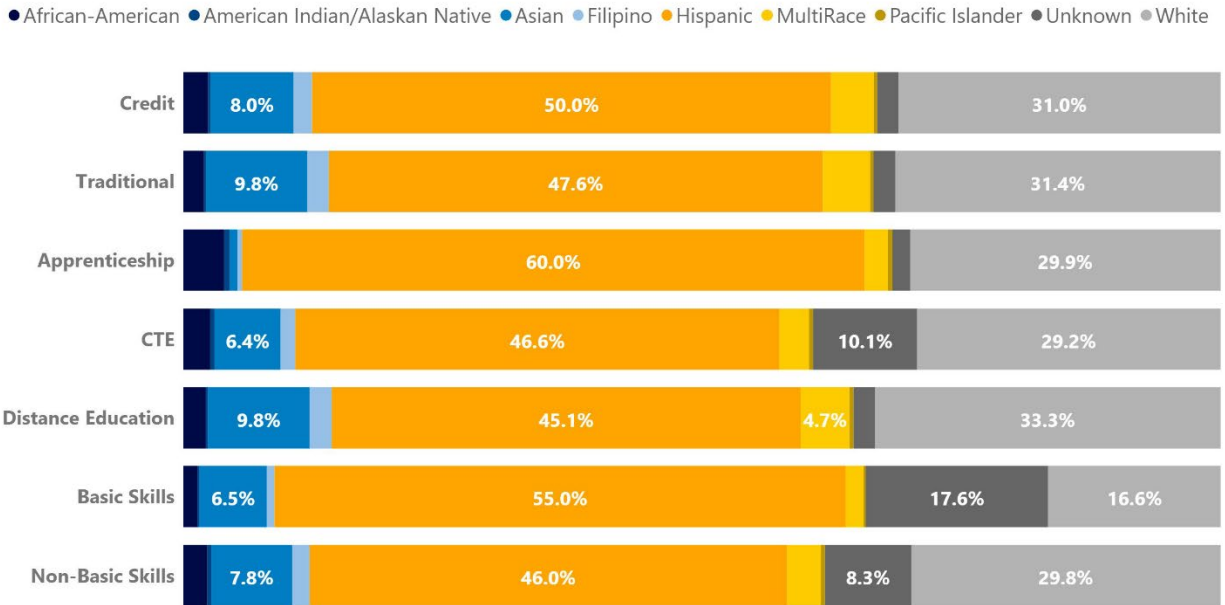


Rancho Santiago Community College District service area ethnicity proportions vary widely among the cities it serves, with the largest proportion attributed to Hispanic adults for Anaheim, Santa Ana, and Tustin. Villa Park and the city of Orange have the highest proportion of white adults within Santiago Canyon College’s service area.



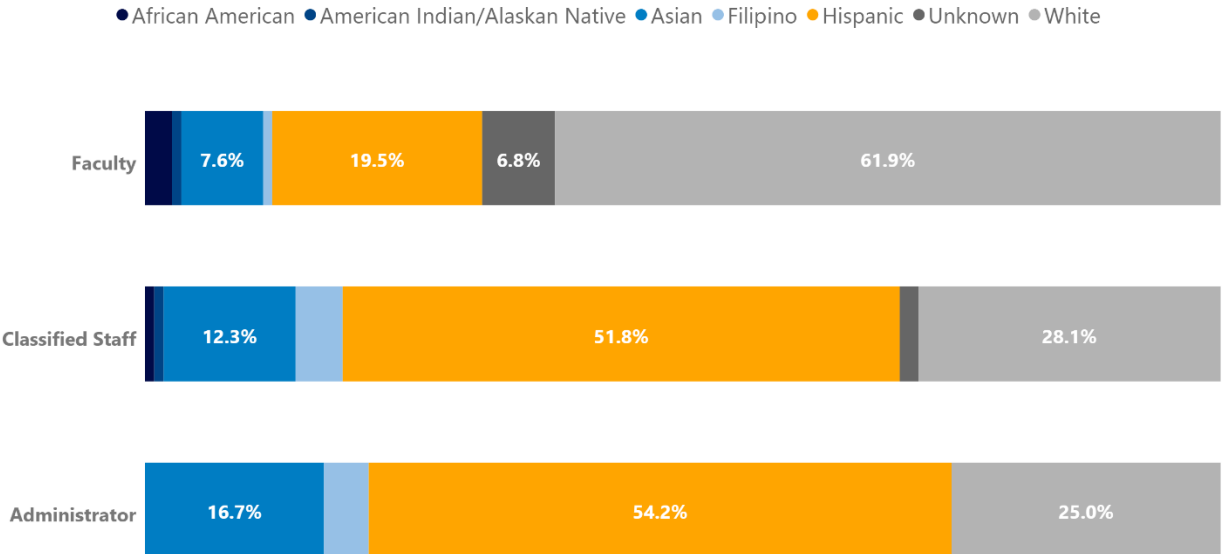
Across all course types, the Santiago Canyon College student ethnicity proportions are relatively consistent, with the exception of basic skills courses having an abnormally high proportion of students that have not reported their ethnicity.

Student Ethnicity



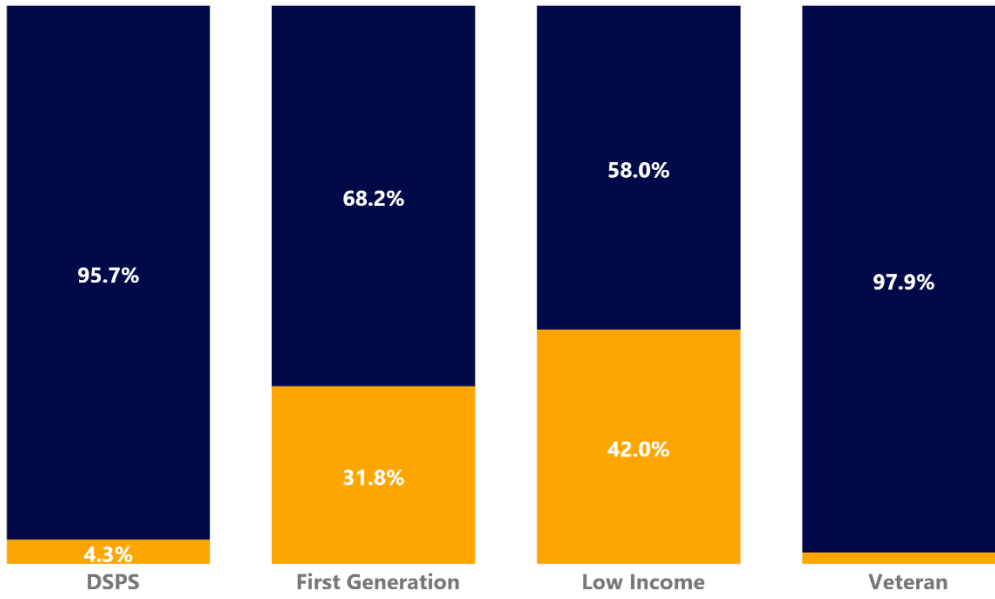
Santiago Canyon College employee ethnicity proportions are similar for both the classified staff and administrator employee groups, with a slightly higher proportion of Asian and Hispanic administrators. Nearly two-thirds of Santiago Canyon College faculty are white, more than double the proportion reflected in the classified staff and administrator employee groups.

Employee Ethnic Distribution



Special Population Proportions

● Other ● Special Population



Sites

The Santiago Canyon College main campus is located in the city of Orange and is the primary location where credit instruction is offered to students. For noncredit instruction, the College offers courses at its Orange Educational Center Provisional Education Facility and the College and Workforce Preparation Center. Both facilities offering noncredit instruction are also located in the city of Orange.

Specialized or Programmatic Accreditation

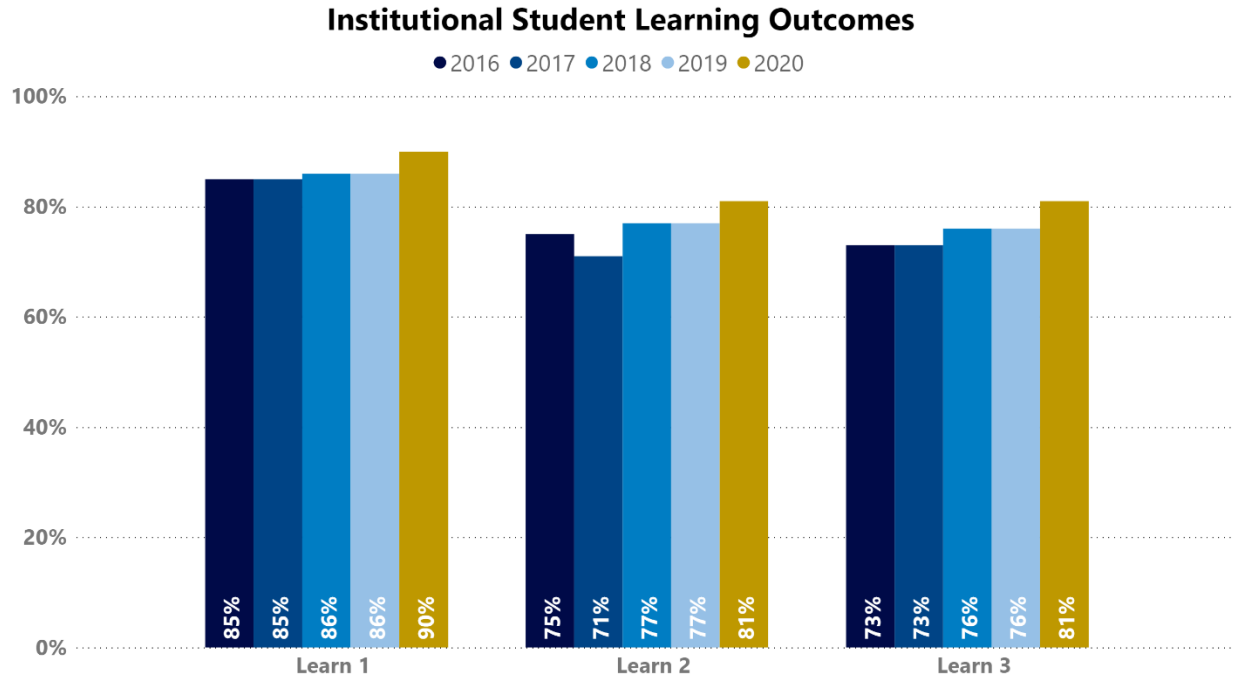
Child Development Center Program Accreditation

The SCC Child Development Center has earned accreditation from the National Association of Young Children - the nation's leading organization of early childhood professionals. NAEYC accreditation lets families in our community know that children in our program are getting the best care and early learning experiences.

B. Presentation of Student Achievement Data and Institution-set Standards

Institutional Student Learning Outcomes

Santiago Canyon College has twelve institutional student learning outcomes grouped into four themes which are embedded within the College’s institutional mission statement. The data presented in this section demonstrates the College’s focus on improving institutional student learning outcomes achievement over the past five years.

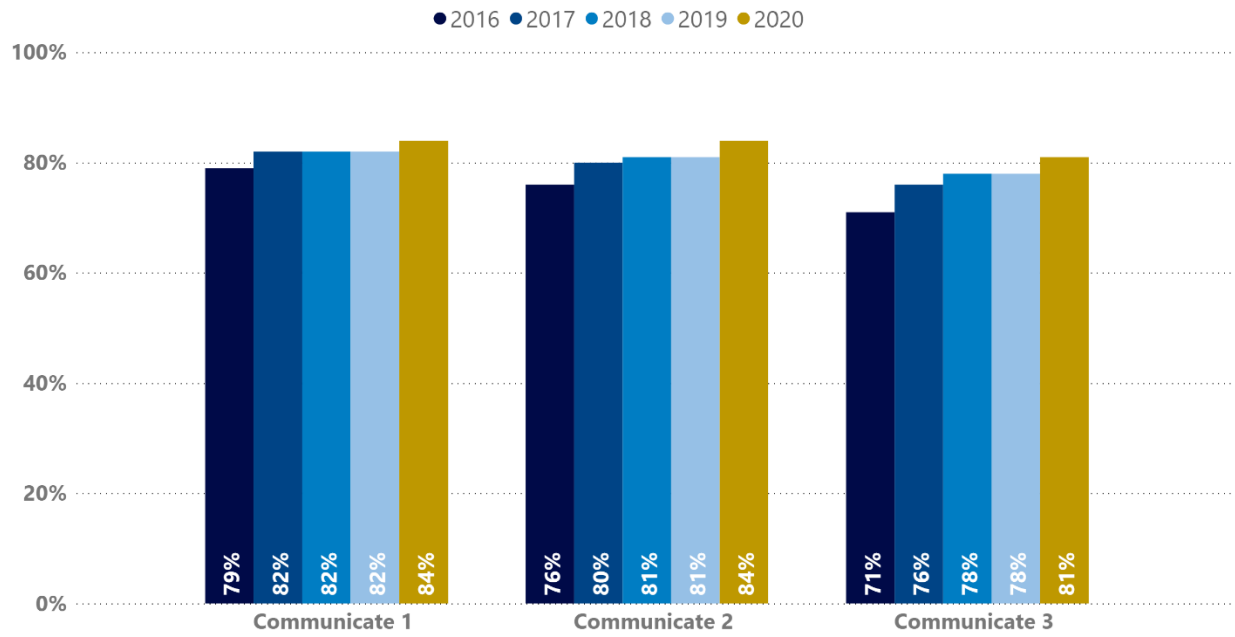


L1: Take responsibility for one’s own learning and well-being.

L2: Learn about one’s chosen academic major, while creating connections across disciplines.

L3: Learn about professional conduct, including workplace and community ethics, conflict management, and teamwork.

Institutional Student Learning Outcomes

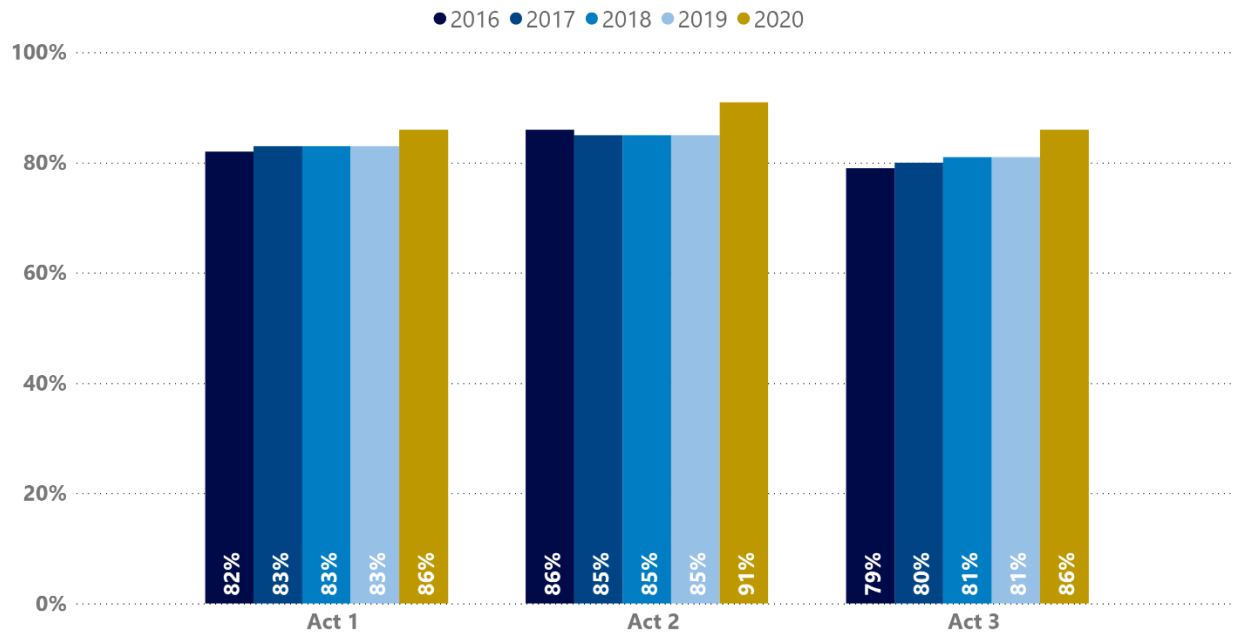


C1: Communicate ideas in a clear and articulate manner.

C2: Communicate accurately to diverse audiences.

C3: Communicate in various formats using diverse technologies.

Institutional Student Learning Outcomes

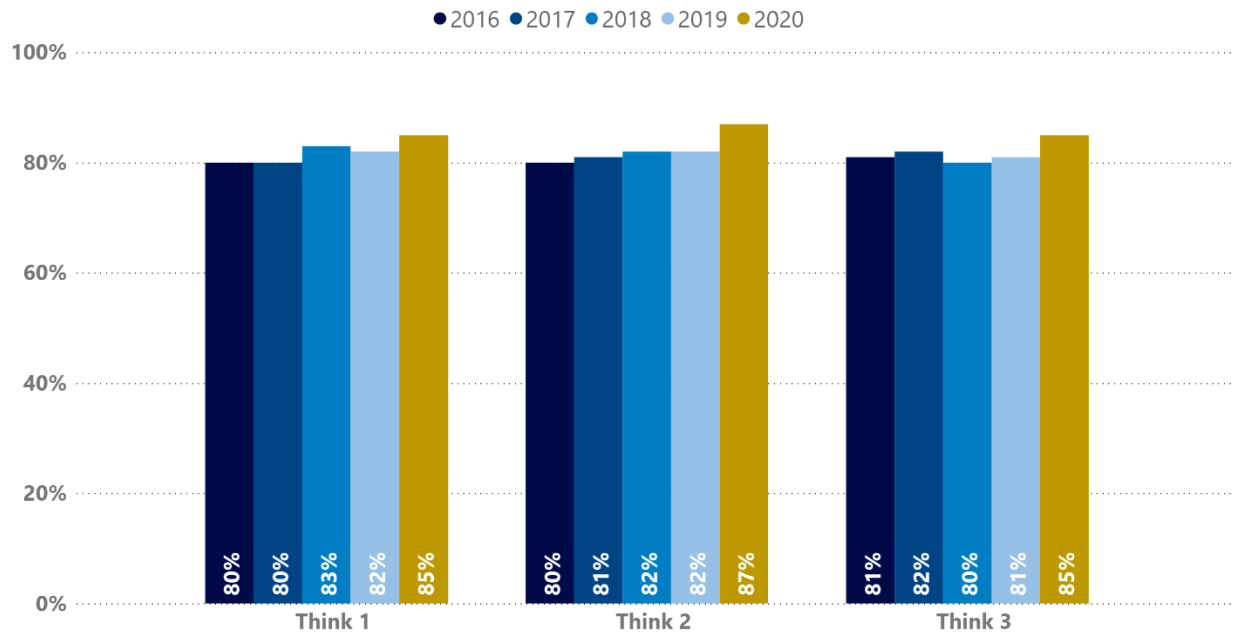


A1: Act to maintain one's dignity and self-respect.

A2: Act as a responsible community member who treats others with respect, civility, empathy, honesty and dignity.

A3: 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.

Institutional Student Learning Outcomes



T1: Critically analyze, evaluate, organize and use quantitative and qualitative data to solve problems and develop logical models, hypotheses and beliefs.

T2: Creatively use concepts to make learning relevant.

T3: Reflectively assess one's values, assumptions, and attitudes.

Institution-set Standards and Stretch Goals

Santiago Canyon College has established institution-set standards and stretch goals for successful course completion, certificates earned, associate degrees earned, transfers, job placement rates, and licensure exam pass rates, as required by the ACCJC. A trend analysis for each metric is presented below with the exception of licensure exam pass rates.

Many of Santiago Canyon College’s Career Education programs have state licensure requirements that are governed by agencies outside of the California Community College Chancellor’s Office and are not required to report exam or licensure pass rates.

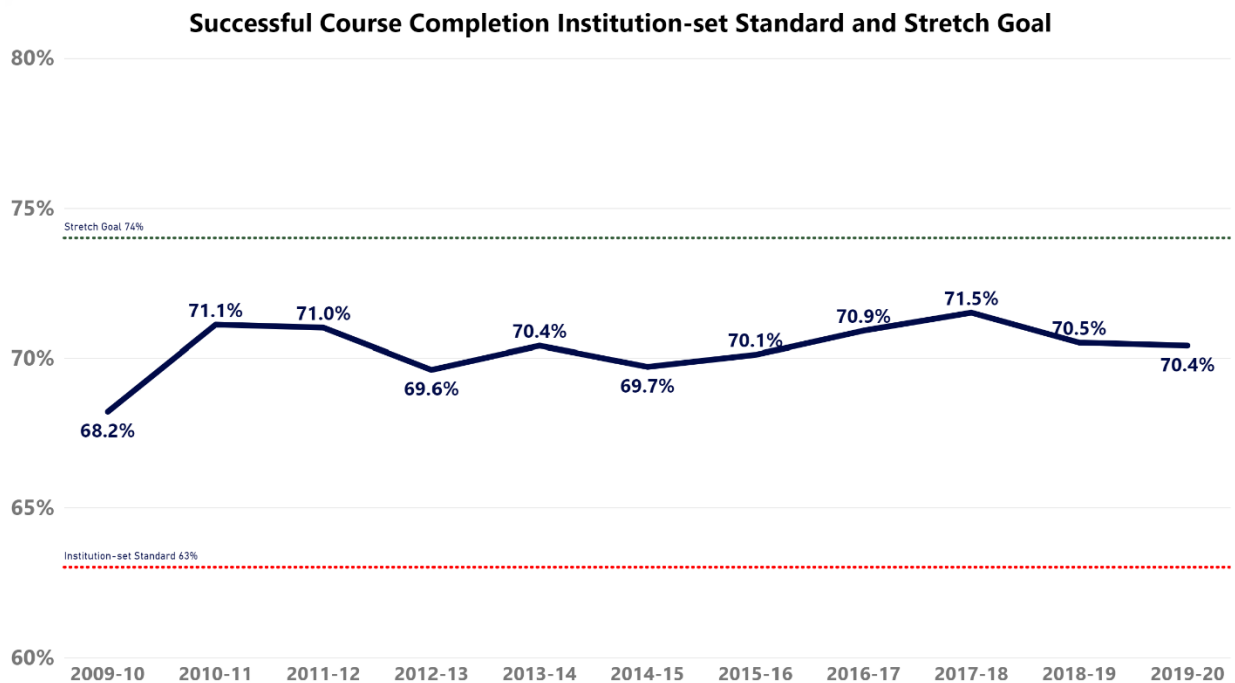
Many of SCC’s students need the Water Treatment and Water Distribution Operator program to become licensed as operators. This process is governed by the California Department of Public Health – Water. Unfortunately for SCC and its students, the exam and pass rates are proprietary and thus not shared.

There are several other programs requiring state licensure:

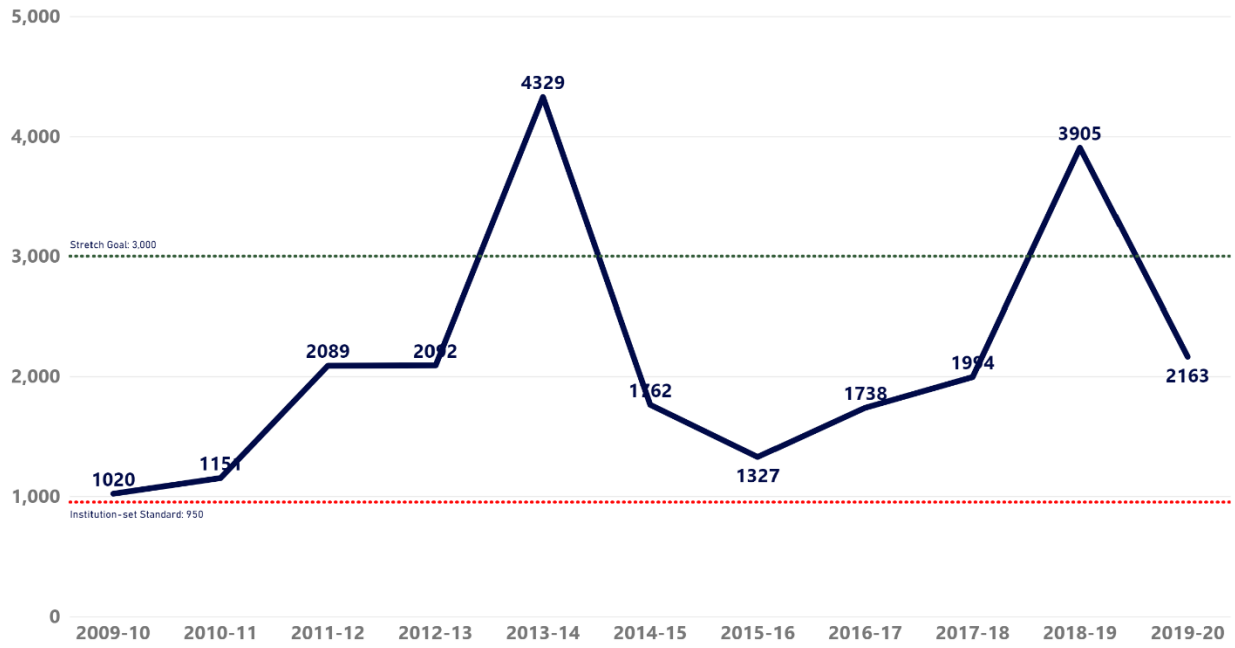
Surveying exams are offered through the Board for Professional Engineers, Land Surveyors, and Geologists (LSIT) which does not publish exam/licensure pass rates.

Cosmetology is governed by the Department of Consumer Affairs – Board of Barbering and Cosmetology and does not report proprietary school exam pass rates for Cosmetician, Manicurist and Esthetician.

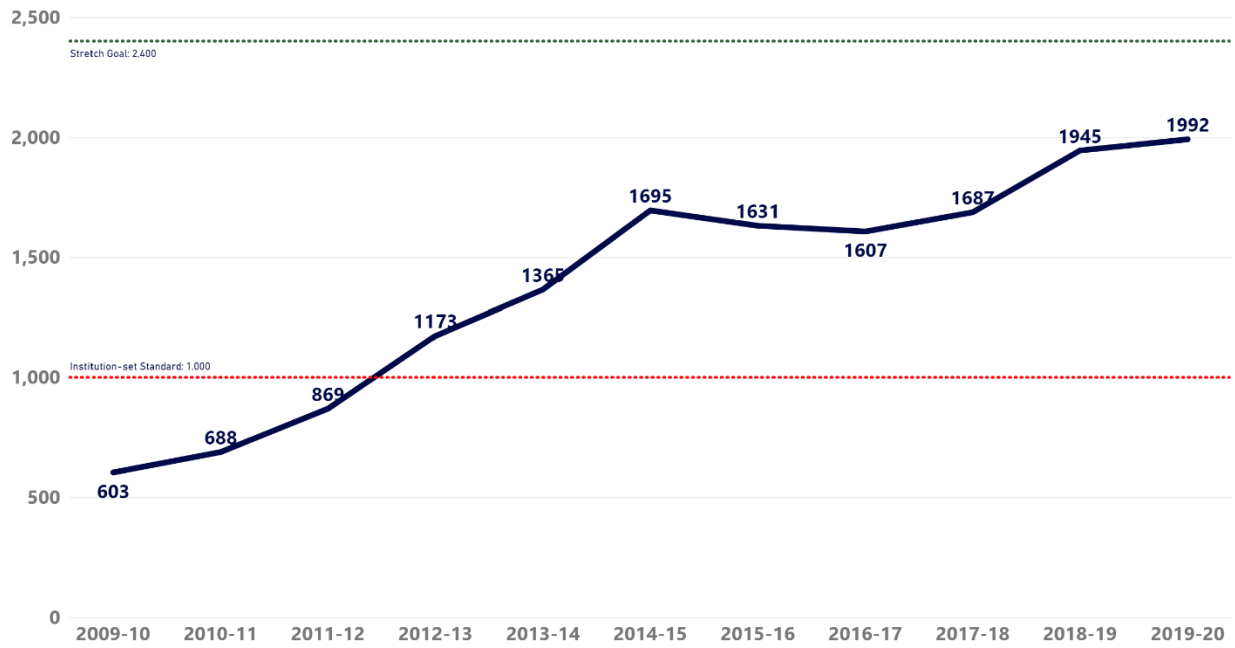
Real Estate is governed by the California Bureau of Real Estate (CalBRE) and does not publish exam/licensure pass rates.



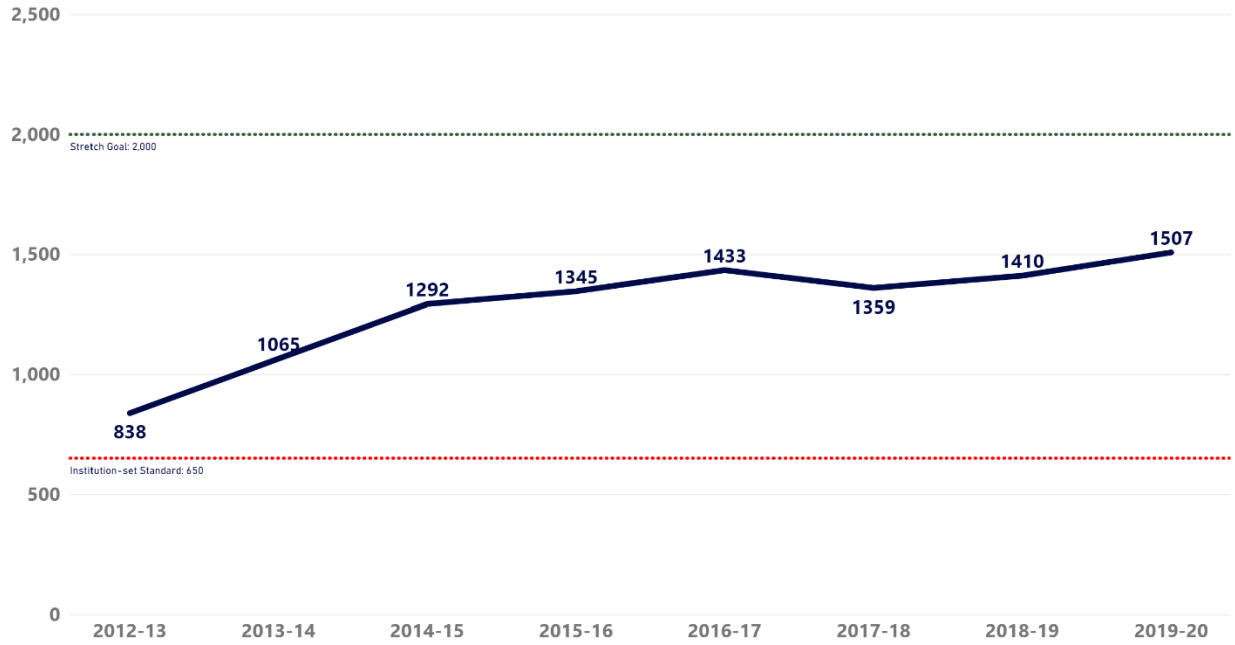
Certificates Earned Institution-set Standard and Stretch Goal



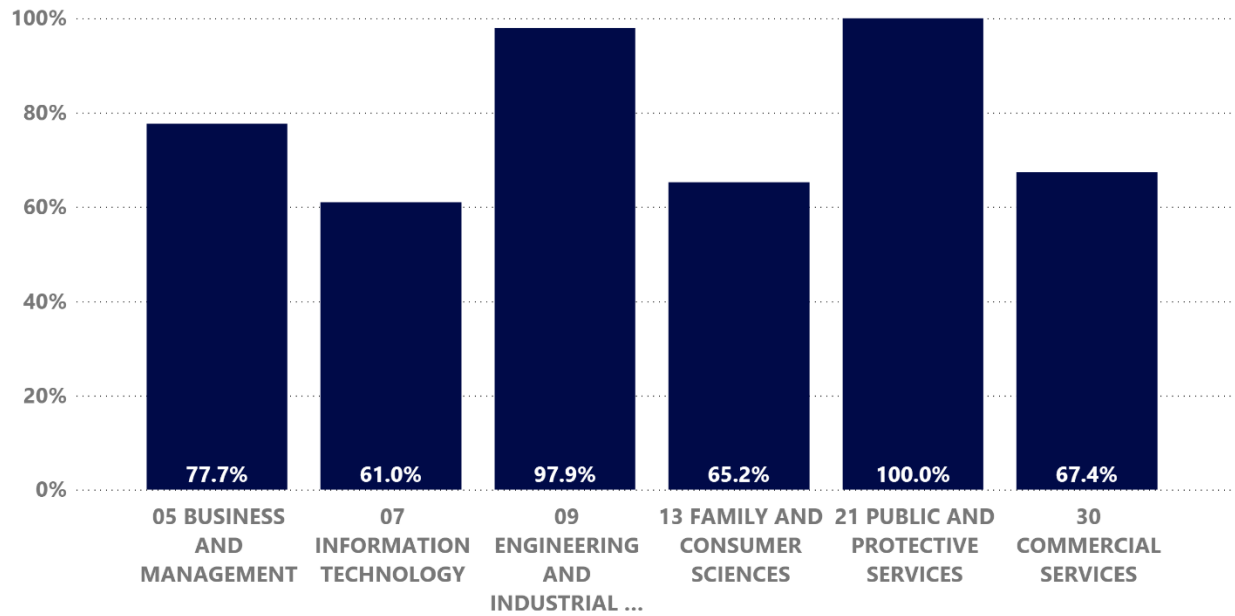
Associate Degrees Earned Institution-set Standard and Stretch Goal



Transfers Institution-set Standard and Stretch Goal

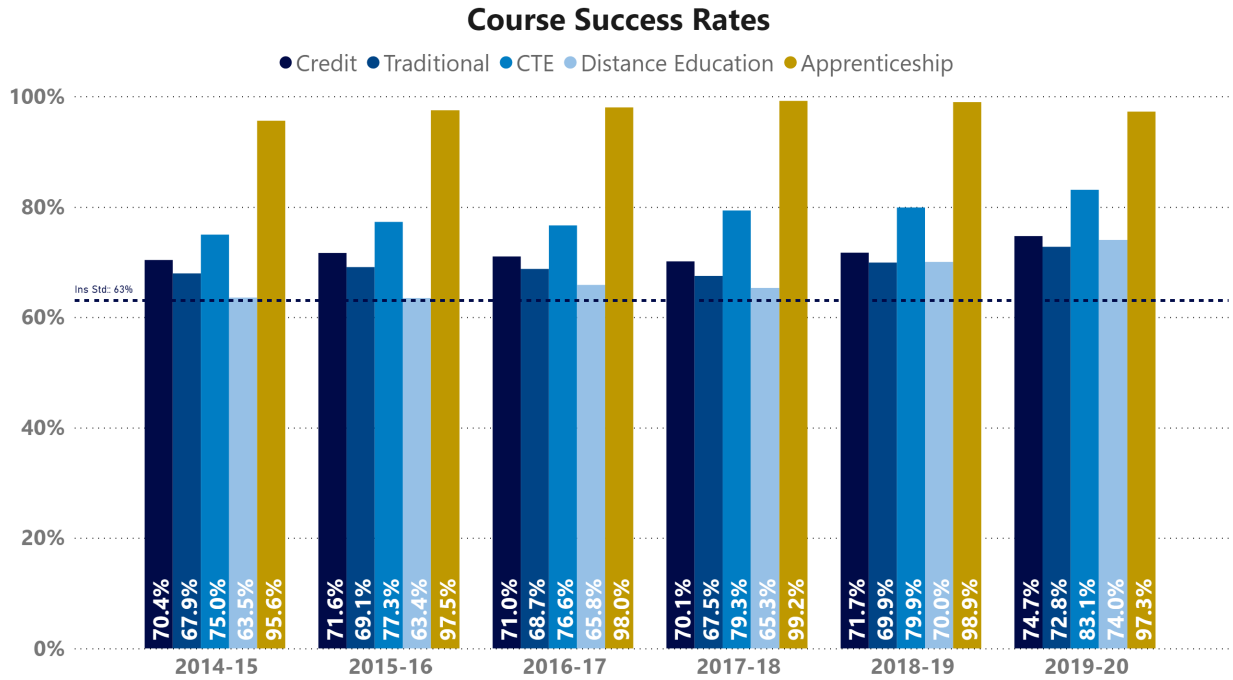


CTE Job Placement Rates by 2-Digit TOP Codes

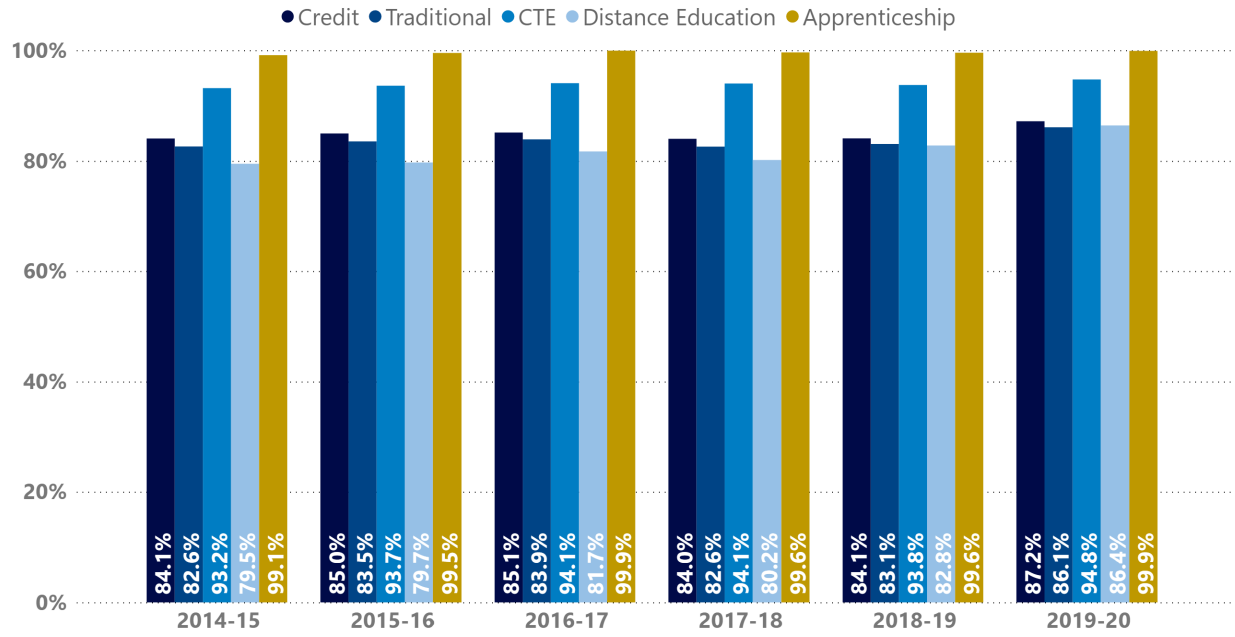


Success and Retention

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. As of 2019-2020, the distance education success rate has exceeded the success rate for traditional courses and is just 0.7 percentage points lower than the credit course success rate which includes apprenticeship.

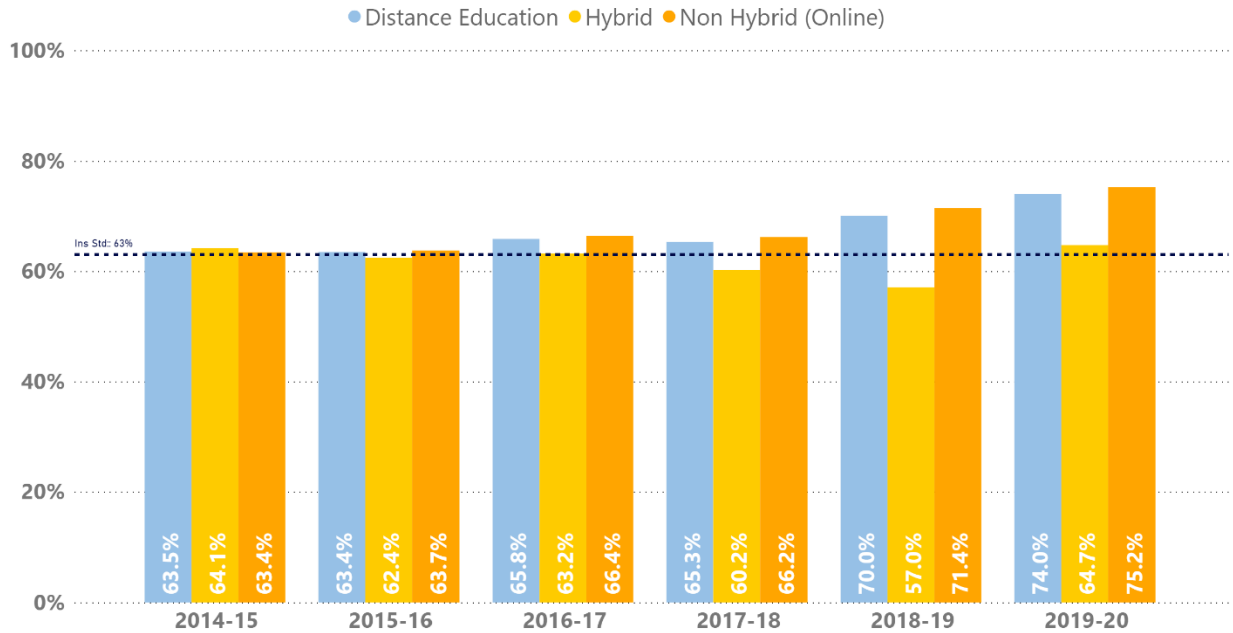


Course Retention Rates

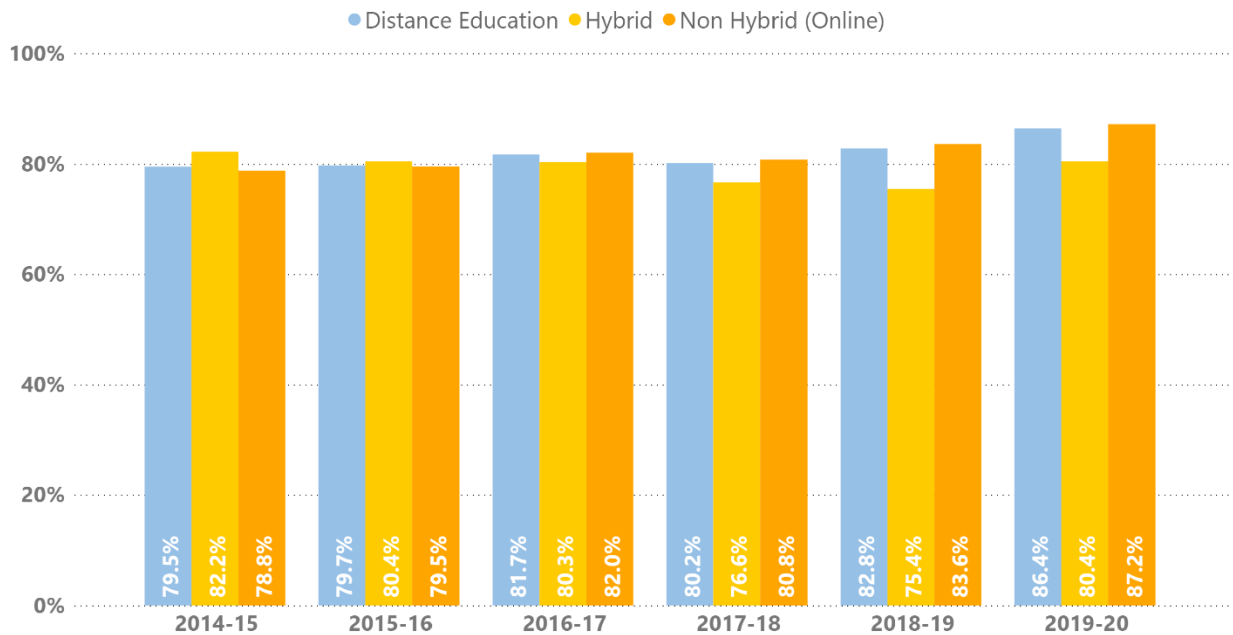


Between 2014-2015 and 2019-2020, the College has increased distance education success and retention rates by more than ten percentage points, demonstrating that the College’s investment in distance education support and training for faculty have yielded positive results for students. The success and retention rates for hybrid courses have remained relatively unchanged which may reflect the level of difficulty associated with hybrid courses which are typically reserved for the sciences.

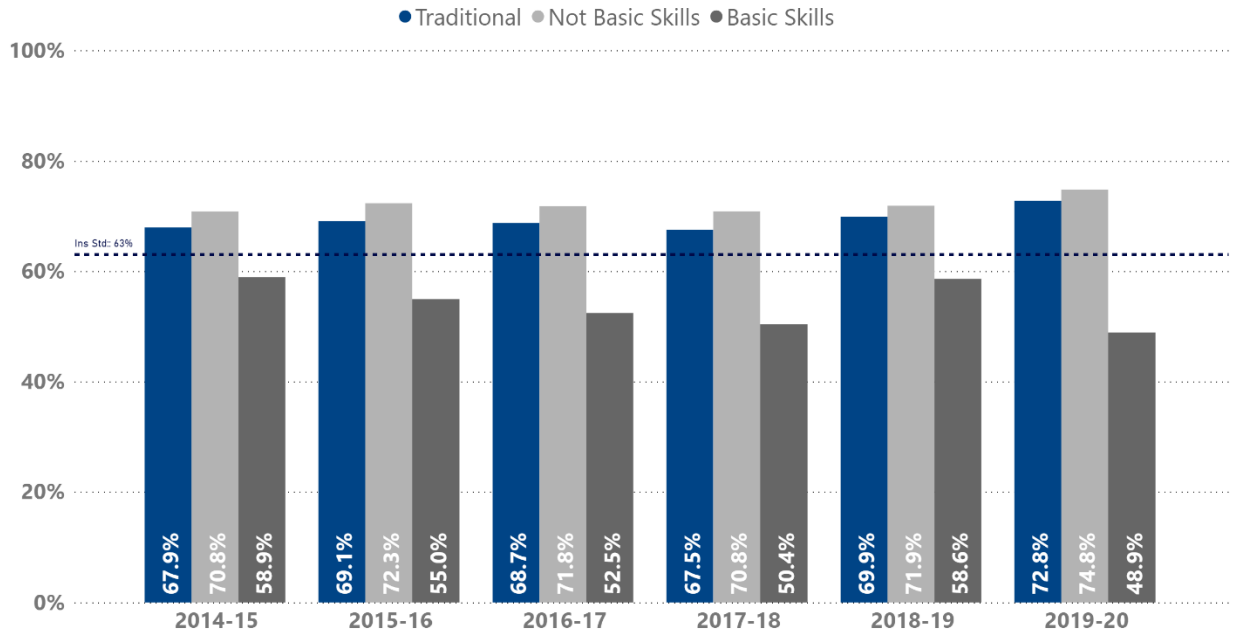
Distance Education Course Success Rates



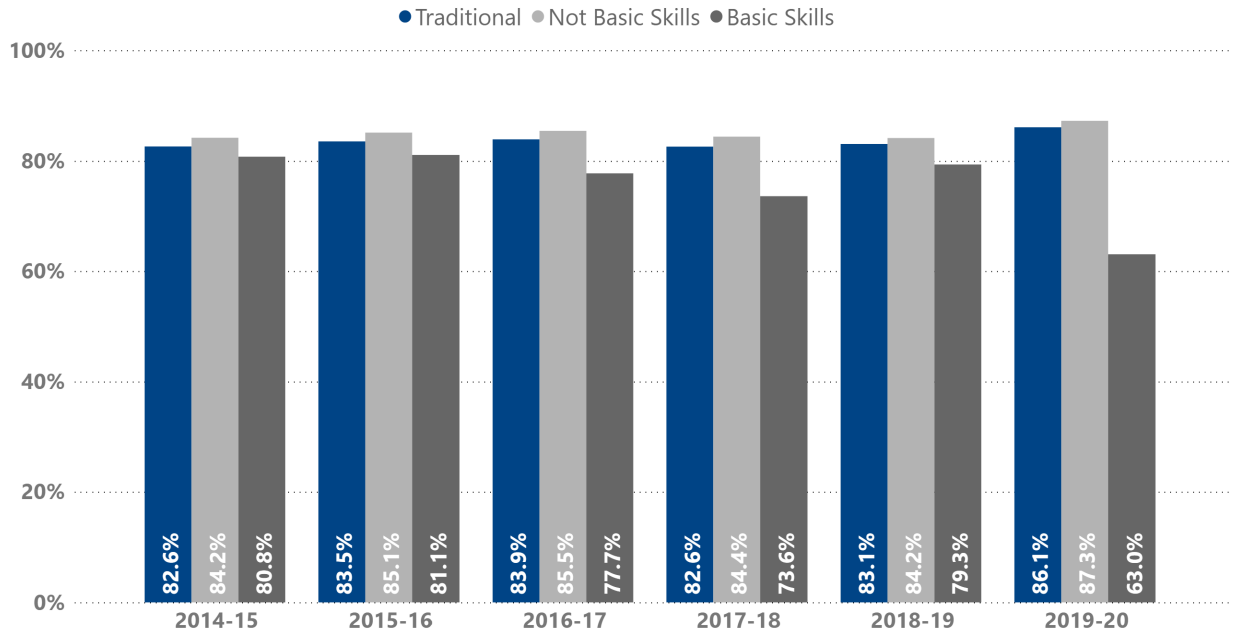
Distance Education Course Retention Rates



Course Success Rates

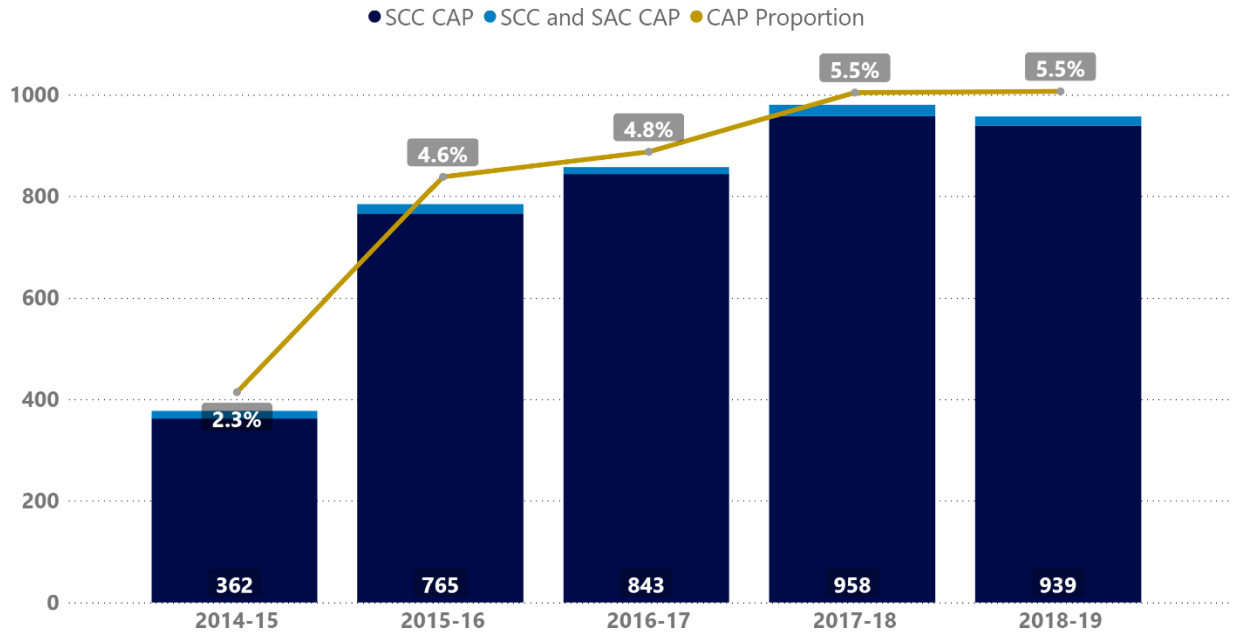


Course Retention Rates

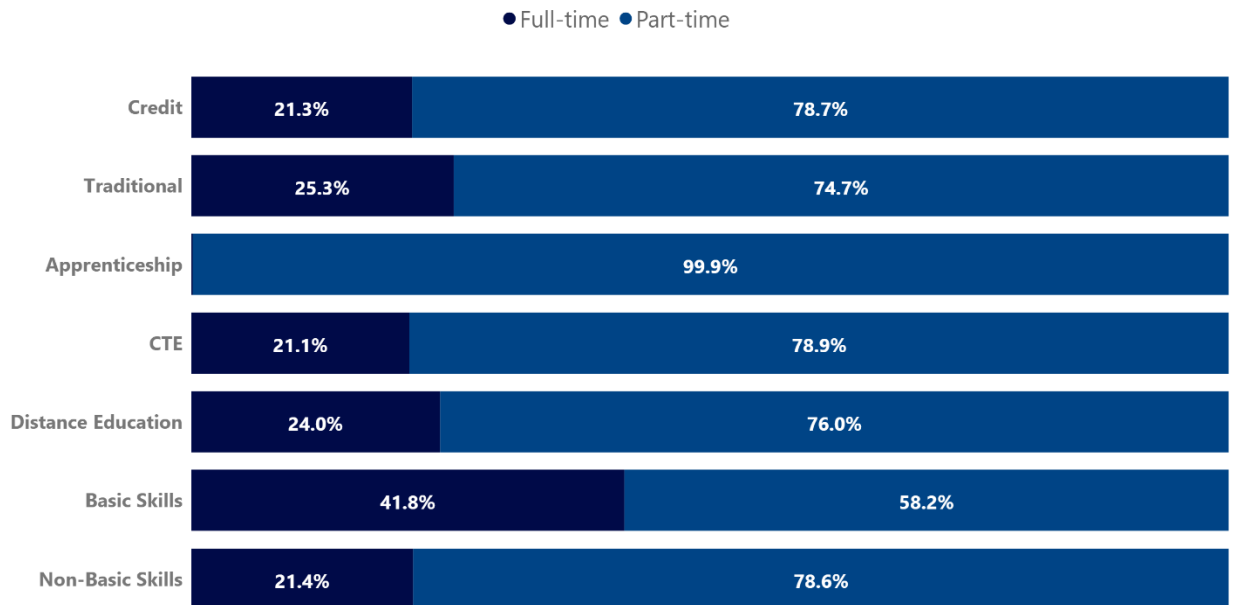


In recent years, the College has seen a surge in its dual enrollment program. Recognizing that the younger population in Orange County is shrinking, there are many benefits to both students and the college to expand course offerings to local high schools.

Dual Enrollment (CAP) Credit Headcount

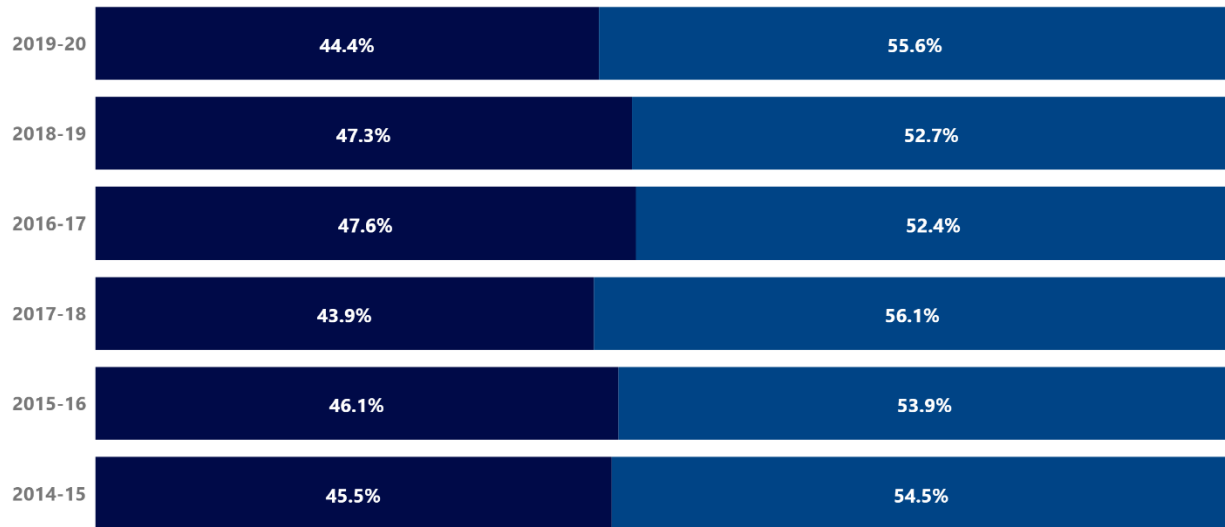


Credit Full-time/Part-time Student Proportion



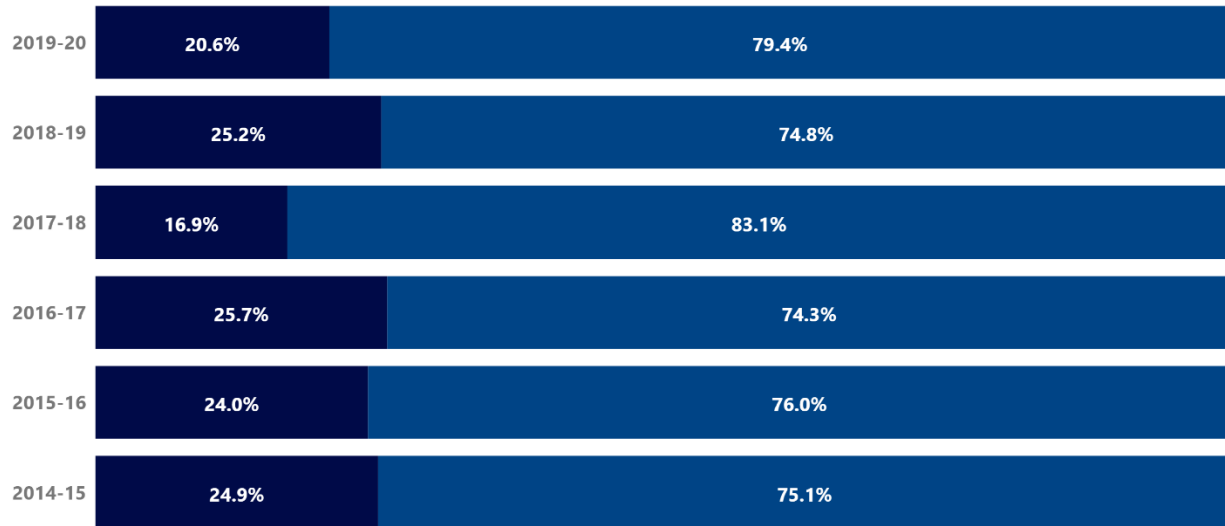
Credit Fall to Fall Persistence

● Persisted ● Not Persisted

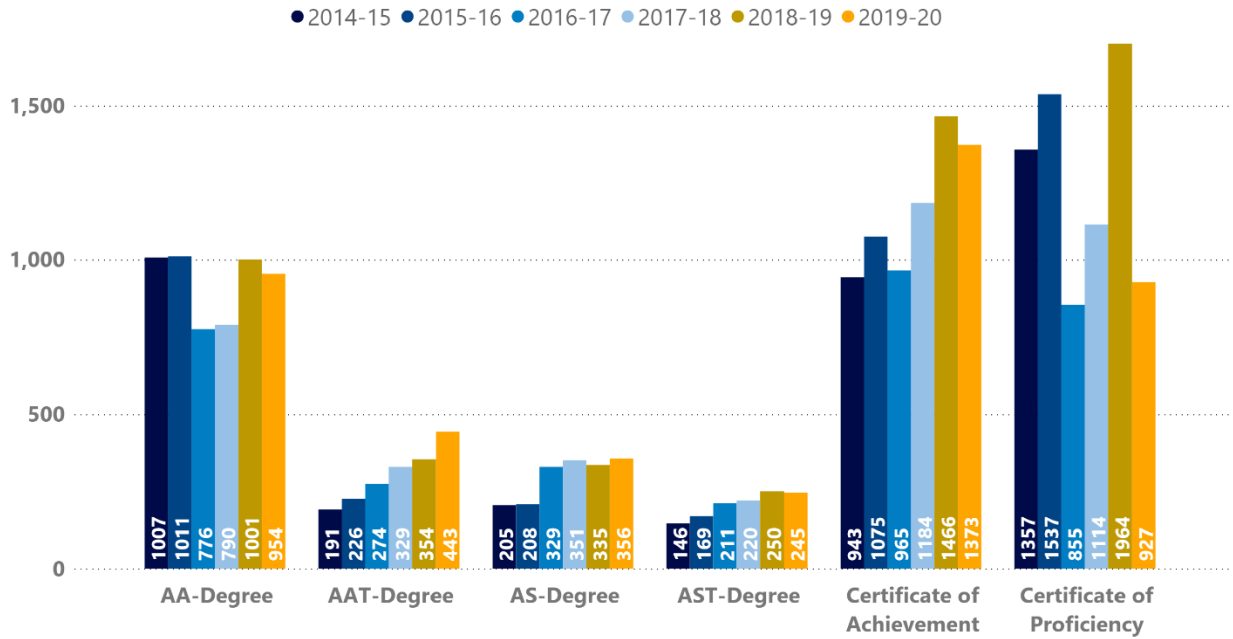


Noncredit Fall to Fall Persistence

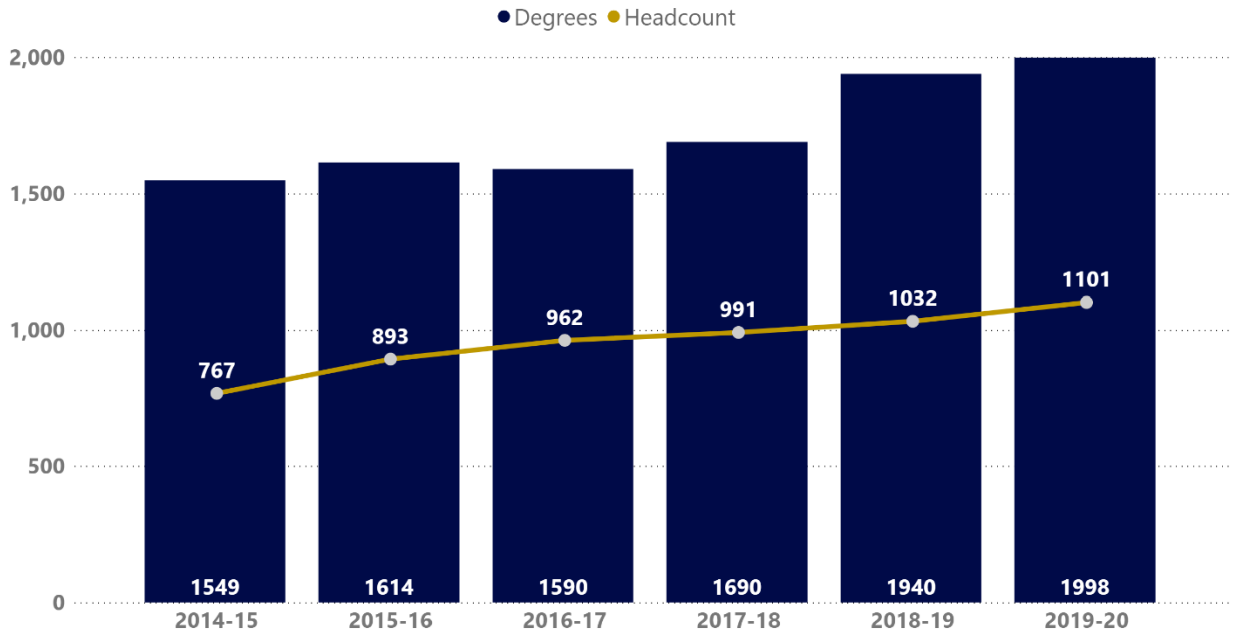
● Persisted ● Not Persisted



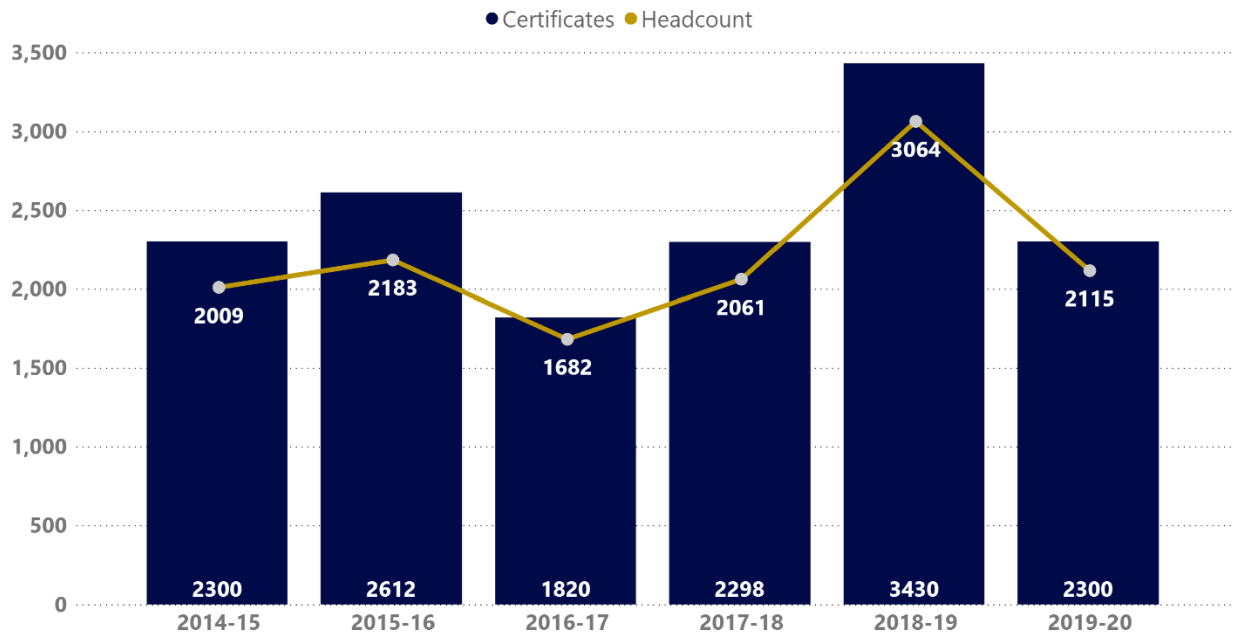
Degrees and Certificates Awarded



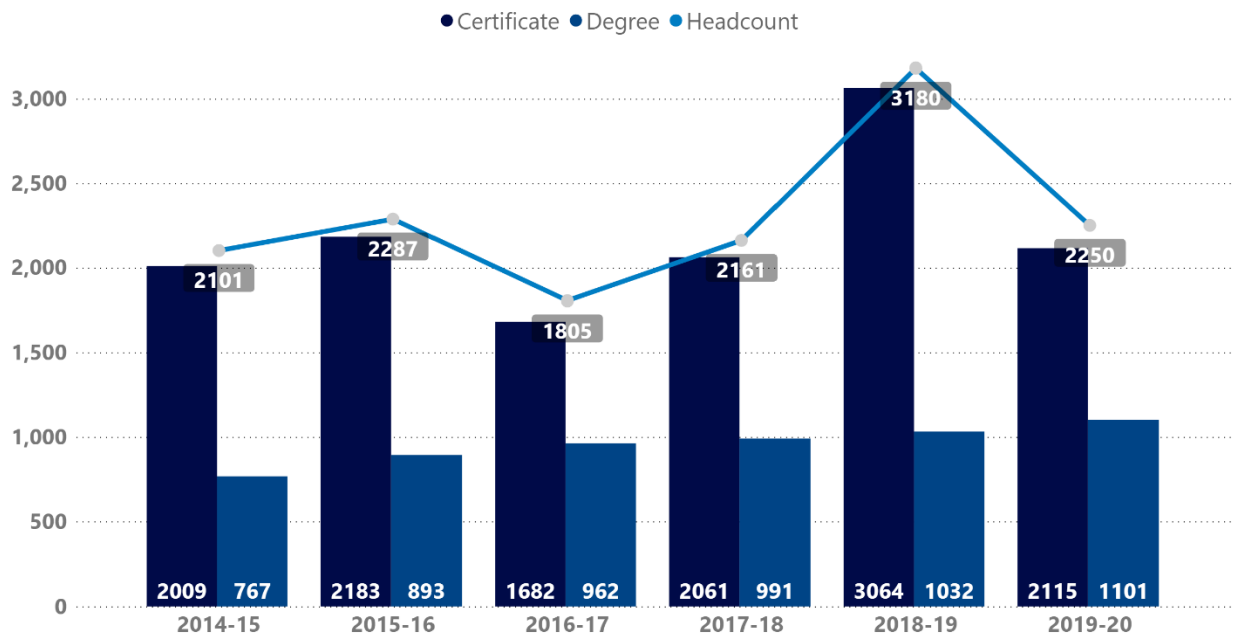
Degrees Earned



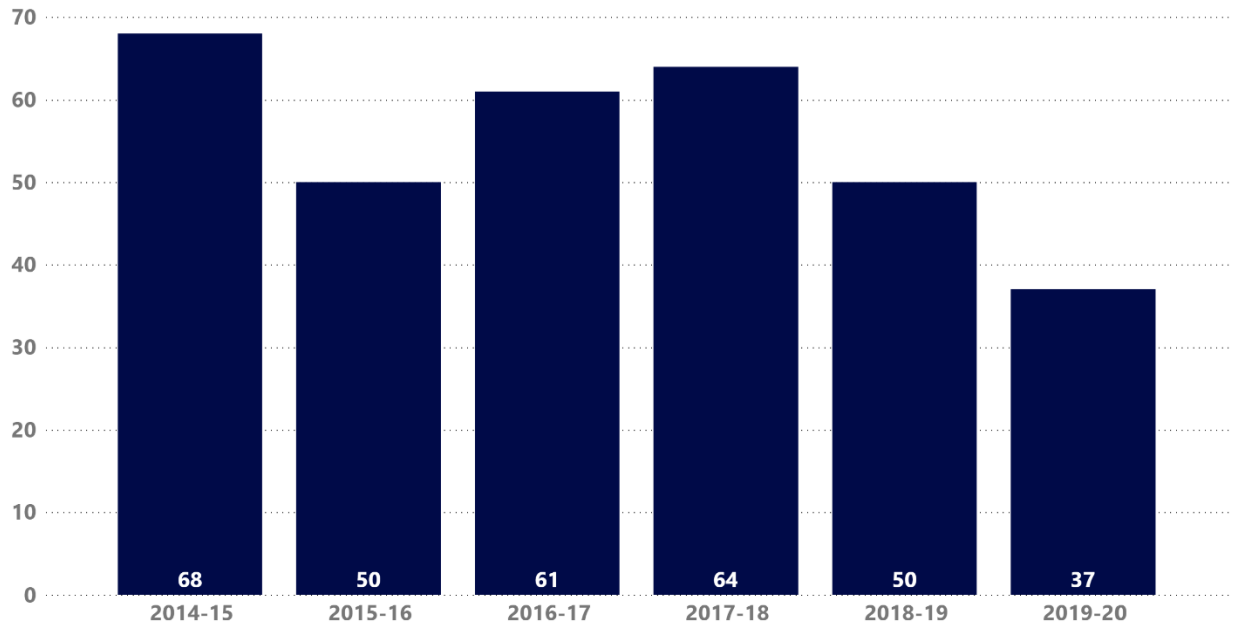
Certificates Earned



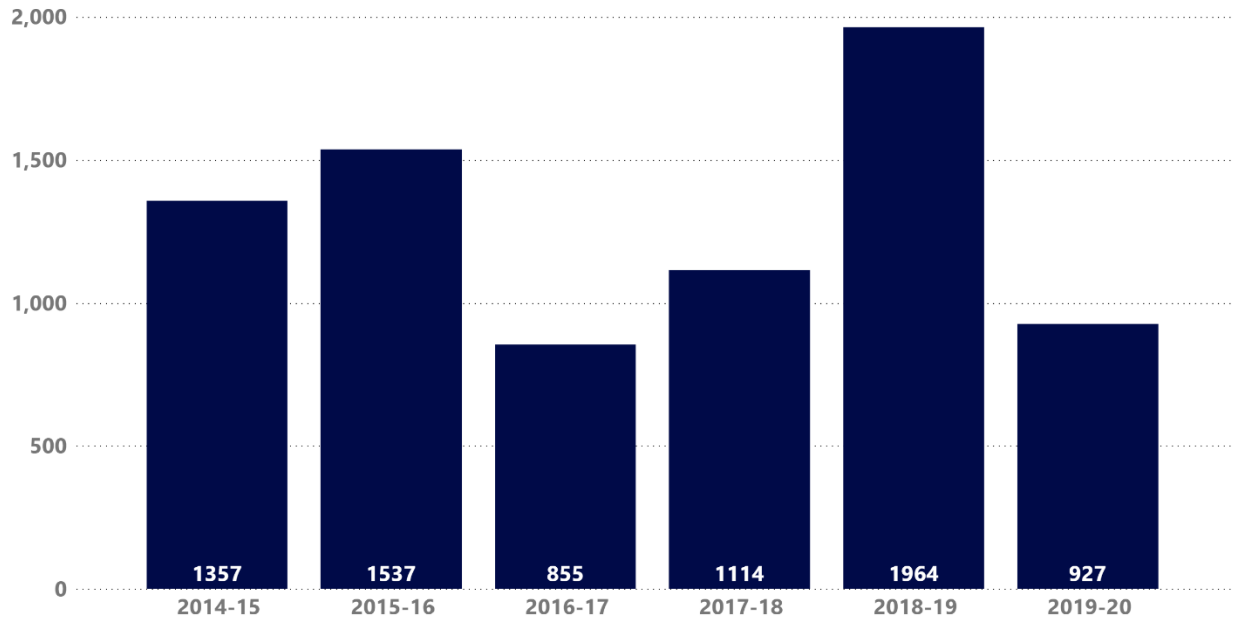
Awards Earned



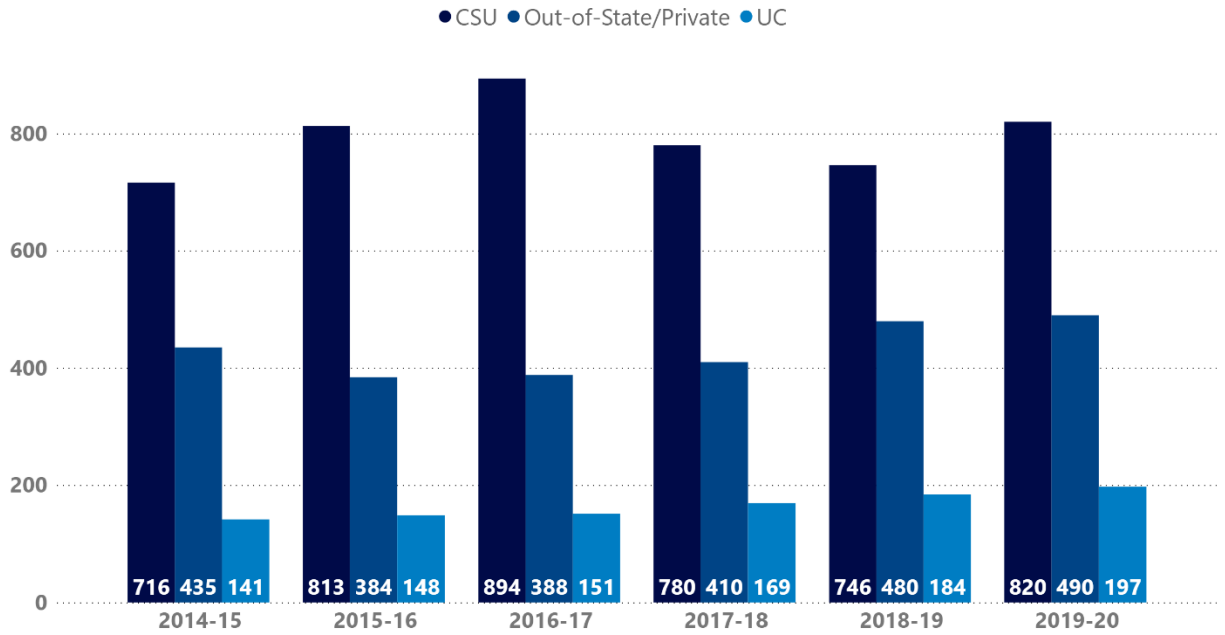
High School Diplomas



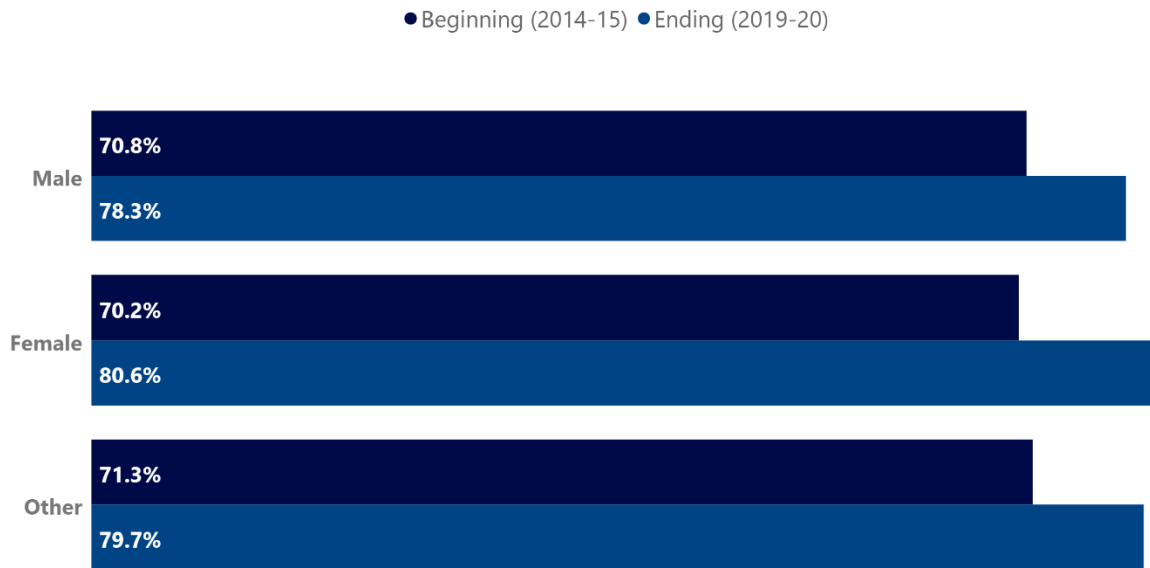
Noncredit Certificates of Completion Awarded



Transfers to 4-Year Institutions



Gender Success Rates



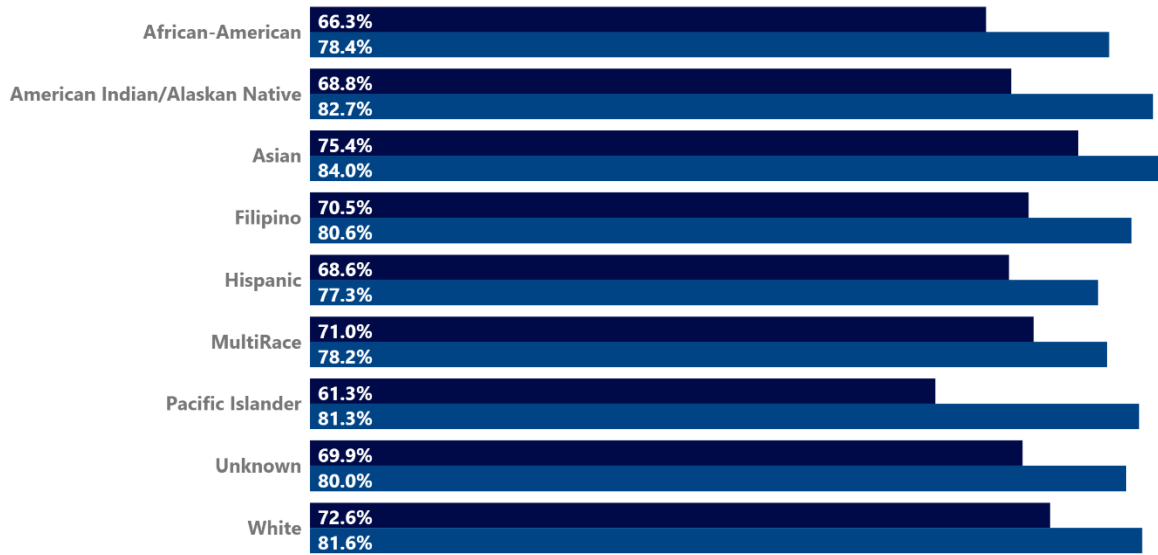
Age Group Success Rates

● Beginning (2014-15) ● Ending (2019-20)

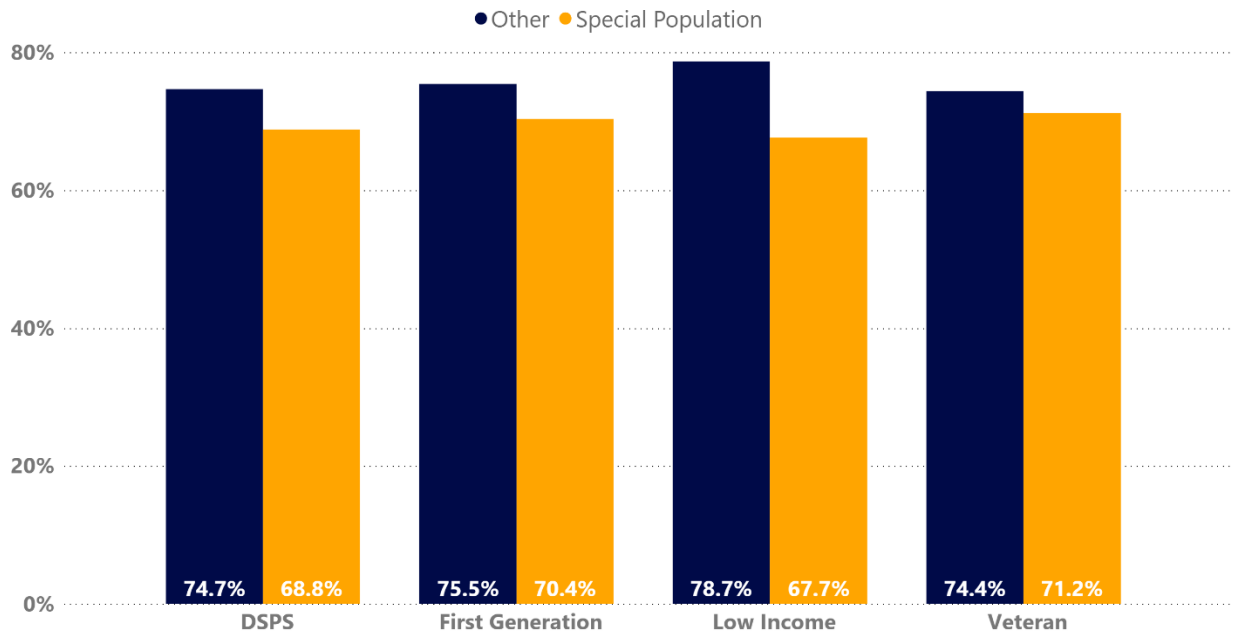


Ethnicity Success Rates

● Beginning (2014-15) ● Ending (2019-20)



Special Population Success Rates

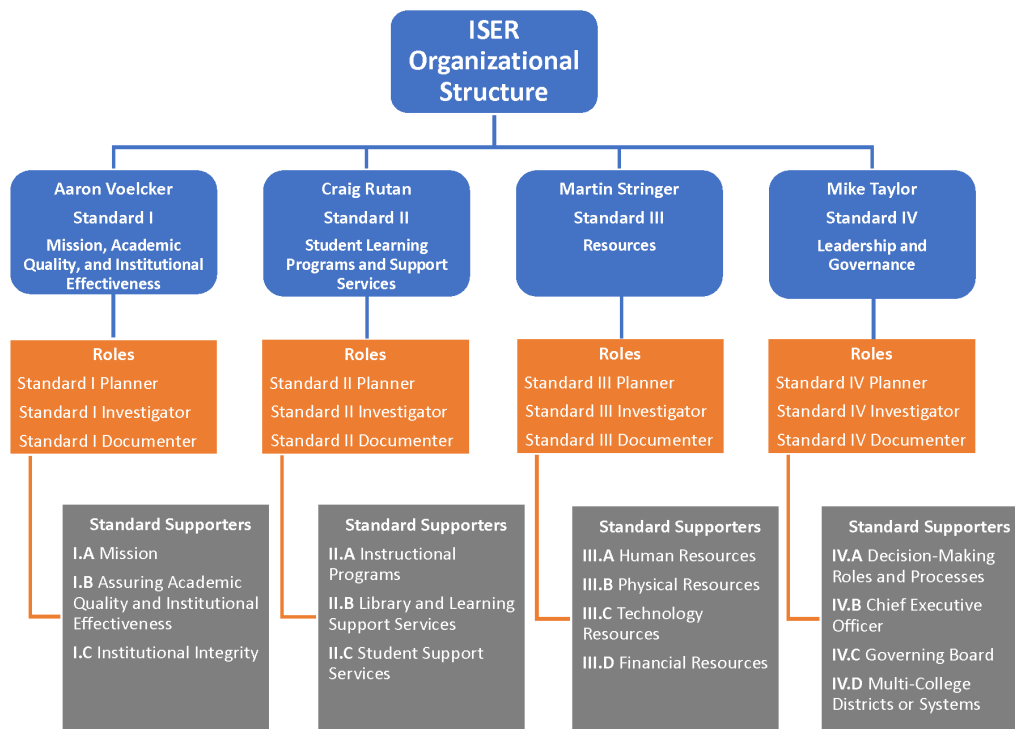


C. Organization of the Self-Evaluation Process

The accreditation planning process began in fall of 2018 with the identification of four core accreditation chairs to oversee the four major accreditation Standards. The dean of Institutional Effectiveness, Library and Learning Support Services served as the chair of Standard I. The Santiago Canyon College Academic Senate president served as the chair of Standard II. The vice president of Academic Affairs served as the chair of Standard III. The Santiago Canyon College Academic Senate vice president served as the chair of Standard IV.

Each of the four core chairs met regularly to discuss the accreditation timeline (Intro_02) and to build a structure of support around the accreditation process with representation from each of the primary constituencies having leadership roles within the major Standard working groups. College personnel with relevant knowledge and experience to support each of the Standards were identified, and an Accreditation Standard Matrix was developed (Intro_03) to ensure there were no gaps in support across all Standards and Standard subsections.

A tri-chair model was developed for each major Standard team with each chair having a specific role. The Planner served as the facilitator to set agendas, communicate updates, and serve as the primary point of contact for the core chair appointed to the Standard. The Investigator provided quality control over evidence, ensuring that evidentiary documents were recent, formatted correctly, and properly annotated. The Documenter organized the Standard drafts, compiled information, and served as the initial writer and editor for the Standard. Each Standard team then had Standard Supporters who served as the leads for each of the Standard subsections (Intro_04, Intro_05).



Drawing from the aforementioned matrix, each Standard team identified individuals to fill each of the tri-chair positions, ensuring that a classified staff member, a faculty member, and an administrator filled one of the primary roles of Planner, Investigator, and Documenter. College personnel with specific and relevant knowledge were identified as standard supporters and efforts were made to ensure student inclusion in the accreditation process by engaging the Associated Student Government.

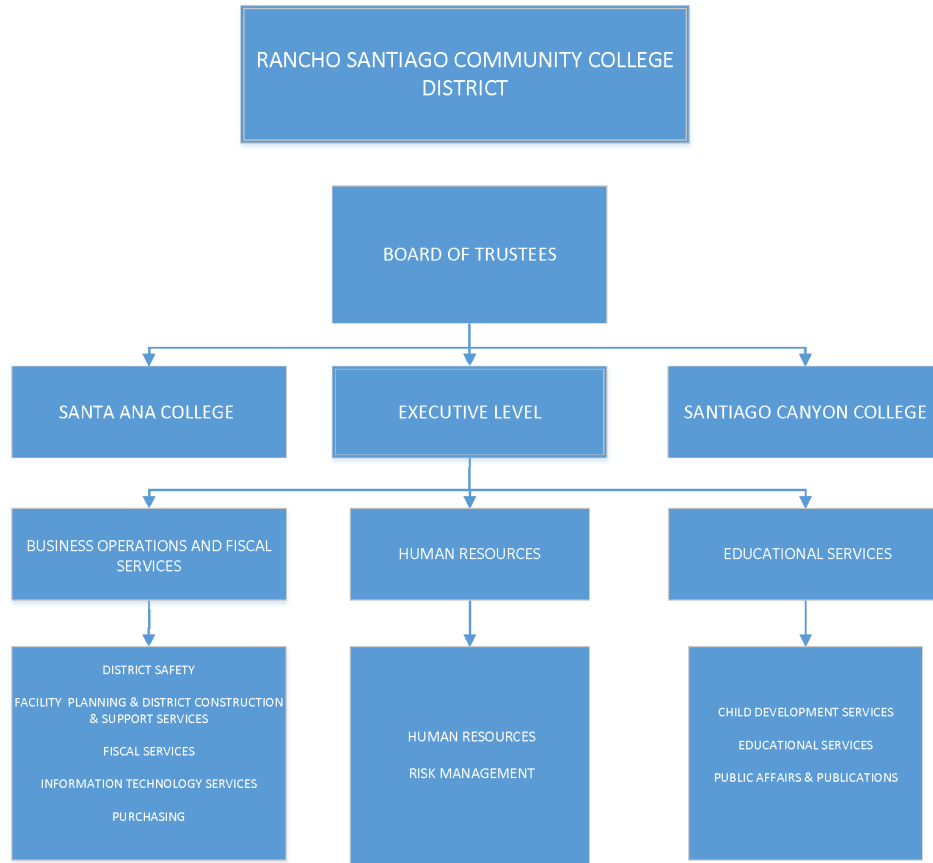
In fall of 2019, after the first of two trainings was provided to the College by the ACCJC staff liaison, the College began to work toward draft responses to each of the accreditation Standards. Much of the work toward this end was completed within Microsoft Teams, allowing for the posting of evidence, team communication, and collaboration on draft responses.

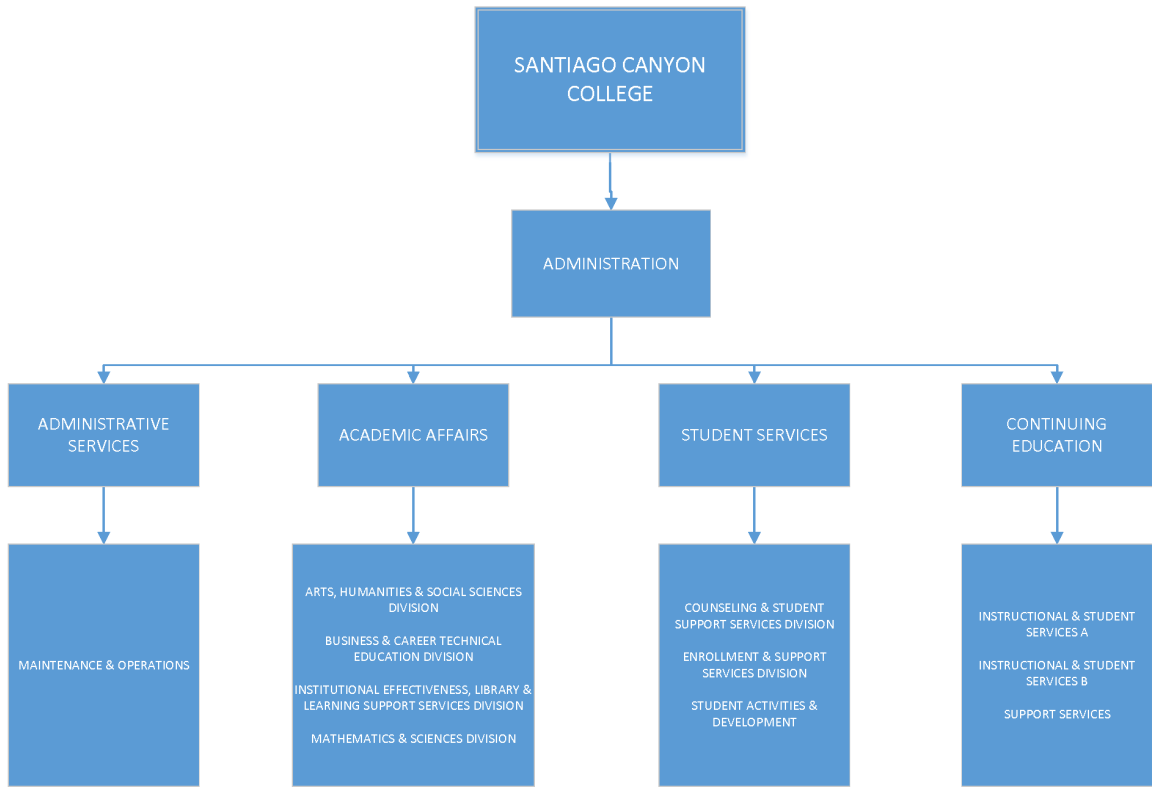
In spring of 2021, the Accreditation Liaison Officer, with the support of a dedicated final editor from the College's English Department, finalized the Institutional Self-Evaluation Report (ISER) and presented the draft document to the Santiago Canyon College Academic Senate in May of 2021. Once the ISER was approved locally by both the Academic Senate and College Council, the completed document was forwarded to the Rancho Santiago Community College District Board of Trustees for final approval in June and July 2021.

D. Organizational Information

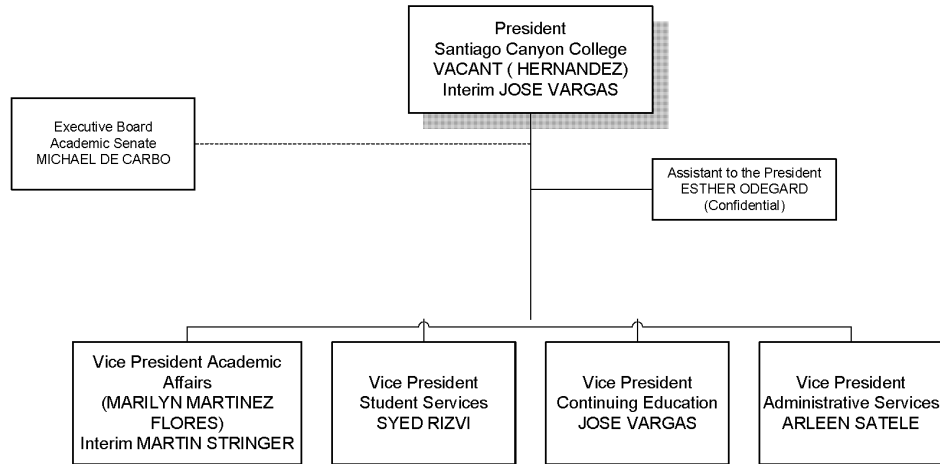
It is important that the Rancho Santiago Community College District, as a multi-college district, clearly delineates, documents, and communicates the operational responsibilities and functions for the District from the responsibilities and functions of the colleges to ensure necessary, adequate resources support each location in an effort serve students and the surrounding community efficiently and effectively. In 2003, the College and District documented the functions and responsibilities of each entity within the RSCCD Functions/Mapping of Responsibilities and began a cycle of regularly reviewing the functions and responsibilities every three years. This process was designed to ensure transparency and to provide a reference document that all constituents can adhere to in practice. (Intro_06)

Organizational Charts





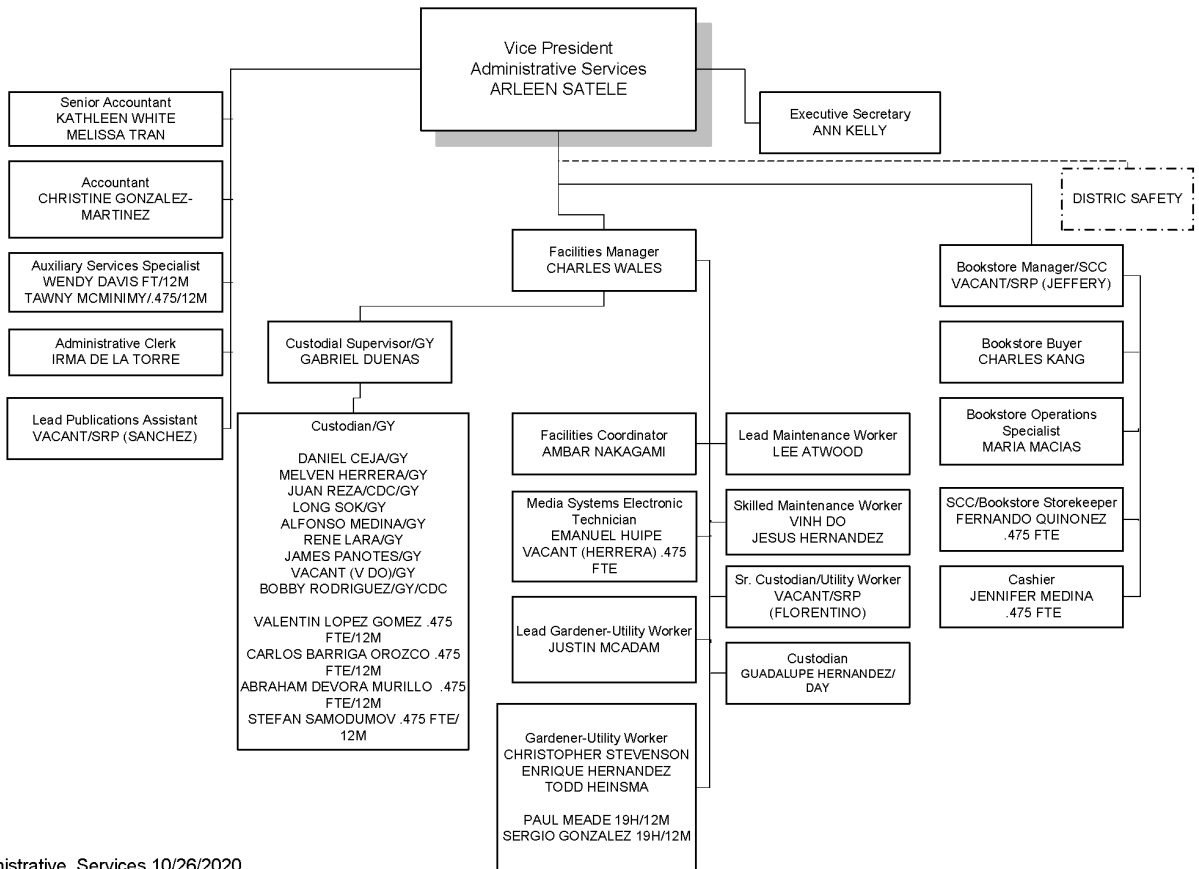
**Rancho Santiago Community College District
SANTIAGO CANYON COLLEGE**



FY20 Administration 9/10/2020

**Rancho Santiago Community College District
SANTIAGO CANYON COLLEGE
ADMINISTRATIVE SERVICES**

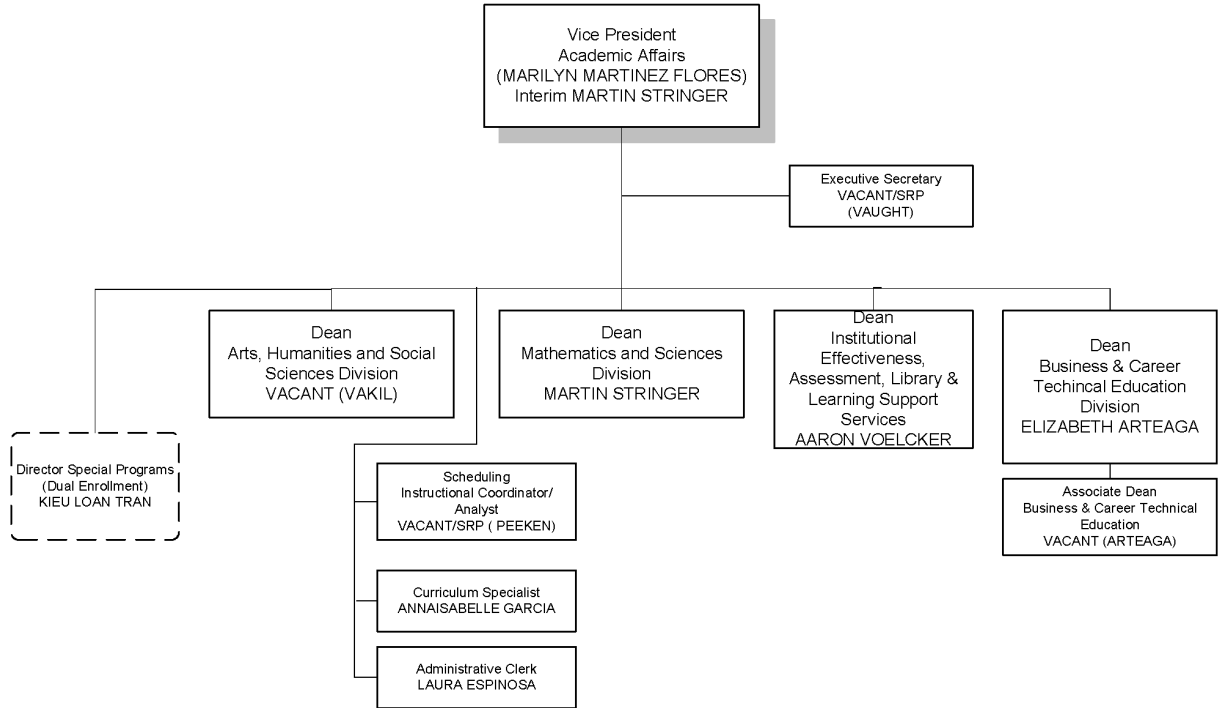
* Red Circled



FY20 Administrative_Services 10/26/2020

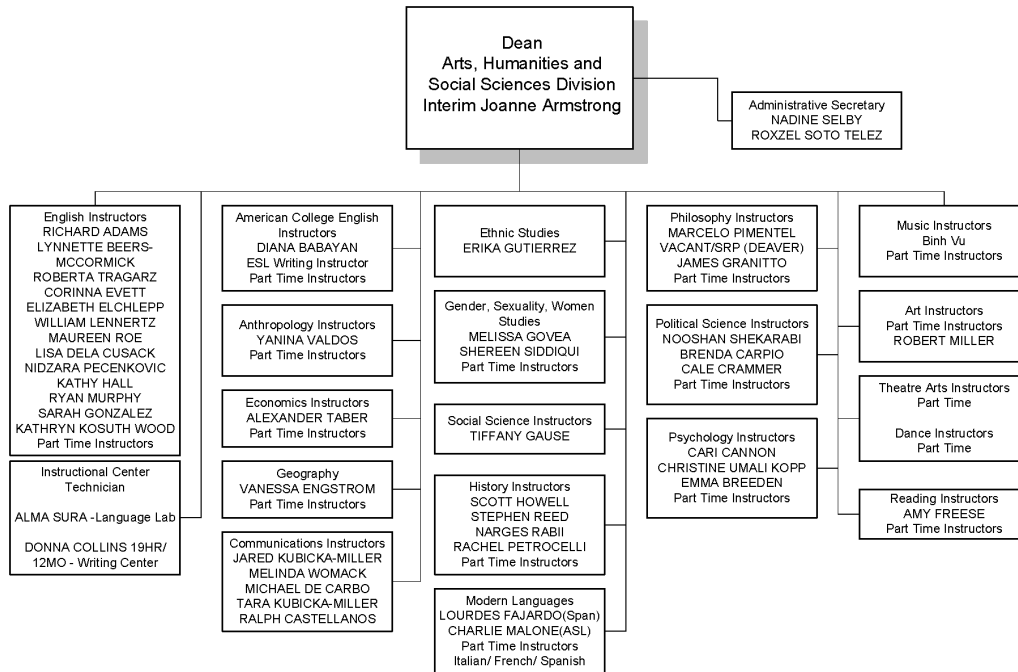
**Rancho Santiago Community College District
SANTIAGO CANYON COLLEGE
ACADEMIC AFFAIRS**

* Red Circle



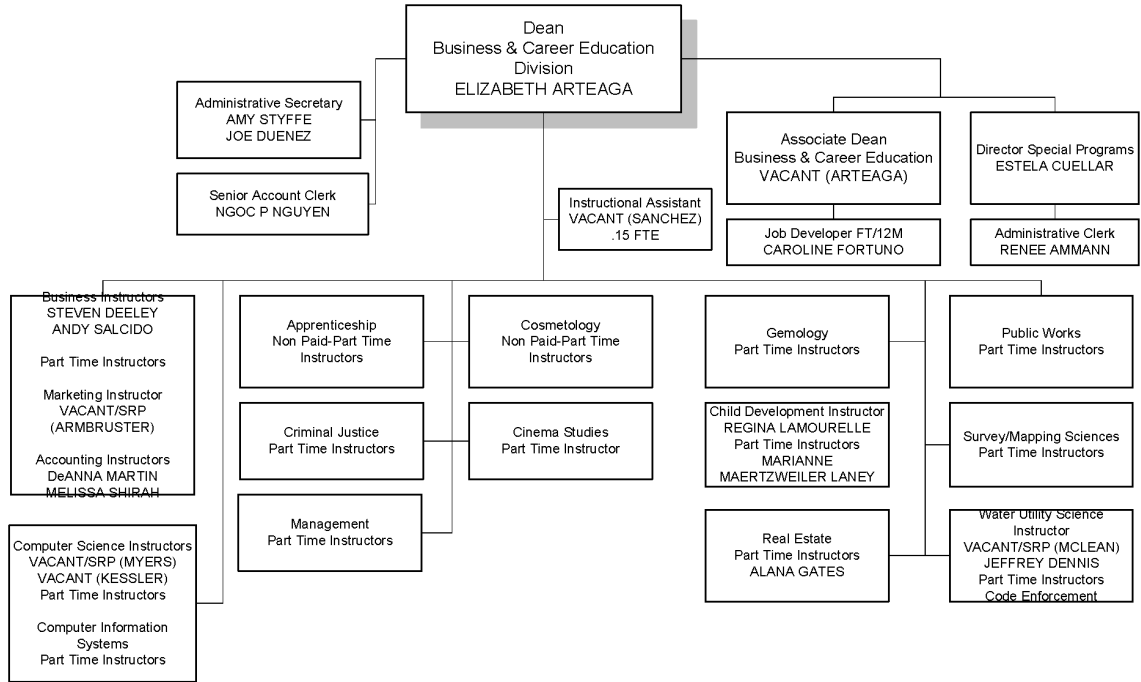
FY20 Academic_Affairs 10/26/2020

**Rancho Santiago Community College District
SANTIAGO CANYON COLLEGE
ACADEMIC AFFAIRS
ARTS, HUMANITIES AND SOCIAL SCIENCES
DIVISION**



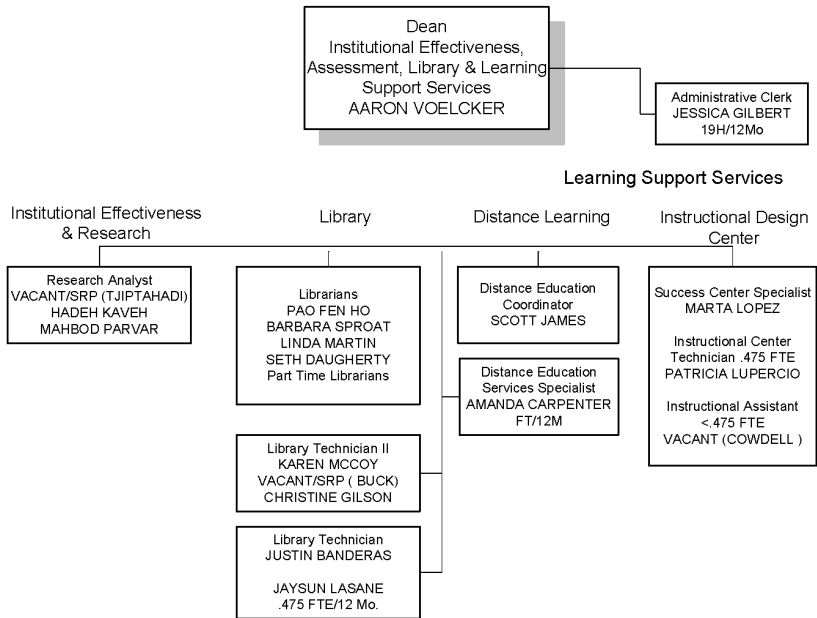
FY20 Arts_Humanities_Soc_Sci 10/26/2020

Rancho Santiago Community College District
 SANTIAGO CANYON COLLEGE
 ACADEMIC AFFAIRS
 BUSINESS & CAREER EDUCATION DIVISION



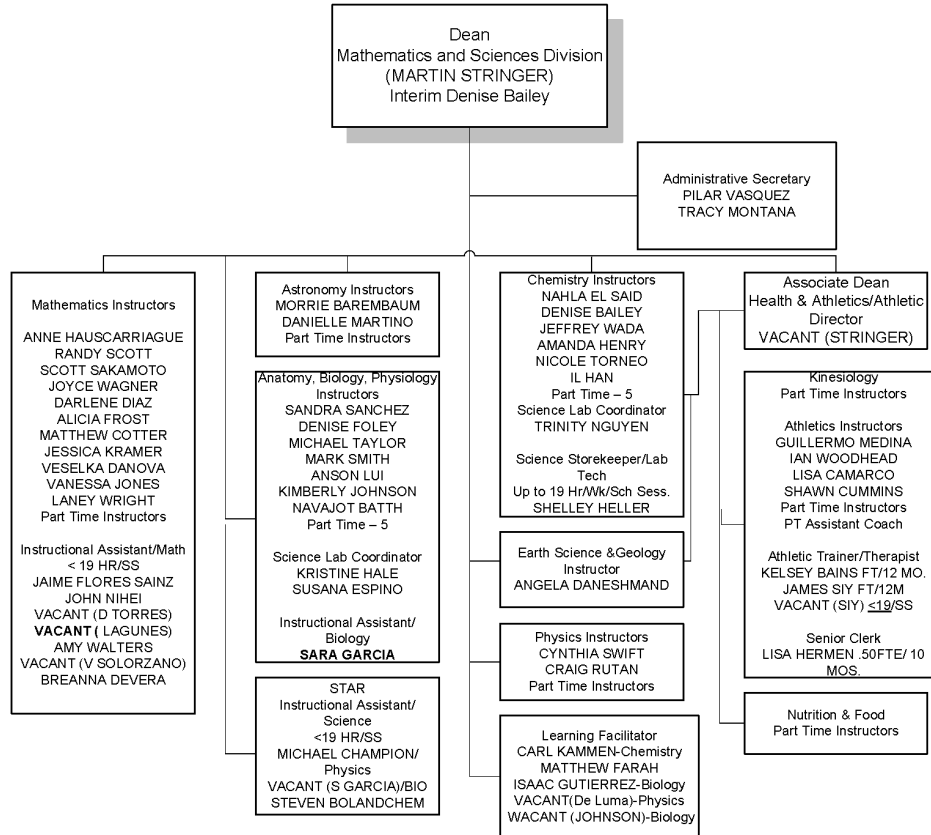
FY20 Business_Career_Tech_Education 10/26/2020

Rancho Santiago Community College District
SANTIAGO CANYON COLLEGE
ACADEMIC AFFAIRS
INSTITUTIONAL EFFECTIVENESS, LIBRARY
& LEARNING SUPPORT SERVICES



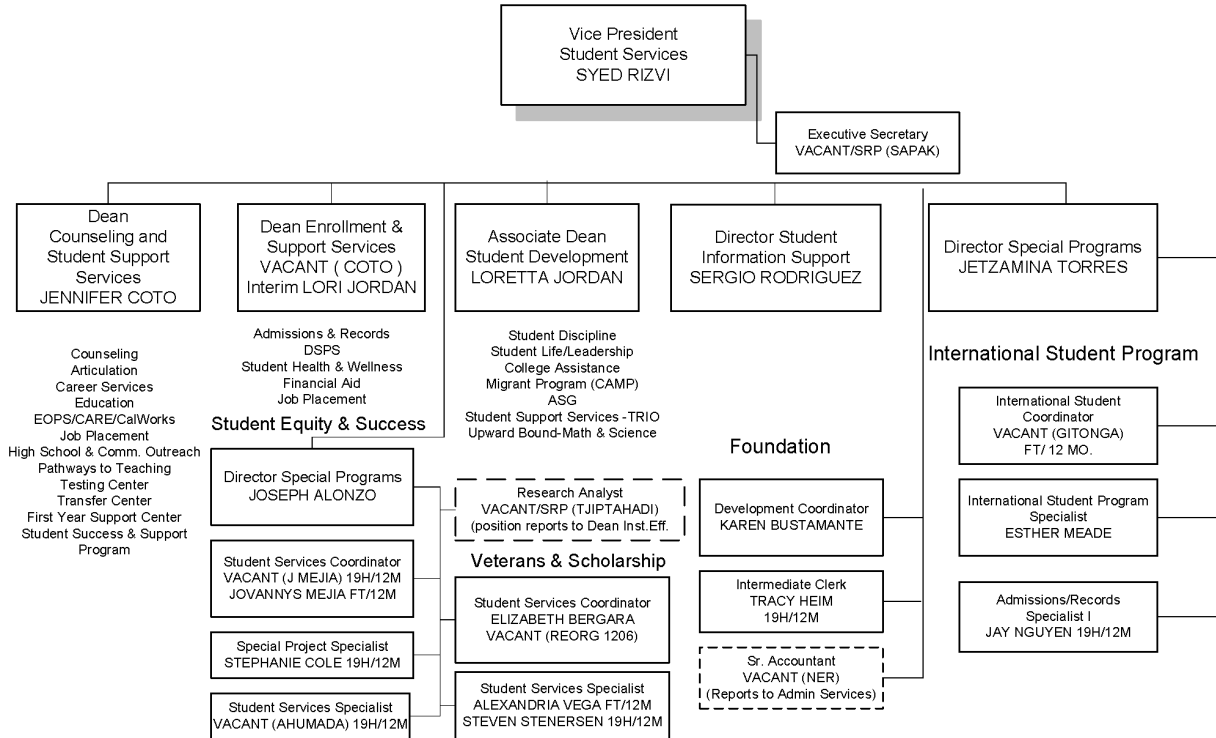
FY20 Inst_Eff_Lib_Supp_Srv 10/26/2020

**Rancho Santiago Community College District
SANTIAGO CANYON COLLEGE
ACADEMIC AFFAIRS
MATHEMATICS AND SCIENCES DIVISION**



FY20 Math_and_Sciences 10/26/2020

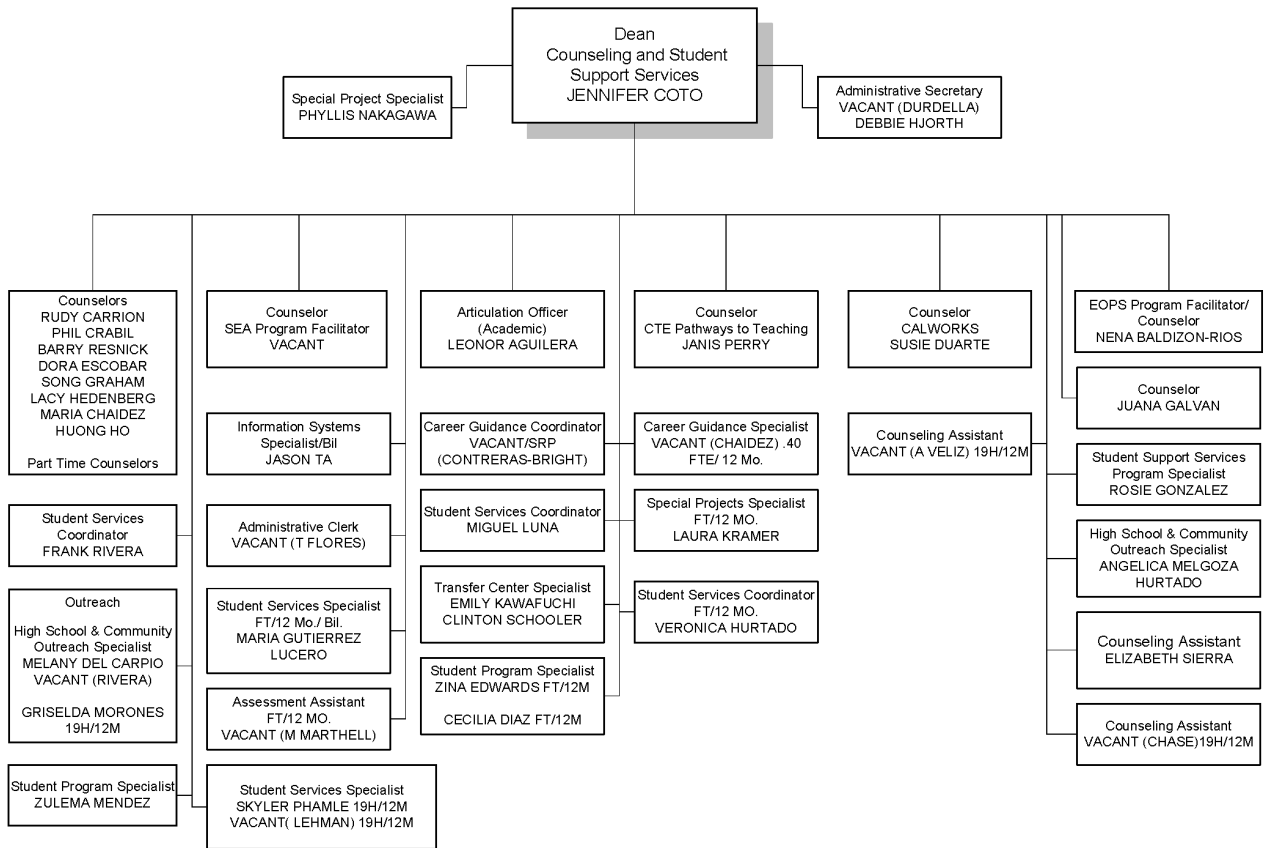
**Rancho Santiago Community College District
SANTIAGO CANYON COLLEGE
STUDENT SERVICES**



FY20 Student_Services 12/15/2020

**Rancho Santiago Community College District
SANTIAGO CANYON COLLEGE
STUDENT SERVICES
COUNSELING AND STUDENT SUPPORT SERVICES**

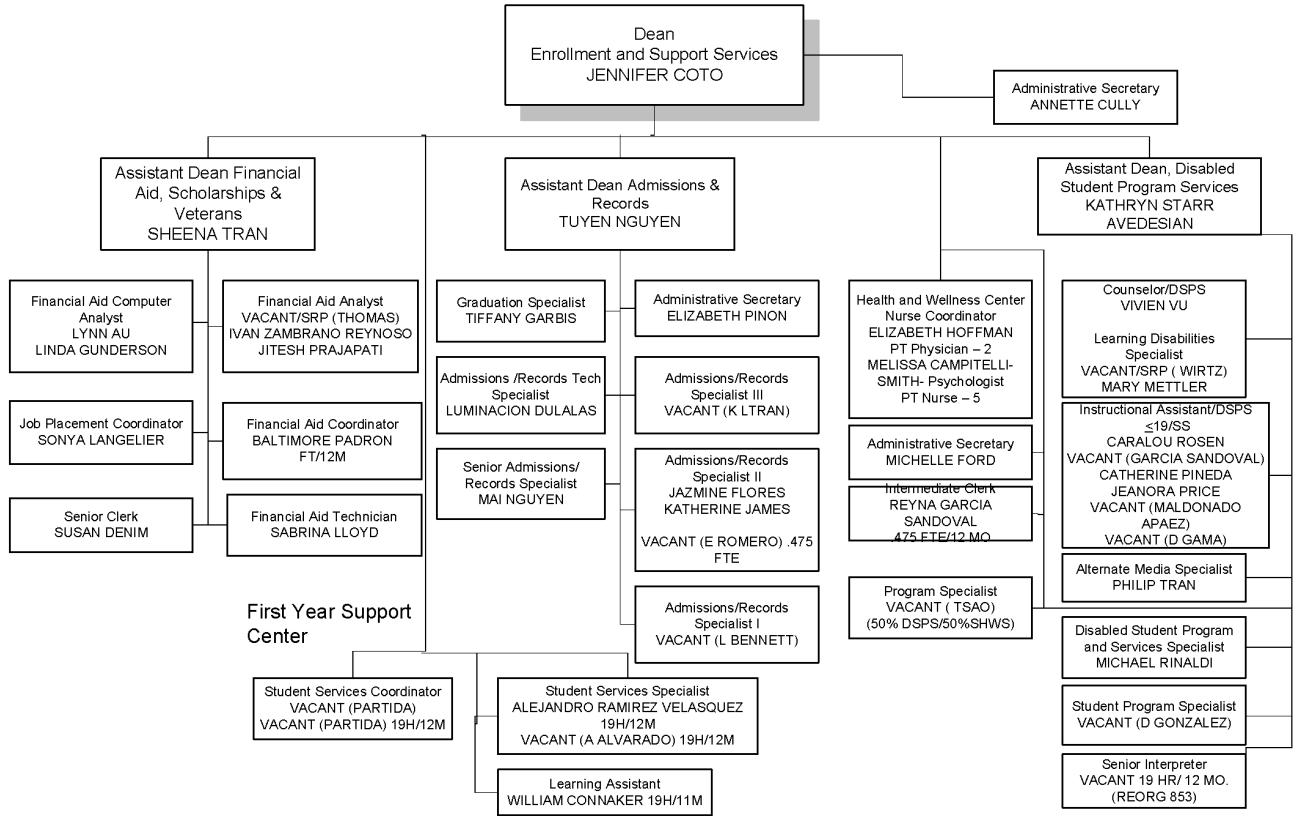
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FY20 Counseling_Division 12/15/2020

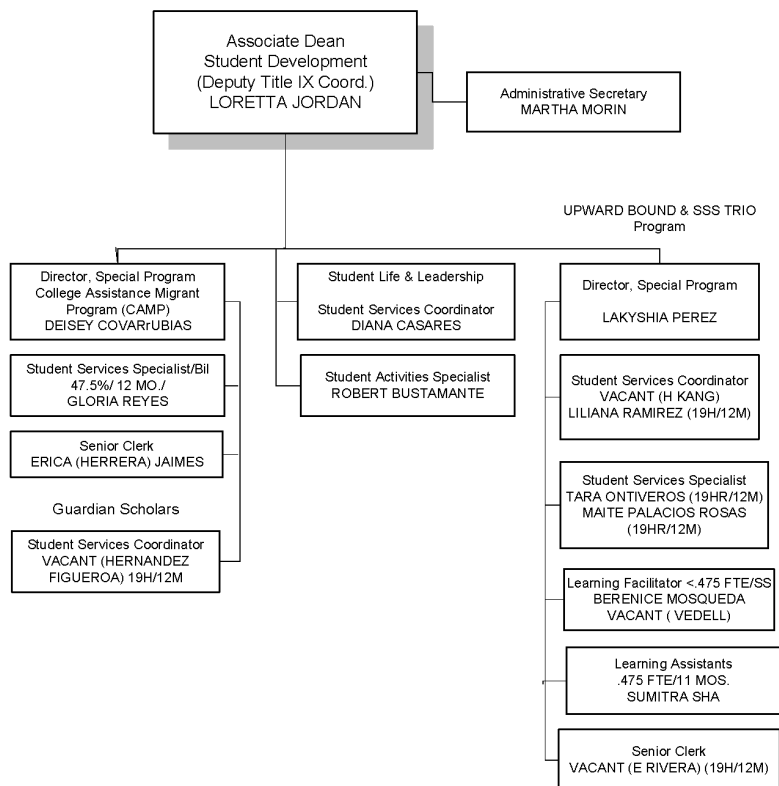
**Rancho Santiago Community College District
SANTIAGO CANYON COLLEGE
STUDENT SERVICES
ENROLLMENT AND SUPPORT SERVICES**

* Red Circle



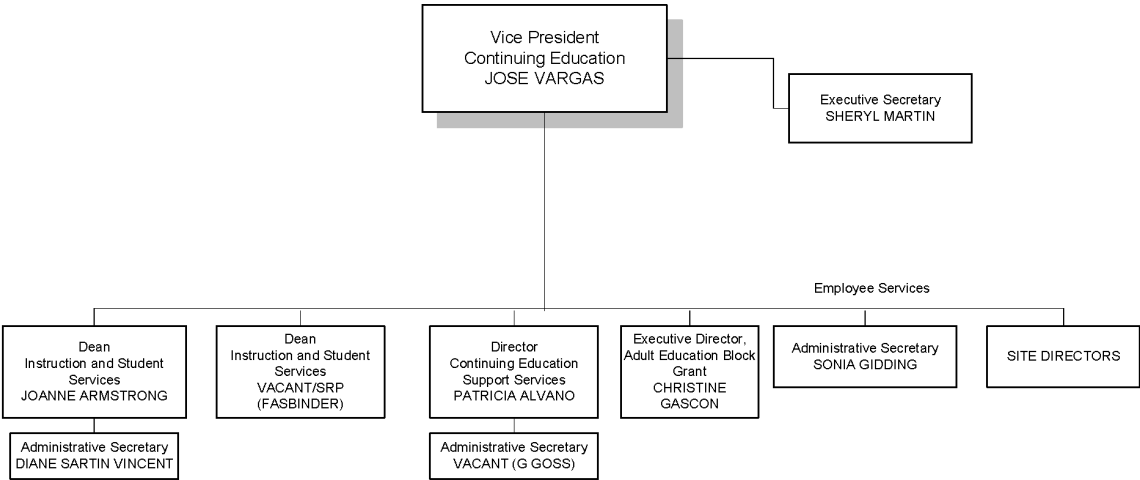
FY20 Enrollment_and_Support_Services 10/26/2020

**Rancho Santiago Community College District
Santiago Canyon College
STUDENT SERVICES
STUDENT ACTIVITIES AND STUDENT
DEVELOPMENT**



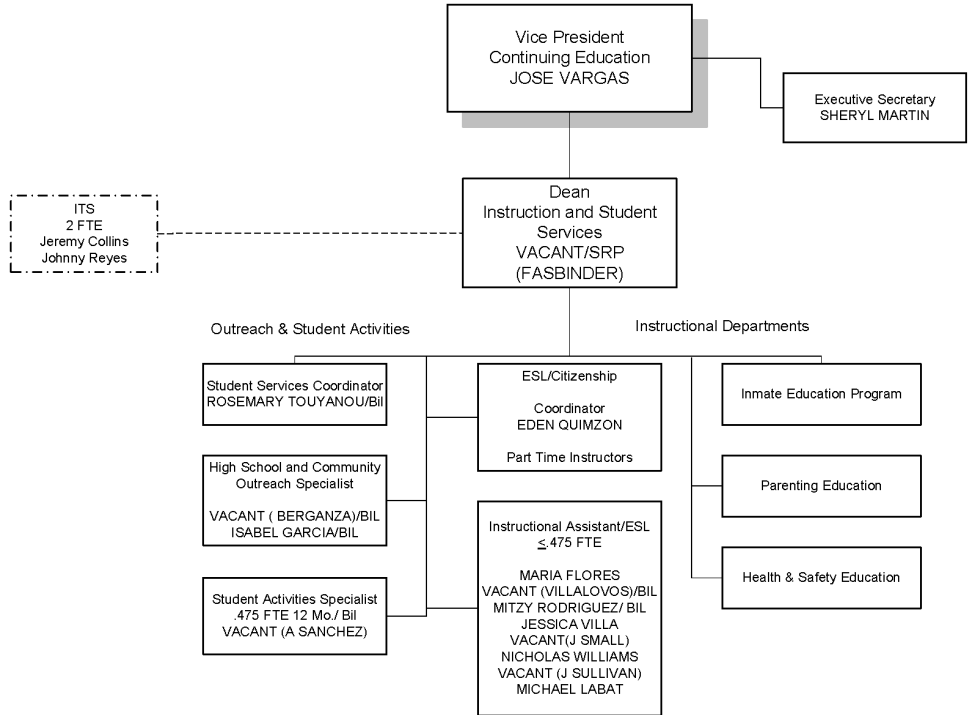
FY20 Student_Development 10/26/2020

**Rancho Santiago Community College District
SANTIAGO CANYON COLLEGE DIVISION OF
CONTINUING EDUCATION
ORANGE EDUCATION CENTER**



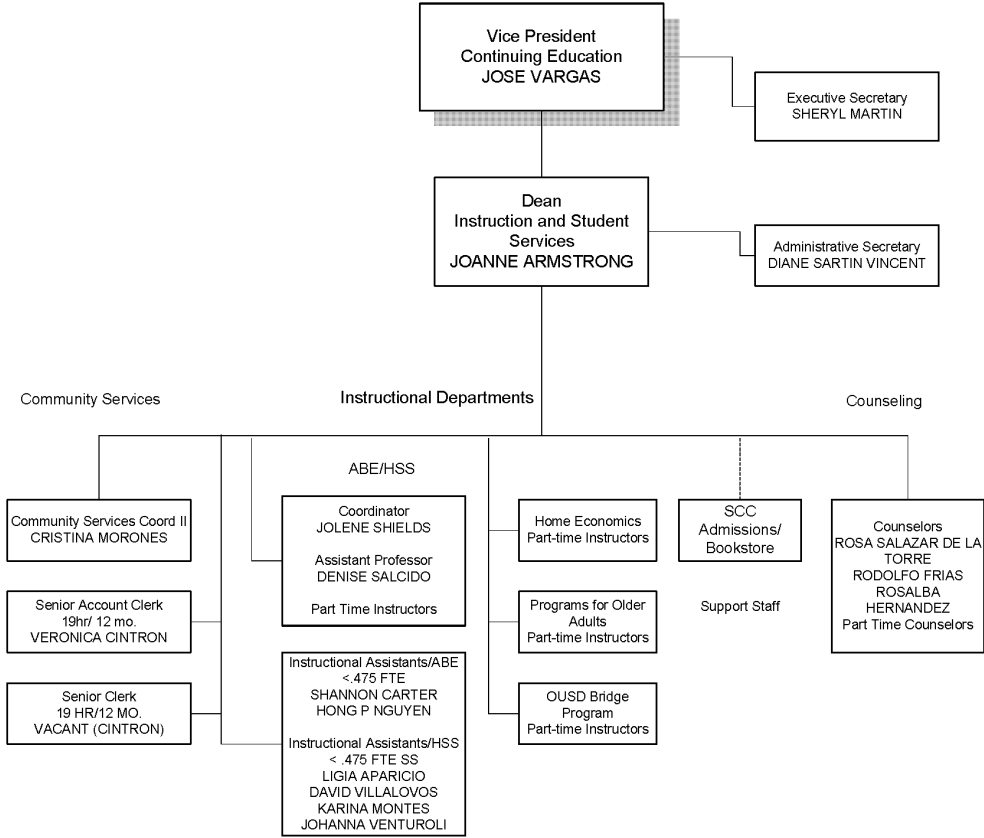
FY20 OEC_Continuing_Ed 10/26/2020

**Rancho Santiago Community College District
SANTIAGO CANYON COLLEGE DIVISION OF
CONTINUING EDUCATION
ORANGE EDUCATION CENTER**



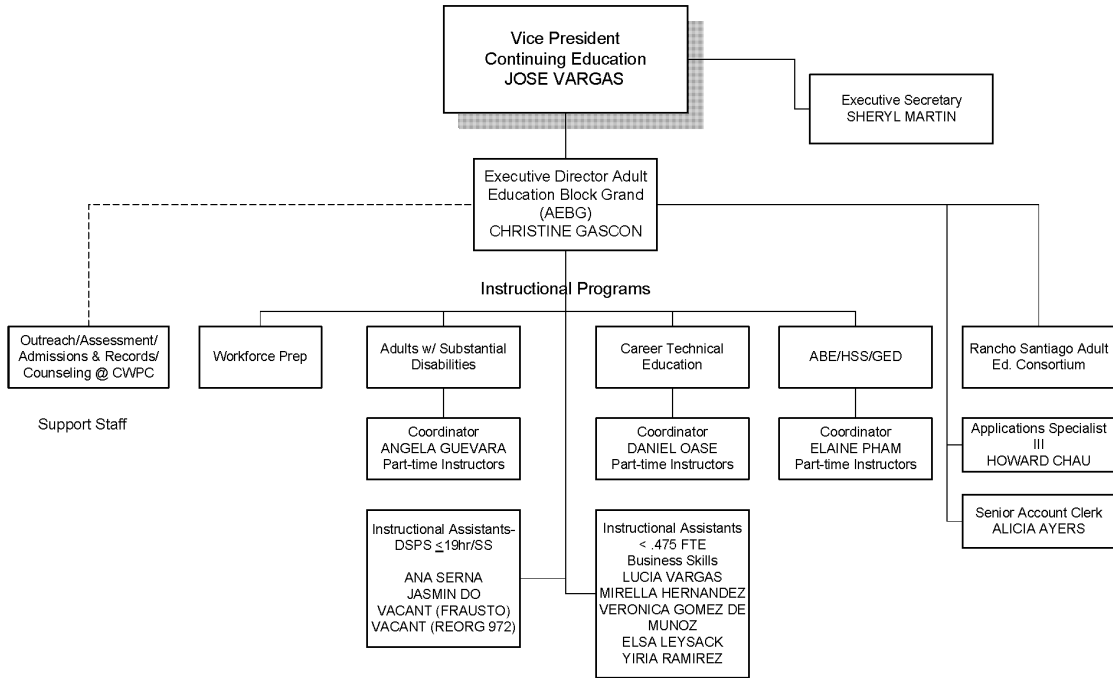
FY20 OEC_Continuing_Ed_Inst_A 10/26/2020

**Rancho Santiago Community College District
SANTIAGO CANYON COLLEGE DIVISION OF
CONTINUING EDUCATION
ORANGE EDUCATION CENTER**



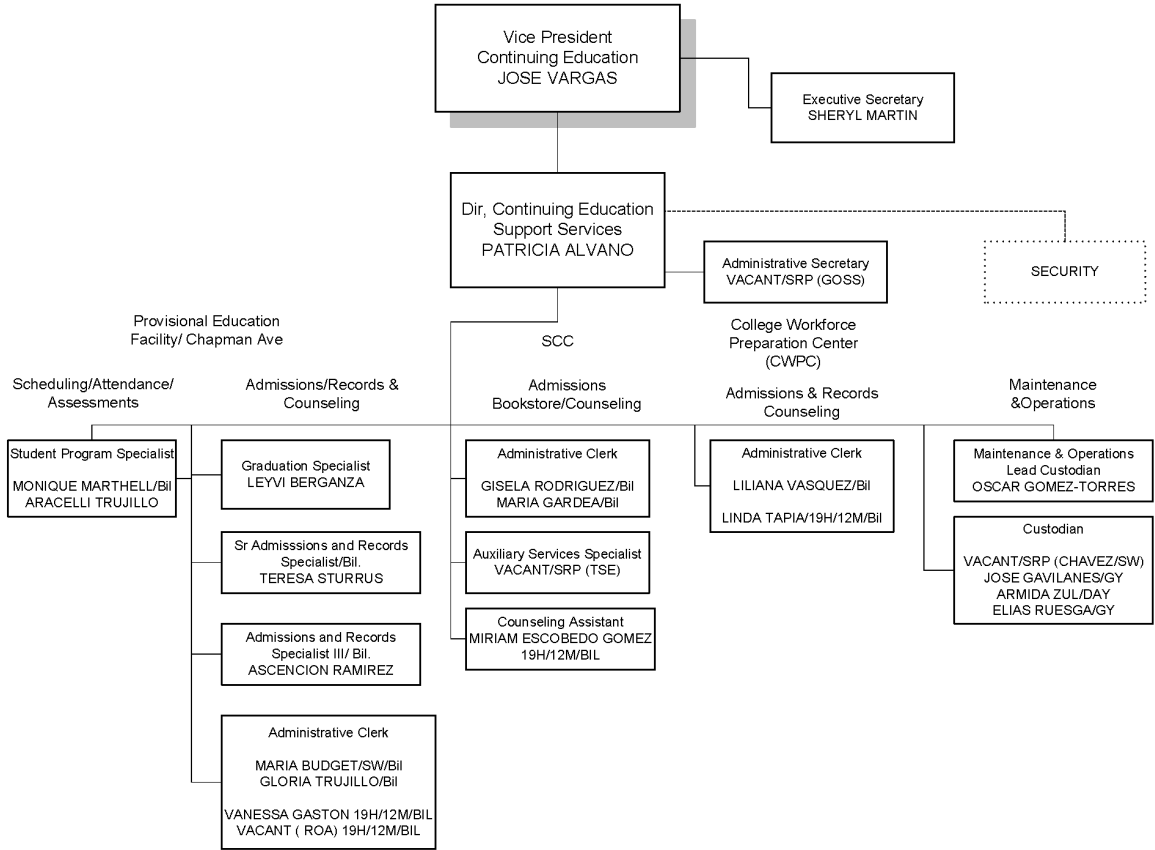
FY20 OEC_Continuing_Ed_Inst_B 9/10/2020

**Rancho Santiago Community College District
SANTIAGO CANYON COLLEGE DIVISION OF
CONTINUING EDUCATION
ORANGE EDUCATION CENTER**



FY20 OEC_Continuing_Ed_Inst_C 9/10/2020

**Rancho Santiago Community College District
SANTIAGO CANYON COLLEGE DIVISION OF
CONTINUING EDUCATION
ORANGE EDUCATION CENTER**



FY20 OEC_Continuing_Ed_Supp_Srv 10/26/2020

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges accredits Santiago Canyon College (SCC). (Intro_07) 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.

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Santiago Canyon College is operational and achieved an annual credit headcount of 19,132 and an annual noncredit headcount of 8,496 in the 2019-2020 academic year. 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 noncredit 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 of instructional delivery: face-to-face, hybrid, and online. Furthermore, classes encompass a wide variety of scheduling patterns. Courses offered are listed in the schedule of classes, are published annually in the Santiago Canyon College (SCC) College Catalog, and are posted on the College's website.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The Santiago Canyon College (SCC) College Catalog contains a listing of 67 associate degrees (Associates in Arts [AA] and Associates in Science [AS]), 27 associate degrees for transfer (ADT), 87 credit certificates, and 93 noncredit 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.

In the 2019-2020 academic year, Santiago Canyon College awarded 872 associate degrees; 283 associate degrees for transfer; 482 credit certificates; and 892 noncredit certificates.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Santiago Canyon College has a Chief Executive Officer, Jose Vargas, who has served as the College's interim president since the summer of 2020. President Vargas was appointed by the Chancellor of the Rancho Santiago Community College District and confirmed by the Board of Trustees. President Vargas 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.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

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 its educational programs and support services. An outside, independent auditor conducts an annual external financial audit. EideBailly conducted the most recent audit in 2019-2020. The auditor utilizes auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. The Rancho Santiago Community College District Board of Trustees receives and reviews the auditors' annual audit report. (Intro_08)

As indicated in the Rancho Santiago Community College District 2019-2020 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. (Intro_09)

F. Certification of Continued Institutional Compliance with Commission Policies

Santiago Canyon College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student

Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

The Santiago Canyon College website contains an Accreditation webpage with a President's Message on Accreditation and details when the formative review of the College's Institutional Self-Evaluation Report (ISER) will be conducted and when the accreditation site visit will be conducted ([Intro_10](#)). The formative review of the College's ISER is to commence on October 7, 2021, and the accreditation site visit will be held from March 7, 2022, to March 10, 2022. A collegewide email notification to faculty, classified staff, and administrators ([Intro_11](#)) as well as an email to all Santiago Canyon College students ([Intro_12](#)) were both sent on March 11, 2021, to notify all college constituents of the upcoming accreditation site visit.

At a public meeting of the Rancho Santiago Community College (RSCCD) Board of Trustees, held on May 24, 2021, the College president formally informed the RSCCD Board of Trustees and members of the public of the dates of the formative review of the College's ISER and accreditation site visit. At that time, the College president also welcomed third-party comments and detailed the process through which third-party comments can be submitted to the ACCJC.

The College Accreditation page also includes a direct link to the ACCJC complaint process which provides detailed information about complaints against member institutions, complaints against the commission, and comments from third-parties. ([Intro_13](#))

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Santiago Canyon College has established institution-set standards and assesses how well it is achieving those standards for student achievement in pursuit of continuous quality improvement. The Office of Institutional Effectiveness & Research (IE&R) produces data reports to support the College's program review process and published those reports to the IE&R webpage ([Intro_14](#)). Additionally, the College publishes student achievement metric performance as it relates to institution-set standards on its public website and within the Annual Report to the ACCJC which is posted on the College's Accreditation web page. ([Intro_15](#), [Intro_16](#))

(Reference Standard I.B.3)

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

The Rancho Santiago Community College District and Santiago Canyon College assure that the degrees and programs follow practices common to American higher education ([Intro_17](#), [Intro_18](#)) including appropriate length ([Intro_19](#)), breadth, depth ([Intro_20](#)), rigor ([Intro_21](#)),

course sequencing (Intro_22), time to completion, and synthesis of learning by establishing procedures for articulation with four-year colleges and universities (Intro_23) and regularly reviewing all curricular offerings with appropriate Academic Senate involvement. The Academic Senate's Curriculum and Instruction Council certifies the academic integrity of credit and non-credit classes and programs (Intro_24, Intro_25)

Santiago Canyon College offers courses based on clock-hours and follows federal standards for clock-to-credit-hour conversions. These conversions are presented in the institution's Board Policy 4023 (Intro_26), Administrative Policy 4023 (Intro_27), and the Curriculum and Instruction Handbook (Intro_28).

Santiago Canyon College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, in addition to textbooks and other instructional materials, by publishing annual Cost of Education reports (Intro_29, Intro_30) through the Office of Financial Aid (Intro_31). The office of Financial Aid maintains a Consumer Information page (Intro_32) on the College's website which houses individual notices of prescribed information to certain target audiences including prospective students; currently enrolled students; current employees; parents, coaches, and counselors of prospective student athletes; and the general public as required by the federal Higher Education Act, the federal Equity in Athletics Disclosure Act, and guidance provided in the Code of Federal Regulations.

(Reference Standard II.A.5, II.A.9, I.C.6)

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Santiago Canyon College (SCC) has approved policies and procedures to address the transfer of classes to other institutions. These policies and practices are communicated to students through the SCC Catalog and school webpages. Transfer-of-credits include but are not limited to transfer to other colleges, Credit by Examination, External Exams (AP/CLEP/IB), course substitutions, Pass Along, military credit, international credit, and bachelor's degree credit (Intro_33). Rancho Santiago Community College District (RSCCD) has established Board Policy and Administrative Regulations related to transfer-of-credit such as Articulation, Credit by Examination, and Advanced Placement, which are made available through the RSCCD website (Intro_34).

(Reference Standard II.A.10)

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Santiago Canyon College's distance education courses meet the same rigor as courses taught in a face-to-face modality. The College processes and procedures align with RSCCD Administrative

Regulation 4020 (Intro_35) and RSCCD Administrative Regulation 4105 (Intro_36), which outline requirements for distance education courses. By adhering to the College's Curriculum & Instruction Council's curriculum review process, the College aligns with all standards regarding the production, implementation, and revision of curriculum.

Santiago Canyon College's technology services are appropriate and adequate to maintain and sustain the College's distance education offerings.

Policies and procedures for student authentication in distance education courses are outlined in the College's Distance Education Faculty Handbook. (Intro_37)

(Reference Standard II.A.1, II.A.2, III.C.1)

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

Santiago Canyon College has clear policies and procedures for handling student complaints. The college catalog provides detailed information regarding major policies affecting students, including information regarding grievance and complaint procedures and specifically addresses accreditation related complaints on page five of the catalog (Intro_38). Santiago Canyon College's Accreditation webpage (Intro_39) provides a direct link to the ACCJC Complaint Process webpage and Complaint Form, if a college constituent, including students and community members, wishes to file a formal complaint against Santiago Canyon College.

Since the College's last self-evaluation in 2014, there have been no formal complaints submitted to the ACCJC.

The Santiago Canyon College Accreditation webpage also includes the College's accreditation status with the National Association for the Education of Young Children (NAEYC) for the College's Child Development Center. A link is available for formal complaints to be submitted to the NAEYC.

(Reference Standard I.C.2 and I.C.13)

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

Santiago Canyon College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services through regular review and updating of the college catalog (Intro_40), publication of class schedules (Intro_41), maintenance of the College's robust and informative website (Intro_42), and through course-related materials such as course syllabi (Intro_43, Intro_44). SCC also

provides accurate information to students and the public about its accreditation status with all its accreditors (Intro_45).

(Reference Standard I.C.1 and I.C.2)

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Santiago Canyon College monitors and manages student loan default rates, revenue streams, and assets while working with the District to ensure compliance with federal requirements, including Title IV of the Higher Education Act. Specifically, the College's Financial Aid Office is responsible for monitoring student loan default rates, revenue streams, and assets.

The College's Cohort Default Rate (CDR) falls within federal guidelines as Title IV regulations stipulate that an institution may not be considered administratively capable if the CDR equals or exceeds 25% for the six most recent consecutive fiscal years or if the most recent CDR is greater than 40%. (Intro_46, Intro_47, Intro_48).

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 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 (Intro_49, Intro_50, Intro_51, Intro_52). 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.

(Reference Standard III.D.15 and III.D.16)

Evidence List

Intro_01_SCC_2016-2022_Educational_Master_Plan

Intro_02_2022_Accreditation_Timeline

Intro_03_Accrediation_Standard_Matrix

Intro_04_Tri_Chair_Leads_and_Standard_Supporters

Intro_05_Accreditation_Teams

Intro_06_2019_RSCCD_Function_Map

Intro_07_2016_ACCJC_Action_Letter

Intro_08_RSCCD_Financial_Statements_Audit_Report_06-30-2020
Intro_09_RSCCD_Adopted_Budget_2019-2020
Intro_10_President's_Message_on_Accreditation_Webpage
Intro_11_Accreditation_Message_from_SCC_Interim_President_Third_Party_Comments
Intro_12_Accreditation_Message_to_Students
Intro_13_Accreditation_Webpage
Intro_14_IE&R_Webpage
Intro_15_Institution-set_Standards_Webpage
Intro_16_ACCJC_Annual_Report_2021
Intro_17_BP_4020_Program,_Curriculum_Course_Dev
Intro_18_BP_4050_Articulation
Intro_19_2019-2020_Catalog_pg_36
Intro_20_BP_4025_Philosophy_Criteria_for_AS_and_GE
Intro_21_CIC_Handbook_2017-2018_Rigor
Intro_22_EMP_pg_12_14
Intro_23_2019-2020_Catalog_pg_41
Intro_24_CIC_Handbook_2017-2018_pg_8
Intro_25_Collegial_Governance_Handbook_CIC_Page
Intro_26_BP_4023_Hours_and_Units
Intro_27_AR_4023_Hours_and_Units
Intro_28_CIC_Handbook
Intro_29_Cost_of_Education_2020-2021
Intro_30_Cost_of_Education_2021-2022
Intro_31_Cost_of_Education_Webpage
Intro_32_Consumer_Information_Webpage
Intro_33_RSCCD_BPs_ARs_(Transfer_Credits)
Intro_34_SCC_Catalog_2019-2020_(Transfer_Credits)
Intro_35_AR_4020_Curriculum
Intro_36_AR_4105_Distance_Education
Intro_37_DE_Faculty_Handbook
Intro_38_SCC_2020_2021_Catalog
Intro_39_Accreditation_Webpage
Intro_40_SCC_2020_2021_Catalog
Intro_41_SCC_Fall_2020_Class_Schedule
Intro_42_College_Policies_and_Procedures_Webpage
Intro_43_ART_100_Syllabus
Intro_44_ECON_102_Syllabus
Intro_45_Accreditation_Webpage
Intro_46_Direct_Loans_Default_Management
Intro_47_093020_CDR_National_Briefing_FY17

Intro_48_Cohort_Rate_036957_Aug_2020

Intro_49_RSCCD_Contract_Review_Checklist

Intro_50_BP_6100_Delegation_of_Authority,_Business_and_Fiscal_Affairs

Intro_51_BP_6340_Contracts

Intro_52_RSCCD_BoT_02-24-2020_DOCKET

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

Santiago Canyon College's mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement as evidenced by the second and third statements embedded within the College's mission statement.

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 the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging. (I.A.1_01)

Analysis and Evaluation

Since the College's last institutional self-evaluation report, the College mission statement has been reviewed to ensure that the standards for which the College is committed are clearly understood by all constituents. Embedded in the language of the prior version of the College's mission is a statement indicating that the College is "committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community." During the interview process of the 2014 accreditation site visit, ACCJC visiting team members expressed concern about the dual meaning of the term "transferable" and suggested the College address any ambiguity within the mission statement.

In 2017, a mission review survey was administered to all College employees and students to evaluate the degree to which college constituents thought that the mission described the institution's broad educational purpose, the institution's intended student population, the types of degrees and other credentials the institution offers, and the institution's commitment to achieving student learning. The survey also asked, for each phrase of the mission statement, whether survey respondents thought the mission was appropriately descriptive of their own experience at Santiago Canyon College. (I.A.1_02)

Altogether, the survey results were positive but also indicated there was some work to be done to better clarify the types of degrees and other credentials the institution offers. Further, the survey instrument also inquired about respondents' interpretation of the term "transferable" to gauge whether College constituents interpreted the term as the College intended. The intent of including "transferable" in the mission statement was to indicate that the knowledge gained through students' education at SCC would be transferable to future life experiences. Survey results showed that only 20 percent of respondents understood the College's definition of transferable.

As a result of the analysis of survey results, the College removed the term "transferable" from the mission statement and further clarified the types of academic awards made available to students in the last clause of the mission statement. The last clause now reads, "We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging."

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Santiago Canyon College uses data to determine how effectively it is accomplishing its mission and whether the mission directs institutional priorities in meeting the educational needs of students.

Each year, a student satisfaction survey is distributed to students to determine students' opinions of the College's effectiveness in teaching the core institutional learning outcomes embedded within the mission statement: to learn, to act, to communicate, and to think critically. (I.A.2_01, I.A.2_02)

The College's mission statement and planning documents serve as the foundation for the College's planning cycle. The 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 Educational Master Plan provides a deliberate and cohesive document designed to illustrate a more comprehensive multi-year perspective on institutional goals. (I.A.2_03)

Analysis and Evaluation

Embedded within the College's 2016-2022 Educational Master Plan, the College has done extensive work in mapping institutional goals and related action items to District goals; prior accreditation actionable improvement plans; accreditation standards; Enrollment Management Plan goals; Basic Skills Initiative, Student Equity, Student Success and Support Program, and Integrated Plan goals; as well as Technology Master Plan initiatives. With the mission statement as a primary driver for institutional planning, progress made toward the completion of District goals, completion of actionable improvement plans, demonstrated adherence to accreditation standards, and progress made toward achieving goals established in other various plans of the College serve as evidence that the mission directs institutional priorities in meeting the educational needs of students. (I.A.2_04)

Further, through program review, departments are required to describe how the College mission statement is reflected in departmental goals. Through each department's activities designed to achieve their own annual goals, progress is also being made toward achieving institutional goals and the mission of the College. (I.A.2_05)

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Santiago Canyon College's programs and services are aligned with its mission. The Academic, Student Services, and Administrative Services Program Reviews ask departments and units to link the SCC Mission to their goals by requiring each department to respond to the following question: "How is SCC's mission statement reflected in your goals?" (I.A.3_01, I.A.3_02)

Santiago Canyon College's mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. The mission statement and planning documents serve as the foundation for the College's planning cycle. The SCC Mission Statement is effectively and consistently used in the planning processes of the College's councils, committees, groups, and task forces.

The Educational Master Plan is informed by Annual Plans, the Academic, Student Services, and Administrative Services program reviews, accreditation self-studies and midterm reports, the SCC Mission, the SCC Enrollment Management Plan, the SCC Student Equity Plan, the SCC Technology Plan, the SCC Facilities Plan, the RSCCD Mission, and the RSCCD Comprehensive Master Plan and Strategic Plans. (I.A.3_03)

The Enrollment Management Plan is a three-year evolving plan that includes goals and strategies in support of and aligned to the College's mission, Educational Master Plan, and integrated planning. (I.A.3_04)

The Technology Master Plan reflects the integration of the Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IIC, the College Mission Statement, and the SCC Technology Committee planning process and recommendations. (I.A.3_05)

Analysis and Evaluation

The Planning & Institutional Effectiveness Committee, which is the central planning committee of the College, is charged with reviewing all requests for resource allocation and making recommendations to College Council. One of the committee's responsibilities is to review collegewide resource allocation requests and evaluate them based on how well they support the College mission and meet institutional goals. (I.A.3_06) The committee accomplishes this by using its resource request form (I.A.3_07) and prioritization rubric (I.A.3_08). The form asks if the resource being requested supports the College mission. The rubric includes this measure from the form. Resource requests that do not support the College mission are not considered for funding, demonstrating the College's integrated planning processes ensure that the mission guides institutional decision-making, planning, and resource allocation.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

Santiago Canyon College articulates its mission in a widely published statement approved by the governing board. The mission is affirmed by the Academic Senate of Santiago Canyon College (I.A.4_01) and the College Council (I.A.4_02, I.A.4_03) and approved by the Rancho Santiago Community College District Board of Trustees. (I.A.4_04, I.A.4_05). Upon Board of Trustee approval, the mission statement is published on the College's web site. (I.A.4_06)

Santiago Canyon College's mission statement is periodically reviewed and updated as necessary. Santiago Canyon College's College Council regularly reviews the College mission statement as part of its planning process. The approved statement is the product of a collegewide survey conducted and analyzed by the Educational Master Planning Committee. (I.A.4_07)

Analysis and Evaluation

In 2017, a mission review survey was administered to all College employees and students to evaluate the degree to which college constituents thought that the mission described the institution's broad educational purpose, the institution's intended student population, the types of degrees and other credentials the institution offers, and the institution's commitment to achieving student learning. The survey also asked, for each phrase of the mission statement, whether survey respondents thought the mission was appropriately descriptive of their own experience at Santiago Canyon College. (I.A.4_08)

Altogether, the survey results were positive but also indicated there was some work to be done to better clarify the types of degrees and other credentials the institution offers. Further, the survey instrument also inquired about respondents' interpretation of the term "transferable" to gauge whether college constituents interpreted the term as the College intended. The intent of including "transferable" in the mission statement was to indicate that the knowledge gained through students' education at SCC would be transferable to future life experiences. Survey results showed that only 20 percent of respondents understood the College's definition of transferable.

As a result of the analysis of survey results, the College removed "transferable" from the mission statement and further clarified the types of academic awards made available to students in the last clause of the mission statement. The last clause now reads, "We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging."

Conclusions on Standard I.A. Mission

Santiago Canyon College demonstrates a strong commitment to its institutional mission that emphasizes student learning and student achievement. The College uses quantitative and qualitative data to evaluate its mission and the achievement of commitments contained within.

Santiago Canyon College continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services through various mission-driven planning activities. Santiago Canyon College periodically reviews and widely publicizes its mission statement, which is approved the Rancho Santiago Community College District Board of Trustees.

Improvement Plan(s)

None

Evidence List

I.A.1_01_College_Mission_Statement
I.A.1_02_2017_SCC_Mission_Statement_Review_Survey_Results
I.A.2_01_Student_Satisfaction_Survey_2019
I.A.2_02_Student_Satisfaction_Survey_2019_Results
I.A.2_03_2016-2022_Educational_Master_Plan-Mission
I.A.2_04_2016-2022_Educational_Master_Plan-Goal_Mapping
I.A.2_05_Program_Review_Mission_Reflected_in_Department_Goals
I.A.3_01_Program_Review_Mission_Reflected_in_Department_Goals-Mathematics
I.A.3_02_Program_Review_Mission_Reflected_in_Department_Goals-Counseling
I.A.3_03_2016-2022_Educational_Master_Plan-Goal_Mapping
I.A.3_04_Enrollment_Management_Plan_2019-2022
I.A.3_05_Technology_Master_Plan_2017-2020
I.A.3_06_Collegial_Governance_Handbook_2020
I.A.3_07_Resource_Request_Form_2019
I.A.3_08_2019-2020_PIE_Prioritization_Rubric
I.A.4_01_Academic_Senate_Resolution_F2017.01
I.A.4_02_CC_Minutes_09-26-2017
I.A.4_03_CC_Minutes_11-14-2017
I.A.4_04_RSCCD_BoT_Agenda_12-04-2017
I.A.4_05_RSCCD_BoT_Minutes_12-04-2017
I.A.4_06_College_Mission_Statement_Webpage
I.A.4_07_Mission_Review_Survey_2017
I.A.4_08_Mission_Review_Survey_2017_Responses

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Santiago Canyon College (SCC) demonstrates ongoing, collegial, self-reflective dialogue about student outcomes, student equity, academic quality, institutional effectiveness and the continuous improvement of student learning and achievement through the intentional design of institutional processes in its varied collegial governance committees and councils and in individual departments and service areas. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify the effectiveness by which the mission is accomplished.

In order to facilitate this dialogue, the College utilizes the structural lines of communication detailed within the “Collegial Governance Framework” contained within the Santiago Canyon College Collegial Governance Handbook (I.B.1_01). 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. Furthermore, this discourse informs Collegewide planning and decision-making processes.

The entities that facilitate the dialogue include:

The Curriculum & Instruction Council (CIC)

Santiago Canyon College’s Curriculum & Instruction Council continues to be a place where discussions focus on student learning and equity, academic quality, and curricular programs. With representation from voting members--fifteen faculty, one administrator, and one student--the Curriculum & Instruction Council reviews all College academic standards and policies. During its regularly scheduled meetings, the council reviews, develops, discusses, and votes upon all recommendations regarding student learning outcomes and curricular institutional processes directly and indirectly related to student learning. In this review process, there are robust discussions from the department level to the committee regarding the equity and quality of student learning. For example, these discussions may include dialogue regarding textbooks, learning outcomes, material fees, etc. Moreover, the Curriculum & Instruction Council integrates course and program learning outcomes directly into the College’s curriculum and mandates that course student learning outcomes are included in all course syllabi. 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 and achievement at Santiago Canyon College.

(I.B.1_02, I.B.1_03)

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, student learning, and student achievement. 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, through program review, as well as for the entire College (I.B.1_04, I.B.1_05) with the goal of facilitating a collegewide dialogue about program improvement.

To fulfill its planning responsibilities, the Educational Master Planning Committee engages in dialogue with academic departments and Student Services units in order to discuss program review findings. Also, the Educational Master Planning Committee continues to bring forward completed program reviews to College Council (I.B.1_06, I.B.1_07). Additionally, the committee monitors the annual planning process via each department/programs Annual Plan, formerly known as the Department Planning Portfolio. The biennial updating of the Annual Plan is critical to the institution, for these documents serve as the vehicle through which discipline, department, and division resource requests are made to support developed plans for the coming academic year (I.B.1_08, I.B.1_09).

Program review is also an important part of Santiago Canyon College's planning process (I.B.1_10). In order to refine planning to improve student learning, the program review templates-- academic, for instructional areas; nonacademic, for service areas, and combined academic and nonacademic, for units that provide both instruction and services such as the Library and Counseling departments--are revised after each cycle 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.1_11, I.B.1_12). The Academic Program Review Template contains sections dedicated to the analysis of department student achievement data (I.B.1_13), the discussion of course and program student learning outcomes assessment data (I.B.1_14) and changes the department has made in response to assessment data (I.B.1_15). Completed program review documents are brought forward to College Council so that academic and nonacademic programs can share with a broader college audience the highlights of their programs, what is working well, what is not working well, and what resources each program needs to maintain and/or improve student learning and achievement. (I.B.1_16, I.B.1_17)

The Enrollment Management Committee (EMC)

The Enrollment Management Committee exists to discuss enrollment strategies and to make recommendations that contribute to student access, equity, recruitment, persistence, completion, and lifelong learning through diverse program offerings. 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 Collegewide 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 analyze trend and 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.1_18, I.B.1_19, I.B.1_20)

The Planning & Institutional Effectiveness (PIE) Committee

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. 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.1_21). 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 Collegewide 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 (I.B.1_22). 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.

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 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.1_23). 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.1_24). The College Council reviews College processes and procedures and makes recommendations to the College president. The council regularly reviews the mission of the College and receives updates from departments' program reviews presented by a member of the Educational Master Planning Committee. This council's discussions and recommendations further demonstrate Santiago Canyon College's conscientious effort to support learning.

Department and Service Areas

In addition to collegial governance bodies, dialogue about student outcomes, student equity, academic quality, and continuous improvement of student learning and achievement occurs at department meetings and within service area meetings as well as through the program review process (I.B.1_25, I.B.1_26, I.B.1_27). 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.1_28, I.B.1_29).

Professional Development

The Santiago Canyon College Professional Development Committee provides the College community with professional development opportunities to support student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. A variety of activities and workshops focus on student equity, supporting student success, student achievement, and assessment as well as providing updates on program review, the Educational Master Plan document, accreditation, planning, and other institutional processes. (I.B.30, I.B.1_31, I.B.1_32).

The Office of Institutional Effectiveness & Research (IE&R)

Santiago Canyon College demonstrates a sustained, substantive, and collegial dialogue about institutional effectiveness as evidenced by the existence of the Office of Institutional Effectiveness & Research. This office creates reports which are available to the campus community to support a culture of evidence and allow for data-informed decision making across administrative units, support services, and academic programs (I.B.1_33, I.B.1_34).

Student Equity & Success

The Office of Student Equity and Success oversees the College's equity plans (I.B.1_35) and the Student Success and Equity Committee. The committee meets regularly and helps facilitate collegewide development, support, and implementation of programs, evaluations, policies, and procedures that are in line with Santiago Canyon College's vision of student access, success, equity, social justice, and multicultural education. (I.B.1_36, I.B.1_37) The College demonstrates a sustained, substantive, and collegial dialogue about student equity as evidenced by the data reports available to departments and the campus community. These reports disaggregate data collected on impacted populations (I.B.1_38). Additionally, Educational Master Plan Goal II-- Support student success and equity by enhancing the integration of student services, instructional areas, and institutional initiatives—focuses on supporting student success and equity by enhancing its integration throughout the College. Five action items regarding how to integrate this goal follow this overarching goal statement (I.B.1_39).

Rancho Santiago Community College District (RSCCD) Research Department

At the organizational level, the Rancho Santiago Community College District (RSCCD) Research Department assesses and communicates the assessment results of institutional student learning outcomes on a yearly basis. For instance, the RSCCD Research Department administers a “Student Satisfaction Survey” to a sample of Santiago Canyon College students to determine levels of student satisfaction with many of the programs and services that the College offers. 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 the survey findings into a report which is made available on the Rancho Santiago Community College District Research Department's web page for general viewing (I.B.1_40, I.B.1_41).

Analysis and Evaluation

A strength of Santiago Canyon College is the sustained substantive collegial dialogue that occurs across the community. Discussions are robust and transparent. The campus culture is intentionally inclusive and seeks input from impacted stakeholders when formulating plans of action. Evidence of this dialogue exists in the posted meeting minutes of the various committees and reports posted by the various relevant offices. Committee memberships are intentionally structured with a diverse representation of constituents that regularly evaluate and implement the relevant policies and practices within the defined scope of duties of said committees. Importantly, the Educational Master Plan Committee, the Student Success and Equity Committee, the Office of Student Equity and Success, and the Office of Institutional Effectiveness & Research exist and through their charge, fulfill the responsibilities assigned in this standard.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Santiago Canyon College defines and assesses student learning outcomes (SLOs) for all instructional programs as evidenced by the work of the Curriculum and Instruction Council (CIC) (I.B.2_01). The CIC requires that each course includes a minimum of two student learning outcomes, and each program must establish at least one program outcome (I.B.2_02, I.B.2_03, I.B.2_04).

Because the primary purpose of assessment is to understand and improve the teaching and learning process, the College strongly encourages direct assessment of student learning outcomes at the course level (CSLOs). Direct assessment of learning is typically embedded in course activities and assignments. Faculty work collaboratively within their disciplines and departments to develop common forms of assessment and uniform evaluation criteria for multi-section and related courses which reflect the collective knowledge of the faculty in the discipline, foster department consensus over individual preferences, and ensure continuity and consistency in expectations for students and the evaluation of student work samples.

Assessments of record for courses specifically identify the type of assessment and the evaluation criteria that will be used to determine the degree to which stated outcomes are achieved. These assessment records--for older assessments originally documented in the College's legacy assessment management system, Taskstream--are available to the campus in the program review Power BI data reports available on the College website (I.B.2_05). New assessments are housed within the College's new assessment management system, eLumen. Furthermore, the CSLOs of

record are available in eLumen for each course and program in the Course Outlines of Record and Program Outlines of Record, respectively (I.B.2_06, I.B.2_07).

Similarly, Santiago Canyon College has developed the following (I.B.2_08) statement on standards of assessment practice as it relates to student services programs: 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 SLOs on file, 4) a regular, explicitly stated cycle of assessment for all programs on file, 5) reports of assessment results and action plans on file.

Assessments of record, cycles of assessment, and reports of assessment results for all programs are filed with the Office of Institutional Effectiveness and Research which serves as the central repository for such information and, in turn, makes reports available to the campus and community.

Like the 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.2_09, I.B.2_10, I.B.2_11).

Analysis and Evaluation

SLOs are an integral part of each course outline of record and are reviewed by each department and the Curriculum & Instruction Council, at minimum, during each five-year, quinquennial course review. Each learning support service and student support service has developed specific outcomes relevant to the area and has embarked on a cycle of regular assessment.

The College has recently migrated all curriculum and, subsequently, outcome assessments into eLumen where the collection of student-level assessment is possible. The decision to move away from CurricUNET and Taskstream and toward eLumen was driven by, in part, the College's desire to be able to disaggregate student achievement of learning by student demographics to better meet accreditation requirements. This ability will enable more robust analyses and the development of targeted interventions and approaches when gaps in learning and achievement are identified in courses and programs. Some programs have volunteered to pilot student level assessment of SLOs (fall 2020) and will share their experience with the campus community.

Another driving force behind the transition from legacy systems to eLumen was to have a platform that integrates curriculum, outcomes assessment, annual planning, and program review. Unfortunately, the implementation of eLumen's outcomes assessment module was delayed by the implementation of eLumen's curriculum management module, as the former is fully dependent on the latter. Prior to implementation, the College made the decision to end its

contract with Taskstream, thus leaving the College without an assessment management system until eLumen was fully implemented in fall 2020. This decision negatively impacted the College's assessment culture, and the College is currently refocusing its attention to building back its once stellar assessment compliance rates.

As part of the accreditation self-evaluation process, it has become evident that the College needs to update the statements on standards for assessment of instructional programs and for Student Services. These documents were created nearly a decade ago and much has changed as far as how the College approaches outcomes assessment at the course, program, and service levels. Many programs have established learning outcomes and assessment cycles which far exceed the minimums identified within the statements on standards for assessment practice. Revisions to these documents should highlight the good work already accomplished by the College and emphasize the need to raise minimum requirements to a level at which the majority of departments are already performing.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

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. As a result, the College's institution-set standard for successful course completion was incorporated into the Academic Program Review Template, and academic programs are required to compare the success rate of students within the program to the institution-set standard as well as to provide comments on the differences. Recently, the College has embarked upon a process of updating these standards and developing stretch goals associated with the metrics for which the standards have been set: successful course completion, certificates awarded, degrees awarded, transfers, licensure exam pass rates, and job placement for career technical education programs (insert I.B.3_01, I.B.3_02, I.B.3_03)

The College assesses how well it is achieving institution-set standards for student achievement in pursuit of continuous improvement as evidenced by Office of Institutional Effectiveness & Research report (I.B.3_04). Additionally, the College publishes this information on the public website (I.B.3_05) and within the 2021 Annual Report to the ACCJC which is posted on the College's Accreditation web page. (I.B.3_06, I.B.3_07)

Analysis and Evaluation

The Office of Institutional Effectiveness & Research is charged with collecting and distributing data concerning student achievement. The readily available reports on the office's website enable departments and programs to obtain and analyze data sets as needed for program review, grant applications, and reports. Individual programs use the reports to compare student achievement in their courses to the institution-set standard and develop plans to address areas where students are not meeting minimum thresholds of performance.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The institution uses assessment data to support student learning and student achievement as evidenced by the integration of assessment data in the program review process. (I.B.4_01). Within their 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 and did not meet as well as to provide analysis explaining why students were either successful or unsuccessful in demonstrating the mastery of 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 these course student learning outcomes (I.B.4_02).

Additionally, 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 which include final conclusions about their data. Moreover, the College requires Student Service areas to document any recommendations that they develop as a result of the outcomes assessment process. (I.B.4_03).

The institution organizes its institutional processes to support student learning and student achievement. The Planning and Institutional Effectiveness (PIE) committee is charged with allocating available funding to ranked requests. The ranking of resource requests and allocation of funding goes through a well-defined process to determine eligibility and priority within specific domains. The process is divided into two phases, and the groups that submit resource requests have been divided into three categories: Departments, Units, and Governance Committees.

In phase one, each group's process is slightly different (I.B.4_04).

After completing their resource requests, departments submit them to their respective academic divisions. Divisions rank the requests before sending them to the Facilities and Safety committee and the Technology committee, if necessary. Divisions rank the remaining requests across multiple funding categories and submit the prioritized list to the Vice President of Academic Affairs (I.B.4_05).

After Units complete their resource requests, they submit requests to the Facilities and Safety committee and the Technology committee, as necessary. Non-governance committee resource requests are submitted to the appropriate supervising vice president.

After Governance Committees complete their resource requests, they also submit requests to the Facilities and Safety committee and the Technology committee, as necessary. These committees then prioritize the remaining requests and submit that list to the President's Cabinet or the appropriate vice presidents.

Phase Two begins with the Vice Presidents submitting their prioritized lists to the PIE committee. Committee members review and prioritize requests based on a rubric created by the PIE committee (I.B.4_06), which provides opportunities for increasing total points for those entities that support requests for resources with student learning and/or student achievement data, include requested resources in annual plans, as well as include requested resources in program reviews. After averaging and analyzing the committee members' scores, PIE sends prioritized resource request recommendations to the Budget committee for analysis. The Budget committee conducts a funding analysis of requests, deciding what can be funded and from which sources requests might be funded. This analysis is sent back to PIE which reviews it and reprioritizes, as they deem necessary. PIE submits a final prioritized resource request recommendation to College Council, which discusses and makes a final recommendation to the president. (I.B.4_07, I.B.4_08)

The integration of outcomes assessment, annual planning, and program review into the ranking process ensures student learning and achievement are integrated into the formalized process of resource allocation.

Analysis and Evaluation

Data collection and analysis is integrated into resource allocation. Departments and programs are required to incorporate and analyze relevant outcomes assessment data and include rationale in annual plans and resource requests. The ranking of requests involves the use of a rubric that incorporates this analysis, and priority is given to those needs that sufficiently address identified deficiencies (I.B.4_09, I.B.4_10).

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Santiago Canyon College assesses accomplishment of its mission through evaluation of goals and objectives as evidenced by the program review process and resulting documentation submitted by each department. Programmatic evaluation of student learning and student achievement performance is an important part of program review. (I.B.5_01, I.B.5_02).

Additionally, the College assesses accomplishment of its mission through Educational Master Planning Committee discussions with each department regarding their program review findings (I.B.5_03, I.B.5_04)

The Institution disaggregates quantitative and qualitative data for analysis by program type and mode of delivery as evidenced by the College's creation and support of the Office of Institutional Effectiveness & Research (IE&R), which is responsible for the provision of student learning and student achievement data to College constituents and governance committees. These data, provided through various Microsoft Power BI reports built and maintained by the IE&R Office, inform the College's enrollment management, student equity, outcomes assessment, annual planning, program review, resource allocation, and integrated planning processes. (I.B.5_05, I.B.5_06, I.B.5_07, I.B.5_08)

Analysis and Evaluation

Santiago Canyon College regularly evaluates the accomplishment of its mission through the evaluation of goal and objective completion embedded within program review and incorporated in other College planning processes, such as resource allocation. Data analysis is integrated into program review and plans for program improvement. It is also integrated into resource requests for departments and programs, and all are tied to the support and accomplishment of the College mission.

The College continues to expand its use of Microsoft Power BI's cloud service to ensure data are available to all College constituents through this convenient and secure mode of data delivery. Since 2016, the Office of Institutional Effectiveness & Research has built a framework of data support through advocacy at the District level. Through this advocacy, RSCCD IT is moving to unify data delivery technology and has selected Microsoft Power BI as its reporting tool of choice. This will further expand the vision created by SCC's Office of IE&R to ensure accurate and timely data to support decision making at all levels of the institution and organization. (I.B.5_09)

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students as evidenced by the multitude of reports made available by the Office of Institutional Effectiveness & Research (IE&R) (I.B.6_01, I.B.6_02, I.B.6_03).

Santiago Canyon College identifies performance gaps and implements strategies, which include the development of activities to address College goals and institutional priorities (I.B.6_04, I.B.6_05) and allocates or reallocates human, fiscal and other resources to mitigate performance gaps.

Santiago Canyon College also evaluates the efficacy of implemented strategies through a continuous cycle of outcomes assessment at the course, program, and institutional level, and program review. (I.B.6_06, I.B.6_07).

Analysis and Evaluation

The disaggregation of data is needed to answer some of the program review prompts. This data is obtained through the tools made available to the campus through the Office of Institutional Effectiveness & Research (IE&R). IE&R held several data coaching sessions to walk department chairs and program facilitators through relevant reports, demonstrating how course and program level achievement data can be disaggregated through report filter features. Data is disaggregated specifically to illustrate any relevant differences in performance gaps. When such gaps are identified, programs can develop strategies and request assistance to implement them.

In 2016, the College endeavored to participate in the California Community College Chancellor's Office (CCCCO) Institutional Effectiveness Partnership Initiative (IEPI) with a purpose to better meet accreditation standards by identifying software solutions to replace the existing learning outcomes assessment management system, Taskstream, which would not allow for the disaggregation of student learning outcomes data by student attributes (I.B.6_08, I.B.6_09).

In spring 2018, through the IEPI Partnership Resource Team process, the College identified a software solution that would provide the ability to disaggregate student learning outcomes data by student groups but would also allow the College to manage curriculum and integrate components of both curriculum and outcomes assessment performance into the College planning process, such as annual planning, resource allocation, and program review. In the summer of 2018, the College began the adoption of eLumen modules for curriculum, catalog, learning outcomes, and strategic initiatives.

In the spring of 2019, the College had fully transitioned all course and program curriculum to the new eLumen system. Since everything in the eLumen platform hinges on curriculum, the development and training for program review and outcomes assessment could not begin until curriculum was fully implemented.

In fall of 2019, the College completed its first round of program review in the new eLumen system. Faculty, staff, and administrators that utilized the new system reported finding the new system challenging to get used to, initially, but appreciated the integration of curriculum and labor market information and looked forward to the integration of course and program outcomes assessment results once some assessment cycles have passed and data are in the system.

Also in fall 2019, IE&R began training instructional areas on the use of the SLOs and Assessments module within eLumen (I.B.6 10). Within this module, department chairs can build assessments for all course SLOs within their respective areas, map their SLOs to program student learning outcomes, and plan course-level assessments for all instructors of record in current and future terms. As part of the assessment planning process in eLumen, department chairs can automate reminders to assess and automate notifications of upcoming assessment deadlines to help minimize the workload associated with the administrative component of outcomes assessment for department chairs and program facilitators.

Due to the gap in service availability between ending the use of Taskstream and implementing eLumen for outcomes assessment, the College has experienced a gap in reporting outcomes assessment results. Throughout this transitional period, the Office of IE&R continued to encourage the completion of outcomes assessment activities, even though there was no system in place for reporting the results of assessments. Past, unreported outcomes assessment data was used for eLumen training purposes, and many academic departments used assessment results from this transitional period to become more comfortable in the new eLumen SLOs and Assessments module. Unfortunately, due to the COVID-19 pandemic, the College's focus turned from regaining outcomes assessment momentum to transitioning courses to remote instruction and providing faculty and staff the necessary training to support student learning and student support services in remote formats. In 2021, Santiago Canyon College, using remaining IEPI grant funds, trained faculty to map course student learning outcomes to program student learning outcomes and developed a series of training videos for outcomes assessment which was made available on the IE&R Outcomes Assessment webpage (I.B.6 11). Outcomes assessment momentum is building back slowly due to the recent pandemic challenges, but the expectation is to regain assessment compliance numbers back to previous levels in the coming terms. Even though there have been significant setbacks, the thoughtful dialogue and collegewide effort made to transition to eLumen have placed the College in a better position to disaggregate outcomes assessment data and incorporate these data in college planning and resource allocation.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Santiago Canyon College regularly evaluates its policies and practices to assure their effectiveness across all areas of the institution through program review for academic and service areas of the College, including learning support services, and programs that provide both instruction and direct services to students, such as the Library & Information Studies and Counseling Departments. Within the program review template, College entities are required to respond to the following prompt at the end of each thematic section: "Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?" This question at the end of the Outcomes Assessment, Curriculum and Program Management, Resources, and Internal and External Communication sections of the document is intentionally included to ensure each entity of the

College uses the program review process to evaluate policies and practices internal to their own unit and assess how each unit interacts and communicates with other units of the College. (I.B.7_01)

The Educational Master Planning Committee, the entity responsible for the development and maintenance of annual planning, program review, and master planning processes, regularly evaluates policies and practices to assure effectiveness through the review of each completed program review document submitted to the Committee and through the Program Review Conversations carried out by the Committee. The conversations provide an opportunity for department chairs and program facilitators to present their program review document and discuss what is and is not working well for their programs, including how the College can continue to support them. (I.B.7_02, I.B.7_03, I.B.7_04).

The College also regularly evaluates its policies and practices dedicated to resource allocation through the Planning & Institutional Effectiveness (PIE) Committee's annual survey which is distributed collegewide to evaluate the resource request form and process. This survey is distributed each spring after the resource request process has concluded but before the Academic Senate and College Council have recommended the final ranked list of resource requests to the College President. The timing of the survey has allowed for a more unbiased opportunity for the evaluation of policies and practices, as positive or negative outcomes may influence opinions about the processes themselves (I.B.7_05). Based on survey feedback, the PIE Committee makes adjustments to improve the resource request form and process as appropriately deemed by the Committee, which must ensure policies and practices minimize the burden placed on requestors but also meet requirements for effective planning and resource allocation detailed throughout accreditation standards. (I.B.7_06, I.B.7_07)

Finally, SCC regularly evaluates its policies and practices within governance processes to assure their effectiveness as evidenced by the responsibilities of the College Council identified in the Collegial Governance Handbook (I.B.7_08). College Council is charged with conducting an evaluation of the collegial governance processes and committees each spring and discusses and recommends changes each fall. This evaluation of the governance process is completed through a process whereby governance committees respond to an Annual Committee Evaluation Survey. The Office of Institutional Effectiveness and Research compiles the results of the survey and provides the results to the chairs of College Council for review. (I.B.7_09, I.B.7_10, I.B.7_11)

Analysis and Evaluation

Santiago Canyon College regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes, to assure their effectiveness in supporting academic quality and accomplishment of mission. Through the regular evaluation of College entities embedded within program review, the facilitation of a collegewide dialogue around program improvement championed by the Educational Master Planning Committee, the regular evaluation of the resource allocation processes by the PIE Committee, and the annual evaluation of collegial governance conducted by College Council and informed by each governance committee, Santiago Canyon College demonstrates that evaluation of policies and practices to ensure

effectiveness in meeting its mission is a consistent theme threaded throughout its structure of recommending bodies.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Santiago Canyon College broadly communicates the results of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities as evidenced by the broad availability of completed program reviews which are posted to the College website (I.B.8_01), the publication of the College's Vision for Success Goals (I.B.8_02), the provision of easily accessible Microsoft Power BI reports containing student achievement data which are made available by the Office of Institutional Effectiveness & Research (I.B.8_03), the publication of institution-set standards and stretch goals for key student performance metrics (I.B.8_04), as well as the detailed analysis of assessment of student achievement data embedded in the Scanning the Environment section of the College's Educational Master Plan. (I.B.8_05)

Analysis and Evaluation

Discussions around programmatic strengths and weaknesses are a key component of program review. Through the Educational Master Planning Committee's Program Review Conversations, College entities have an opportunity to broadly share the analysis of their respective areas and discuss what is and is not working well within the program. Each EMPC meeting is open to all College employees and students who choose to attend and learn more about specific programs or the educational master planning process.

Each institution within the California Community College System is required to set Vision for Success goals on key performance metrics as prescribed by the California Community College Chancellor's Office (CCCCO). These goals support the systemwide effort to increase degree and certificate attainment, increase the number of students transferring to a university, decrease the average number of accumulated units earned toward degree earners, increase the number of career technical education students being employed in their field of study, and reduce equity gaps across all these metrics. For Santiago Canyon College to meet this obligation put in place by the CCCCCO, metric data must be discussed collegewide, and goals must be developed and presented to the Rancho Santiago Community College District's Board of Trustees for approval (I.B.8_06)

As part of its annual obligation to the Accrediting Commission for Community and Junior Colleges (ACCJC), the College must collect and report on key metrics to identify trends in data and determine the College's performance on metrics for which it has established institution-set standards and stretch goals in the Annual Report to the ACCJC. In fall 2020, the Planning & Institutional Effectiveness Committee reviewed metric data, reevaluated the College's institution-set standards, and recommended to the Academic Senate updated standards and newly

established stretch goals. (I.B.8_07, I.B.8_08). The results of the approved recommendation contained within the College's 2021 Annual Report to the ACCJC are posted to the College's accreditation website. (I.B.8_09)

Finally, as part of the College's 2016-2022 Educational Master Plan, the College provides an analysis of key student demographic and achievement data in the Scanning the Environment section and makes this analysis broadly available as this analysis contains the underlying assumptions from which institutional context is set to establish collegewide goals and priorities.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Santiago Canyon College engages in continuous, broad-based, systematic evaluation and planning as evidenced by the assignment of related responsibilities to key collegial governance committees. Through the work carried out by the Educational Master Planning Committee (I.B.9_01), the Planning and Institutional Effectiveness Committee (I.B.9_02), the Student Success and Equity Committee (I.B.9_03), the Enrollment Management Committee (I.B.9_04), the Technology Committee (I.B.9_05), the Facilities Committee (I.B.9_06), and the Academic Senate (I.B.9_07) and College Council (I.B.9_08), the College has built a structure of integrated planning which uses the College mission statement as its basis and is informed by learning outcomes assessment data, student achievement data, and annual plan goal achievement. The College integrates planning processes through the evaluation of learning outcomes assessment data, student achievement data, and annual plan goal achievement contained within each unit's program review document and can be drawn upon at the department level when units submit requests for resources. The Planning & Institutional Effectiveness Committee's Resource Request Prioritization Rubric allocates more points for resource requests that support the College's mission, support the College's goals, have been planned for within annual plans and program review, and are substantiated by student learning outcomes data and student achievement data. (I.B.9_09). It is through these means that the College ensures academic quality and institutional effectiveness and addresses short and long-term needs for human, physical, technology, and financial resources. (I.B.9_10, I.B.9_11, I.B.9_12).

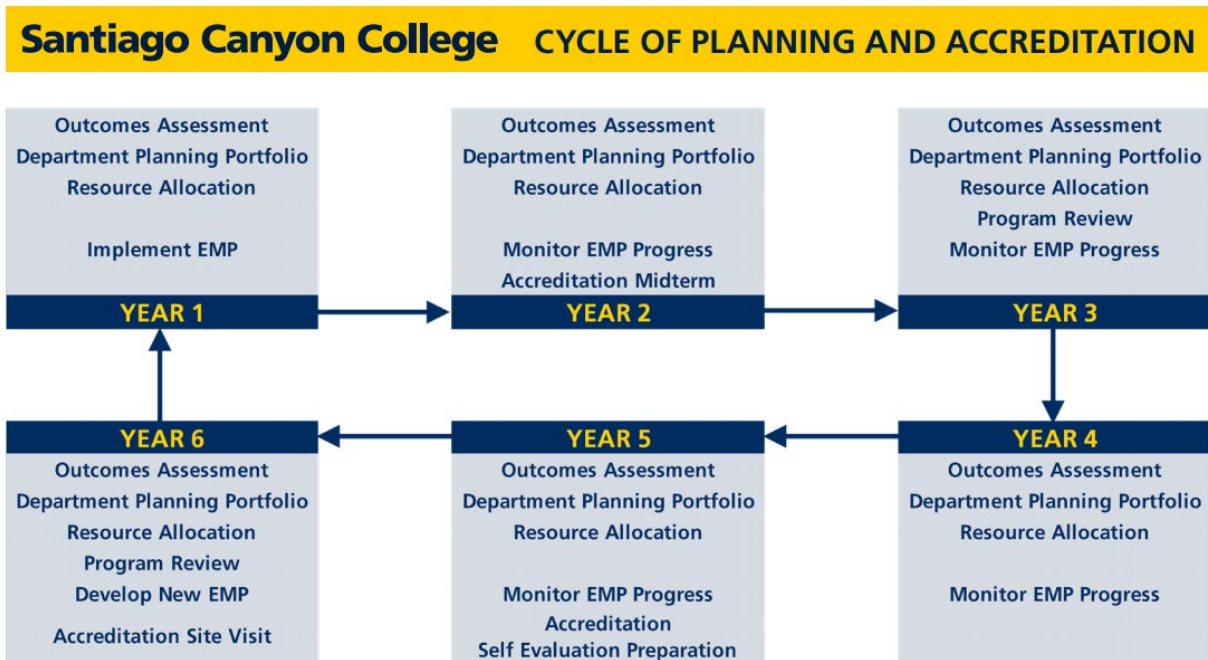
Year	DPP	Budget	Evaluation	Program Review	EMP Development	Accreditation	EMP Implementation	SCC Mission Review Cycle	Enrollment Management Plan Implementation	Student Equity/SP/BSI Plan Implementation	Facilities Plan Implementation	Technology Plan Implementation	RSCCD Strategic Plan Implementation	RSCCD Mission Review Cycle	RSCCD Comprehensive Master Plan Implementation
2016 to 2017	Review DPP, Submit Requests	Allocation	Evaluate, Update DPP		Midterm Self Study		EMP 2016-2022	SCC Mission 2016-2019	Enrollment Management Plan 2016-2019	Student Equity/SP/BSI Plan 2014-2017 (Year 3)	Facilities Master Plan 2017-2020 (Years 7-10)	Technology Plan 2012-2017 (Year 5)	RSCCD Strategic Plan 2016-2019	RSCCD Mission 2016-2019	RSCCD Comprehensive Master Plan 2011-2023 (Years 4-10)
2017 to 2018	Review DPP, Submit Requests	Allocation	Evaluate, Update DPP	Program Review	Midterm Report					Student Equity/SP/BSI Plan 2017-2019					
2018 to 2019	Review DPP, Submit Requests	Allocation	Evaluate, Update DPP	Program Review	Midterm Report					Student Equity/SP/BSI Plan 2019-2021		Technology Plan 2017-2022			
2019 to 2020	Review DPP, Submit Requests	Allocation	Evaluate, Update DPP		Self Study					Student Equity/SP/BSI Plan 2021-2023			Assessment		
2020 to 2021	Review DPP, Submit Requests	Allocation	Evaluate, Update DPP		Site Visit					Student Equity/SP/BSI Plan 2023-2025		Technology Plan 2022-2027			
2021 to 2022	Review DPP, Submit Requests	Allocation	Evaluate, Update DPP	Program Review	Site Visit					Student Equity/SP/BSI Plan 2025-2027					
2022 to 2023	Review DPP, Submit Requests	Allocation	Evaluate, Update DPP		Midterm Self Study		EMP 2022-2028	SCC Mission 2022-2025	Enrollment Management Plan 2022-2025	Student Equity/SP/BSI Plan 2027-2030 (Years 1-4)					
2023 to 2024	Review DPP, Submit Requests	Allocation	Evaluate, Update DPP		Midterm Report					Student Equity/SP/BSI Plan 2027-2030 (Years 1-4)					
2024 to 2025	Review DPP, Submit Requests	Allocation	Evaluate, Update DPP	Program Review	Midterm Report					Student Equity/SP/BSI Plan 2025-2027					
2025 to 2026	Review DPP, Submit Requests	Allocation	Evaluate, Update DPP		Self Study					Student Equity/SP/BSI Plan 2027-2030 (Years 1-4)					
2026 to 2027	Review DPP, Submit Requests	Allocation	Evaluate, Update DPP		Site Visit					Student Equity/SP/BSI Plan 2027-2030 (Years 1-4)					
2027 to 2028	Review DPP, Submit Requests	Allocation	Evaluate, Update DPP	Program Review	Site Visit					Student Equity/SP/BSI Plan 2027-2030 (Years 1-4)		Technology Plan 2027-2032 (Year 1)			

Analysis and Evaluation

Planning at Santiago Canyon College exists in a variety of interconnected processes and documents. Accreditation self-studies, department and unit plans, program reviews, and campuswide plans come together to inform the work done at the College.

In SCC’s culture, the term “Educational Master Planning” refers to three inter-related and dynamic documents:

- Annual Plans: Departments and units annually review progress and set short-term goals.
- Program Reviews: Every three years, departments and units comprehensively reflect 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 RSCCD and College goals, accreditation feedback, and department plans.
- Educational Master Plan (EMP): The multi-year EMP is the primary campus-wide planning document and contains the overview planning piece: those elements that have broad implications for the College, that bridge more than one department or unit, or that reside apart from the units as currently configured.



Short-term Planning and Resource Allocation

Short-term planning activities include the development of annual plans (formerly known as Department Planning Portfolios), submitting and prioritizing resource requests, as well as submitting and prioritizing faculty hiring requests.

Institutional planning, including resource planning, begins at the department and unit levels with their Annual Plans. Biannually, departments, programs, and units can reflect upon the past year’s activities and accomplishments and put forth a plan for the subsequent year. The Annual Plans--accompanied by learning outcome or service area outcome assessment data, student achievement data, or other relevant information--provide departments, programs, and units the opportunity to

develop annual plans, set annual goals and identify any resources needed to carry out annual plans and achieve annual goals. The goals and plans listed in these documents inform the College's resource allocation decisions.

Annual Plans are reviewed and revised on a biannual basis. To fulfill its planning responsibilities, the Educational Master Planning Committee monitors the annual departmental planning process. The biannual updating of the Annual Plans 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.

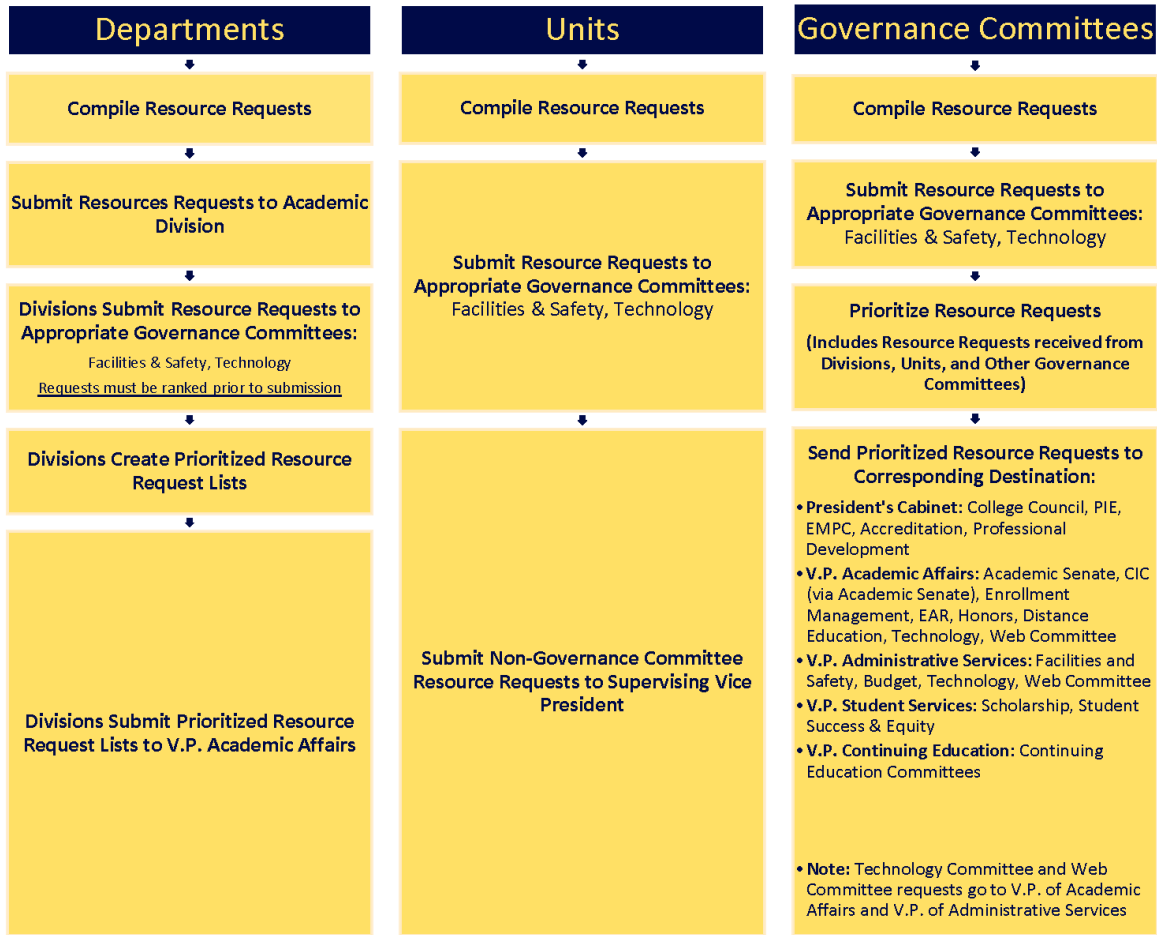
The Planning and Institutional Effectiveness Committee is the College's principal planning committee whose charge includes reviewing all requests for resource allocation and systematically developing a prioritized list of resources to be recommended to College Council. Its membership is primarily comprised of chairs of other collegial governance committees to ensure collegewide input. Consequently, the PIE committee informs institutional planning policies and procedures, develops institutional funding priorities, and ensures that decision-making is evidence-based and data-informed.

The primary responsibilities of the PIE Committee are as follows:

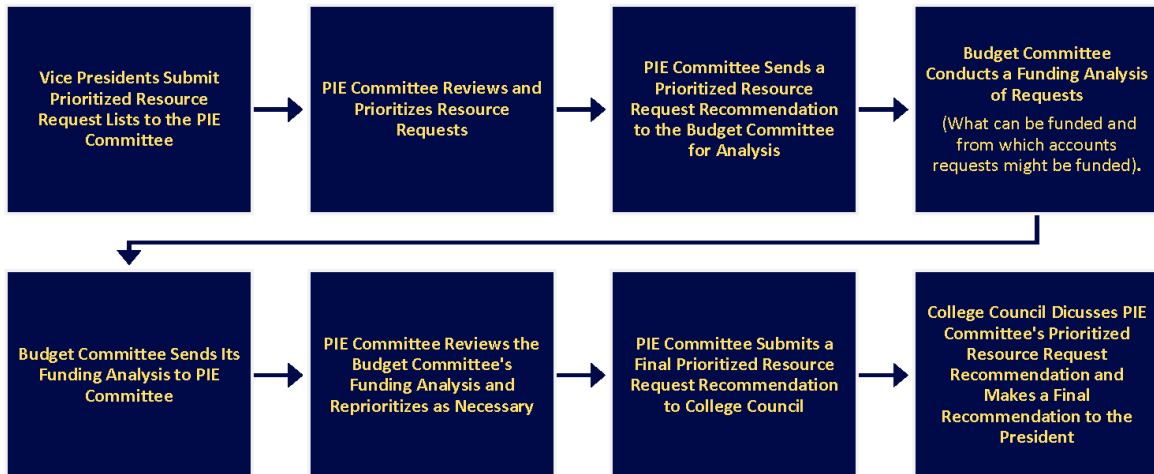
- Ensure that recommendations are consistent with plans;
- Review collegewide resource allocation requests and evaluate them based on how well they support the College mission and meet institutional goals;
- Utilize, evaluate, and revise rubrics for resource allocation, expansion, and contraction recommendations;
- Review all requests to "Apply for a Grant" and assess short and long term implications, including financial viability;
- Consult with the Santiago Canyon College Budget Committee to determine available funding for PIE prioritized recommendations and refine recommendations based on feedback from the SCC Budget Committee;
- Regularly administer a survey to seek input for improvement of planning processes from the College community;
- Assess progress toward achieving stated institutional goals;
- Provide annual planning cycle to the College community;

Following the steps outlined in the Resource Request Process Flowchart and the timeline provided in the annual Year at a Glance document (I.B.9 13, I.B.9 14), the College can identify resource needs across the institution and allocate the highest priority resources to departments and units in greatest need (I.B.9 15).

Phase I



Phase II



Near-term Planning and Program Review

Every three years, departments and units take a comprehensive look back and 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 RSCCD and College goals, accreditation feedback, and the department plans. Feedback from accreditation site visits and midterm reports helps the EMPC, together with the Vice Presidents of Academic Affairs, Student Services, Continuing Education, and Administrative Services, refine the format of the program review templates. Accreditation feedback also informs responses to the prompts in the program review templates. As departments and units conduct their program reviews, they use analyses of the prior three years of Annual Plan goals and activities to write their program reviews. In turn, findings from the program reviews are used to inform the Annual Plan goals and activities of the subsequent years, the next Educational Master Plan document, and the subsequent accreditation self-study or midterm report.

The Program Review template has the following structure:

- An emphasis on documented evidence, including quantitative measures of program effectiveness.
- A section that requires programs to set measurable goals for the next three-year period based on the findings of the current program review.
- An Executive Summary that can be disseminated so that program review findings are more widely known in the collegial governance system.
- Part I: Overview of Academic Program Information—Details and data relating to all department matters.
- Part II: Program Goals and Objectives—Description of the processes that lead to the creation of department goals and objectives.
- Part III: Student Achievement Data Analysis— Summary of data and description of patterns, trends, and anomalies and plans to address those issues.
- Part IV: Course Student Learning Outcomes Assessment--Description of course assessments.
- Part V: Program Student Learning Outcomes Assessment--Description of program assessments.
- Part VI: Curriculum and Program Management--Description of course and schedule creation and review.
- Part VII: Resources--Analysis of facilities and equipment.
- Part VIII: Faculty-- Description of involvement and leadership.
- Part IX: Internal and External Communication--Review of inter and intradepartmental communication.
- Part X: Planning Agenda—a list of areas gleaned from this document that will need attention before the next cycle, including supporting data and resources.
- Program Review Summary Report--an “executive summary” report that is shared with College Council and other areas of the College that might not see the entire document.

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 Annual Plans, which, in turn, inform the College’s Educational Master Plan writing process.

Long-term Planning

The Educational Master Plan

Long term planning at SCC is represented by the Educational Master Plan (EMP) document. The Educational Master Plan is informed by the Annual Plans of departments and units, the Academic, Student Services, and Administrative Services program reviews, the SCC Mission, the SCC Enrollment Management Plan, the SCC Student Equity Plan, the SCC Technology Plan, and the SCC Facilities Plan. (I.B.9_16)

SCC Enrollment Management Plan

The Enrollment Management Plan is a three-year evolving plan that includes goals and strategies in support of and aligned to the College's mission, Educational Master Plan, and integrated planning. It is an evolving plan and a living document intended to provide strategies for efficiency, quality, access and inclusiveness for the College and the students it serves. The purpose of the Enrollment Management Committee (EMC) is to discuss enrollment strategies and to make recommendations that contribute to student access, recruitment, persistence, completion, and lifelong learning through diverse program offerings. The 2016-2019 Enrollment Management Plan contains six goals that support the College's institutional EMP goals. Goal 5 of the 2019-2022 Enrollment Management Plan specifically addresses how the Educational Master Planning process and the Student Equity Plan inform the Enrollment Management Plan. All six goals in the 2019-2022 Enrollment Management Plan have been mapped to five of the nine SCC Institutional Goals in the 2016-2022 EMP. In turn, the Enrollment Management Committee provides input in shaping the Educational Master Plan as one of the collegial governance committees that participated in the process of creating the College's institutional EMP goals. (I.B.9_17)

SCC Student Equity Plan

The Student Equity Plan is a three-year plan that identifies disproportionate impact within the state mandated target populations as validated with data collected and analyzed by the SCC Office of Institutional Effectiveness & Research and uses these data in the development of strategies that will address the gaps found according to five success indicators. The SCC Student Equity plan is a living document that directs the College annually to provide students with specialized services to minimize disproportionate impact and guide them toward their academic goals. (I.B.9_18)

SCC Technology Plan

The Technology Master Plan is a three-year evolving plan that evaluates SCC's technical support structure and the instructional technology infrastructure that promotes student success and identifies and prioritizes goals that revolve around providing students with access to learning technologies. The Technology Master Plan reflects the integration of the Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III.C, the College Mission Statement, and the SCC Technology Committee planning process and recommendations. The Technology Committee explicitly lists among its responsibilities that it will recommend allocation of technology resources in accordance with the Educational Master Plan and the Technology Plan. In turn, the Technology Committee provides input in shaping the Educational Master Plan as one of the collegial governance committees that participated in the process of creating the College's institutional EMP goals. (I.B.9_19)

SCC Facilities Plan

The Facilities Master Plan is a ten-year evolving plan that provides a graphic and narrative description of the College's strategy to support the initiatives of the current Educational Master Plan, addresses the growth in enrollment that is anticipated for the next decade, and positions the College to maximize state funding opportunities. The Facilities Master Plan includes recommendations for future development, including renovations and replacement of facilities and site improvements. In turn, as one of the collegial governance committees that participated in the process of creating the College's institutional EMP goals, the Facilities committee provides input in shaping the Educational Master Plan. (I.B.9_20)

Through short-term, near-term, and long-term planning efforts, Santiago Canyon College engages in continuous, broad-based, systematic evaluation and planning. SCC integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of the College mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses human, physical, technology, and financial resources.

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

Santiago Canyon College demonstrates a sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College defines and assesses student learning outcomes for all instructional programs and student and learning support services. SCC establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. SCC uses assessment data and organizes its institutional processes to support student learning and student achievement. Assessment of accomplishment of its mission and evaluation of goals and objectives, student learning outcomes, and student achievement occurs through program review. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery. The Office of Institutional Effectiveness & Research disaggregates and assists in the analysis of learning outcomes and achievement data for subpopulations of students. Strategies are implemented to address identified performance gaps and evaluates the efficacy of those strategies. Policies and practices are regularly evaluated across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission. Results of its assessment and evaluation activities are broadly communicated so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. SCC engages in continuous, broad-based, systematic evaluation and planning. Program review, planning, and resource allocation are integrated into a comprehensive process that leads to accomplishment of the College's mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Improvement Plan(s)

Santiago Canyon College’s transition from its legacy outcomes assessment management system, Taskstream, to its new outcomes assessment management system, eLumen, resulted in the College going for a period of time without a tool to report assessment findings. While the College is confident that faculty have maintained assessment practices and cycles for programs and courses at the same levels experienced prior to ending its contract with Taskstream, the new eLumen system is too new, and ongoing training is still needed to get SLO assessment results reported in eLumen. As a result, the College cannot demonstrate its SLO assessment compliance rates through an official reporting mechanism. In order to better meet the Standard, the College will continue to provide training to faculty to ensure that eLumen reflects accurate assessment compliance numbers now that the College has fully implemented eLumen as its new outcomes assessment management system.

Evidence List

I.B.1_01_Collegial_Governance_Framework
I.B.1_02_CIC_Handbook
I.B.1_03_Collegial_Governance_Handbook_CIC
I.B.1_04_EMPC_Webpage
I.B.1_05_Collegial_Governance_Handbook_EMPC
I.B.1_06_CC_Minutes_03-23-21
I.B.1_07_Program_Review_Conversations
I.B.1_08_Annual_Plan_Library
I.B.1_09_Annual_Plan_Communication
I.B.1_10_EMP_Program_Review
I.B.1_11_Hybrid_Program_Review_Modules.xlsx
I.B.1_12_Hybrid_Program_Review_Template
I.B.1_13_APR_2016-2022_Achievement_Data
I.B.1_14_APR_2016-2022_Outcomes_Assessment
I.B.1_15_APR_2016-2022_Changes_from_Outcomes_Assessment
I.B.1_16_APR_2016-2022_Summary_Report_English
I.B.1_17_APR_2016-2022_Summary_Report_Counseling
I.B.1_18_Collegial_Governance_Handbook EMC
I.B.1_19 EMC_Data_Example_Spring_2020_Power_BI
I.B.1_20 EMC_Minutes_02-19-2020
I.B.1_21_PIE_Committee_Webpage
I.B.1_22_Collegial_Governance_Handbook_PIE
I.B.1_23_AS_Constitutions_2013
I.B.1_24_Collegial_Governance_Handbook_College_Council
I.B.1_25_Program_Review_Power_BI_Reports_Webpage
I.B.1_26_Program_Review_Template_Outcomes_III_IV
I.B.1_27_APR_2016-2022_Achievement_Data
I.B.1_28_Statement_on_Standards_of_Assessment_Practice
I.B.1_29_Librarians'_Meeting_Minutes_05-25-2021
I.B.1_30_Collegial_Governance_Handbook_Professional_Development
I.B.1_31_Professional_Development_Calendar_Spring_2020
I.B.1_32_Professional_Development_Calendar_Spring_2021

I.B.1_33_Program_Review_Data_Reports_Webpage
I.B.1_34_IE_&_R_Webpage
I.B.1_35_Office_Student_Equity_Success_Webpage
I.B.1_36_Collegial_Governance_Handbook_Student_Success_&_Equity
I.B.1_37_SSE_Committee_Webpage
I.B.1_38_Student_Equity_Faculty_Data_Tool_Webpage
I.B.1_39_2016-2022_EMP_Equity_Goal
I.B.1_40_SCC_Student_Satisfaction_Survey_2019
I.B.1_41_SCC_Student_Satisfaction_Survey_2020
I.B.2_01_CIC_Webpage
I.B.2_02_Statement_on_Standards_of_Assessment_Practice
I.B.2_03_Example_CORs
I.B.2_04_CSLO_Assessment_Results
I.B.2_05_Taskstream_Outcomes_Assessment_Power_BI
I.B.2_06_eLumen_Curriculum_CSLOs_ASTR103
I.B.2_07_Child_and_Adolescent_Dev,_AA-T_POR_SCC
I.B.2_08_Statement_of_Assessment_Practice_Student_Services
I.B.2_09_Service_Area_Assessment_Results
I.B.2_10_2016-2022_Program_Review_-_CAMP
I.B.2_11_2016-2022_Program_Review_-_Guardian_Scholars
I.B.3_01_PIE_Minutes_11-4-2020
I.B.3_02_AS_Agenda_02-16-2021
I.B.3_03_CC_Minutes_11-10-20
I.B.3_04_Institution-Set_Standards_Fall_2020
I.B.3_05_Institution-set_Standards_Webpage
I.B.3_06_ACCJC_Annual_Report_2021
I.B.3_07_Accreditation_Self_Evaluation_Webpage
I.B.4_01_APR_2016-2022_Program_Review-Outcomes_Assessment
I.B.4_02_APR_2016-2022_Changes_from_Outcomes_Assessment
I.B.4_03_2016-2022_Program_Review_-_CAMP
I.B.4_04_Resource_Request_Process_Flowchart_for_PIE
I.B.4_05_Funding_Categories
I.B.4_06_2019-2020_PIE_Prioritization_Rubric
I.B.4_07_PIE_Recommendation_to_College_Council_2020.xlsx
I.B.4_08_CC_Minutes_05-26-2020
I.B.4_09_PIE_Resource_Request_Ranking_Spreadsheet.xlsx
I.B.4_10_Approval_by_College_President
I.B.5_01_Program_Review_Template_2016-2022
I.B.5_02_Program_Review_English_Dept_2016-2022
I.B.5_03_Program_Review_EMPC_Agenda_03-12-2020
I.B.5_04_EMPC_Minutes_09-24-2020
I.B.5_05_Program_Review_Power_BI_Reports_Webpage
I.B.5_06_IE&R_Success_&_Retention_Report
I.B.5_07_Student_Equity_Presentation_Fall_2018
I.B.5_08_IE&R_Transfer_Volume_Report
I.B.5_09_IE&R_Mission

I.B.6_01_IE&R_Success_&_Retention_Report
I.B.6_02_Student_Equity_Presentation_Fall_2018
I.B.6_03_IE&R_Transfer_Volume_Report
I.B.6_04_Student_Equity_Plan_&_Exec_Summary_2019-2022
I.B.6_05_2016-2022_Educational_Master_Plan
I.B.6_06_2016-2022_Program_Review_-_Mathematics_Outcomes_Assessment
I.B.6_07_Student_Satisfaction_Survey_2019_ISLO_Results
I.B.6_08_SCC_IEPI_PRT_Letter_of_Interest
I.B.6_09_IEPI_Innovation_&_Effectiveness_Plan
I.B.6_10_eLumen_On-site_Training
I.B.6_11_Outcomes_Assessment_Training_Videos
I.B.7_01_2016-2022_Program_Review_Library_&_Information_Studies
I.B.7_02_Program_Review_Conversations
I.B.7_03_EMPC_Minutes_09-24-2020
I.B.7_04_EMPC_Minutes_11-12-2020
I.B.7_05_PIE_Planning_and_Resource_Allocation_Process_Survey
I.B.7_06_PIE_Minutes_05_29_2019
I.B.7_07_PIE_Minutes_06_03_2020
I.B.7_08_Collegial_Governance_Handbook_CC
I.B.7_09_Annual_Committee_Evaluation_Survey_Instrument
I.B.7_10_Annual_Committee_Evaluation_Survey_Results
I.B.7_11_CC_Minutes_09-24-2019
I.B.8_01_Program_Review_Conversations
I.B.8_02_CCCCO_Vision_For_Success_Goals
I.B.8_03_Program_Review_Data_Reports
I.B.8_04_ACCJC_Annual_Report_2021
I.B.8_05_2016-2022_EMP_Data
I.B.8_06_BoT_Minutes_04-29-2019
I.B.8_07_PIE_Minutes_11-04-2020
I.B.8_08_AS_Agenda_03-02-2021
I.B.8_09_Accreditation_Webpage
I.B.9_01_Collegial_Governance_Handbook_EMPC
I.B.9_02_Collegial_Governance_Handbook_PIE
I.B.9_03_Collegial_Governance_Handbook_SSEC
I.B.9_04_Collegial_Governance_Handbook EMC
I.B.9_05_Collegial_Governance_Handbook_TC
I.B.9_06_Collegial_Governance_Handbook_FSC
I.B.9_07_Collegial_Governance_Handbook_Organization
I.B.9_08_Collegial_Governance_Handbook_CC
I.B.9_09_2019-2020_PIE_Prioritization_Rubric
I.B.9_10_2016-2022_Program_Review_Mathematics_Summary
I.B.9_11_2016-2022_Program_Review_English_Summary
I.B.9_12_2016-2022_Program_Review_Counseling_Summary
I.B.9_13_Year_at_a_Glance_2018-2019
I.B.9_14_Year_at_a_Glance_2019-2020
I.B.9_15_PIE_Recommendation_to_College_Council_2020.xlsx

I.B.9_16_SCC_2016-2022_Educational_Master_Plan
I.B.9_17_2019-2022_Enrollment_Management_Plan
I.B.9_18_2019-2022_Student_Equity_Plan
I.B.9_19_2020-2023_Technology_Master_Plan
I.B.9_20_2011_Facilities_Master_Plan

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

In order to assure clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services, Santiago Canyon College uses four 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, and (4) individual course syllabi. Additional sources of information 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. All College departments and programs have access to catalog drafts and updates beginning in spring of each year to ensure that the published and digital PDF 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 (I.C.1_01). The catalog contains all current, approved policies (I.C.1_02) in addition to course, program, degree, and certificate information, including approved program student learning outcomes, which the Curriculum & Instruction Council approved during the previous academic year. When updates for programs, degrees, and certificates arrive after the catalog publication deadline, the College publishes and posts an addendum that provides the most current information possible (I.C.1_03, I.C.1_04).

In addition to the College catalog and any related addendum, Santiago Canyon College publishes four schedules of classes each year: fall, spring, summer, and intersession. (I.C.1_05, I.C.1_06). 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 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, text requirements and other pertinent course information.

The Santiago Canyon College website contains all the information provided in the College catalog and class schedules including the institutional mission (I.C.1_07), institutional student learning outcomes (I.C.1_08), educational programs (I.C.1_09), student support services (I.C.1_10), and College policies and procedures (I.C.1_11). Additionally, SCC provides accurate information to students and the public about its accreditation status with the Accrediting Commission for Community and Junior Colleges and the National Association of Young Children for the College's Child Development Center (I.C.1_12)

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, related student learning outcomes, and any College policies required by the College and/or division (I.C.1_013, I.C.1_014). By the start of each semester, faculty must submit each syllabus to the appropriate division office, and those who use Canvas LMS often upload syllabi and other materials onto their Canvas 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.

Analysis and Evaluation

Santiago Canyon College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services through regular review and updating of the College catalog, publication of class schedules, maintenance of the College's robust and informative website, and through course-related materials such as course syllabi. SCC also provides accurate information to students and the public about its accreditation status with all its accreditors.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)

Evidence of Meeting the Standard

Santiago Canyon College makes available for public consumption a physical and electronic College Catalog. The catalog is updated annually with the most relevant and accurate information available. The following information can be found in both the online and printed copies of the College Catalog (I.C.2_01).

Catalog Requirements

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution (p. 1)
- Educational Mission (p. 4)
- Representation of status with ACCJC and programmatic accreditors (p. 1)
- Course, Program, and Degree Offerings (pp. 59-263)
- Student Learning Outcomes for Programs and Degrees (pp. 59-263)
- Academic Calendar and Program Length (p. 2)
- Academic Freedom Statement (p. 14)
- Available Student Financial Aid (pp. 37-39)
- Available Learning Resources (pp. 14-35)
- Names and Degrees of Administrators and Faculty (pp. 265-271)
- Names of Governing Board Members (p. 6)

Requirements

- Admissions Requirements (pp. 9-13)
- Student Tuition, Fees, and Other Financial Obligations (pp. 10-11)
- Degrees, Certificates, Graduation and Transfer (pp. 40-42, 45-48)

Major Policies and Procedures Affecting Students

- Academic Regulations, including Academic Honesty (pp. 14-29)
- Nondiscrimination (p. 8)
- Acceptance and Transfer of Credits (p. 29)
- Transcripts (pp. 12-13)
- Grievance and Complaint Procedures (pp. 5, 20-21)
- Sexual Harassment (pp. 22-24)
- Refund of Fees (p. 11)

Locations of Publications Where Other Policies May Be Found

- Santiago Canyon College also produces, publishes, and distributes a term-based Class Schedule, which contains many of the same policies and procedures listed in the annual catalog ([I.C.2_02](#)).
- Furthermore, all College policies and procedures are available on the College's website ([I.C.2_03](#)).

Analysis and Evaluation

Santiago Canyon College provides a print and online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” SCC also provides similar information in the class schedule as well as on the College’s public website.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

Santiago Canyon College communicates matters of academic quality to appropriate constituencies by posting institutional student learning outcomes assessment results on the College's website (I.C.3_01). The College also makes publicly available course-level assessment results and service area assessment results through the Office of Institutional Effectiveness & Research's Microsoft Power BI reporting tool (I.C.3_02, I.C.3_03, I.C.3_04, I.C.3_05). Reports of assessment results are a portion of a more robust collection of data reports designed to support College planning efforts and are packaged together with other important student performance metrics for the purpose of informing the program review process (I.C.3_06). These publicly available reports are accessible at the Office of Institutional Effectiveness & Research's website (I.C.3_07) which also includes student achievement data on transfer volume (I.C.3_08, I.C.3_09) and alumni outcomes, for evaluating whether former students have been able to gain employment within their field of study (I.C.3_10).

More broadly, embedded within the College's Education Master Plan are several performance metrics that are made available for planning purposes (I.C.3_11). The Educational Master Plan is a critical piece of the College's overall planning effort and is referenced within program review and the College's Enrollment Management Plan (I.C.3_12).

Finally, the College's Annual Reports to the ACCJC are made publicly available at the College's accreditation web page (I.C.3_13). Data related to course completion, certificate awards, associate degree awards, transfers, licensure exam pass rates, and employment rates are reported each year and made available to all constituencies to communicate matters of academic quality (I.C.3_14).

Analysis and Evaluation

Through a variety of reports, dashboards, and publications outlined above, Santiago Canyon College uses documented assessment of student learning and the evaluation of student achievement to communicate matters of academic quality to all College constituencies. All the aforementioned reports, dashboards, and publications are made available on the College's website for planning purposes and to communicate to the public and surrounding community members institutional metrics related to student achievement and learning.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

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Evidence of Meeting the Standard

To keep students informed of academic standards and opportunities regarding educational programs, Santiago Canyon College (SCC) assures current and prospective students access to

information that accurately describes its degrees and certificates. The College's Catalog is the primary vehicle for providing all students and community members with detailed descriptions of each of the College's degrees and certificates (I.C.4_01). Listings include the purpose of each degree and certificate within their program descriptions, a listing of program student learning outcomes, as well as major course requirements. Students and members of the community can also access all the information contained within the catalog through the College's Degrees and Certificates webpage (I.C.4_02). Additionally, all program outlines of record are publicly available at the College's eLumen Curriculum Public View webpage (I.C.4_03).

Analysis and Evaluation

Each year, 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 from the College's Curriculum Office for review and revision prior to their publication (I.C.4_04).

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

Santiago Canyon College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

The following Planning Update Calendar provides a list of policies, procedures, and publications and the frequency by which the College and district updates them.

Policies, Procedures & Publications	Update Frequency	Responsible Party
Mission	1 Year Prior to Educational Master Plan	College Council
Year at a Glance	Annually	PIE Committee
Program Review Templates	Twice during each Educational Master Plan Cycle	EMP Committee
Faculty Handbook	Annually	Academic Affairs
Collegial Governance Handbook	Annually or as Needed	Academic Senate College Council
Catalog	Annually	Curriculum Office
Educational Master Plan	Every 6 Years	EMP Committee
Enrollment Management Plan	Every 3 Years	Enrollment Management Committee
Technology Master Plan	Annually	Technology Committee
Facilities Master Plan	Every 10 Years	Facilities Committee
Board Policies Administrative Regulations	As updates are received by the Community College League of California	Board of Trustees District Council
Degrees and Certificates	Every 5 Years	Curriculum & Instruction Council
Registration and Enrollment Information	Annually	Admissions & Records
Financial Aid Information	Annually	Financial Aid Office
Clery Report	Annually	RSCCD Safety & Security
Bargaining Unit Contracts	Every 3 Years	Bargaining Units Human Resources

Analysis and Evaluation

By adhering to the Planning Update Calendar provided above, Santiago Canyon College ensures the accuracy and relevance of all institutional policies, procedures, and publications and assures integrity in all representations of its mission, programs, and services. Santiago Canyon College makes available the Planning Update Calendar, among other planning related documents, on its public website through the Planning and Institutional Effectiveness Committee's web page for easy reference (I.C.5_01).

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Santiago Canyon College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials by publishing annual Cost of Education reports (I.C.6_01, I.C.6_02) through the Office of Financial Aid (I.C.6_03). The office of Financial Aid maintains a Consumer Information page (I.C.6_04) on the College's website which houses direct individual notices of prescribed information to certain target audiences including prospective students; currently enrolled students; current employees; parents, coaches, and counselors of prospective student athletes; and the general public as required by the federal Higher Education Act, the federal Equity in Athletics Disclosure Act, and guidance provided in the Code of Federal Regulations. The College also makes available, through the Office of Financial Aid's webpage, a Net Price Calculator, which is a tool for prospective students and their parents that estimates the costs associated with attending college (I.C.6_05). The calculated net price is the cost of attendance, minus grants and scholarships, students and their families will have to incur based on the information provided within the calculator.

Analysis and Evaluation

Santiago Canyon College accurately informs current and prospective students regarding the total cost of education, including tuition and fees, and other required expenses. The College makes this information available on the College's public website for easy access to current and prospective students and their families.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The Rancho Santiago Community College District (RSCCD) supports academic freedom through its adoption of Board Policy 4030 and Administrative Regulation 4030 (I.C.7_01, I.C.7_02). The Board Policy appears within the Santiago Canyon College Catalog (I.C.7_03), on the College's Policies and Procedures webpage (I.C.7_04), on the Academic Senate's Academic Freedom webpage (I.C.7_05) and is also referenced within the Agreement between RSCCD and the Faculty Association of Rancho Santiago Community College District (FARSCCD) in Appendix B (I.C.7_06).

According to Board Policy 4030: 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.

According to Administrative Regulation 4030: In support of BP 4030, Academic Freedom procedures related to academic freedom should address the following best practices from the American Association of University Professors:

- Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- Faculty are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to the subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of appointment.
- College and university faculty are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and education officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should always be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Analysis and Evaluation

Santiago Canyon College assure institutional and academic integrity through its use and publication of Board policy on academic freedom and responsibility. This makes clear the College's commitment to the free pursuit and dissemination of knowledge, and its support for an

atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

Evidence of Meeting the Standard

Santiago Canyon College reviews and publishes policies and procedures for Academic Honesty and can be found in the College Catalog (I.C.8_01) and on the College's Policies and Procedures webpage (I.C.8_02). Additionally, policies on academic honesty are provided on course syllabi which are provided to students at the beginning of each academic term (I.C.8_03, I.C.8_04).

In cases where a violation of academic honesty is discovered, the faculty member is encouraged to file an Academic Honesty Incident Report form. There are two categories of sanctions: limited and collegewide. Limited sanctions include an academic action such as assigning a lower grade for an assignment. Collegewide sanctions include sanctions that will affect a student's standing with the college-at-large, up to and including suspension or expulsion from the College.

Analysis and Evaluation

Santiago Canyon College has established and published clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Through adherence to Administrative Regulation 4030 (I.C.9_01) in support of Board Policy 4030 (I.C.9_02) 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. Furthermore, Board Policy 7001 (I.C.9_03) directs employees of the District to ensure that students and employees have access to varying points of view and not impose personal values, beliefs, and behaviors on others.

Analysis and Evaluation

Faculty are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to the subject. Faculty are citizens, members of a learned profession, and officers of an educational

institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and education officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Santiago Canyon College faculty distinguish between personal conviction and professionally accepted views within their disciplines and present information fairly and objectively.

10. 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 and student handbooks.

Evidence of Meeting the Standard

The Rancho Santiago Community College District (RSCCD) has established Board Policy 3410 and Administrative Regulation 3410, Nondiscrimination (I.C.10_01, I.C.10_02), to demonstrate commitment to equal opportunity and access related to educational programs as well as employment within the District.

There are also specific RSCCD board policies and administrative regulations on the following:

Board Policy and Administrative Regulation 3430, Prohibition of Harassment (I.C.10_03, I.C.10_04); Board Policy and Administrative Regulation 3510, Workplace Violence (I.C.10_05, I.C.10_06); Board Policy and Administrative Regulation 3530, Weapons on Campus (I.C.10_07, I.C.10_08); Board Policy and Administrative Regulation 3540, Sexual and Other Assaults on Campus (I.C.10_09, I.C.10_10); Board Policy and Administrative Regulation 3550, Drug Free Environment and Drug Prevention Program (I.C.10_11, I.C.10_12); Board Policy and Administrative Regulation 3560, Alcoholic Beverages (I.C.10_13, I.C.10_14); and Board Policy and Administrative Regulation 3570, Smoking on Campus (I.C.10_15, I.C.10_16).

Many of these policies related to regulating student behavior are detailed in Board Policy 5500, Standards of Student Conduct (I.C.10_17). The College's catalog (I.C.10_18) and website (I.C.10_19) reiterate these standards of student conduct. Additionally, the College has established a Student Conduct Committee (I.C.10_20) to provide recommendations relevant to student conduct. Its purpose is to improve the academic experience for all members of the campus community by supporting decisions around disciplinary action that help foster a safe and effective learning environment at SCC.

For employees, RSCCD has established Board Policy 7001, Code of Ethics (I.C.10_21), which promotes a climate that enhances the worth, dignity, potential, intellectual development, and uniqueness of each individual, as well as the collegiality of a learning community.

The District also has a process for discipline to remediate any issues of misconduct for academic employees, as outlined in Board Policy 7360 (I.C.10 22), and for classified employees, as outlined in Board Policy and Administrative Regulation 7365 (I.C.10 23, I.C.10 24).

Analysis and Evaluation

Santiago Canyon College requires conformity to specific codes of conduct of staff, faculty, administrators, and students and gives clear prior notice of policies related to conduct within the form of established Board Policies, Administrative Regulations, the College catalog, and website.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

The College does not operate in foreign locations.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Santiago Canyon College complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. 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 since its last Institutional Self-Evaluation Report (ISER) and has shared all reports with the public on its Accreditation webpage (I.C.12 01): 2014 Self-Evaluation Report (I.C.12 02), 2016 Follow-Up Report (I.C.12 03), and 2017 Midterm Report (I.C.12 04).

Analysis and Evaluation

Santiago Canyon College fully complies with all requirements set forth by the Commission. Compliance with requests and requirements of the Commission ensures that SCC maintains a focus on institutional integrity and continuous quality improvement.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in

consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Santiago Canyon College (SCC) advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes (I.C.13_01), and communicates consumer information to meet State and Federal standards (I.C.13_02). SCC provides all required information to the ACCJC and publishes accreditation related reports on its Accreditation webpage (I.C.13_03). SCC communicates matters of academic quality by providing detailed student achievement data through its Office of Institutional Effectiveness & Research's publicly accessible webpage (I.C.13_04).

Analysis and Evaluation

Santiago Canyon College's accreditation status has gone unchanged since becoming an independently accredited institution in 2000. The College acts with honesty and integrity in its relationships with other agencies and entities, provides clear and accurate information about the College to the public, describes itself in consistent terms, and always represents its accredited status accurately.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

The Rancho Santiago Community College District (RSCCD) and Santiago Canyon College ensures operational integrity by adhering to Board Policy 7001, Code of Ethics (I.C.14_01). This Code of Ethics requires that all District employees not enter relationships that seek to benefit the employee at the expense of the District, students of the District, or persons under their supervision. The RSCCD Code of Ethics also mandates that District employees avoid conflicts of interest which may result from dual relationships, such as those of a contractual, personal, financial, or sexual nature. Employees should avoid conflicts of interest between their contractual obligations to the District and those to private business or personal commitments.

Additionally, the RSCCD Board of Trustees abide by Board Policy 2715, Code of Ethics/Standards of Practice (I.C.14_02), which outlines a commitment to maintaining the highest standards of conduct and ethical behaviors well as its belief in promoting trust, confidence, and integrity in the working relationship between Trustees, administrators, faculty, and staff.

Analysis and Evaluation

The Rancho Santiago Community College District (RSCCD) and Santiago Canyon College remains committed to high quality education, student achievement, and student learning as an independently accredited institution. This commitment is paramount to other objectives such as revenue generation, returns on investments, contributions to external organizations and agencies, or supporting external interests.

Conclusions on Standard I.C. Institutional Integrity

Santiago Canyon College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services through regular review and updating of the College catalog, publication of class schedules, maintenance of the College's robust and informative website, and through course-related materials such as course syllabi. SCC also provides accurate information to students and the public about its accreditation status with all its accreditors.

Santiago Canyon College provides a print and online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." SCC also provides similar information in the class schedule as well as on the College's public website.

Through a variety of reports, dashboards, and publications, Santiago Canyon College uses documented assessment of student learning and the evaluation of student achievement to communicate matters of academic quality to all college constituencies. All reports, dashboards, and publications are made available on the College's website for planning purposes and to communicate to the public and surrounding community members institutional metrics related to student achievement and learning.

Each year, 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 from the College's Curriculum Office for review and revision prior to their publication.

By adhering to the Planning Update Calendar, Santiago Canyon College ensures the accuracy and relevance of all institutional policies, procedures, and publications and assures integrity in all representations of its mission, programs, and services. Santiago Canyon College makes available the Planning Update Calendar, among other planning related documents, on its public website through the Planning and Institutional Effectiveness Committee's web page for easy reference.

Santiago Canyon College accurately informs current and prospective students regarding the total cost of education, including tuition and fees, and other required expenses. The College makes this information available on the College's public website for easy access to current and prospective students and their families.

Santiago Canyon College assure institutional and academic integrity through its use and publication of Board Policy on academic freedom and responsibility. This makes clear the College's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

Santiago Canyon College has established and published clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

Faculty are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to the subject. Faculty are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and education officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should always be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution.

Santiago Canyon College faculty distinguish between personal conviction and professionally accepted views within their disciplines and present information fairly and objectively.

Santiago Canyon College requires conformity to specific codes of conduct of staff, faculty, administrators, and students and gives clear prior notice of policies related to conduct within the form of established Board Policies, Administrative Regulations, the College catalog, and website.

Santiago Canyon College fully complies with all requirements set forth by the Commission. Compliance with requests and requirements of the Commission ensures that SCC maintains a focus on institutional integrity and continuous quality improvement.

Santiago Canyon College's accreditation status has gone unchanged since becoming an independently accredited institution in 2000. The College acts with honesty and integrity in its relationships with other agencies and entities, provides clear and accurate information about the College to the public, describes itself in consistent terms, and always represents its accredited status accurately.

The Rancho Santiago Community College District (RSCCD) and Santiago Canyon College remains committed to high quality education, student achievement, and student learning as an independently accredited institution. This commitment is paramount to other objectives such as

revenue generation, returns on investments, contributions to external organizations and agencies, or supporting external interests.

Improvement Plan(s)

None

Evidence List

I.C.10_01_BP_3410_Nondiscrimination
I.C.10_02_AR_3410_Nondiscrimination
I.C.10_03_BP_3430_Prohibition_of_Harassment
I.C.10_04_AR_3430_Prohibition_of_Harassment
I.C.10_05_BP_3510_Workplace_Violence
I.C.10_06_AR_3510_Workplace_Violence
I.C.10_07_BP_3530_Weapons_on_Campus
I.C.10_08_AR_3530_Weapons_on_Campus
I.C.10_09_BP_3540_Sexual_and_Other_Assaults_on_Campus
I.C.10_10_AR_3540_Sexual_and_Other_Assault_on_Campus
I.C.10_11_BP_3550_Drug_Free_Environment_and_Drug_Prevention_Program
I.C.10_12_AR_3550_Drug_Free_Environment_and_Drug_Prevention_Program
I.C.10_13_BP_3560_Alcoholic_Beverages
I.C.10_14_AR_3560_Alcoholic_Beverages
I.C.10_15_BP_3570_Smoking_on_Campus
I.C.10_16_AR_3570_Smoking_and_Tobacco_Use_in_District_Facilities_and_Vehicles
I.C.10_17_BP_5500_Standards_of_Student_Conduct
I.C.10_18_2020-2021_SCC_Catalog_Policies_and_Procedures
I.C.10_19_Student_Discipline_&_Code_of_Conduct_Webpage
I.C.10_20_Student_Conduct_Committee
I.C.10_21_BP_7001_Code_of_Ethics
I.C.10_22_BP_7360_Discipline_and_Dismissal_Academic_Employees
I.C.10_23_BP_7365_Discipline_and_Dismissal_Classified_Employees
I.C.10_24_AR_7365_Discipline_and_Dismissal_Classified_Employees
I.C.12_01_SCC_Accreditation_Webpage
I.C.12_02_SCC_2014_Institutional_Self_Evaluation_Report
I.C.12_03_2016_Follow-Up_Report_to_ACCJC
I.C.12_04_2017_Accreditation_Midterm_Report
I.C.13_01_RSCCD_Annual_Security_Report_2020
I.C.13_02_Consumer_Information_Webpage
I.C.13_03_SCC_Accreditation_Webpage
I.C.13_04_Institutional_Effectiveness_&_Research_Webpage
I.C.14_01_BP_7001_Code_of_Ethics
I.C.14_02_BP_2715_Code_of_Ethics_Standards_of_Practice

I.C.1_01_2020-2021_SCC_Catalog
I.C.1_02_2020-2021_SCC_Catalog_Policies_and_Procedures
I.C.1_03_2020-2021_Catalog_Task_Force_Minutes_11-13-2019
I.C.1_04_2019-2020_SCC_Catalog_Addendum
I.C.1_05_SCC_Fall_2020_Class_Schedule
I.C.1_06_Archived_Class_Schedules
I.C.1_07_SCC_Mission_Statement
I.C.1_08_Institutional_Student_Learning_Outcomes
I.C.1_09_Educational_Programs
I.C.1_10_Student_Support_Services
I.C.1_11_College_Policies_and_Procedures_Webpage
I.C.1_12_Accreditation_Self-Evaluation_Webpage
I.C.1_13_ART_100_Syllabus
I.C.1_14_ECON_102_Syllabus
I.C.2_01_SCC_2020_2021_Catalog
I.C.2_02_SCC_Fall_2020_Class_Schedule
I.C.2_03_College_Policies_and_Procedures_Webpage
I.C.3_01_Institutional_Student_Learning_Outcomes
I.C.3_02_SLO_Report_for_English
I.C.3_03_SLO_Report_for_Mathematics
I.C.3_04_SAO_Report_for_Health_and_Wellness
I.C.3_05_SAO_Report_for_Pathways_to_Teaching
I.C.3_06_Program_Review_Data_Reports
I.C.3_07_IE_&_R_Webpage
I.C.3_08_Microsoft_Power_BI_Transfer_Volume_Report_Chart
I.C.3_09_Microsoft_Power_BI_Transfer_Volume_Report_Chart_Demogs
I.C.3_10_Microsoft_Power_BI_Alumni_Outcome_Report
I.C.3_11_SCC_2016-2022_Educational_Master_Plan_Data
I.C.3_12_2019-2022_Enrollment_Management_Plan
I.C.3_13_Accreditation_Self_Evaluation_Webpage
I.C.3_14_ACCJC_Annual_Report_2021
I.C.4_01_2020-2021_SCC_Catalog
I.C.4_02_SCC_Degrees_and_Certificates_Webpage
I.C.4_03_SCC_Curriculum_Public_View
I.C.4_04_SCC_Catalog_Proof_#2_2020-2021
I.C.5_01_Planning_Update_Calendar
I.C.6_01_Cost_of_Education_2020-2021
I.C.6_02_Cost_of_Education_2021-2022
I.C.6_03_Cost_of_Education_Webpage
I.C.6_04_Consumer_Information_Webpage

I.C.6_05_Net_Price_Calculator
I.C.7_01_BP_4030_Academic_Freedom
I.C.7_02_AR_4030_Academic_Freedom
I.C.7_03_2020-2021_SCC_Catalog_Academic_Freedom
I.C.7_04_College_Policies_and_Procedures_Webpage_Academic_Freedom
I.C.7_05_Academic_Senate_Academic_Freedom_Webpage
I.C.7_06_FARSCCD_Contract_Agreement_Academic_Freedom
I.C.8_01_2020-2021_SCC_Catalog_Policies_and_Procedures
I.C.8_02_College_Policies_and_Procedures_Webpage
I.C.8_03_ECON_102_Syllabus
I.C.8_04_ENGL_100_Syllabus
I.C.9_01_AR_4030_Academic_Freedom
I.C.9_02_BP_4030_Academic_Freedom
I.C.9_03_BP_7001_Code_of_Ethics

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

All instructional programs at Santiago Canyon College (SCC), regardless of location or means of delivery, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in the achievement of identified student learning outcomes, the achievement of degrees, certificates, employment, and/or transfer.

The instructional programs at SCC offer focused and interdisciplinary fields of study appropriate to higher education through credit and noncredit programming (II.A.1_01). Program information is publicly available to students and the community through in-person services, online webpages, catalogs, schedules, brochures, and other media (II.A.1_02).

Santiago Canyon College offers face-to-face, distance education, and hybrid-model courses. All instructional programs are aligned with SCC's mission to foster student success in providing a transferable and engaging curriculum based on core student learning outcomes, including to learn, to communicate, to act, and to think (II.A.1_03). Students transfer from SCC to other institutions of higher education (II.A.1_04) and have the potential to earn a sustainable living wage (II.A.1_05).

The SCC Catalog outlines instructional programs for both credit and noncredit (II.A.1_06). New program, course, certificate, and degree proposals must adhere to established policies as set forth by the Rancho Santiago Community College District (II.A.1_07). New proposals are reviewed and approved by the SCC Curriculum & Instruction Council (CIC), Academic Senate, and Rancho Santiago Community College District (RSCCD) Board of Trustees before submission to the California Community Colleges Chancellors Office for final approval.

Faculty members have established Student Learning Outcomes (SLOs) for all courses and programs leading to a degree, certificate, employment, or transfer (II.A.1_08). Course SLOs (CSLOs) are part of the curriculum review process and are reviewed every five (5) years (II.A.1_09). Program SLO (PSLOs) are assessed as part of the program review process every three years (II.A.1_10). Faculty and staff engage in systematic program review to assess the quality of instruction and to ensure all programs align with SCC's mission statement and institutional student learning outcomes.

Analysis and Evaluation

There are policies and practices in place to ensure all existing programs are reviewed regularly for alignment with SCC's mission and are appropriate for higher education. Programs are designed for students to succeed and earn degrees, certificates, employment, and/or transfer to higher education.

2. (*Applicable to institutions with comprehensive reviews scheduled after fall 2019.*¹) Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching, and learning strategies, and promoting student success.

Evidence of Meeting the Standard

Santiago Canyon College's full-time and adjunct faculty regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Twice a year, during Professional Development Week, the academic departments review and discuss instructional programs with their faculty (II.A.2_01). A Joint Chairs committee meets once a month (as needed) during the spring and fall semesters to discuss instructional programs with a campus wide perspective (II.A.2_02). For Career Education (CE) courses and programs, a Technical Advisory Committee meets annually with business and industry professionals, who are active in their fields, to provide input regarding curriculum content and industry placement for employment (II.A.2_03).

The Educational Master Planning Committee (EMPC) exercises collective ownership over the student achievement data to promote student success through systematic and inclusive program review (II.A.2_04) every three years. This committee provides leadership for the cyclical revision of the Educational Master Plan (EMP), which is informed by program review, internal and external data, and student learning and achievement data from all areas of Academic Affairs, Continuing Education, Student Services, and Administrative Services. Also, the committee assists in the development of institutional goals and the facilitation of institutional dialogue around program improvement (II.A.2_05).

The SCC Curriculum and Instruction Council (CIC) exercises collective ownership over the design and improvement of instructional courses and programs. It is comprised of 15 department representatives, division deans, an Articulation Officer, the vice president of Academic Affairs, and members of the Academic Senate (II.A.2_06). SCC's CIC fulfills the state-mandated role of certifying all credit and noncredit classes and programs' academic integrity. It is founded on a joint agreement between the Academic Senate and the Board of Trustees to rely primarily on the advice of the Academic Senate about curriculum (II.A.2_07). The council is also part of the College and district collegial governance framework. It provides a forum for students, staff, and faculty to formulate curricular, instructional, and academic policy (II.A.2_08).

Analysis and Evaluation

Curriculum review is a faculty-led process that ensures the course content and methods of instruction meet generally accepted academic and professional standards and expectations. Program review and SLO assessment is an ongoing process regularly discussed in academic department meetings, department chair meetings, meetings with business and industry, and the EMPC. SCC maintains high standards for online and hybrid instruction and provides and requires Online Teaching Certification for all online instructors.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In

every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

SCC faculty members have established Student Learning Outcomes (SLOs) for all courses and programs leading to a degree, certificate, employment, or transfer (II.A.3_01). Course SLOs (CSLOs) are part of the curriculum review process and are reviewed every five years (II.A.3_02) but may be revised at any time. Program SLO (PSLOs) are assessed as part of the program review process every three years (II.A.3_03). Faculty and staff engage in systematic program review to assess the quality of instruction and to ensure all programs align with SCC's mission statement and institutional student learning outcomes.

All academic divisions provide standard syllabus information, with approved SLOs for the course, to include for all course sections. Before the start of the term, syllabi are submitted by each faculty to the division office. Student learning outcomes are available through eLumen for all courses. Faculty are encouraged to keep their records up to date. (II.A.3_04).

Analysis and Evaluation

All learning outcomes for courses, programs, certificates, and degrees are submitted through the Curriculum and Instruction Council, on behalf of the Academic Senate, and approved at the local and state level prior to being offered. All courses, programs, and certificates have student learning outcomes evidenced by each course's course outline of record (COR), certificates, programs, and degrees that can be found in eLumen. All courses' SLOs are required to be assessed during the quinquennial cycle of curriculum review.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college-level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum.

Evidence of Meeting the Standard

Santiago Canyon College offers multiple paths to collegiate level coursework. SCC offers both credit pre-collegiate coursework and noncredit pre-collegiate coursework. There are established pathways from noncredit and pre-collegiate-level college math and English (II.A.4_01, II.A.4_02). There are also pathways for English language learners through both noncredit courses and an integrated program called American College English which serves credit and noncredit students to improve reading and writing proficiency.

Multiple credit courses are taught with integrated support that directly assist students with content knowledge and skills necessary to advance to and succeed in college-level English curriculum (II.A.4_03, II.A.4_04). The learning outcomes and objectives in the

integrated math support courses directly support students in learning the content and skills necessary to advance to and succeed in college-level math curriculum (II.A.4_05, II.A.4_06, II.A.4_07).

Analysis and Evaluation

SCC offers multiple paths from pre-collegiate to collegiate level coursework through both credit support courses and noncredit coursework. Students choose the level of support that meets their needs while receiving the appropriate level of instruction.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The institution's Board of Trustees assures that the degrees and programs follow practices common to American higher education (II.A.5_01, II.A.5_02) including appropriate length, (II.A.5_03) breadth, depth (II.A.5_04), rigor (II.A.5_05) course sequencing, (II.A.5_06) time to completion, and synthesis of learning by establishing procedures for articulation with four-year colleges and universities (II.A.5_07) and regularly reviewing all curricular offerings with appropriate Academic Senate involvement. The Academic Senate's Curriculum and Instruction Council certifies the academic integrity of credit and non-credit classes and programs (II.A.5_08, II.A.5_09).

The Chancellor assures that the graduation requirements for degrees and certificates includes the involvement of the College's Curriculum and Instruction Council and that the 60 credit or semester units at the associate level graduation requirement is published in the College's catalog (II.A.5_10, II.A.5_11)

Analysis and Evaluation

At the direction and oversight of the institution's Board of Trustees and Chancellor, the College's Academic Senate's Curriculum & Instruction Council have procedures and policies in effect to continually confirm that the institution's degrees and programs follow practices common to American higher education.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Santiago Canyon College (SCC) schedules courses in a manner that allows students to complete certificate and degree programs within a period consistent with established expectations in higher education. SCC offers 16-week courses in the fall and spring semesters, 4, 6, or 8-week courses in summer, 8-week courses in the fall and spring semesters, and 4-week courses in spring intersession. Modality of instruction includes face-to-face, online, and hybrid; the different modalities provide an opportunity for students to pace themselves to attain their educational goal(s).

The SCC Enrollment Management Committee (EMC) meets several times in the fall and spring semesters to discuss enrollment strategies and make recommendations that contribute to student access, recruitment, persistence, completion, and lifelong learning through diverse program offerings. Data is used to inform and make recommendations for course offerings that are more reflective of student demand and enrollment goals (II.A.6_01). The Enrollment Management Committee discusses and reviews enrollment data and student surveys to recommend course offerings.

The creation of the SCC Proposed Course Offerings resulted from an Enrollment Management Committee meeting. Disciplines with an Associate Degree for Transfer created a two-year course offering schedule. The course offering schedule allowed SCC Counselors to develop educational plans that align to higher education timelines. In return, students receive a more accurate Comprehensive Student Educational Plan that outlines general education and major requirements while earning an ADT and attaining transfer to a four-year institution (II.A.6_02). The Honors Program provides a similar proposed course offering schedule for the honors student. The course offering schedule allows students to complete the required five honors courses to gain Honors TAP certification for the UCLA Transfer Alliance Program (II.A.6_03).

Department chairs and division deans review waitlist data to determine course offerings from term to term. All evidence listed above has afforded Santiago Canyon College students an opportunity to attain their academic goals in a timely manner.

Analysis and Evaluation

SCC schedules courses in a manner that allows students to complete certificate and degree programs within a timeframe consistent with established expectations in higher education. There are several campus wide efforts implemented to ensure course offerings are reflective of student demand and enrollment goals.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Santiago Canyon College uses a variety of teaching methodologies, depending upon the class modality. For online and hybrid classes, one employed strategy is the flipped

classroom model where the lectures are deployed asynchronously and the classroom activities support metacognition and communication, such as peer review, the Socratic method, discussions, constructivism, and inquiry-based learning methodologies.

(II.A.7_01)

The College sees the tremendous benefit in supporting students with a variety of support services. As a California Virtual Campus – Online Education Initiative (CVC-OEI) consortium member, the College offers online tutoring 24/7 to all SCC students. The College has also implemented a technology help desk, has online and in-person counseling, a 1st year support center, discipline-specific help centers (math, writing, honors, etc.) and provides a variety of technology tools which promote success and engagement, such as Pronto, Name Coach, Canvas, Proctorio, Labster, and Canvas Studio. (II.A.7_02, II.A.7_03)

Analysis and Evaluation

SCC effectively uses delivery modes, teaching methodologies, and learning support services through methods of instructions listed in each Course Outline of Record (COR). Instruction may include activities, discussions, field trips, guest lectures, handouts, instructor-prepared materials, lecture, and multimedia presentations. (II.A.7_04)

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Santiago Canyon College does not offer department-wide program examinations; however, course credit or general education credit is granted in accordance with Rancho Santiago Community College District Credit for Prior Learning (CPL) Board Policy 4235 and Administrative Regulation 4235 (II.A.8_01, II.A.8_02). SCC students are given the opportunity to earn credit through credit by examination, external examinations, high school articulated courses, and industry recognized credentials. In fall 2020, Board Policy 4235 and Administrative Regulation 4235 was revised to include CPL credit options via Student-Created Portfolio Assessment and Military Service/Training. Under the umbrella of Credit for Prior Learning, students seeking credit for coursework via Credit by Exam (CBE) may do so. The policy, procedures, and list of courses eligible for CBE are published in the SCC catalog (II.A.8_03) and available in the Admissions and Records Office along with the CBE application. The validity and reliability of the course examination is managed by the discipline area granting CBE credit.

SCC students with Advanced Placement (AP), International Baccalaureate (IB), and the College Level Examination Program (CLEP) examination scores may petition for course or general education credit. The student must order official scores to be sent to the SCC Admissions and Records Office. AP, IB, and CLEP guidelines and policies are published in the SCC catalog (pages 53-59), which includes the passing scores required for each

external examination (II.A.8_04). The validity and reliability of each external examination is managed by the CCC CO, CSU CO, and UCOP. Each higher education system provides the directive on how CCCs should grant general education credit. Course-to-exam credit is determined by the SCC discipline expert.

Through the Career Transitions Articulated Pathway, (CTAP) high school students may earn SCC course credit for selected ROP high school coursework. An articulation agreement must be in place between the high school course and the SCC course. Students may petition for SCC course credit upon registering for at least one SCC college credit course at the time of the petition. ROP high school coursework must be completed with a B (3.0 GPA) or higher in both semesters or in a full term of the high school ROP course (II.A.8_05). The validity and reliability of the course examination is managed by the SCC discipline expert that established an articulation agreement with the high school ROP instructor.

The Water Utility, Apprenticeship, Cosmetology, and Surveying Career Education Departments grant course credit based on industry certification. A student must be enrolled at SCC and provided a copy of the industry certification. The Petition to Waive a Major Requirement or Requisite Challenge Form must be filled out by the student and submitted to the respective Career Education Department. The department chair will review all documentation and may grant course credit or waive a major requirement (II.A.8_06, II.A.8_07). The validity and reliability are managed by the department chair.

In spring 2021, SCC will start conversations on the implementation of the new CPL credit options in Student-Created Portfolio Assessment and Military Service/Training.

Analysis and Evaluation

Processes are in place for major coursework and/or general education credit options via CBE, external examinations, CTAP, and industry certification. The validity and reliability of each credit granting option is controlled by internal and external discipline experts.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

The institution awards course credits, degrees and certificates based on student attainment of learning outcomes based upon the inclusion of student learning outcomes (SLOs) into the course syllabus and required assignments, as evidenced in the sample course syllabus (II.A.9_01). SLOs are carefully mapped from course to program (II.A.9_02). Program SLOs are systematically accounted for based on a yearly mapping cycle (II.A.9_03,

II.A.9_04, II.A.9_05). This mapping ensures that SLOs are being implemented and tested in institutional programs and courses.

Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. The institution has established grade policies within the institutional catalog (II.A.9_06) and the Curriculum and Instruction Handbook (II.A.9_07). Transfer courses are equivalenced based on the agreements with other institutions. The greatest number of transfers to 4-year institutions is to the California State University (CSU) and University of California (UC) systems. The institution has formalized equivalency agreement certifications (II.A.9_08, II.A.9_09, II.A.9_10) with these and other four-year institutions.

The institution offers courses based on clock-hours and it follows federal standards for clock-to-credit-hour conversions. These conversions are presented in the institution's Board Policy (BP) 4023 (II.A.9_11), Administrative Policy (AP) 4023 (II.A.9_12), and the Curriculum and Instruction Handbook (II.A.9_13).

Analysis and Evaluation

SLOs are integrated into the awarding of course credit, degrees, and certificates by way of integration into required course assignments. Grading and equivalencies are based on generally accepted norms and practices in higher education which are integrated into institutional policies. All clock-to-hour conversions comply with Federal standards.

10. 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. (ER 10)

Evidence of Meeting the Standard

Santiago Canyon College has approved policies and procedures to address the transfer of classes to other institutions. These policies and practices are communicated to students through the SCC Catalog and school webpages. Transfer-of-credits include but are not limited to transfer to other colleges, Credit by Examination, External Exams (AP/CLEP/IB), course substitutions, Pass Along, military credit, international credit, and bachelor's degree credit (II.A.10_01). Rancho Santiago Community College District (RSCCD) has established Board Policy and Administrative Regulations related to transfer-of-credit such as Articulation, Credit by Examination, and Advanced Placement, which are made available through the RSCCD website (II.A.10_02).

Santiago Canyon College develops and maintains articulation agreements with the University of California (UC), California State University (CSU), and many private/independent universities by comparing learning outcomes (II.A.10_03).

Articulation agreements are developed on a course-to-course basis for general education, lower-division major preparation, and courses that may transfer as electives. Articulation agreements are published agreements that identify courses comparable to, or can be used in place of, courses at transfer institutions (II.A.10_04).

All courses at Santiago Canyon College that are numbered 100 and above transfer to any California State University campus at least for elective credit and may be used for general education or lower-division major preparation if articulated for that area. The ASSIST.org repository is utilized by SCC to store the most accurate and up-to-date student-transfer information by displaying reports of how course credits earned at SCC can be applied when transferred to a California State University or University of California campus (II.A.10_05). SCC facilitates articulation courses through the Course Identification Numbering system, or C-ID, to identify comparable courses by providing an independent number assigned to community college courses that are commonly transferred to universities (II.A.10_06).

For UC-bound students, the College established a Transfer Course Agreement (TCA). SCC courses approved for the TCA count as elective credit toward an undergraduate degree at any UC campus and may also be submitted for campus-specific articulation or IGETC (II.A.10_07). Additionally, SCC offers two programs that guarantee students transfer to a UC: Transfer Admissions Guarantee (TAG) and UCLA Transfer Alliance Program (TAP) (II.A.10_08). SCC participates in the University of California Transfer Pathways (UCTP) pilot project in Physics to enhance student transfer and guarantee admission for all qualifying transfer students to the UC system (II.A.10_09).

Santiago Canyon College accepts transfer credit from four-year and two-year institution to fulfill degree requirements. Transfer credit is reviewed when an official transcript is received by the Admissions and Records Office. Only transfer credit from regionally accredited institutions are evaluated. Counselors initiate the review of transfer credit for major and general education requirements. Transfer credit content and student learning outcomes are reviewed via the Petition to Substitute Major Requirements or Pass Along Petition process. Department chairs and division deans approve and deny major substitutions. The Articulation Officer approves or denies general education placement of CSU-General Education Breadth (Plan B) and/or IGETC (Plan C). Local general education (Plan A) coursework is reviewed, approved, or denied by the Graduation Specialist. (II.A.10_10)

In spring 2014, the SCC Academic Senate passed the resolution, the Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) Reciprocity, Course Substitution, External Exams, and Credit by Exam Policy. The policy facilitates the transfer of credit from other California Community Colleges towards an Associate Degree for Transfer major and/or general education requirements (II.A.10_11). The

policy is published in the SCC catalog and has facilitated the acceptance of transfer credits from two-year and four-year institutions. Through the Common Identification Numbering (C-ID) System, the Graduation Specialist can accept transfer credits from other California community colleges and apply them towards major and/or general education requirements for local associate degrees (II.A.10.12). The acceptance of transfer credit via C-ID and the reciprocity policy allows students to complete academic goals in a timely manner, without having to repeat coursework already taken.

Analysis and Evaluation

Santiago Canyon College clearly states transfer-of-credit policies in order to facilitate the mobility of students without penalty through free and public publications. Faculty and staff experts certify that the expected learning outcomes for transferred courses are comparable to the learning outcomes of SCC when accepting transfer credits to fulfill degree requirements. Articulation agreements are developed when patterns of student enrollment between SCC and another institution are identified as appropriate to SCC's mission.

11. The institution includes in all its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

The Institutional Learning Outcomes (ISLO) support Santiago Canyon College's mission which is "to assist faculty, staff, and the entire college community in preparing to better think, learn, communicate, and act on knowledge gained through their experience." The ISLO are aligned with the College's mission as follows:

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 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 (II.A.11_01)

Similarly, all course (II.A.11_02) and program learning outcomes (II.A.11_03), Service Area Outcomes (II.A.11_04), and Student Services Student Learning Outcomes (II.A.11_05) adhere to the College's mission outcome guidelines. All courses and programs must have learning outcomes modeled after the ISLO before they can be added to the SCC curriculum catalog. Academic (II.A.11_06), non-credit, and apprenticeship courses (II.2.11_07) have appropriate learning outcomes for the discipline on the Course Outline of Record (II.A.11_08). Course outcomes are approved by the Curriculum Council, College Board, and the State and comply with all other articulation agreements.

The Curriculum and Instruction Council (CIC) is a part of the College and district collegial governance framework and provides a framework for College stakeholders to address curriculum matters. The council meets every 1st, 3rd, and 5th Monday (II.A.11_09). The Council approves outcomes for all courses and programs to make sure they comply with college, state, and professional guidelines. Students are informed about the importance of student learning outcomes, where they are located, how they are assessed, and the role they play in determining their success in a course or program (II.A.11_11).

Santiago Canyon College ensures consistency and compliance with learning outcomes by using a variety of oversight committees and assessments. Department chairs of individual programs regularly assess course content for compliance with College learning outcomes and to assess student success and performance (II.A.11_12). Regular assessments of student performance on learning outcomes are also documented through Program Review (II.A.12_13). In 2019, SCC transitioned from its legacy outcomes assessment management system, Taskstream, to a new system, eLumen, to integrate curriculum, learning outcomes, and program assessment in one area, allowing more effective management and making learning outcomes assessment and evaluation easier to evaluate and report to stakeholders.

Analysis and Evaluation

Santiago Canyon College maintains a robust system to identify, assess, and evaluate learning outcomes for the institution, students, courses, programs, and services. The Institutional Learning Outcomes provide the foundation that ensures that curriculum, college programs, and services will prepare students to think, learn, communicate, and act on the knowledge gained through their experience which is consistent with the College mission. Frequent assessment and evaluation during annual assessment cycles and

program review help keep programs and outcomes current and relevant and allow for adjustments as needed. Transitioning to a new, integrated curriculum and assessment system will make this a seamless process and improve reporting to the community.

12. The institution requires of all its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

Santiago Canyon College requires a general education (GE) pattern to be completed to earn an associate degree (Associate of Arts/Science and Associate Degree for Transfer) as evidenced by the College catalog. SCC offers three general education patterns: SCC local GE/Plan A, California State University (CSU)-GE Breadth /Plan B and Intersegmental General Education Transfer Curriculum (IGETC)/Plan C (II.A.12_01). There are 58 associate degrees linked to a general education pattern – 24 Associate of Science (AS), 11 Associate of Arts (AA), 8 Associate in Arts Degree for Transfer (AA-T), and 15 Associate in Science Degree for Transfer (AS-T) (II.A.12_02) – the College used faculty expertise to determine the appropriateness of each course for inclusion in the general education patterns.

The Curriculum and Instruction Council (CIC) reviews, approves, and recommends coursework for local GE/Plan A, CSU-GE Breadth/Plan B, and IGETC/Plan C (II.A.12_03, II.A.12_04). Faculty carefully considered philosophy and criteria for associate degrees and general education and weighed the appropriateness of each course for inclusion in the general education patterns based upon student learning outcomes and competencies appropriate to the degree level. In doing so, faculty assure that Associate degree programs and GE are in alignment with the following established standards:

- RSCCD Board Policy 4025 and Administrative Regulation 4025 Philosophy and Criteria for Associate Degree and General Education (II.A.12_05)
- Title 5 Section §55063 Minimum Requirements for the Associate Degree (II.A.12_06)
- CSU-GE/Plan B – Executive Order 1100 General Education Breadth Requirements (II.A.12_07)
- IGETC Standards (II.A.12_08)
- Guiding Notes for General Education Review (II.A.12_09)

Guidelines on the minimum requirements for an Associate Degree, the CSU-GE Breadth Requirements, and IGETC Standards are published or cited in the SCC Curriculum and Instruction Handbook (II.A.12_10).

Guidance for GE coursework is also provided by the Articulation Officer who trains and updates the CIC members. Recently the CSU Chancellor's Office announced changes made to CSU-GE area D and introduced the new CSU GE Area F: Ethnic Studies requirement; in addition, the Articulation Officer informed the CIC members that the UC Office of the President announced changes to IGETC Standards Area 1A and 1B, (AIII2_11, AIII2.12)

The local associate degree requirements consist of 24 semester units of GE, proficiencies in Mathematics, Reading, and Oral Communication, and 18 semester units of major requirements; major requirements and proficiencies may double-count for GE requirements. Students must complete 60 semester units with a 2.0 grade point average to earn an associate degree. Students take GE coursework across the following GE areas: Natural Sciences, Social and Behavioral Sciences, Humanities, Cultural Breadth, Language and Rationality, and Lifelong Understanding and Self-Development. The General Education philosophy is published in the SCC college catalog – 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.” Furthermore, SCC GE is designed to provide students with a pattern of learning experiences and educational opportunities that lead to the following outcomes (II.A.12_13):

- To Learn – About Self and Others, Academic and Professional Issues
- To Communicate – With Clarity and Accuracy and in Diverse Environments
- To Act – With Awareness of Self and the Local and Global Community of Persons
- To Think – Critically, Creatively, and Reflectively

SCC GE distribution, GE philosophy and GE outcomes are evidence that SCC is committed to a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. The standard's student learning outcome requirement is threaded across SCC's Course, Program, and Institutional Student Learning Outcomes.

The requirements of an Associate Degree for Transfer (ADT) consist of either the CSU-GE Breadth/Plan B or IGETC/Plan C and 18 semester units of ADT major coursework. Students must complete 60 semester units with a 2.0 grade point average to earn an ADT. In some cases, students may need to take elective units to reach 60 semester units (II.A.12_14). The California Community College Chancellor's Office (CCCCO) has approved 23 ADTs for Santiago Canyon College. To serve students completing the Biology Associate Degree for Transfer, SCC has a modified version of the CSU GE-Breadth and IGETC pattern and identified the patterns as CSU-for-STEM and IGETC-for-STEM, respectively. (II.A.12_15) The philosophy and coursework for the GE patterns are established by the faculty and recommended for approval to the CSU and UC systems, where appropriate. Inclusion of courses in the GE patterns are reviewed by the Curriculum and Instruction Council (CIC) which approves the course learning outcomes (CSLOs) after ensuring the CSLOs are appropriate to the associate degree level.

Analysis and Evaluation

SCC requires that all associate degrees and Associate Degree for Transfer programs include a component of general education. All degrees are awarded based on completion of a general education pattern (local GE, CSU-GE Breadth/Plan B or IGETC/Plan C). SCC relies on the Curriculum and Instruction Council and faculty expertise to determine the appropriateness of each course for inclusion in the general education patterns. All areas within the general education patterns require courses be aligned with one or more of the following GE standards: RSCCD Board Policy 4025 and Administrative Regulation 4025, Title 5 §55063, CSU Executive Order 1100, or IGETC Standards. Faculty take care in ensuring courses meet considered philosophy and criteria for associate degrees and general education, based upon student learning outcomes and competencies appropriate to the degrees. The thread of student learning outcomes permeates across SCC's Course, Program, and Institutional Student Learning Outcomes which are committed to students' preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, which include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

All degree programs include both focused and interdisciplinary studies, as evidenced by the SCC Catalog. The Academic Program section of the Catalog is alphabetized by subject/discipline and publishes the responsible division office, dean, department chairs, and full-time faculty. Each area of study is broken down by award type, major/emphasis, program description, Program Student Learning Outcomes (PSLOs), major requirements (including both core and restricted electives), and unit totals (II.A.13_01). All areas of study, whether specialized or interdisciplinary, are based upon Program Student Learning Outcomes (PSLOs) as approved by the Curriculum and Instruction Council (CIC) on the Program Outline of Record (POR) (II.A.13_02).

Santiago Canyon College (SCC) offers 96 State-approved associate degrees: 68 local associate degrees (AA/AS) and 28 Associate Degrees for Transfer (AA-T/AS-T) (II.A.13_03). Focused areas of study are identifiable by the term “major,” which describes the required coursework. In contrast, interdisciplinary studies use the word “emphasis” as evidenced by the four (4) Liberal Arts degrees (II.A.13_04). One example of a focused study is the Associate in Arts in Child and Adolescent Development. This degree is articulated with the California Community Colleges Chancellor’s Office (CCCCO) and aligned with the CSU mission to provide students competencies which include skills and knowledge in child observation, documentation, and effective assessment strategies that positively influence the development of children (II.A.13_05).

Analysis and Evaluation

Santiago Canyon College ensures its degree programs provide focused study in an inquiry area or an established interdisciplinary core. All degree programs are based on student learning outcomes and competencies that include proficiency in key theories and practices at the appropriate level.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Graduates completing career-technical certificates and degrees at Santiago Canyon College (SCC) demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. The graduates attain these competencies through our offering of robust, innovative, and high demand instruction and training. SCC ensures that graduates meet industry standards and prepares students for industry licenses with processes in place such as yearly advisory board meetings, extensive curriculum review, and complying with external licensure requirements.

SCC’s Career Education programs, credit and noncredit, each have Master Technical Advisory Committees composed of business and industry professionals active in their

fields, and employers who come together once a year (II.A.14_01), and provide recommendations to faculty on the design, development, implementation, evaluation, maintenance, and revision of career technical education programs. The purpose of the advisory committee is to provide technical assistance and resources through employment trends, input and revision of curriculum content to meet the needs of business, industry, labor, the professional, technical trades, and the community it is designed to serve; and delivering career & technical education program graduates that are capable of performing entry-level skills in the occupation in which they are trained. For example, the Behavioral Technician program offered through noncredit was developed in partnership with industry during a roundtable discussion which included local employers, discipline faculty, district administrators, and industry representation (II.A.14_02).

During the 2020 advisory boards, the Water Utility Science Advisory Committee consisted of local industry experts and employers from different water districts, municipalities, and sanitation districts, who have built an on-going partnership with the College to provide valuable input to SCC's Water Utility Science program. The industry's commitment to SCC's program is seen by their active participation throughout the year during college events, job readiness preparation workshops and in building and extending internship opportunities to students (II.A.14_03).

Through SCC's rigorous curriculum review process, programs are approved by the SCC Curriculum & Instruction Council. Credit Career Education courses must receive an additional approval by the Los Angeles/Orange County Regional Consortium Committee before submittal to the Chancellor's Office. The curriculum process for any Business and Career Education Program follows an extensive structure; for example, in 2016 the Esthetician program was presented to the regional consortium by providing a program approval application which consisted of a rationale, a summary of labor market information as well as an employment outlook (II.A.14_04). In 2020, TV/Video changed its name to Cinema Studies to better align with industry standards (II.A.14_05).

SCC prepares students for external licensure and industry certifications in various programs. SCC supports and collaborates with seven Apprenticeship Training Trusts which are registered and approved by the State of California Department of Industrial Relations Division of Apprenticeship Standards by providing up-to-date instruction and offering work-based learning to meet industry skills. SCC's partnership with the Orange County Electrical Joint Apprenticeship Committee along with six trusts provides practitioners of a trade (apprentices) with paid on-the-job training accompanied with supplemental instruction (II.A.14_06). An apprentice can move up the pay scale as completion of training hours in combination with instruction is completed. The successful completion of an apprenticeship program may result in journey worker status,

qualification for state exam, and/or completion of a college certificate of achievement/Associates of Science.

Upon completion of SCC's Behavioral Technician program, students are prepared to take any of the three nationally accredited behavior technician exams. These three exams consist of Applied Behavior Analysis Technician (ABAT), Board Certified Autism Technician (BCAT), and Registered Behavior Technician (RBT) (II.A.14_07). In addition, the Certified Nursing Assistant program is approved by the California Department of Public Health and offers students the opportunity to complete both instructional hours and clinical hours to meet state exam requirements for the Certified Nursing Assistant license. During fall 2019, 96% of students who took the state exam passed and were awarded a license (II.A.14_08). Upon completion of the course and successfully passing the exam, students are eligible for an entry level position in nursing.

Lastly, SCC's Career Education programs also offer exam preparation classes to ensure student success when taking industry exams. The Water Utility Science program offers course preparation/review courses for the different industry certifications (II.A.14_09).

Analysis and Evaluation

SCC's Career Education programs are actively developing new innovative programs, revising, and maintaining programs current with industry standards, and continuing to build and develop relationships with industry experts to ensure curriculum meets and prepares students with the technical skills needed for a successful career. SCC's Career Education programs are approved and aligned by various stakeholders throughout the process such as the Chancellor's Office, industry boards, and state organizations overseeing examinations and licensure requirements. SCC ensures technical and professional competencies meet employment and other applicable standards and prepares students for external licensure and certification.

15. 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.

Evidence of Meeting the Standard

Santiago Canyon College makes appropriate arrangements so enrolled students may complete their education when programs are eliminated or significantly changed. Rancho Santiago Community College District (RSCCD) has established an Administrative Regulation related to program discontinuance, made available through the RSCCD website (II.A.15_01). To monitor program discontinuance, the Curriculum and Instruction Council (CIC) receives a "Courses Not Offered Every 3 Years" report (II.A.15_02). This report alerts the campus to inactive courses that could prevent a

student from completing a program. Department faculty are also required to review their program offerings.

The Program Review process includes quantitative and qualitative discussions regarding program offerings, course offerings, outcomes assessment, trends, curriculum management, and planning to identify program viability or programs requiring significant changes (II.A.15_03). Should a program be eliminated or requirements significantly change, SCC offers arrangements for students to complete their education in a timely manner with a minimum of disruption using tools such as student catalog rights and ADT Reciprocity Policy and Procedures (II.A.15_04). Additionally, students may opt to petition for alternatives such as a Petition to Substitute Major Requirements, Petition to Waive a Major Requirement, and the Academic Renewal Without Course Repetition (AB 705) (II.A.15_05).

For example, the SCC Honors Program has a program scheduling matrix to track and maintain the honors program completion, ensuring that students complete the program requirements in a timely manner (II.A.15_06). Furthermore, the Computer Science department has created an SCC Computer Science ADT Substitute Courses matrix that tracks students' preapproved course substitutions (II.A.15_07).

Analysis and Evaluation

Santiago Canyon College makes appropriate arrangements so students may complete their education when programs are eliminated or the requirements are significantly changed through district, college, and department processes. SCC offers arrangements for students to complete their education in a timely manner with a minimum of disruption as evidenced by catalog language and multiple course substitution petitions.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Santiago Canyon College (SCC) regularly conducts extensive and thorough data-driven curriculum and program review to evaluate and improve the quality and currency of all instructional programs (II.A.16_01). SCC's faculty is required to conduct program reviews, regardless of delivery mode or location, at least every six years (II.A.16_02). In practice, the program review process occurs every three years as part of SCC's cycle of planning and accreditation (II.A.16_03).

In 2018, SCC purchased eLumen, a new program that supports a streamlined and efficient program review process. Training for eLumen software was rolled out in fall 2019, after which SCC faculty conducted a robust and holistic program review from 2016

to 2022 for all programs, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs. Program reviews for 2016-2022 were conducted to analyze the previous three years and use that self-evaluation to plan for the next three years (II.A.16_04).

SCC systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. As part of that evaluation process, faculty conduct quinquennial curriculum program review for all academic disciplines (II.A.16_05) and exercise collective ownership over the design and development of Program Learning Outcomes (PLO's) and Student Learning Outcomes (SLO's) (II.A.16_06). Standard II.A.2 further details how faculty regularly evaluate the health of instructional programs to drive student success.

New course proposals and changes affecting curriculum, instruction, degree, and certificate requirements are assessed and approved within the District and collegial governance framework (II.A.16_07). Changes, updates, deactivations, and new proposals are submitted to SCC Curriculum & Instruction Council (CIC), Academic Senate, and Rancho Santiago Community College District (RSCCD) Board of Trustees for approval throughout the academic year (II.A.16_08, II.A.16_09).

Analysis and Evaluation

SCC regularly evaluates and improves the quality and currency of all instructional programs, regardless of delivery mode or location and systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Conclusions on Standard II.A. Instructional Programs

There are policies and practices in place to ensure all existing programs are reviewed regularly for alignment with SCC's mission and are appropriate for higher education. Programs are designed for students to succeed and earn degrees, certificates, employment, and/or transfer to higher education.

Curriculum review is a faculty-led process that ensures the course content and methods of instruction meet accepted academic and professional standards and expectations. Program review and SLO assessment are ongoing processes regularly discussed in academic department meetings, department chair meetings, meetings with business and industry, and the EMPC. SCC maintains high standards for online and hybrid instruction and provides and requires Online Teaching Certification for all online instructors.

All learning outcomes for courses, programs, certificates, and degrees are submitted through the Curriculum and Instruction Council, on behalf of the Academic Senate, and approved at the local and state level prior to being offered. All courses, programs, and certificates have student learning outcomes evidenced by each course's outline of record (COR), certificates, programs, and degrees that can be found in eLumen. All courses' SLOs are required to be assessed during the quinquennial cycle of curriculum review.

SCC offers multiple paths from pre-collegiate to collegiate level coursework through both credit support courses and noncredit coursework. Students choose the level of support that meets their needs while receiving the appropriate level of instruction.

At the direction and oversight of the institution's Board of Trustees and Chancellor, the College's Academic Senate's Curriculum & Instruction Council has procedures and policies in effect to continually confirm that the institution's degrees and programs follow practices common to American higher education.

SCC schedules courses in a manner that allows students to complete certificate and degree programs within a timeframe consistent with established expectations in higher education. There are several campus wide efforts implemented to ensure course offerings are reflective of student demand and enrollment goals.

SCC effectively uses delivery modes, teaching methodologies, and learning support services through methods of instructions listed in each COR. Methods of instruction may include activities, discussions, field trips, guest lectures, handouts, instructor-prepared materials, lecture, and multimedia presentations.

Processes are in place for major coursework and/or general education credit options via CBE, external examinations, CTAP, and industry certification. The validity and reliability of each credit granting option is controlled by internal and external discipline experts.

Student learning outcomes are integrated into the awarding of course credit, degrees, and certificates by way of integration into required course assignments. Grading and equivalencies are based on generally accepted norms and practices in higher education which are integrated into institutional policies. All clock-to-hour conversions comply with Federal standards.

Santiago Canyon College clearly states transfer-of-credit policies in order to facilitate the mobility of students without penalty through free and public publications. Faculty and staff experts certify that the expected learning outcomes for transferred courses are comparable to the learning outcomes of SCC when accepting transfer credits to fulfill degree requirements. Articulation agreements are developed when patterns of student enrollment between SCC and another institution are identified as appropriate to SCC's mission.

Santiago Canyon College maintains a robust system to identify, assess, and evaluate learning outcomes for the institution, students, courses, programs, and services. The Institutional Learning Outcomes provide the foundation that ensures that curriculum, college programs, and services will prepare students to think, learn, communicate, and act on the knowledge gained through their experience which is consistent with the College mission. Frequent assessments and evaluation during annual assessment cycles and reported in program review keep programs and outcomes current and relevant and allow

for adjustments as needed. Transitioning to a new, integrated curriculum and assessment system will make this a seamless process and improve reporting to the community.

SCC requires that all associate degrees and Associate Degree for Transfer programs include a component of general education. All degrees are awarded based on completion of a general education pattern (local GE, CSU-GE Breadth/Plan B or IGETC/Plan C). SCC relies on the Curriculum and Instruction Council and faculty expertise to determine the appropriateness of each course for inclusion in the general education patterns. All areas within the general education patterns require courses be aligned with one or more of the following GE standards: RSCCD Board Policy 4025 and Administrative Regulation 4025, Title 5 §55063, CSU Executive Order 1100, or IGETC Standards. Faculty take care in ensuring courses meet considered philosophy and criteria for associate degrees and general education, based upon student learning outcomes and competencies appropriate to the degrees. The thread of student learning outcomes permeates across SCC's Course, Program, and Institutional Student Learning Outcomes which are committed to students' preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Santiago Canyon College ensures its degree programs provide focused study in an inquiry area or an established interdisciplinary core. All degree programs are based on student learning outcomes and competencies that include proficiency in key theories and practices at the appropriate level.

SCC's Career Education programs are actively developing new innovative programs, revising, and maintaining programs current with industry standards, and continuing to build and develop relationships with industry experts to ensure curriculum meets and prepares students with the technical skills needed for a successful career. SCC's Career Education programs are approved and aligned by various stakeholders throughout the process such as the Chancellor's Office, industry boards, and state organizations overseeing examinations and licensure requirements. SCC ensures technical and professional competencies meet employment and other applicable standards and prepares students for external licensure and certification.

Santiago Canyon College makes appropriate arrangements so enrolled students may complete their education when programs are eliminated, or the requirements are significantly changed through district, college, and department processes. SCC offers arrangements for students to complete their education in a timely manner with little disruption as evidenced by catalog language and multiple course substitution petitions.

SCC regularly evaluates and improves the quality and currency of all instructional programs, regardless of delivery mode or location, and systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Improvement Plan(s)

None

Evidence List

II.A.1_01_SCC_Catalog_Addendum_2020-2021
II.A.1_02_Program_Brochure_and_Webpage
II.A.1_03_Communication_Program_Review
II.A.1_04_Student_Success_Scorecard
II.A.1_05_Salary_Surfer
II.A.1_06_SCC_Catalog_Addendum_2020-2021
II.A.1_07_AR_4025
II.A.1_08_Accounting_COR
II.A.1_09_Quinquennial_List_2020
II.A.1_10_Cycle_of_Planning
II.A.2_01_Fall_2020_Flex_Week
II.A.2_02_Joint_Chairs_Agendas
II.A.2_03_TAC_Biotech_Min
II.A.2_04_Physics_Program_Review
II.A.2_05_EMPC_Webpage
II.A.2_06_CIC_Pg_8
II.A.2_07_CIC_Webpage
II.A.2_08_Collegial_Governance_Framework
II.A.3_01_Accounting_COR
II.A.3_02_Quinquennial_List_2020
II.A.3_03_Cycle_of_Planning
II.A.3_04_Noncredit_MathCE255_College_Prep_Algebra_Spring_2020_Syllabus
II.A.4_01_Math_Pathway
II.A.4_02_English_Pathway
II.A.4_03_Noncredit_HSENG086_College_Preparatory_Composition_COR
II.A.4_04_Credit_ENGL099_Introduction_Composition_With_Integrated_Support
II.A.4_05_Noncredit_Math_CE206_College_Preparation_Essential_Mathematics_COR
II.A.4_06_Noncredit_Math_CE255_College_Preparation_Algebra_COR
II.A.4_07_Credit_Math_080_Intermediate_Algebra_COR
II.A.5_01_BP_4020_Program,_Curriculum,_Course_Dev
II.A.5_02_BP_4050_Articulation
II.A.5_03_2019-2020_Catalog_pg_36
II.A.5_04_BP_4025_Philosophy_Criteria_for_AS_and_GE
II.A.5_05_CIC_Handbook_2017-2018_Rigor
II.A.5_06_EMP_pg_12_14
II.A.5_07_2019-20_Catalog_pg_41
II.A.5_08_CIC_Handbook_2017-2018_pg_8
II.A.5_09_Collegial_Governance_Handbook_CIC
II.A.5_10_BP_4100_Graduation_Requirements_for_Degrees_and_Certificates
II.A.5_11_2019-2020_Catalog_pg_38
II.A.6_01_Enrollment_Management_Plan_2019_2022

II.A.6_02_SCC_Proposed_Course_Offerings_English_Sample
II.A.6_03_Honors_Proposed_Courses_2017-2023
II.A.7_01_Senate_Resolution
II.A.7_02_Canvas_Support_Materials
II.A.7_03_DE_Faculty_Handbook_2015-2016
II.A.7_04_COR_TTHL_with_DE_Addendum
II.A.8_01_BP_4235_Credit_for_Prior_Learning
II.A.8_02_AR_4235_Credit_for_Prior_Learning
II.A.8_03_2020-2021_SCC_Catalog_pg_18
II.A.8_04_AP_CLEP_IB_Extenal_Exams
II.A.8_05_CTAP_Petition_for_Credit
II.A.8_06_SCC_Requisite_Challenge_Form
II.A.8_07_SCC_Petition_to_Substitute_Major_Requirements
II.A.9_01_Course_Syllabus_SLO
II.A.9_02_Taskstream_Course_and_Program_SLOs
II.A.9_03_SLO_Mapping_Course_to_Program
II.A.9_04_Comp_Assess_Sum_Rpt
II.A.9_05_Comp_Assess_Cycle
II.A.9_06_2019-2020_Catalog_Addendum_Grades
II.A.9_07_CIC_Handbook
II.A.9_08_CSU_GE_Course_Cert
II.A.9_09_UC_Transfer_Course_Agree
II.A.9_10_IGETC_Course_List
II.A.9_11_BP_4023_Hours_and_Units
II.A.9_12_AR_4023_Hours_and_Units
II.A.9_13_CIC_Handbook
II.A.10_01_SCC_Catalog_2019-2020_(Transfer_Credits)
II.A.10_02_RSCCD_BPs_ARs_(Transfer_Credits)
II.A.10_03_SCC_Articulation_Website
II.A.10_04_University_&_Private_School_Agreements
II.A.10_05_Articulation_Agreement_by_Major_(AAM)_CSUF_Art_History
II.A.10_06_C-ID_Website
II.A.10_07_2020-2021_SCC_Catalog
II.A.10_08_Honors_Agreements
II.A.10_09_UCTP_Physics_Degree
II.A.10_10_2020-2021_SCC_Catalog
II.A.10_11_AS_Minutes_03-04-2014
II.A.10_12_2020-2021_SCC_Catalog
II.A.11_01_ISLO_09-14-2020_Institutional_Learning_Outcomes
II.A.11_02_CourseOutcomes_Communication
II.A.11_03_CDEV_Program_Associate_of_Science_Early_Childhood
II.A.11_04_Career_Services_Career_Services_Counseling_SAO_Outcomes
II.A.11_05_SLO_Outcomes_Student_Services_&_Service_Area
II.A.11_06_SLO_Outcome_Comm_SLO_&_Assessment_Committee
II.A.11_07_Appren_Carpentry_Drywall_Finisher_SLO
II.A.11_08_Math_Course_Outline_Learning_Objectives

II.A.11_09_Curr_Council_Curriculum_Meeting_Dates
 II.A.11_10_Progrm_Review_Outcomes_pg_14-15
 II.A.11_11_SCC_Student_Guide_to_Learning_Outcomes
 II.A.11_12_Student_Outcomes_SLO
 II.A.11_13_BIO_Program_Biology_Program_Review_2019-2020
 II.A.12_01_RSCCD_BPs_ARs_(General_Education)
 II.A.12_02_SCC_Catalog_2019-2020_(Gen_Ed)
 II.A.12_03_CCCCO_Approval_COCl2
 II.A.12_04_ASSIST.org_GE_Approvals
 II.A.12_05_BP_4025_Philosophy_Criteria_for_AS_and_GE
 II.A.12_06_CIC_Handbook_2017-2018_Pgs_27-28
 II.A.12_07_CSU_General_Education_Breadth_Requirements
 II.A.12_08_CIC_Handbook_2017-2018_Pg_40
 II.A.12_09_SCC_Suggested_Standards_for_Writing_Curriculum_Spring_19
 II.A.12_10_CIC_Handbook_2017-2018_Procedures_and_Requirements
 II.A.12_11_CIC_Reports_Addendum_10-05-2020
 II.A.12_12_CIC_Minutes_08-31-2020
 II.A.12_13_2020-2021_SCC_Catalog_pg_43
 II.A.12_14_2020-2021_SCC_Catalog_pg_40_49
 II.A.12_15_2020-2021_SCC_Catalog_Pgs_50-51_120
 II.A.13_01_SCC_Catalog_2019-2020_(Degree_Programs)
 II.A.13_02_Child_and_Adolescent_Dev,_AA-T_POR_SCC
 II.A.13_03_SCC_Catalog_2019-2020_(Degree_Programs)
 II.A.13_04_2020-2021_SCC_Catalog
 II.A.13_05_Child_and_Adolescent_Dev,_AA-T_POR_SCC
 II.A.14_01_SCC_MTAC_SP2020
 II.A.14_02_Autism_Care_Industry_Roundtable_Next_Steps_070918
 II.A.14_03_MTAC_Water_Minutes_2020
 II.A.14_04_LAOCRC_SCC_Esthetician_CoA_approval_Application_2016
 II.A.14_05_CINE_name_change_May_2020_CRLC_Business_Meeting
 II.A.14_06_AEL_DAS_approval_01-08-2018
 II.A.14_07_BH_COR_08-06-2019
 II.A.14_08_CNA_Exam_Stats_2018-2019
 II.A.14_09_SCC_Catalog_2019-2020_CE_Industry_Cert_Prep
 II.A.15_01_AR_4021_Program_Discontinuance
 II.A.15_02_CIC_Minutes_10-07-2019_Courses_Not_Offered_3_Years
 II.A.15_03_Academic_Program_Review
 II.A.15_04_SCC_Catalog_2019-2020_(Student_Alternatives)
 II.A.15_05_Course_Alternative_Forms_for_Students
 II.A.15_06_Honors_Program_Scheduling_Matrix
 II.A.15_07_Course_Alternative_Forms_for_Students
 II.A.16_01_Physics_Program_Review
 II.A.16_02_CIC_Handbook_2017-2018_Curric_Review
 II.A.16_03_SCC_Planning
 II.A.16_04_Communication_Program_Review
 II.A.16_05_Quinquennial_2020

II.A.16_06_FARSCCD_contract_07-1-2019_06-30-2022_CurrFacRes
II.A.16_07_Collegial_Governance_Framework
II.A.16_08_CIC_Minutes_06-03-2019
II.A.16_09_CIC_Minutes_11-18-2019

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Santiago Canyon College supports student learning and achievement by providing library and other learning support services to students and the campus at large. The library collection is sufficient in quantity, currency, depth, relevance, and variety to support educational programs, both remotely and on-campus. As of August 1, 2020, the library collection includes:

- 42,168 print titles
- 40,351 eBook titles
- 7,602 AV materials
- 20 print periodical subscriptions
- 64 database subscriptions

A curriculum-based collection of materials is housed at the SCC Lorenzo A. Ramirez Library (II.B.1_01). Students, staff, and faculty have in-house access to print, online, and audio/visual resources. Remote access to online databases and eBooks is available 24/7 from home computers and mobile devices. A circulating collection of course reserve textbooks and required reading titles is maintained at the circulation desk. Other special collections include playscripts, DVDs, music CDs, an Equity collection, and a professional reading collection. Reference librarians offer resource assistance in person at the information desk and by appointment. Online assistance is available through chat, email, and phone.

The library provides study space and relevant technology for students in order to support their learning experience in an academic setting (II.B.1_02). Thirteen dedicated study rooms are available for groups and individuals and an online reservation system tracks usage and availability. Library furniture provides individual and group seating arrangements to facilitate study and other library use. Over 100 ADA compliant computer workstations (several with assistive technology) provide student access to databases, internet, and software applications. Librarians and the College's IT department provide technology support for students. An additional thirty-six computer stations and an instructors' station are in the Library Instruction Lab. Laptops are available for internal and remote use. Printers and a scanner are available at a dedicated print station. Student requests for adequate study space and technology are documented in student satisfaction surveys (II.B.1_03).

Instruction is delivered through asynchronous online and face-to-face workshops. The library workshop learning objectives ensure a high standardized level of ongoing instruction (II.B. 04).

Credit courses, remote reference chat, reference interviews at the Information Desk (II.B. 05), and individual reference appointments provide a variety of access for student contact to support student learning.

Library instruction workshops focus on how to conduct research, evaluate sources, and properly cite information. Workshops for individual students are scheduled regularly throughout the semester and at various times of day to best meet the diverse needs of students. In addition, Instructors have the option to schedule workshops for an entire class through the Workshops on Demand (WOD) offering. Asynchronous online workshops are also available to students and are advertised on the library website (II.B.1 06). Students register online for workshops and Springshare's LibCal application tracks student attendance for assessment and feedback purposes (II.B.1 07). Customized online tutorials available on the library website provide supplemental instruction for students, faculty, and staff. Credit Courses include Information Studies 100: Library Research Fundamentals and Information Studies 103: Researching in the Digital Age.

Auxiliary Learning Support Services within the Library include the 13 library study rooms where students can study in groups or study quietly on their own, as well as the NoodleTools online citation software. The software guides the user in identifying key elements and creating a correctly formatted citation in the most popular citation formats (II.B. 08). Auxiliary services also include textbooks placed on reserve for students to borrow and specialized educational tools available for circulation, such as calculators, bone boxes for human anatomy classes, and clickers for faculty use in classrooms. In addition, the Library serves as the primary print facility on campus for students, with printing available for a minimal charge.

Learning Support Services external to the Library facility include a Language Lab, Math Success Center, STAR (Science Teaching and Resource Center), Tutoring Center, and Writing Center. (II.B.1 09)

The Language Lab provides an enhanced language learning experience for students. Some language classes require 50 minutes of weekly lab time. The Lab supports the Modern Language program which provides pathways to coursework completion leading to transfer to four-year institutions, awarding of certification (such as ASL Certificate of Achievement), and achievement of basic written-conversational ability in a targeted language (ASL, French, Italian, or Spanish). Access to the Language Lab online services is available through Zoom conferencing links on the Lab website and via Canvas under class announcements. Once the campus has fully reopened, the Center will return to its previous physical location (H-230) and service model while continuing to maintain its presence on Canvas.

The Math Success Center provides supplemental classroom instruction, specialized software for completion of online assignments, and additional resources, such as instructional videos and tutorial programs (II.B.1 10). A *Satisfactory Progress* grade is awarded to students who complete 10 hours and one activity within a semester at the Center. Math Success Center services are currently available online through Canvas and include live help and discussion boards. Detailed enrollment instructions are provided; students must enroll in MATHCE 100 before accessing services in Canvas. Once the campus has fully reopened, the Center will return to its previous physical location (D 209) and service model while maintaining its presence in Canvas.

The purpose of STAR (the Science Teaching and Resource Center) is to engage with science students and enhance their success in achieving their academic goals. (II.B.1_11) Instructional components include question and answer sessions, faculty Directed Learning Activities (DLAs) that reinforce course content, and student-led study groups that offer support through tutoring and review sessions. The Center is currently online and accessed through Canvas (a link is located on the Center's homepage and virtual hours of operation are listed). Study group options are not currently available, but Q & A sessions are facilitated via Cranium Café, and DLAs can be requested. While services remain remote, hands-on models, microscopes, and textbooks are unavailable. Once the campus has fully reopened, the Center will return to its previous physical location (B 203) and service model while maintaining its presence on Canvas.

NetTutor Online Tutoring provides free tutoring to all SCC students. All tutors hold Bachelor's Degrees and many hold graduate degrees. Tutoring is available for a variety of subjects. Access is via Canvas where students can gain assistance in scheduling a tutoring session and leave messages for tutors (II.B.1_12).

The purpose of the Writing Center is to assist students in their study of English and to promote student success across all disciplines, especially success of students in courses that require written assignments (II.B.1_13). Writing Center services include workshops on grammar and punctuation, individual sessions with English faculty, and assistance with the writing process (II.B.1_14). Access to the Writing Center is free and open to all SCC students. Services are currently available online through Canvas. Once the campus has fully reopened, the Center will return to its previous physical location (H 239-240) and service model while maintaining its presence in Canvas.

Analysis and Evaluation

The Santiago Canyon College Library provides curriculum-related resources and an academic environment that support student learning and success. Library workshops, credit instruction, and customized online tutorials benefit students in pursuing their education. The library's print collection is searchable online, and items are available for circulation to students, staff, and faculty. Remote access to databases, streaming services and eBook collections are available to these constituents and increase the efficacy of the collection. Reference assistance is available in person and through email, phone, and chat. However, the library is in a transitional phase due to losing half of its six librarians. Although adjunct librarians provide interim reference service and instruction, library service has been impacted and hiring will be a major factor in future planning, especially regarding systems and technical support.

2. 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.

Evidence of Meeting the Standard

Librarians use their professional expertise to build robust print and online collections that meet the curriculum needs of students at Santiago Canyon College. Collection management policies

and procedures are published on the library's website. Each librarian selects materials in mutually assigned Library of Congress (LC) subject categories, including their specialized areas of expertise such as children's literature, medicine, and education and instructional design. Conversely, regular deselection of materials by librarians of damaged, out-of-date, and inaccurate materials is also an ongoing process to ensure quality and relevance of the collection (II.B.2_01).

To inform the selection process of print and electronic resources, librarians utilize print and online review journals and internal statistical data. They also rely on input from faculty, reference interviews at the Information Desk, individual reference appointments, and email, phone, and chat interactions. In addition, a form soliciting recommendations for purchase is posted on the library's website (II.B.2_02). Gimlet software that tracks interactions and creates reports also alerts librarians and staff to titles that have been requested but are not in the collection (II.B.2_03). This significantly supports librarians in systematically adding pertinent resources to the library collection. In addition to availability of print resources, maintaining access to relevant online databases is critical to supporting student learning. Librarians annually assess database holdings in consideration of budget allocations, research needs of constituents, and evolving modes of information delivery, such as streaming video database services (II.B.2_04).

Instrumental to building the library collection is systematic communication with faculty in other departments. This is effectively achieved by librarians acting as liaisons to faculty in each librarian's designated area of material selection and their areas of special expertise. Liaison partnerships are listed on the library's website and librarians regularly solicit input regarding selection of materials in order to strengthen the collection and support the curriculum. Before a new course is offered at SCC, instructors consult with librarians to ascertain the availability of resources related to the proposed course. To further engage with other faculty members, librarians send newsletters to share library news, list new titles of interest, and solicit recommendations of new titles in all disciplines (II.B.2_05).

The Institution commits to rigorous maintenance of the infrastructure of the College. Selection and maintenance of educational equipment in the library reflects knowledge and adoption of ongoing changes in technology and changing modes of instruction. Computers are systematically upgraded and replaced on a planning cycle. Laptops are upgraded, maintained, and available for circulation. The library recently selected new printers, relying on the expertise of learning support services professionals. This process included the evaluation of cost and consideration of advanced printer functionality (II.B.2_06). Software is evaluated, installed, and maintained with input from librarians and in collaboration with peers in other departments (II.B.2_07). A current list of software is available at the Information Desk and on the library's website. New printers and a scanner have been installed in the library, providing students with one of few opportunities to print on campus.

Staff utilizes current technology to scan barcodes in facilitation of the borrowing process. A self-checkout unit further facilitates the circulation of library materials. Circulation of educational equipment, including calculators for math and science, clickers for classroom polling, and bone boxes for anatomy courses, supports the learning process. Cell phone charging lockers offer students and other constituents a secure option for charging and securing their phones.

Maintenance of equipment in the library's instruction lab is imperative for optimal student learning. The projector is routinely replaced with an upgraded model. The thirty-six student computers are maintained on a regular basis and linked to two printers. The instructor's station is equipped with updated software to support and enhance instruction.

Maintenance of equipment in external Learning Support Services:

Language Lab: Equipment maintenance includes physically replacing any broken physical equipment used by students and staff. Classified staff regularly check connections and assess proper functioning of hardware and software. The IT department regularly updates the operating systems and assists with troubleshooting when software conflicts occur. The Distance Education Department works with students and faculty utilizing the learning management system in the Lab. Maintenance and cleaning of the physical room is handled by the College's maintenance department to address issues that may arise from normal operation of the facility.

The Language Lab provides a variety of equipment for use by students, staff, and faculty (II.B.2_08, II.B.2_09). The equipment can be "tangible," such as headphones, webcams with audio capability, chairs, computer corral desks, computers, monitors, keyboards, mice, storage shelving that can be locked, display shelving that can store handouts and magazine-like materials, digital video cameras, USB sticks, memory cards, colored background screens for video recording, tripods, printers, scanners, projectors, DVD players, teacher's stations, lighting for recording, white boards, colored markers, posters, wired internet access, surge protectors, desk for support staff, round desks to support student collaboration and/or group activities. "Intangible" equipment includes software for desktop publishing, video editing, screen capturing, and multimedia playback; publisher software that supports language learning; and Modern Language films.

Math Success Center: Equipment maintenance requires some type of ongoing maintenance in the form of either updates or replacements when things break (II.B.2_10). Equipment in the Center includes computers for all students to work on online classes, online homework/assignments, and mathematics software; computers for coordinators and staff members; a copy machine; a Zoom text station for visually impaired students; a Go Print station/printer; whiteboards; projectors; and document cameras (II.B.2_11).

STAR Center: Equipment maintenance involves recalibrating microscopes, updating specialized software for use in science classes, and replacing broken anatomy models (II.B.2_12). An inventory of equipment is conducted each semester, with the most recent taking place in February 2020. The inventory includes a vast range of equipment, such as molecular model kits, bone boxes, various anatomy models, microscope slides, rock and mineral samples, and computers (II.B.2_13).

Writing Center: Equipment maintenance includes updating computer software and troubleshooting occasional technical difficulties. Standard classroom equipment includes 28 student computers in each of two rooms, two printers, a presentation system, and document

readers. The Center also has a sign-in system for tracking attendance (II.B.2_14). A popcorn machine, toaster, and microwave are available for student use to help create a nurturing environment on campus.

Analysis and Evaluation

The District meets the Standard. Librarians collaborate with other faculty and constituents to develop and maintain a curriculum-based collection of print and electronic resources that support student learning and the mission of the College. Educational equipment is maintained to facilitate use of these resources. To further accommodate student success and learning, printing from personal devices (BYOD) is in the process of being implemented. Librarians continue to advocate for increased budget allocation to support acquisition of additional databases, including streaming media services.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Promoting and facilitating student success are primary goals of Santiago Canyon College. Systematic evaluation and review of library services for their efficacy are therefore necessary. This is accomplished in a variety of ways in accordance with state and College guidelines. Assessment practices include formulating an Annual Plan, an Assessment Cycle Document, and completing a cyclical (six-year) Program Review.

Other methods of assessment and review include faculty, student, and staff satisfaction surveys (II.B.3_01), input communicated through in-person reference interviews and online chat interactions and online chat surveys (II.B.3_02), input solicited via an established network of librarian/faculty liaisons, and library collection management policies and procedures.

The Library Collection Management Policy and Procedure includes liaison work with faculty members, consultation from the Community College League and librarians from other academic institutions, as well as the use of professional review sources. Due to the complex nature of the selection process and the necessity for professional review sources, it is essential to maintain print and/or electronic access to review journals and other evaluative resources (II.B.3_03).

Librarians also rely on assessment tools such as surveys conducted by the Associated Student Government (ASG) for evaluating library hours, internal circulation and library facility usage statistics, and statistical analysis of library resources (usage and acquisition history) (II.B.3_04). Assessment of instruction includes surveys of students incorporated in instructional sessions (workshops) and evaluation of achievement in credit Information Studies courses.

Mandated Student Learning Outcomes (SLOs) and Program Student Learning Outcomes (PSLOs) create transparency in informing students of course and program goals and objectives and are key to the assessment process. They facilitate creation of rubrics that measure academic

achievement in course completion. Aggregated expected SLO performance is 70% for the one-credit, CSU/UC transferable Information Studies courses, Info 100: Library Research Fundamentals and Info 103: Researching in the Digital Age. SLOs are reassessed on a regular basis and are posted on the library's website, as are course objectives for synchronous and asynchronous library instruction workshops (II.B.3_05). These workshops incorporate an assessment module that surveys students about their learning experience. Program SLOs align with library course SLOs in that students are able to identify and retrieve information and evaluate information using critical thinking skills. (II.B.3_06)

The library's Annual Plan, Assessment Cycle Document (II.B.3_07), and cyclical Program Review reflect a multi-faceted approach to assessment of library services. The Annual Plan, as an assessment tool, analyzes progress in meeting the library's mission of supplying adequate information resources and services and encouraging use of library resources for intellectual and personal development. All requests for resources to meet the goals of the Mission must be reflected in this Annual Plan before requests can be submitted and considered for budget approval and allocation (II.B.3_08).

The three-year Assessment Cycle Document complements the Annual Plan by ensuring evaluation in a transparent, ongoing rotation of implementation (of action items), assessment (of instruction), and analysis (of surveys) to support the achievement of the Library's mission. Each semester, librarians schedule rotating implementation, assessment, and analysis of Reference/Instruction, Student Services, Credit Classes, and Facilities.

Resulting recommendations enhance delivery of library services through analysis of procedures and incorporation of innovative ideas and methods of supporting student learning and success. The assessment document acts as proof and a timely reminder of the necessity for a systematic evaluation process. When Program Review occurs within the assessment cycle timeframe, librarians prepare a comprehensive review of the library's mission, library services in support of the mission, assessment strategies, recommendations for improvement, and projected future direction of the department.

Assessment and Evaluation of External Learning Support Services:

Language Lab: In 2019, the Modern Language Department planned to create a Service Area Outcome in the next three years for the Language Lab and to develop an assessment tool which would demonstrate whether the outcome had been met. A planning session was held in March 2021, (II.B.3_09) to continue previous discussions, with another session planned for April 2021. The department deems it imperative to have a fully equipped and staffed lab for students to complete DLAs. Directed Learning Activities are designed to supplement and reinforce what is being taught in the classroom and currently can be requested online through Canvas. (II.B.3_10)

Math Success Center: Assessment data indicates that students who spent at least ten hours per semester in the Math Success Center were 25.5% more likely to pass their math class and 19.3% were more likely to stay in the class to the end [sample size 3,000 students] (II.B.3_11).

Writing Center: Currently, the Writing Center uses the same Annual Plan and SLOs as the English Department. SAOs for the Writing Center are under development and will be completed by 2020-2021. Data collected from surveys conducted in fall 2018 and spring 2019 indicated that 86% of the respondents said that time spent in the Writing Center was highly or mostly helpful, and 76% said that they were highly or mostly confident that getting assistance in the center helped improve their grades (sample size 337 students) (II.B.3_12, II.B.3_13, II.B._14).

Analysis and Evaluation

The Santiago Canyon College Library and other learning support services utilize various assessment methods to evaluate services provided and evaluation results are used to facilitate improvement.

As a direct result of assessment strategies identifying student need for the SCC Library, plans are in progress for implementation of printing from personal mobile devices. Input from faculty identified a need for additional streaming video services, and librarians documented this need in the Library's Annual Plan for future consideration and budget allocation.

4. 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 purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The Santiago Canyon College Library participates in a statewide Library Services Platform (LSP) initiative funded by the state of California in collaboration with the Chancellor's Office and the Council of Chief Librarians. The major components of this platform are Alma and Primo. The Primo interface is a search discovery service that allows students and faculty to search most of the library databases available at SCC in one search. Alma provides circulation services and access to the catalog. Participation in this initiative effectively increases the usefulness of the library collection for research purposes through identification of resources in various formats. To further establish collaboration with other local community colleges, the Orange County librarians met regarding the implementation of the statewide LSP (II.B.4_01).

The library contracts with Springshare to collect statistical data and for registration purposes using their LibCal application. Students consult an online calendar of upcoming library workshops and register for sessions. LibCal monitors registrations, tracks attendance, and sends reminders to students. Attendance statistics are valuable assessment tools in evaluating the Library's instructional program. Students also use the system to reserve study rooms, an effective method of maximizing efficient use of the facility (II.B.4_02). Faculty and staff use the registration system to reserve meeting rooms for special functions.

Gimlet is a reference statistics application that affords librarians and staff the opportunity to track and record reference and other interactions with constituents. The library recently replaced a previous system with Gimlet, as the system offers improved and enhanced interface functionality. Gimlet provides the ability to add tags to improve searchability of questions. This enables librarians and staff to more easily recognize trends in information needs and to assess acquisition of new materials and adoption of new services. Gimlet also provides an improved method of reporting and ranking interactions by type and level of complexity (II.B.4_03).

LibraryH3lp is a staff chat application for remote and internal communication between librarians and students, staff, and faculty. Librarians and staff use LibraryH3lp during open library hours and endeavor to answer questions immediately. An “Ask a Librarian” widget is prominently displayed on the library’s website and embedded in some Canvas LMS sites. Access to LibraryH3lp is available in the library and remotely through computer or mobile devices. The chat function expands access to the library by efficiently disseminating information about library services and the campus at large (II.B.4_04).

The use and efficacy of the library collection are expanded by maintaining reciprocal borrowing contracts with Cal State University, Fullerton (CSUF) (II.B.4_05). Reciprocal Borrowing forms outlining the procedure are available at the SCC Circulation Desk. Users are required to personally check out and return items at the lending institution. Santiago Canyon College also maintains reciprocal borrowing privileges with Santa Ana College. Upon request, books are transported between the two colleges and checked out to the requestor (II.B.4_06). SCC and SAC librarians collaborate collegially on creating a shared curriculum, further strengthening their curriculum-related library collections.

The library maintains a contract with EBSCO for Gobi Library Solutions. This acquisition and review tool identifies print and electronic resources appropriate for academic library collections. Titles are indexed by LC classification, format, publication date and availability, level of recommendation, and educational level. Librarians create and share folders of titles selected for purchase, thereby simplifying the ordering process (II.B.4_07).

In the area of curriculum, the librarian teaching faculty have communicated regularly to define and adopt a new discipline domain designation. This helps students differentiate the Library Technology Courses (LIBR) at Santa Ana College from the Library and Information Studies courses at both SAC and SCC. Both libraries have “shared curriculum” for credit offerings and have met regularly to discuss and implement revised credit course curriculum through their respective CIC committees (II.B.4_08).

Collaboration between external Learning Support Services and other colleges:

Language Lab: Language lab concepts were implemented at the SCC Language Lab after visiting Ohlone, El Camino, and Mt. San Antonio language labs, and through email and/or phone correspondence with Mt. San Jacinto Community College and California State University, Northridge (II.B.4_09).

Math Success Center: The Math Success Center collaborates with other colleges by consulting with them occasionally to see how they operate and to discuss “best practices” and what is

working/not working.

STAR Center: Before building the STAR Center at SCC, STAR Center faculty collaborated with other colleges by visiting them to look at their STEM centers for innovative ideas about design and accessibility. STAR collaboration with related Learning Resource Centers at Santa Ana College remains a prospective goal.

Writing Center: Faculty at the SCC Writing Center do not regularly collaborate with centers at other colleges. However, SCC faculty have visited many of them over the years to share ideas, and several SCC faculty members participate in professional development activities/conferences attended by colleagues from these other colleges.

Analysis and Evaluation

SCC contracts with outside vendors to help manage and maintain library services. Contracts are reassessed and renewed on a regular basis. Evaluation and assessment of resources inform the selection process, as reflected in the recent adoption of Gimlet. Librarians are knowledgeable about advances in information technology and instructional design and collaborate with faculty in other institutions to maintain awareness of new products and resources. The remaining learning support services of the College do not contract with or have formal agreements with other institutions or other sources instructional programs services.

Conclusions on Standard II.B. Library and Learning Support Services

The Santiago Canyon College library provides curriculum-related resources and an academic environment that support student learning and success. Library workshops, credit instruction, and customized online tutorials benefit students in pursuing their education. The library's print collection is searchable online, and items are available for circulation to students, staff, and faculty. Remote access to databases, streaming services and eBook collections are available to these constituents and increase the efficacy of the collection. Reference assistance is available in person and through email, phone, and chat. However, the library is in a transitional phase due to losing half of its six librarians. Although adjunct librarians provide interim reference service and instruction, library service has been impacted and hiring will be a major factor in future planning, especially regarding systems and technical support.

The District meets the Standard. Librarians collaborate with other faculty and constituents to develop and maintain a curriculum-based collection of print and electronic resources that supports student learning and the mission of the College. Educational equipment is maintained to facilitate use of these resources. To further accommodate student success and learning, printing from personal devices is in the process of being implemented. Librarians continue to advocate for increased budget allocation to support acquisition of additional databases, including streaming media services.

The Santiago Canyon College library and other learning support services utilize various assessment methods to evaluate services provided, and evaluation results are used to facilitate improvement.

As a direct result of assessment strategies identifying student need for the SCC Library, plans are in progress for implementation of printing from personal mobile devices (BYOD). Input from faculty identified a need for additional streaming video services, and librarians subsequently documented this need in the Library's Annual Plan for future consideration and budget allocation.

SCC contracts with outside vendors to help manage and maintain library services. Contracts are reassessed and renewed on a regular basis. Evaluation and assessment of resources inform the selection process, as reflected in the recent adoption of Gimlet. Librarians are knowledgeable about advances in information technology and instructional design and collaborate with faculty in other institutions to maintain awareness of new products and resources. The remaining learning support services of the College do not contract with or have formal agreements with other institutions or other sources for services for instructional programs.

Improvement Plan(s)

None

Evidence List

II.B.1_01_Library_Col_Pol_and_Proc
II.B.1_02_Library_Reference_Flyer
II.B.1_03_SCC_Lib_Tech_Survey_2016
II.B.1_04_Lib_Work_Learn_Obj
II.B.1_05_Ref_Stats_FA19
II.B.1_06_Find_Art_Onl_Email_Sp20
II.B.1_07_Fall_2019_Lib_Work_Cal
II.B.1_08_NoodleTools_Proc
II.B.1_09_Language_Lab_Bienvenidos_Welcome!!
II.B.1_10_Math_Success_Center
II.B.1_11_Welcome_to_the_STAR_Center
II.B.1_12_Net_Tutoring_Stats
II.B.1_13_Writing_Center_Hours
II.B.1_14_Writing_Center_Workshops
II.B.2_01_Library_Col_Pol_and_Proc
II.B.2_02_Recommend_Purchas_Form
II.B.2_03_Gimlet_Min_SP20
II.B.2_04_Streaming_Video_Service
II.B.2_05_Lib_Lia_News_SP20
II.B.2_06_Printer_SP19_Min
II.B.2_07_Cranium_Pres_SP20_Min
II.B.2_08_Language_Lab_Invoice
II.B.2_09_Lang_Lab_PO_Doc

II.B.2_10_IT_Request_D-208
II.B.2_11_RR_Math_Whiteboards_
II.B.2_12_STAR_Microscope_Maint_
II.B.2_13_STAR_Center_Inv_List
II.B.2_14_Writing_Cen_CI_Tracker
II.B.3_01_SCC_Lib_Bldg_Surv_2015
II.B.3_02_Online_Chat_Surv_SP20
II.B.3_03_Library_Col_Pol_and_Proc
II.B.3_04_DB_Eval_Min_SP18
II.B.3_05_Library_Workshops_Live
II.B.3_06_Student_Learning_Outcomes
II.B.3_07_Lib_Assess_Cycle_2016
II.B.3_08_Library_Annual_Plan
II.B.3_09_ML_Meeting_Min_SAO
II.B.3_10_SAO_Language_Lab
II.B.3_11_AB705_BSI_Minutes_MSC_Eng_data
II.B.3_12_Eng_Program_Review_p14_02-20_Writing_Center
II.B.3_13_WC_Survey_6-18_Results
II.B.3_14_AB705_BSI_Agenda_and_Min_10-28-2019_MSC_Eng_data
II.B.4_01_Libn_LSP_Minutes_SP20
II.B.4_02_Space_Avail_LibCal
II.B.4_03_Gimlet
II.B.4_04_Chat_Service
II.B.4_05_CSUF_Reciprocal_Borrowing_Agreement
II.B.4_06_Item_Hold_Trans_Form
II.B.4_07_Gobi
II.B.4_08_Coll_with_SAC_Shared_Cur
II.B.4_09_ASL_Q2_Sum_Rep

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Santiago Canyon College (SCC) regularly evaluates the quality of student support services to demonstrate that services support learning and enhance accomplishment of the institution's mission. For SCC college credit non-instructional services reporting to the Vice President of Student Services, regular evaluation consists of a well-defined and followed process by each department consisting of completion of an annual Student Services Student Learning Outcome/Service Area Outcome (SLO/SAO) Template, assessment of SLOs and SAOs, completion of SLO and SAO annual reports, department discussions, and Program Review. Noncredit programs non-instructional services participate in department-level evaluation, student evaluations, and the regular Program Review process.

Department program leaders work with their teams to complete the annual Student Services SLO/SAO Template. The template details SLOs and their alignment to Institutional Learning Outcomes (Learn-Communicate-Act-Think), SAOs and their correspondence to goals outlined in the College's Educational Master Plan, and assessment methods and timelines (II.C.1_01).

Annual SLO reports address the department mission, SLOs, methods and implementation of assessment, assessment results, and decisions and recommendations (II.C.1_02). The SAO Report addresses the department mission, assessment plan, and summary of findings (II.C.1_03). Results of SLOs and SAOs are shared with department members (II.C.1_04, II.C.1_05).

Students in the noncredit High School Diploma Program are surveyed as part of an exit/graduation process. Program participation is assessed, and this information is used for future planning (II.C.1_06). SCC noncredit counselors use student evaluation surveys to evaluate the effectiveness of the services offered. Counselors use SARS appointment data trends to ensure that staffing supports student needs. Counselors attend departmental meetings to gather information on curricular, programmatic, and scheduling changes.

At timelines set by the College, comprehensive Program Reviews are completed. A sampling of Program Reviews from Student Life & Leadership, Counseling, and First Year Support Center are provided (II.C.1_07, II.C.1_08, II.C.1_09).

These regularly followed processes of evaluation within college credit non-instructional student services are in place to ensure continuous quality improvement of programs and services designed to support student learning and enhance accomplishment of the institution's mission.

At monthly BSI/AB705 Task Force Meetings, members--comprised of representatives from math, English, reading, ESL, Noncredit Continuing Education, Student Equity, Institutional Effectiveness, and both credit and noncredit counseling--discuss the operations and success of our support centers and develop new ways to implement best practices/programs.

For example, at the October 2019, BSI/AB705 Meeting, the faculty coordinator from the Math Success Center (MSC) shared data intended to evaluate the value of this student support service. Out of a sample of 3,000 students (those who participated and those who did not participate in MSC), the results showed that students who spent at least ten hours in the MSC per semester were 25.5% more likely to pass their math class and 19.3% were more likely to stay in the class to the end (II.C.1_10). The Math Success Center utilizes both a credit and noncredit model to serve students. The noncredit offerings allow students to access support for more than 10 hours per term. Credit offerings serve international students who are prohibited from taking noncredit course offerings.

At that same meeting, the Writing Center faculty coordinator reported that students in most of the newly designed English 100 courses (which permit any student to enroll in a transfer-level course as long as they receive supplemental support in the Writing Center) are struggling--partly due to lack of skills but mainly because of poor work ethics and study skills. As of week nine, in the fall semester, the students had an overall success rate of 51.7%. The group discussed additional ways to promote the use of the Writing Center, especially given that students in an English 101 class who regularly visit the center have an average success rate somewhere in the mid to higher 70% range (II.C.1_11).

At the Student Services Showcase each semester, typically 400-600 students learn about the various support programs and centers available at SCC. At the conclusion of each session, a survey is distributed, asking students which centers they have used or plan to use. The majority noted the First Year Support Center, Math Success Center, Library, Writing Center, and Transfer Success Center. In spring 2020, Student Health Center was highlighted, and at least 75 respondents said they would be using those services for the first time (II.C.1_12, II.C.1_13).

Analysis and Evaluation

Santiago Canyon College regularly evaluates the quality of student support services as demonstrated through the evidence referenced above. SCC demonstrates that these services, regardless of location or means of delivery, including distance education and

correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Santiago Canyon College (SCC) identifies and assesses learning support outcomes to ensure appropriate and effective non-instructional and instructional student support services and programs are available to help ensure student success. Student support services and programs conduct area reviews that serve as an integral part of institutional success, starting with evaluations of success and progress, resulting in dialog to ascertain the effectiveness of student support services. Part of the area review process is the collection of student achievement data and/or student learning data in order to continuously improve existing services and/or determine the need for new services (II.C.2_01, II.C.2_02, II.C.2_03).

Non-instructional student support services programs not only assess Student Learning Outcomes but in addition, Service Area Outcomes are also identified and assessed by faculty, staff, and administrators. The outcomes' assessment process for non-instructional areas is different from the process for instructional areas given that outcome statements are developed outside of the formal curriculum development and review process (II.C.2_04). Both Student Learning Outcomes and Service Area Outcomes are identified by faculty and staff for each area. Evaluation results are used to determine program and service effectiveness along with identifying areas that warrant improvement.

One example of how the assessment and analysis of Service Area Outcomes inform decision making to improve service area delivery includes the last Program Review conducted by the Financial Aid Department (II.C.2_05). One of the Student Learning Outcomes being measured focused on students learning how to successfully complete and submit the financial aid application. The department was attempting to ascertain if the workshops being conducted were benefiting students because in the past, students would start their financial aid application but would not finalize or submit the form. Based on the feedback, the department revised the structure of the workshop, which in turn, helped to increase the number of submitted financial aid applications.

Other examples of outcome assessment to support various student populations are evidenced in both the campus Writing Center and Math Success Center programs. The Writing Center is a standing agenda item at English department meetings and is

reviewed/ revised based on department goals. Currently, the Writing Center uses the same Annual Plan and SLOs as the English Department. The Writing Center is developing SAOs and will have them ready by 2020-2021. Student surveys, which were collected at the end of the fall 2018 and spring 2019 semesters, show that the center helps students to be more successful in any course where writing or reading is a significant factor. Out of 337 students who responded to the survey, the majority of them (about 70%) had visited the center five times during the semester. About 70% of those students received assistance with their English assignments.

The Writing Center instructors provide assistance with literature, history, ASL, education, reading, sociology, math, counseling, communications, and ACE courses. Of the respondents, 86% said that the time spent in the Writing Center was highly or mostly helpful, and 76% said that they were highly or mostly confident that getting assistance in the center helped to improve their grades. A few of the typical student comments included the following: "I found it very helpful to be able to ask any questions I had regarding my paper and research." "I can't imagine not having this resource available. It has helped me so much with not only my English class but other classes that I have to write papers for as well. My grades have also improved immensely because of this great resource. It is definitely a hidden gem on campus." "I got an 'A' in history class this semester thanks to the writing center instructors. Thank you for the center!" "I am very happy with the school and the writing center. It's a great place to work and study and seek help with projects." Finally, the Writing Center often has long lines for conferences with an instructor. This high demand exists because of students' satisfaction with the instruction they receive (II.C.2_06, II.C.2_07, II.C.2_08).

Like the Writing Center, The Math Success Center (MSC) is discussed at each monthly Mathematics department meeting. The MSC is reviewed not only in the Math Department's program review but additionally now as a standalone program. The MSC has SLOs that are assessed every semester to evaluate and analyze the effectiveness of the program. The MSC SLOs are assessed using a student survey deployed through Canvas. Survey results provide qualitative data; however, they do provide evidence that the center is effective in supporting students and promoting student success. In fall 2019, the MSC served 511 students and had a total of 8330 student contact hours. Survey highlights from fall 2019 include: 94% of students felt their time spent in the MSC helped with recognizing different types of problems in their math courses (110 respondents), 92.6% of students felt that the MSC helped strengthen their problem-solving skills (108 respondents), 90% of students felt that the MSC helped with their math study skills (110 respondents) (II.C.2_09, II.C.2_10, II.C.2_11).

Analysis and Evaluation

SCC programs identify and assess learning support outcomes for their student populations and provide appropriate student support services and programs to achieve those outcomes as evidenced by the programs listed above such as the First

Year Support Center, the STAR Center and Supplemental Instruction, the Writing Center, the Math Success Center, and the tutoring available in noncredit programs. The institution uses assessment data, such as success metrics, retention data, and student surveys, to continuously improve student support programs and services.

3. The institution assures equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Santiago Canyon College assures equitable access to all Santiago Canyon College students by providing appropriate, comprehensive, and reliable services through multiple modalities. From applying to the College, accessing the College's learning management system, utilizing student support services, and ensuring our most at-risk students are well connected, every attempt is made to provide students with a seamless delivery of services regardless of location.

Students can apply to the College through the online admissions application (**II.C.3_01**). For students who do not have access to a computer, the lobby area of the Office of Admissions & Records houses computers for student use. Admissions team members 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. Admissions & Records offers email, phone, and chat support as well as the availability of all forms and petitions in digital/electronic format for students.

Once enrolled, all students are provided access to the Canvas learning management system. A class shell is created for every class offered and students are enrolled using a batch process every four hours to ensure that students are provided quick reliable access to classes in which they are registered. Within each Canvas class, links are included to many other student services as well. The services linked and provided to students in Canvas are listed below:

- Student Help Desk - Students are provided with regular access to a student help desk to assist them with technology-related questions. Regular hours are posted online on the SCC website (**II.C.3_02**).
- Canvas Support - The first point of access is through the help desk. The second option is a chat feature (**II.C.3_03**) built into Canvas, with a built-in knowledge base and support from a Canvas representative. Lastly, 24/7 Canvas phone assistance for faculty and students is also available (**II.C.3_04**).
- Online Resources - The Distance Education Department maintains a website full of online resources services for students. Resources include Canvas Guides, online tools (such as information on student email, ConferZoom, Cam Scanner, Online Tutoring, Library, Microsoft Teams, Pronto, One Drive, and Microsoft 365), Live Chat with a

Distance Education team member, links to Student Services including a link to Online Counseling, and video tutorials (II.C.3_05).

- A link to the SCC Library - This library link also includes a link to live chat with a Reference Librarian.
- A Comprehensive Student Services link - This link is regularly updated on the SCC website to ensure accurate information and includes links and information to all student services, both online and on campus (II.C.3_06).

Every Canvas class has a link to online tutoring which is available 24/7, 364 days a year. In addition, the college offers students the ability to quickly chat with their professors and other students in the class via Pronto. The chat feature helps to give students informal and formal access to chat with other students and faculty when they have questions or just want to be social. Lastly, many classes use specialized software to support their learning objectives. Canvas affords the ability to build tools or links to tools directly into Canvas. Many tools are available, such as Microsoft 365, Adobe Creative Cloud, dozens of LTI tools, and Google Apps.

As it pertains to student support services, the Counseling Department strives to provide equitable access for all students to meet with counselors, regardless of location. Students can choose to meet with a counselor through the following means: face-to-face, virtually through the Cranium Café platform or ConferZoom, e-mail, and/or via telephone (II.C.3_07). Students can also choose to schedule a 45-minute counseling appointment, or should they have an immediate question, can take advantage of daily drop-in services which are offered face-to-face and online.

The Counseling Department provides opportunities for students to complete the New Student Orientation in person or online (II.C.3_08). The orientation is directly aligned with the year's College catalog and provides 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. Assessment of outcomes has led to the continuous refinement of the New Student Orientation to ensure that students are comprehending the presented material, along with a regular overview of the orientation to ensure usefulness. Students completing the online New Student Orientation are required to complete eight modules. As they make their way through the modules, they must answer questions at the end of each section. Students that answer questions incorrectly will have the opportunity to review their mistakes before moving on to the next module.

For students who would like to transfer to a four-year university, the Transfer Success Center (II.C.3_09) offers workshops on campus in addition to posting its presentations on their web page via the Resources and Downloads page (II.C.3_10). Additional downloads and links include support for calculating grade point averages, completing transfer applications, and information on the University of California's Transfer Admissions Guarantee (TAG) Program. Students can receive assistance with California State

University and University of California applications, the Common Application, application essays, and post application follow-up steps via virtual appointments, virtual workshops, and on-campus. Students may also receive assistance via live chat and ask questions via an opt-in text messaging service. Presentations given by university representatives are also available, which cover transfer preparation for specific institutions. A Transfer Success Center Canvas class is also available to provide another opportunity for students to have easy access to information and resources that are continually being updated.

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 have the opportunity to pursue a college education by providing additional support services through several modes of delivery. Students receive services in person; online through e-mail, chat, ConferZoom, and in the Cranium Café Platform; and over the phone (II.C.3_11). The EOPS Program provides students equitable access through intentional and intrusive holistic counseling and retention and follow-up services which include but are not limited to specialized outreach at local high schools, a summer success program, priority registration, early scheduling for priority registration, three counseling sessions per semester, book vouchers, academic supplies, calculators, laptop loaner program, meal and gas cards.

Disabled Student Programs and Services (DSPS) is the primary provider of instructional support services and academic accommodations to students with verifiable disabilities attending SCC. Program services are designed to ensure that students have an equal opportunity to participate in, and benefit from, all college programs, services, and activities. The DSPS Office delivers a combination of face-to-face, online, and correspondence modes of communication and interaction to accommodate all students' needs (II.C.3_12).

To have accommodations authorized, students must provide DSPS with disability verification and meet with a DSPS certificated professional for an evaluation of needs. The accommodation and services authorized for students are determined through an interactive process based on identified educational limitations and may include but are not limited to priority registration/registration assistance, test-taking accommodations, learning disabilities assessment, academic/career & disability counseling, specialized instructional support, assistive technology and alternate media materials, note-taking assistance, equipment loan, including Chromebooks & Smartpens, sign language interpreters/real-time captioning, liaison with faculty, staff, and community agencies.

Analysis and Evaluation

The College ensures equitable access to appropriate and comprehensive services to students regardless of service location or delivery method.

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of

its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The athletic programs have demonstrated a commitment to the values, skills, development, and achievement synonymous with the mission of Santiago Canyon College. Our programs instill a responsibility to learn, which can clearly be demonstrated by the outstanding academic results and graduation rates of SCC student-athletes (II.C.4_01). They instill a sense of social pride and of giving back to the community. This is demonstrated annually via various outreaches. The women's soccer program volunteers each fall to offer clinics for mentally and physically challenged youths in Yorba Linda; in 2019, the men's soccer team joined the College president to insert and display hundreds of American flags in the city of Orange on Memorial Day; the softball program regularly holds clinics for the benefit of young ladies in local softball organizations.

The Kinesiology Department has introduced courses and degrees that allow students to pursue an Associates of Arts degree in Kinesiology and/or an Associates of Arts degree in Nutrition (II.C.4_02). The classes contained therein allow for the transfer to local California State Universities where students can follow the same courses of study and earn a bachelor's degree in these disciplines.

The athletic programs help students to identify with the successful balancing of individual and team goals and achievements. The socialization of the educational experience for an SCC student-athlete involves the successful incorporation of the individual into the team concept and college community and into sporting and athletic cultures that have demonstrated a commitment to high standards of academic excellence and consistent athletic achievement in their respective sporting arenas.

The athletic programs are conducted with sound educational policy and standards of integrity. All athletic programs within the state of California operate under the auspices of The California Community College Athletic Association (CCCAA). This organization has developed a constitution containing the regulations and guidelines necessary for a student-athlete to compete for any college in any athletically related program. These guidelines have both an academic and a behavioral component. For example, for student-athletes to compete in any intercollegiate athletic program, they must be continuously enrolled in a minimum of 12 units during the season of sport, maintain a 2.0 GPA and have 24 earned units before being eligible for a second season. (II.C.4_03, II.C.4_04).

In addition, all student-athletes are mandated to have an Individual Educational Plan (IEP) on file in the Athletic Office (II.C.4_05). Deadlines are given for this to be accomplished for all seasons of sport: fall, winter, and spring. (II.C.4_06). Accordingly, it

is incumbent upon the SCC Athletic Director to conduct weekly unit checks to ensure student eligibility in accordance with CCCAA 12-unit or IEP bylaws and remove any athletes from athletic participation who do not conform to these academic standards.

A report is submitted to the CCCAA offices prior to the beginning of any season of sport (II.C.7_07). This report details all student-athletes who are eligible to participate. During the season of sport, the Athletic Director monitors weekly for student-athlete eligibility, and at the conclusion of the season, a follow-up report is sent to the CCCAA verifying which students participated, thus spending a season of eligibility for that sport.

Regarding the standards of integrity within the various athletic programs, this is demonstrated and monitored in various formats. Locally, the Rancho Santiago Community College District has adopted a Board Policy (BP 5501) and an Administrative Regulation (AR 5501) outlining the expected standards of conduct for student-athletes within the RSCCD (II.C.4_08, II.C._09). It clearly delineates standards of conduct that demonstrate good citizenry and sportsmanship and provides for penalties up to and including suspensions and expulsions from the sport. At an annual athletic eligibility meeting that is conducted for all student-athletes prior to the start of the sports season, each athlete must sign a document that demonstrates their understanding and willingness to conform to such standards.

A parallel form of standards, requirements and documentation has been drawn up by the CCCAA under the banner of “Decorum” which is outlined and explained in Bylaw 4.4 of the CCCAA Constitution (II.C.4_10). Similarly, the minimum standards of decorum and conduct for student-athletes are clearly outlined with a list of penalties for violations from single-game suspensions to entire program suspension. Student-athletes are expected to demonstrate reasonable standards of decorum and sportsmanship with opponents, officials, coaches, spectators, and anyone with whom they come into contact.

Consequently, it is fair and accurate to surmise that the athletic programs are held to higher standards of educational policy and integrity than other programs, due to the number and nature of the various bodies overseeing and scrutinizing the week-to-week, semester, and second-season academic progress of the student-athletes. Likewise, a collection of agencies and overseeing bodies (II.C.4_11, II.C.4_12) and the institution itself via its own mechanisms that deal with student conduct, ensure standards of integrity and conduct that are much higher than those of the typical student at SCC.

The institution does, indeed, have the responsibility for the oversight of the athletic programs. The SCC Athletic Director is charged with this responsibility and oversees the coaching staff(s) of the eight intercollegiate athletic programs. Additionally, there is an athletic-related clerk and two Athletic Trainers who assist with the daily intercollegiate athletic operations. Head coaches are both tenured faculty members and adjunct (walk-

on) coaches. They are supervised by the Athletic Director who in turn reports to the Vice President of Instruction for operational updates and communicates with the Vice President of Administrative Services on financial and budgetary matters. (II.C.4 13).

SCC annually apportions a set amount of dollars for the day-to-day running of the collegiate athletic programs. These financial provisions are communicated to the Athletic Director who informs the head coaches of their respective allocations. There are set provisions for uniforms, equipment, student meals, and the more immediate team-related aspects of the programs. Head coaches utilize the funds in these categories to purchase the necessary equipment and materials to allow their programs to function. Aside from these more immediate costs are financial provisions for the transportation of student-athletes, officials fees, and membership dues. These monies are directly monitored and overseen by the athletic director who must demonstrate that the institution is following the standards of Title IX of the Education Code. As such, the athletic director is responsible for submitting all athletic expenditures to the federal government via the Equity in Athletics Disclosure Act. This annual submittal and publication demonstrate the institution's commitment to providing equitable athletic programs with the financial context being one piece of this. Whether directly or indirectly related to the athletic programs, all monies designated for the athletic programs are locally overseen and monitored by the SCC Athletic Director. The College has a history of running successful athletic programs that are fiscally sound.

Additional co-curricular programs are suited to the institution's mission and contribute to the social and cultural dimensions of the student's educational experience. Santiago Canyon College's Associated Student Government (ASG) is central to providing students with government and leadership experience when they become involved in campus and statewide committees and councils as student representatives. Associated Student Government general elections are held annually in the spring semester resulting in the development of the next academic year's ASG Executive Board (11.C.4 14).

The Inter-Club Council (ICC) represents over 25 clubs and organizations on campus to promote leadership development, networking and communication skills, and student life on campus (II.C.4 15, II.C.4 16). In addition, the Office of Student Life and Leadership initiates programming such as the annual Black History Awareness event to promote social and cultural experiences for students (II.C.4 17).

Another co-curricular opportunity for students is the Student Leadership Institute (SLI). In partnership with California State University Fullerton, SCC offers this noncredit certificate program where students attend a series of workshops to help them develop skills for leadership and overall character. The SLI is open to all current students at no cost and has no minimum requirements to participate (II.C.4 18).

Funding for programming offered through the Office of Student Life and Leadership is secured from the Student Representation fee and from students who pay the Student Life and Leadership fee at the time of registration (II.C.4_19). The SLI also receives funding from a grant through the SCC Foundation (II.C.4_20).

Academic Affairs offers two signature co-curricular programs: Model United Nations (MUN) and the Forensics Team. The curriculum-based Model United Nations, Political Science 150, offers students an opportunity to learn about global issues and international relations by participating in United Nations simulations. Students also have an opportunity to travel to places such as Washington D.C. and New York. The only requirement for the program is completion of Political Science 101, American Government and Politics, or Political Science 220, International Relations (II.C.4_21, II.C.4_22). The Forensics Team is also curriculum-based in Communication 130, Forensics Team. The College's Forensics Team is nationally recognized in Individual Event Speaking, Lincoln-Douglas Debate, and Reader's Theatre. The opportunity to participate in forensics is open to students of all ages and background and affords them the opportunity to travel together and meet other college students from around the nation (II.C.4_23, II.C.4_24). The travel components of MUN and the Forensics Team are supported with funds provided by a grant from the SCC Foundation (II.C.4_25).

Analysis and Evaluation

Santiago Canyon College's co-curricular programs and athletics programs are suited to the College's mission and contribute to the social and cultural dimensions of the educational experience of students. Co-curricular and athletic programs are conducted with sound educational policy and standards of integrity. SCC has responsibility for the control of these programs, including their finances.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Santiago Canyon College (SCC) college counseling (both credit and noncredit) provides counseling services to support student development and success. Students can readily access information about counseling services and academic planning information on the comprehensive Counseling Department websites (II.C.5_01, II.C.5_02). To ensure students receive timely, useful, and accurate information as they begin their college experience, new students are required to participate in an in-person or online New Student Orientation (II.C.5_03, II.C.5_04). The Counseling Department's Academic Planning Guide serves as the framework for topics covered such as college policies,

procedures, academic programs, support services, and the elements that go into developing a first semester education plan (II.C.5_05).

Counselors assist students with developing a one to two semester education plan (II.C.5_06) followed by the development of a comprehensive education plan. These tasks should be completed by the student's third semester but no later than after completing 15 degree-applicable units (II.C.5_07, II.C.5_08). Throughout the educational planning process, counselors educate students on educational options (certificates, degrees, and transfer), academic requirements, and graduation/transfer policies (II.C.5_09). Depending on the student's goal(s), counselors address general education breadth requirements for the SCC associate degree (Plan A), California State University (Plan B), and the University of California's Intersegmental General Education Transfer Curriculum, IGETC (Plan C) (II.C.5_10). In addition, students are also advised on the University of California Transfer Course Agreement (II.C.5_11), and Advanced Placement and International Baccalaureate (IB) Examination guides and policies (II.C.5_12). For information on transfer to an independent college or university, counselors and students locate transfer course agreements on SCC's Articulation website (II.C.5_13).

Counselors and staff participate in numerous training opportunities to prepare them for their work with students. During Counseling Department meetings, counselors receive updates on articulation and training on modern technologies used in counseling (II.C.5_14). In spring 2020, all full and part-time counselors were trained on online tools used in counseling that include Cranium Café for live chat and appointments, SARS Anywhere for remote access, Ellucian Self-Service for online education plans, and the use of Colleague to clear student's prerequisite requests (II.C.5_15).

Counseling and Admissions & Records personnel work very closely together. To ensure that counselors and staff gained current knowledge on forms used by both departments, a retreat was held to train participants on revised Graduation Office forms and Counseling and Admissions and Records forms. The retreat culminated with a case study activity on the academic renewal policy (II.C.5_16).

Noncredit counselors attended a three-day counseling retreat that centered around process improvement, best practices, and trauma-informed practices. Guest speakers were invited to help counseling staff understand how trauma impacts student engagement. The training culminated in a list of items that counselors needed to best do their jobs. Administration worked closely with the noncredit counseling department to meet their needs.

In addition to college-provided training, all counseling faculty and staff (credit and noncredit) increased their skills and knowledge by attending conferences and regional meeting opportunities. Some conferences included the California State University Counselor Conference, Ensuring Transfer Success, California Community Colleges Veterans Summit and Veterans Counselor Training, Articulation Officers and Transfer Center Directors Summit, and Inmate Education Training for Formerly Incarcerated Students (II.C.5_17).

Noncredit counselors complete comprehensive education plans with all students who enter the High School Diploma Program. Counselors provide onsite counseling services at off-site locations such as jails, community partner locations, and the three noncredit classroom sites. Noncredit counselors put on a transfer event every semester called STARS. The goal of this program is to ensure that students are ready and prepared to transfer to college credit programs. Counselors walk students through the application process on CCCApply, ensure they have financial aid documents submitted, meet the Dreamer requirements, if applicable, and connect students with both credit counseling and the First Year Support Center (II.C.5_18).

Analysis and Evaluation

SCC provides counseling and academic advising programs to support student development and success through multiple programs that serve students and prepare them for continued success. Faculty and staff are trained in all areas of advising. Both credit and noncredit counseling departments orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. Noncredit students are encouraged to participate in programs specifically designed to help them transition and transfer from noncredit to college credit programs.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate, and transfer goals. (ER 16)

Evidence of Meeting the Standard

Santiago Canyon College (SCC) adopts and adheres to admission policies consistent with its mission and specifies qualifications for appropriate entry into its programs. From the onset of completing an admissions application, the College defines and advises students on clear pathways as they move toward completion of their educational goal.

The SCC College Catalog annotates how students can prepare for proper course placement, registration, and educational planning (II.C.6_01). New students are required to complete new student orientation and advisement in order to access priority registration. Orientations can be completed either online or in-person (II.C.6_02, II.C.6_03). During new student orientations, counselors focus on breaking down the educational options (i.e., associate degree, certificate, transfer requirements) offered at the College and diligently explain the different patterns (i.e., CSU, ADT's, IGETC, etc.) in order to avoid unit duplication (II.C.6_04).

Incoming high school seniors can take advantage of Early Welcome, the College's priority registration program, which strives to provide a seamless transition into the

College. During Early Welcome, counselors provide an in-depth overview of educational planning and students receive assistance in completing an abbreviated education plan.

Academic Planning Guides are provided for both credit and noncredit students to help efficiently navigate their time at the College (II.C.6_05, II.C.6-06). The guides provide an overview of schedule planning, required/elective courses, and campus resources. Moreover, the guide also delineates clear completion pathways and outlines degree, certificate, and transfer requirements.

To assist students who are near completion of their academic program, the Graduation Office provides Graduation Petition Workshops to answer questions and guide students in completing the petition (II.C.6_07). Noncredit students are invited to participate in the STARS program to access support and connect to credit programs and services, such as financial aid, admissions, credit counseling, and the First-Year Support Center.

Analysis and Evaluation

SCC has adopted and adheres to admission policies consistent with its mission and specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate, and transfer goals through appropriate counseling services.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The Basic Skills Transformation Committee, renamed the BSI/AB705 Committee, meets each month and works alongside the Student Success and Equity Committee, sharing many of its members and overall goals. Both groups work toward this goal.

In addition, the BSI/AB705 Committee has representation from key stakeholders on campus including the math, English, and counseling departments. In conjunction with its work in promoting the goals of AB705, the English Department consistently maintains communication with counselors, advisors, and student services personnel on campus. The English Department works closely with these groups because the department is involved in and connected with numerous collegewide programs. Honors Program, the Transfer Center, DSPS, and Basic Skills, to name a few, require discussions with counselors and advisors about recruitment, placement, assessment, and curriculum development on an ongoing basis. Approvals and updates concerning programs like EOPS, DSPS, Equity, Veterans Support Services, and others usually take place during monthly meetings, with representatives reporting on their respective areas (II.C.7_01, II.C.7_02, II.C.7_03).

Guided self-placement and AB705 accelerated courses will likely change outcome numbers in unpredictable ways. English faculty attend conferences, create trainings,

present professional development activities, and monitor success rates in English 100 classes to promote student success. They also work closely with the counseling and math departments who have also been greatly affected by AB705 (II.C.7_04).

With respect to success in English courses, the Latinx success rate averages 63%. While these students are succeeding, the English Department continues to closely monitor success rates for Latinx students and adjusts teaching and curriculum, as necessary. DSPS students succeed at 61.7%-65.2%. The department monitors the degree to which these students use campus support services and collaborates with DSPS to gauge the extent to which students' use of these programs strengthens their success. Unfortunately, the success rates for low-income students have been trending down since 2015, from 64.9% to 57.4%. In addition, the headcount of low-income students is down from 819 to 439. The department, in coordination with counselors, is examining these trends, both as a department and collegewide, to better serve these students, including investigating internal and external factors that may contribute to the trend. Fortunately, our veterans have been succeeding at increasingly higher rates since 2016-2017, from 58.5% to 63.5% and finally 67.6%. Our foster youth population has not passed the 63% goal since at least 2014-15. Rates are generally from mid-40% to high 50%. The department faculty currently collaborate with the Guardian Scholar program to ensure success for these students. Most other demographic groups are succeeding by a comfortable margin (II.7.C_05, II.C.7_06).

During math, counseling, reading, ACE, English, noncredit high school diploma program, and noncredit ESL Department meetings, faculty regularly discuss how guided self-placement and AB 705 accelerated courses will likely change the success rate numbers. At monthly BSI/AB705 and Student Success and Equity Committee meetings, faculty from all impacted areas work closely to navigate the changes required by AB 705 (II.C.7_07, II.C.7_08).

In October 2019, the Director of Student Information Support ran a text messaging campaign to gather data on why students have chosen to drop their English 100/101 or Math 80, 105, 140, 219, 203, N40, 41, 43, 180 courses. Students were sent a text message if they dropped English or math that asked them why they had done so. Their choices were as follows: 1. schedule; 2. personal; 3. chose wrong course level; 4. need preparation/support; 5. Other.

The English results revealed the following: 118 students were sent the text, and 20 responded: two responded with "1"; eight responded with "2"; two responded with "3"; five responded with "4"; and three responded with "5". Those who responded with a 3 or 4 (seven students) were contacted via phone by a First Year Support Center intern/ambassador to encourage them to enroll in English 100 (if they dropped 101) or in a Continuing Ed section (if they dropped 100); of those seven, only one was enrolled in

English 100. All these students were invited to visit the Writing Center for an appointment to discuss how the center can support them in the future.

The same procedure was completed for math: 294 texts were sent and 64 responded; 23 of them stated they dropped for being wrongly placed or unprepared.

Four students who dropped their ACE courses were sent the text message, but none responded (II.C.7_09).

In fall 2019, District Research was tasked with creating the methodology and platform that will be used to post SCC's placement results for AB1805 compliance. The compiled data will help validate AB705 with placement information and success rates. The AB705/BSI Task Force committee and Student Success and Equity committee reviewed and discussed the information at their spring 2020 meetings (II.C.7_10, II.C.7_11).

In fall 2019, most first-time students who took English and/or math courses were placed by CCCApply (their self-reported high school GPA). Placement from high school transcripts had a higher success rate than placement by counselor waiver (II.C.7_12). Although success rates for both math and English were lower than desired, by granting more students access to transfer-level classes, Santiago Canyon College is increasing the likelihood that students will complete a transfer-level course within one year.

In the fall of 2019, the noncredit high school diploma program eliminated the math placement assessment. This placement was both redundant and unnecessary for student success. Students were placed based on self-report and through the CASAS pretesting system (II.C.7_13, II.C.7_14, II.C.7_15).

Departments and support centers are now being encouraged to look at these dashboards as they present a picture of how our students are performing at each level. It also provides the opportunity to reflect on what is working and what could be improved.

Analysis and Evaluation

SCC regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. This process is done through discussions at department meetings and analysis of student success data and retention information. AB705 facilitated many conversations around the placement procedures and ultimately impacted the campus processes. Self-placement has had an impact on both credit and noncredit programs. One unintended consequence of AB705 and the elimination of lower-level math course offerings is that the rate of DSPS eligible students receiving services in noncredit math has dramatically increased. Faculty have undergone extra training on learning differences and have individually attended conferences and workshops to better support these students in noncredit programs.

8. The institution maintains student records permanently, securely, and confidentially,

with 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.

Evidence of Meeting the Standard

Santiago Canyon College maintains students records permanently, securely, and confidentially, with provisions for secure backup of all files as evidenced by dedicated Board Policy 3310 and Administrative Regulation 3310. (II.C.8_01, II.C.8_02)

Santiago Canyon College publishes and follows established policies for release of student records as evidenced by Board Policy 5040 and Administrative Regulations 5040 and 5045. (II.C.8_03, II.C.8_04, II.C.8_05)

Analysis and Evaluation

The District has adopted Board Policies and Administrative Regulations that set guidelines and procedures for maintaining student records securely and permanently. There are also BP and AR that establish policies for the release of student records in accordance with Congressional Legislation.

BP3310 is the directive to establish administrative procedures that assure the retention and destruction of all District records in compliance with Title 5. AR3310 establishes the different classification of records, storage, and the retention period. BP5040 assures that student records are maintained in compliance with application federal and state laws relating to privacy. AR5040 sets policies and procedures for the release of student records in accordance with Family Educational Rights and Privacy Act of 1974 (FERPA). AR5054 is directive of notifying students of their rights to access their student records.

Conclusions on Standard II.C. Student Support Services

Santiago Canyon College regularly evaluates the quality of student support services as demonstrated through the evidence referenced above. SCC demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning and enhance accomplishment of the mission of the institution.

SCC programs identify and assess learning support outcomes for their student populations and provide appropriate student support services and programs to achieve those outcomes. The institution uses assessment data, such as success metrics, retention data, and student surveys, to improve student support programs and services.

The College ensures equitable access to appropriate and comprehensive services to students regardless of service location or delivery method.

Santiago Canyon College's co-curricular and athletic programs are suited to the College's mission and contribute to the social and cultural dimensions of the educational experience of students. Co-curricular and athletic programs are conducted with sound educational policy and standards of integrity. SCC has responsibility for the control of these programs, including their finances.

SCC provides counseling and academic advising programs to support student development and success through multiple programs that serve students and prepare them for continued success. Faculty and staff are prepared and trained in all areas of the advising functions. Both credit and noncredit counseling departments orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. Noncredit students are encouraged to participate in programs specifically designed to help them transition and transfer from noncredit to college credit programs.

SCC has adopted and adheres to admission policies consistent with its mission and specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate, and transfer goals through appropriate counseling services.

SCC regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. This process is done through discussions at department meetings and analysis of student success data and retention information.

The District has adopted Board Policies and Administrative Regulations that set guidelines and procedures for maintaining student records securely and permanently. There are also BPs and ARs that establish policies for the release of student records in accordance with Congressional Legislation.

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AR5054 is directive of notifying students of their rights to access their student records.

Improvement Plan(s)

None

Evidence List

II.C.1_01_Student_Services_SLO-SAO_Template

II.C.1_02_Student_Services_Sample_2017-2018_SLO_Report

II.C.1_03_Student_Services_Sample_2017-2018_SAO_Report

II.C.1_04_Student_Services_Fall_2018_Counseling_FLEX_Meeting_Minutes
II.C.1_05_Student_Services_Aug_2019_CNSL_Meeting_Minutes
II.C.1_06_OEC_HSS_graduation_survey
II.C.1_07_Student_Services_2019_Program_Review_Student_Life
II.C.1_08_Student_Services_2019_Program_Review_Counseling
II.C.1_09_Student_Services_2019_Program_Review_First_Year_Support_Center
II.C.1_10_AB705_BSI_Minutes_MSC_Eng_Data
II.C.1_11_AB705_BSI_Minutes_MSC_Eng_Data
II.C.1_12_Student_Services_Showcase_SP20_Survey
II.C.1_13_AB705_BSI_Minutes_Showcase_Surveys
II.C.2_01_WC_Survey_6-18_results
II.C.2_02_WC_Survey_12-18_results
II.C.2_03_MSC_Student_Survey_F19
II.C.2_04_Student_Services_Program_Review_SLO_SAO_DSPS
II.C.2_05_Program_Review_SLO_SAO_Fin_Aid
II.C.2_06_Eng_Program_Review_p14_02-20_Writing_Center
II.C.2_07_WC_Survey_6-18_results
II.C.2_08_AB705_BSI_Agenda_and_Minutes_MSC_Eng_Data
II.C.2_09_Eng_Program_Review_p14_02-20_Writing_Center
II.C.2_10_WC_Survey_6-18_results
II.C.2_11_WC_Survey_12-18_results
II.C.3_01_Admissions_Help_Webpage
II.C.3_02_SCC_Student_Help_Desk_Webpage
II.C.3_03_Canvas_Chat_Help_Screenshot
II.C.3_04_Canvas_Help_Phone_Screenshot
II.C.3_05_Student_Online_Resources_Webpage
II.C.3_06_Student_Services_Webpage
II.C.3_07_Counseling_Services
II.C.3_08_SCC_New_Student_Orientation
II.C.3_09_Transfer_Success_Center_Webpage
II.C.3_10_Transfer_Success_Center_Resources_and_Downloads
II.C.3_11_EOPS_CARE_CalWORKs_Program
II.C.3_12_DSPS_Webpage
II.C.4_01_Athletics_and_Kinesiology_Program_Review
II.C.4_02_2020-2021_SCC_Catalog_Pg_170
II.C.4_03_CCCAA_Const_Bylaw_1
II.C.4_04_CCCAA_Const_Bylaw_1
II.C.4_05_Student_Services_Athlete_Ellucian_Online_SEP
II.C.4_06_CCCAA_Const_Bylaw_1
II.C.4_07_2021_Softball_Form_3
II.C.4_08_BP_5501_Student_Athletics_Activities_Code_of_Conduct
II.C.4_09_AR_5501_Student_Athletics_Activities_Code_of_Conduct
II.C.4_10_CCCAA_Bylaw_4.4
II.C.4_11_CCCAA_Orange_Empire
II.C.4_12_BP_5501_Student_Athletics_Activities_Code_of_Conduct
II.C.4_13_SCC_Math_&_Sciences_Division_Org_Chart_FY20

II.C.4_14_Student_Life_ASG
II.C.4_15_Student_Life_Co-Curricular_2019-2020_Catalog
II.C.4_16_Student_Clubs_Co-Curricular_Spring_2020_Schedule
II.C.4_17_Student_Life_Leadership_Black_History_Awareness
II.C.4_18_Student_Life_Student_Leadership_Institute
II.C.4_19_Funds_Student_Life_Co-Curricular
II.C.4_20_Foundation_Grant_Funds_SLI
II.C.4_21_Co-Curricular_Model_United_Nations
II.C.4_22_MUN_Coursework
II.C.4_23_Co-Curricular_Forensics
II.C.4_24_Forensics_Coursework
II.C.4_25_Foundation_Grant_Funds_MUN-Forensics
II.C.5_01_Sample_Comprehensive_Ed_Plan
II.C.5_02_CNLS_Dept_Webpage
II.C.5_03_Online_New_Student_Orientation
II.C.5_04_Academic_Planning_Guide
II.C.5_05_Comprehensive_Education_Planning
II.C.5_06_Student_Services_05-15-2020_Sample_Online_SEP
II.C.5_07_Sample_Comprehensive_Ed_Plan
II.C.5_08_Educational_Options
II.C.5_09_Student_Services_07-25-2019_GE_Plans_ABC
II.C.5_10_Student_Services_2019-2020_UC_Transfer_Course_Agreement
II.C.5_11_Student_Services_2019-2020_AP_and_IB_Charts
II.C.5_12_Articulation_Private_Indep_University
II.C.5_13_Student_Services_2019_Counselor_Training_Minutes
II.C.5_14_Counselor_Training_Online_Tools
II.C.5_15_StudentServices_Staff_and_Faculty_Training_2019
II.C.5_16_New_Stu_Orientation_Flyer
II.C.5_17_Conferences_Training_Counselors_Staff
II.C.5_18_OEC_SCC_Stars_Poster
II.C.6_01_How_To_Prepare_Advisement
II.C.6_02_New_Stu_Orientation_Flyer
II.C.6_03_New_Student_Orientation
II.C.6_04_Student_Services_Catalog_Ed_Options_Pgs36-54
II.C.6_05_Academic_Planning_Guide
II.C.6_06_OEC_HSS_Educational_Plan
II.C.6_07_Grad_Petition_Workshop
II.C.7_01_BSI_Quarterly_Rep_10-18_GSP
II.C.7_02_BSI_Quarterly_Rep_01-19_GSP
II.C.7_03_Eng_Deptmin_10-09-2019_GSP_AB705
II.C.7_04_Eng_Program_Review_p5_p9_02-20_GSP_AB705
II.C.7_05_Eng_Dept_Minutes_AB1805_Success_Rates
II.C.7_06_English_Dept_Agenda_and_Minutes_Success_Rates
II.C.7_07_BSI_Quarterly_Rep_10-18_GSP
II.C.7_08_BSI_Quarterly_Rep_01-19_GSP
II.C.7_09_AB705_BSI_Minutes_Survey_Student_Drops

II.C.7_10_AB705_BSI_Agenda_and_Minutes_Student_Placement
II.C.7_11_SSEC_05-18-20_Agenda_Dashboard
II.C.7_12_Fall_2019_AB705_Placement_Report
II.C.7_13_Assessment_and_Course_Placement_Recommendations
II.C.7_14_Placement_and_Proficiency_Minutes_Sept_2019
II.C.7_15_Student_Success_and_Equity_Minutes_05-182019
II.C.8_01_BP_3310_Records_Retention_Destruction
II.C.8_02_AR_3310_Records_Retention_Destruction
II.C.8_03_BP_5040_Student_Records_Directory_Information_Privacy
II.C.8_04_AR_5040_Student_Records_Information_Privacy
II.C.8_05_AR_5045_Student_Records_Challenging_Content_and_Access_Log

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the District/system. In such cases, the District/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

In keeping with Education Code sections 87100, 87400, and 88003, Rancho Santiago Community College District (RSCCD) and its colleges employ the most qualified administrative, academic, and classified personnel in accordance with state and district hiring and evaluation policies and procedures to support the College mission. The District ensures that resources are appropriately and ethically utilized to ensure the integrity and quality of its programs and services to ensure that our students receive the best opportunities to achieve their educational goals. The colleges determine and approve the positions that are required to provide and support their programs and services.

The HR department, at the District office, administrates all HR functions for our colleges and centers, including recruiting. For hiring of all personnel, the District has developed and adheres to the procedures in the following areas:

- Board Policy 7120 (Recruitment and Hiring) (III.A.1_01)
- Administrative Regulations AR 7120, (III.A.1_02)
 - AR 7120.1 – Full-Time Faculty, (III.A.1_03)
 - AR 7120.2 - Classified Employee, (III.A.1_04)
 - AR 7120.3 – Management, (III.A.1_05)
 - AR 7120.5 – Employee Transfer, (III.A.1_06)
 - AR 7120.6 – Employment Eligibility, (III.A.1_07)
 - AR 7120.8 – Verification of Driver License, (III.A.1_08)
 - AR 7120.9 – After Conviction (III.A.1_09)

The District engages in a multi-step employee hiring process. Once a position is approved for hire, all job announcements are created using the approved job descriptions with input from the hiring managers. All job descriptions for classified and management positions are available on

the District website (III.A.1_10, III.A.1_11, III.A.1_12). Job announcements for faculty positions are created in accordance with state and legal mandates, such as the minimum qualifications as established by the California Community College Chancellor's Office (CCCCO) (III.A.1_13). Prior to posting, the job announcement is reviewed and can be amended by the hiring manager and the faculty department chair in conjunction with HR.

All policies and administrative regulations are aligned with the legal requirements of Title 5, the Education Code, and union contracts. This ensures a consistent, fair, and equitable process and that all personnel have the qualifications required in specific job descriptions and/or meet minimum qualifications to provide and support the educational programs and services of the College. These policies and procedures provide a structure for ensuring that employees contribute to the institutional mission of both colleges and the centers.

Hiring processes for faculty, classified, and administrative positions are established by following Title 5 Regulations sections 53000 et seq. and identified in BP 7120, which include ensuring all persons nominated for employment meet the minimum qualifications established by law, the Board of Trustees, and/or the California Community Colleges Chancellors Office (CCCCO) (III.A.1_14). Once hiring needs are identified and approved, the detailed hiring procedures for administrative, faculty, classified, and supervisory/confidential staff created through the Administrative Regulations are utilized (III.A.1_15, II.IA.1_16, III.A.1_17, III.A.1_18). The RSCCD Human Resources Department (HR) assists with each step of the hiring process.

Analysis and Evaluation

All job postings for permanent positions, whether full-time or adjunct are advertised for a minimum of twenty (20) working days on our Career webpages. If there is a limited pool of candidates after the twenty (20) days, the Equal Opportunity Officer may extend the recruitment period and use additional recruitment efforts to improve the hiring pool. To support our commitment to hiring a diverse workforce, all job postings are advertised across various agencies, organizations, publications, and websites. Additional specialized publications may be utilized in consultation with the hiring manager, especially in hard-to-reach or specialized positions. All hiring committees' memberships are reviewed for diversity, making sure the representation on the committee reflects the college community.

RSCCD utilizes a multi-step, consistent recruitment process as defined in the ARs:

- Hiring Committee reviews the job announcements to establish screening criteria, create timelines for interviews, and develop interview questions and any other job-related tests prior to viewing any applications.
- HR reviews and approves the screening criteria, interview questions and job-related tests to ensure they are appropriate and meet legal requirements for the positions.
- Hiring committee reviews and scores all completed applications.
- Hiring committee meets to review their scoring and analysis of the applications.
- HR department organizes the first level interviews.
- Hiring committee selects finalists for interview.

- Hiring manager facilitates final interviews; for faculty positions this includes the President of the College.

All job descriptions are available on our websites. These descriptions include a summary of the position, the representative duties of the position, the organizational relationships, and the desirable qualifications guide. These job descriptions are used as the basis of all job announcements and are written to meet the needs of the institution in serving its student population.

Through the District’s participatory governance structure, specifically the Human Resources Committee (HRC), all administrative regulations, in relation to recruitment, are developed and reviewed on a regular basis. These ARs are reviewed to ensure consistency, equal opportunity, and employee diversity related to the institutional mission and goals.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Rancho Santiago Community College District (RSCCD) places an emphasis on hiring highly qualified and capable faculty, both full-time and adjunct, ensuring that the faculty have knowledge of the subject matter and the requisite skills needed to ensure student success.

As noted in standard III A 1, the District engages in a comprehensive hiring process for all our positions. Specifically, for our faculty positions, the job announcements (III.A.2_01, III.A.2_02, III.A.2_03), including teaching, non-teaching, and those disciplines in which a master's degree is not generally available, include language on required education and experience, including the minimum qualifications established by the Chancellor’s Office handbook, *Minimum Qualifications for Faculty and Administrators in California Community Colleges* (III.A.2_04). Furthermore, the job announcements list the responsibilities and desirable qualifications, which include providing evidence relating to student learning outcomes, assessment, and curriculum development.

For all faculty positions, applicants can review the job announcement and apply through the District’s career page (III.A.2_05). In consultation with the academic department, the job announcements also include, if applicable, the equivalences or an equivalency process for the applicants who do not meet the minimum qualifications (III.A.2_06: III.A.2_07). Once closed, and there is a sufficient pool of applicants, the applications are reviewed by the Human Resources (HR) recruitment staff to ensure that the applicants have completed all required components of the application and, in the case of faculty hiring, validate that applicants meet minimum qualifications of the position. The District ensures that there are suitable numbers within the pools of applicants and, oftentimes, extend the recruitment period to increase numbers. The screening and selection criteria, as established in the Administrative Regulations,

include the breadth and depth of educational and work experience, community involvement and contributions, demonstrated experience in work with a diverse socioeconomic community, and experience in student learning outcomes assessment. The interview process normally has a practicable aspect, such as a writing sample and/or a teaching demonstration. The hiring committee has the responsibility to select the finalists for interview by the college President. Prior to final interviews with the college President and appropriate Vice President, telephone reference checks are carried out by the hiring manager.

The District and the faculty union recognize the importance of having qualified faculty. Article 10 of the Collective Bargaining Agreement (III.A.2_08), supports the District's commitment to having suitably qualified faculty by establishing Faculty Service Areas (FSAs) if the faculty meet the minimum qualifications pursuant to Section 87356 of the Education Code. If faculty believe they meet minimum qualifications in another area, then there is an established procedure for faculty to petition for the additional FSA.

Analysis and Evaluation

The District has formalized procedures, as established in Administrative Regulation (III.A.2_09) administered by HR, in accordance with District Policy and legal requirements in the Title 5 Regulations. Additionally, HR verifies that all applicants forwarded to hiring committees meet the minimum qualifications for the position.

Through this standardized process, hiring committees select finalists based on the established criteria, satisfactory verbal interviews, and practical demonstration of skills. This process ensures that the finalists have the required minimum qualifications, knowledge, and skills, including student learning outcomes and curriculum development, needed by the College to strengthen student success.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Administrators and employees responsible for educational programs and services at the colleges are well-qualified based on a rigorous and thorough hiring process as outlined in Standard III A 2. Job descriptions include language and experience relevant to the specific job, including minimum qualifications that are aligned with the Title 5 regulations and the Chancellor's Office handbook, *Minimum Qualification for Faculty and Administrators in California Community Colleges* (III.A.3_01)

Applicants apply through the RSCCD career pages website (III.A.3_02) and the HR department manages the applications, making sure that the applicants have the correct credentials, transcripts, and experience. Additionally, HR reviews all applications for completeness, including verifying the application form, resume, transcripts, and all supplemental materials. The

hiring committee then manages the process through screening, first interviews, telephone reference checks, final interview, and selection of the successful candidate (III.A.3_03).

Once hired, all administrators and managers are in a probationary status and undergo thorough review and comprehensive evaluation. Administrators and managers are subsequently evaluated at least once every two years to ensure performances are sustaining the institutional effectiveness and academic quality of the programs (III.A.3_04, III.A.3_05).

Analysis and Evaluation

The process for hiring administrators and employees involved in educational programs and services is an equitable, impartial, and thorough formal process, which is overseen by the HR recruitment staff and in accordance with AR 7120.3 and current Title 5 regulations (III.A.3_06). The screening committee consists of all constituent groups, such as faculty, classified, and managers, who are nominated by their respective leadership. This screening committee is reviewed by the Equal Employment Opportunity Officer for appropriate diversity and conflicts of interest. The hiring process can include interviews, presentations to the committee, writing exercises and, for Chancellor Cabinet positions such as college presidents, “Town Hall” meetings to allow constituent groups to address questions directly to the candidates. This multi-step process ensures that the administrator or other employee for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality and that their abilities match the requirements of the position and the needs of our students.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

As mandated by the CCCCO’s Minimum Qualifications for Faculty and Administrators in Community Colleges (III.A.4_01) and established in Board Policy 7210 (Academic Employees) (III.A.4_02) and Board Policy 7250 (Educational Administrators) (III.A.4_03), Rancho Santiago Community College District requires official transcripts or equivalency to U.S. degree(s) prior to beginning employment.

All RSCCD job postings include a statement indicating required degrees must be from an accredited college or university or the equivalent. (III.A.4_04, III.A.4_05, III.A.4_06, III.A.4_07). Potential employees may petition for equivalency to the minimum qualifications as determined by Ed Code and the CCCCO using the approved equivalency forms (III.A.4_08, III.A.4_09). Degrees from non-U.S. institutions are evaluated by an agency certified by the National Associations of Credential Evaluation Services (NACES) to verify equivalency to U.S. degrees.

Analysis and Evaluation

RSCCD only recognizes degrees held by faculty and administrators if the degrees have been awarded from accredited institutions. Successful finalists who possess degrees from non-accredited or foreign institutions must establish equivalence by providing the District with conclusive evidence, which could include transcript evaluations conducted by an approved agency, such as the NACES. (III.A.4_10)

5. 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.

Evidence of Meeting the Standard

Rancho Santiago Community College District, on behalf of both Santa Ana College and Santiago Canyon College, assures that employee evaluation procedures for all personnel are outlined in their respective collective bargaining units and in District board policy (III.A.5_01, III.A.5_02). The board policy is evaluated in accordance with administrative regulations and is approved by the Chancellor and Board of Trustees. The collective bargaining units negotiate the evaluation processes and are reflected in collective bargaining unit agreements (III.A.5_03, III.A.5_04, III.A.5_05, III.A.5_06). Confidential employees and management employees who are not represented by collective bargaining units have administrative regulations that establish the evaluation process for each of these employee groups (III.A.5_07, III.A.5_08).

Faculty

Probationary, full-time faculty are evaluated annually in their first four years. Once tenure is successfully achieved, full-time faculty are evaluated every three years. Adjunct faculty are evaluated in their first two semesters of employment and every three semesters thereafter. All faculty are evaluated in accordance with Article 8 of the Collective Bargaining Agreement (CBA) with the Faculty Association of Rancho Santiago Community College District (FARSCCD). All faculty are evaluated in accordance with the criteria and forms in Appendix O of the CBA. Each faculty employee group is subject to different criteria and is carried out either by administrators and/or tenured faculty when necessary. The evaluation process includes a self-evaluation, student surveys, peer observations, colleague surveys, and administrative reviews which collectively evaluate the employee's effectiveness, performance of assigned duties, and participation in institutional responsibilities. Once the evaluation is completed, it is reviewed with the employee and signed by all the parties involved. It is then forwarded to HR for inclusion in the personnel file of the employee. (III.A.5_09, III.A.5_10)

Classified

All the timelines, criteria and procedures involved in evaluating California School Employees Association (CSEA) employees are established in Article 8 of the CBA. Probationary employees are evaluated at the completion of the third, seventh and eleventh months of their first year. Permanent employees are evaluated every third year thereafter, and those who are promoted to a higher classification are evaluated at the completion of the third and sixth month of their probationary period in the higher classification. The CBA allows for employees to be evaluated more frequently as determined by the District but not more frequently than every six months. All employees are evaluated in accordance with the criteria and forms in Exhibit A of the CBA. In the event an employee is evaluated below standard, the evaluating manager must provide a specific plan for improvement to assist the employee in meeting the standard. (III.A.5_11, III.A.5_12)

Confidential Employees, Managers and Administrators

All managers and administrators are evaluated in accordance with AR7150.2 Management Evaluation Procedure (III.A.5_13). They are evaluated annually during their first two years and every two years thereafter. Additional evaluations may be conducted at the request of the supervising cabinet member. The evaluation of the manager involves a comprehensive approach including a self-evaluation, a survey of subordinates and colleagues, and a summary report from the employee's supervisor. The evaluation focuses on leadership/supervision skills, professional performance/job duties and knowledge base. The supervising administrator, based on the evaluation, can make the following determinations: no change in position, reassignment, termination, or re-evaluation. (III.A.5_14)

While the evaluation process varies amongst different employee groups within the District, each process is aimed to equitably provide valuable feedback for the improvement of job performance. Timelines are established by policy and collective bargaining agreements for each employee group, management (III.A.5_15), faculty, (III.A.5_16, III.A.5_17) and classified staff (III.A.5_18, III.A.5_19). Human Resources notifies the employees of evaluation timelines, following up when necessary.

Analysis and Evaluation

Human Resources provides guidance and support to the managers by following the appropriate Board Policy, Collective Bargaining Agreements and associated Administrative Regulations. They ensure the required documentation and established criteria for all evaluations are accurate and up to date. This includes a monitoring system which ensures that supervisors are notified of employee evaluations and deadlines.

Criteria, forms, and checklists are provided to supervising administrators to ensure effective evaluation processes. As a recommending body, discussion to improve evaluation processes occur at the Human Resources Committee, which is comprised of all constituent groups. In addition, Human Resources provides ongoing training to managers at District Management Council Meetings to ensure compliance and equitable practices.

6. ~~The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)~~

[Skip Standard III.A.6. Continue responses with Standard III.A.7)

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty **and** may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

RSCCD is guided and required by state law and regulations to establish and determine a sufficient number of qualified faculty. California Education Code, section 84362 (d), known as the “50% Law” requires districts to allocate at least 50% of General Fund dollars toward the direct costs of instruction of students in the classroom (III.A.7 01). Additionally, RSCCD adheres to the California Code of Regulations Title 5, section 51205 that requires districts to adjust the number of full-time faculty in proportion to the amount of funded credit full-time equivalent students generated (III.A.7 02). Annually, the State Chancellor’s office sets the Faculty Obligation Number (FON) for RSCCD. Human Resources, in conjunction with the colleges, sets individual college FON targets based on the respective Academic Senate’s prioritized faculty position requests.

Analysis and Evaluation

In order to maintain enough qualified faculty, the District maintains the required number of full-time faculty higher than required by the California Education Code section 84362(d).

The colleges have developed procedures whereby departments make faculty position requests to the Academic Senate. The respective Academic Senates conduct an annual review of faculty hiring requests and prioritizes these based on the needs of the institution and student body to achieve our institutional mission and purpose (III.A.7 03). The prioritization process contains both qualitative and quantitative information, such as program review, enrollment, and retirements, to balance the complex needs of the campus related to faculty responsibilities. The administration depends on the recommendations provided by the Academic Senate as a practice, to ensure all responsibilities within the purview of faculty are fulfilled and support quality and quality programs at SCC.

Faculty hiring decisions are made in consultation with the college presidents, the Academic Senate, HR, and the Assistant Vice Chancellor of Fiscal Services, bearing in mind the budget impact of the requests, including long term impact of recruiting additional full-time faculty.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development.

The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The District supports their adjunct faculty, as set out in District Board Policy (BP 7009 ‘Staff Development’, and BP 7160 ‘Professional Development’) and Standard IIIA 14, through the provision of professional development opportunities and through the evaluation process for adjunct faculty. (III.A.8_01, III.A.8_02, III.A.8_03). Regarding their evaluation, the District adheres to negotiated practices between the Faculty Association of Rancho Santiago Community College District (FARSCCD), Continuing Education Faculty Association (CEFA) and the District (III.A.8_04, III.A.8_05, III.A.8_06, III.A.8_07).

All adjunct faculty have a professional development obligation of one and a half (1 ½) hours to fulfill for each LHE they are assigned to teach (III.A.8_08, III.A.8_09). They can attend various scheduled professional development opportunities during professional development week or other times throughout the semester (III.A.8_10, III.A.8_11). Additionally, adjunct faculty have orientation during their department meetings prior to the start of each semester (III.A.8_12, III.A.8_13).

Analysis and Evaluation

The evaluation and oversight of the adjunct faculty is set out in Article 8 of the CBA (III.A.8_14, III.A.8_15). All adjunct are regularly evaluated to ensure they are meeting the expectations of the College. These evaluations are an important component of adjunct employment preference rights that begin in fall 2021.

The Colleges offer opportunities for adjunct faculty to become involved in the life of the campus. All adjunct faculty are orientated by their respective dean at division meetings during professional development week, and in some departments, the chair provides more detailed orientation for new adjunct faculty. Dedicated professional development is provided during professional development week and then additionally throughout the semester. These opportunities are offered to all employees, including the adjunct faculty, by email with a short description of the training along with an online registration process (III.A.8_16).

The adjunct faculty may become further involved in college life by joining participatory governance committees and contributing to various projects in their departments. These activities help them to become more involved in the life of the college and to feel like a part of the institution, allowing them to better serve our students.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

Rancho Santiago Community College District's Equal Employment Opportunity and Human Resources Plan outlines not only the regulatory framework, Board Policies, and procedures for maintaining a diverse workforce but also the committee structures, data analysis, and planning framework to ensure that the District maintains a sufficient number of staff to support the effective educational, technological, physical, and administrative operations of the District and the two Colleges (III.A.9_01). Furthermore, the College relies on its administrative personnel and integrated planning processes to evaluate and recommend the hiring of classified staff. Any change in organizational structure originates at the area level and is reviewed by the President's Cabinet before submission to the College Council. These recommendations are reviewed through College governance structures before being passed to the Chancellor's Cabinet and District governance structures, pending final approval by the Board of Trustees (III.A.9_02).

Board Policy 7120 Recruitment and Hiring and BP 7230 Classified Employees focus on classified staff qualifications (III.A.9_03, III.A.9_04). Classified staff job descriptions are reviewed and ratified by CSEA, according to their constitution.

Analysis and Evaluation

The College has processes and procedures that are in line with Board of Trustee policies and regulations in addition to district planning documents to ensure a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

SCC recognizes the need to have administrators who are suitably prepared and have the expertise to provide effective administrative leadership and services that support the institution's mission and purposes. SCC adheres to Administrative Regulation AR 7120.3- Management Recruitment and Selection when hiring administrators for the various programs (III.A.10_01). This AR sets out procedures to ensure that the College selects the best administrator in terms of their education, experience, and skills as discussed in Standard III.A.3. This is not the end of the process, as each new administrator is evaluated as discussed in Standard III.A.5.

Analysis and Evaluation

During the hiring process, the committee establishes the screening criteria using the established minimum qualifications in the job description. This involves discussion of the experience and skills required for the specific job description. These screening criteria are designed to find the best qualified individual for the position, with a view to provide effective administrative leadership and services to the institution and the students we serve. Once hired, the

administrator is evaluated annually for the first two years and then every two years thereafter (III.A.10_02).

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Rancho Santiago Community College District makes its personnel policies and procedures available via their publication on the District website where they are easily accessible (III.A.11_01). As evidenced in the College's response to Standard I.C.5, their review and necessary revision is consistent, allowing the establishment of best practices and ensuring compliance with all state and federal regulations.

The College, under the umbrella of the District, contracts with several human resource-related agencies to facilitate the most contemporary guidance, ensuring fairness, equity and consistent oversight regarding written personnel policies and procedures. The College subscribes to the Community College League of California's (CCLC's) policy and procedure service. This provides recommended language and two updates per year to enable the District to ensure all personnel policies and procedures are current and align with personnel legislation. (III.A.11_02).

Similarly, the College contracts with Liebert, Cassidy, and Whitmore (LCW) for outside counsel specializing in the legal aspects of human resources. This agency regularly sends out communications and updates on personnel issues, provides two updates per year to ensure compliance with state and federal regulations, and provides training to the College faculty and staff on personnel issues (III.A.11_03).

District policy is such that all members of interview committees are required to be trained in appropriate non-biased hiring procedures. This Equal Employment Opportunity training (EEO) is conducted by the members of the LCW team on a regular basis and throughout the different campuses within the District. Additionally, they provide training opportunities to faculty and staff members in the arenas of personnel discipline and best practices. (III.A.11_04)

Finally, the College also contracts with the Alliance of Schools for Cooperative Insurance Programs (ASCIP). This agency provides a learning management system which helps conduct and oversee the assignment of training to various employee groups and to track their completion, (for example, sexual harassment training for the managers on staff). These training opportunities are offered equitably to all managers within the District with certifications lasting for set periods of time (two years for sexual harassment training, for example) thus demonstrating they are consistently administered. (III.A.11_05).

The internal flow of communication and information via the College's participatory governance process lends itself to reviews of personnel policies and procedures. Prior to all policies and procedures being submitted for Board approval, they are vetted via the numerous networks of

committees as part of this process. Among such committees with a purview of personnel-related issues are the Human Resources Committee (HRC), the Planning and Organizational Effectiveness Committee (POE), and the Fiscal Resources Committee (FRC).

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 up to two times 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 with the vice chancellor of human resources and the assistant vice chancellor of human resources to discuss faculty issues. These meetings and discussions allow all parties an opportunity to monitor, identify, and review personnel policies and procedures.

Analysis and Evaluation

Ultimately, the publishing of personnel policies and procedures for public consumption; the accountability demonstrated via the various avenues of the participatory governance process; and the oversight of policies and procedures by trained staff members demonstrate transparency and a commitment to the fair, equitable, and consistent administration of all policies and procedures encapsulating personnel related matters.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

Through its policies and practices, the RSCCD creates and maintains appropriate programs, practices, and services that support its diverse personnel. In the support of diversity and equity, opportunities and training for all administrators, faculty and staff, the RSCCD adhere to several Board Policies (BP) and corresponding Administrative Regulations (AR) including BP 3410 and AR 3410 on Nondiscrimination, BP 3420 and AR 3420 on Equal Employment Opportunities, BP 7100 and AR 7100 on Commitment to Diversity, BP 7160 and AR 7160 on Professional Development ([III.A.12_01](#), [III.A.12_02](#), [III.A.12_03](#), [III.A.12_04](#), [III.A.12_05](#), [III.A.12_06](#), [III.A.12_07](#), [III.A.12_08](#), [III.A.12_09](#)). In its commitment to diversity, RSCCD recently hired an interim chief advisor to the chancellor on academic and diversity programs.

RSCCD has practices and provides professional development opportunities that are consistent with its commitment to diversity. In order to serve on a screening committee, all faculty and staff must have completed Equal Employment Opportunity (EEO) training within the last two years as established in AR 7120.1 – Recruitment and Hiring of Full-Time Faculty, AR 7120.2 – Recruitment and hiring of Classified, AR 7120.3 – Recruitment and Hiring of Management ([III.A.12_10](#), [III.A.12_11](#), [III.A.12_12](#)). In 2015, RSCCD met the State Chancellor's office EEO Program criteria and received \$50,000 to assist in EEO training and resources that

promoted innovative strategies in recruiting a diverse staff. In 2018, RSCCD met the EEO Program criteria and received \$45,000. At least twice a year, EEO training that outlines the statutory regulations and the awareness of implicit biases is provided to the District. Along with this targeted compliance training, there are multiple workshops, webinars and conferences provided throughout the year on topics such as diversity and inclusion. Examples of these workshops include: Meeting the Unique Needs of the LGBTQIA Student Population, ACPA (CCPA) Spring Institute: Intersectionality and Inclusion, Poetic (Social) Justice: Dismantling Gender Violence, Lunch and Learn: Why Pride? Celebrating Asian and Pacific and Pacific Islander Heritage, Building Support for Formerly Incarcerated Students at SCC, Umoja Conference XIV, and Real #114 Housing and Food Insecurities Conference (III.A.12_13).

Consistent with the RSCCD Mission, the District regularly evaluates its employment record with respect to equity and diversity according to BP 1200 – District Mission (III.A.12_14). The RSCCD Human Resources Committee (HRC) is a participatory governance committee that is charged with the planning, evaluation and assessment of issues related to human resources. As such, this committee serves as an evaluative and advisory role to the administration and the Board of Trustees regarding human resources. The HRC also serves as the RSCCD EEO Advisory Committee.

The RSCCD Diversity Report is a collection of data and the analysis of recruitment and hiring trends. It provides information that is a crucial component to ensure that our EEO policies and procedures support a diverse workforce and ensure the ability to identify and eliminate possible barriers to employment. Every three years, the HRC reviews and updates the RSCCD Equal Employment Opportunity and Human Resources Plan (III.A.12_15). This plan is evidence of the RSCCD's commitment to EEO and diversity in recruitment and hiring. It contains detailed descriptions of the RSCCD regulatory framework for the plan; relevant board policies and administrative regulations on EEO; delegation of responsibilities in addressing EEO compliance issues with relevant laws and regulations; the Human Resources Committee; processes for handling complaints; notification to District employees; training for screening/selection committees; annual written notice to community organizations; analysis of District workforce and applicant pool; other measures necessary to further EEO; and data summarizing District trends in staffing, hiring and diversity.

Analysis and Evaluation

Based on the evidence above, the RSCCD's policies and practices align with Standard III.A.12. It is evident that through its Board Policies, Administrative Regulations, practices, and participatory governance processes, the RSCCD creates and maintains appropriate programs, practices, and services that support its diverse personnel. In collaboration with the Human Resources Committee, the RSCCD regularly assesses its record in employment equity and diversity and is consistent with its mission (III.A.12_16).

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Integrity is the cornerstone of ethical behavior and is vital in the professional life and culture of our College. Both colleges support and adhere to RSCCD's Code of Ethics as set out in BP7001 Code of Ethics and BP7002 Civility (III.A.13_01, III.A.13_02). This policy sets out standards of ethical and professional behavior, describing what behaviors are expected from everyone hired and/or paid by the District. The consequences for violation of this policy and behaviors are set out in Board Policies, Administrative and Education Code 87732 (III.A.13_03, III.A.13_04, III.A.13_05).

Analysis and Evaluation

RSCCD has a Board of Trustees approved ethics policy for all its employees that sets out the consequences of violation. All employees can anonymously report any complaints of ethical misconduct that may violate the RSCCD policy, via the incident reporting form (III.A.13_06, III.A.13_07). All reports of alleged misconduct are forwarded to Human Resources so that they may be investigated promptly by appropriately qualified and trained personnel.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The Rancho Santiago Community College District supports employees' professional development (III.A.14_01, III.A.14_02, III.A.14_03). Professional development opportunities are offered throughout the year for staff, faculty, and administrators during various training offerings and professional development week. A variety of trainings are offered which are tied directly to the mission of the RSCCD, including intellectual and personal growth, diversity training, and EEO compliance (III.A.14_04). In addition to providing training to meet its mission, RSCCD offers training required by law, such as mandatory sexual harassment training (III.A.14_05). Additionally, all employees are invited to attend a bi-annual convocation on each campus with a keynote speaker on a current relevant topic such as racial justice, Guided Pathways, or student equity (III.A.14_06).

SCC has a Professional Development Committee made up of faculty, classified staff, and administrators (III.A.14_07, III.A.14_08). The committee plans an annual calendar of professional development offerings, including a biannual professional development calendar of activities. Needs analyses are completed regularly to determine training needs, and survey feedback is gathered at all on-campus trainings and workshops (III.A.14_09). The results of these surveys are used to determine the efficacy of the training as well as to develop future trainings. Faculty are required to attend professional development activities at biannual

professional development weeks (III.A.14_10, III.A.14_11) and are encouraged to teach workshops to share their expertise and knowledge with other faculty.

In addition to the Professional Development committees, SCC has a Distance Education Office with a coordinator. Each office develops a calendar of ongoing training opportunities for faculty and staff to develop their digital literacy, including certification programs on remote teaching and Distance Education (III.A.14_12).

Santiago Canyon College has invested in the growth and development of their faculty by establishing the Instructional Design Center (IDC) (III.A.14_13). The mission of the IDC is to support faculty and staff in the creative process by offering assistance in course design and development to ensure engaging, innovative, and accessible learning experiences for students. The IDC Tech Bar (III.A.14_14) also hosts workshops and events and provides one-on-one support in a variety of instructional areas.

Opportunities for off-campus professional development such as conferences, seminars, and workshops are made available to staff, faculty, and management (III.A.14_15, III.A.14_16, III.A.14_17). In an effort to recognize and encourage continuing professional growth, staff and faculty are eligible for salary advancement for completing college units and CBA's (III.A.14_18, III.A.14_19, III.A.14_20).

Analysis and Evaluation

RSCCD provides a robust professional development program to support the professional and personal growth of its employees to better meet the needs of students.

Professional Development committees at each campus work to provide activities to faculty and staff with the goal of improving how we serve our students and better help them achieve their goals. The committees identify training needs based on institutional objectives, program requirements, and faculty/staff needs (III.A.14_21). Additionally, faculty are invited to submit ideas and proposals for professional development activities. Professional development weeks are offered biannually at each campus, one in the fall and one in the spring, to provide a full calendar of professional development opportunities for faculty.

In addition, ongoing opportunities are offered to management, faculty, and staff for training throughout the year, including professional memberships and conferences. In-house training is also provided, as needed, to address current technology updates, best teaching practices, mandated laws and procedures, and employee needs. The Distance Education office at SCC also provides regular, ongoing training on technology related to teaching as well as certification programs for Distance Education and Remote Learning modalities (III.A.14_22)

Evaluations of all in-house professional development activities are completed by faculty and staff to ensure that the training is meeting the professional growth needs of our employees. The Professional Development committee reviews the data, and this information is used to plan and prepare for future professional development activities.

15. 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.

Evidence of Meeting the Standard

The RSCCD HR Department provides for the security and confidentiality of all personnel records and provides access for all employees and supervisors on request and when appropriate.

Board Policy (III.A.15_01) establishes policy regarding personnel files. RSCCD HR maintains all personnel files, along with medical files on all current and past employees.

Personnel files and medical files are retained separately, in locked cabinets in a secure room within the Human Resources Department at the District offices. This room is secured with a separate key system, different from the rest of the District offices. Access to this secure room is limited to HR staff and administrators.

Administrative Regulation (III.A.15_02) establishes the procedures for all employees or supervisors to access their personnel file or review an employee's personnel file. Additionally, the collective bargaining agreement for classified personnel establishes procedures enabling classified personnel to access their personnel files (III.A.15_03, III.A.15_04).

Analysis and Evaluation

In accordance with Board Policy (III.A.15_05), the Rancho Santiago Community College District HR maintains all personnel records and keep the files in a secure room at the District Office. Files are stored in accordance with the District record retention policies. All requests for review of personnel files shall be in writing and require an appointment with HR. All records of reviews shall be recorded on the Personnel Access Record Log in the personnel file. (III.A.15_06, III.A.15_07).

Conclusions on Standard III.A. Human Resources

The Rancho Santiago Community College District (RSCCD) and Santiago Canyon College (SCC) assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

RSCCD and SCC Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

RSCCD and SCC Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

RSCCD and SCC assure the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. RSCCD and SCC establish 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.

RSCCD and SCC maintain a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

RSCCD and SCC have employment policies and practices for part time and adjunct faculty which provide for their orientation, oversight, evaluation, and professional development. RSCCD and SCC provide opportunities for integration of part time and adjunct faculty into the life of the institution.

RSCCD and SCC have a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

RSCCD and SCC maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

RSCCD and SCC establish, publish, and adhere to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitable and consistently administered.

Through RSCCD policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. RSCCD regularly assesses its record in employment equity and diversity consistent with its mission.

RSCCD and SCC uphold a written code of professional ethics for all its personnel, including consequences for violation.

RSCCD and SCC plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. RSCCD and SCC systematically evaluate

professional development programs and use the results of these evaluations as the basis for improvement.

RSCCD and SCC make provisions for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Improvement Plan(s)

None

Evidence List

III.A.1_01_BP_7120_Recruitment_and_Hiring
III.A.1_02_AR_7120_Recruitment_and_Hiring
III.A.1_03_AR_7120.1_Full-Time_Faculty_Recruitment_and_Selection
III.A.1_04_AR_7120.2_Recruitment_Selection_Classified
III.A.1_05_AR_7120.3_Management_Recruitment_and_Selection
III.A.1_06_AR_7120.5_Employee_Transfer
III.A.1_07_AR_7120.6_Employment_Eligibility_Verification
III.A.1_08_AR_7120.8_Verification_of_Valid_Driver's_License
III.A.1_09_AR_7120.9_Employment_After_Conviction_of_Sex_or_Narcotics_Offense
III.A.1_10_Classified_Job_Description
III.A.1_11_Management_Job_Description
III.A.1_12_Cabinet_Job_Description
III.A.1_13_Faculty_and_Academic_Administrative_Opportunities_Sorted_by_Relevance_ascending
III.A.1_14_Minimum_Qualifications_Faculty_Administrators
III.A.1_15_BP_7120_Recruitment_and_Hiring
III.A.1_16_AR_7120.3_Management_Recruitment_and_Selection
III.A.1_17_AR_7120.1_Full-Time_Faculty_Recruitment_and_Selection
III.A.1_18_AR_7120.2_Classified_Employee_Recruitment_and_Selection
III.A.2_01_Teaching_Faculty_Job_Announcement_Below_Masters
III.A.2_02_Non_Teaching_Faculty_Job_Announcement
III.A.2_03_Teaching_Faculty_Job_Announcement
III.A.2_04_CCCCO_Min_Qualifications_Handbook_2018
III.A.2_05_RSCCD_Employment_Opportunities
III.A.2_06_Request_for_Evaluation_of_Applicants_who_meet_MQ_through_Equivalencies
III.A.2_07_Request_for_Specific_Equivalencies_to_MQ_for_a_Discipline
III.A.2_08_Article_10_Faculty_Service_Areas
III.A.2_09_AR_7120.1_Full-Time_Faculty_Recruitment_and_Selection
III.A.3_01_Minimum_Qualifications_Faculty_Administrators
III.A.3_02_RSCCD_Employment_Opportunities
III.A.3_03_AR_7120.3_Recruitment_Selection_Management
III.A.3_04_BP_7150_Employee_Evaluation
III.A.3_05_AR_7150.2_Management_Evaluation_Procedure
III.A.3_06_AR_7120.3_Recruitment_Selection_Management
III.A.4_01_CCCO_Minimum_Qualifications_Faculty_Administrators

III.A.4_02_BP_7120_Recruitment_Hiring
 III.A.4_03_BP_7250_Educational_Administrators
 III.A.4_04_Teaching_Caculty_Job_Announcement_Below_Masters
 III.A.4_05_Non_Teaching_Faculty_Job_Announcement
 III.A.4_06_Teaching_Faculty_Job_Announcement
 III.A.4_07_Dean_Job_Description
 III.A.4_08_Equivalency_Form_I_Blank
 III.A.4_09_Equivalency_Form_II_Blank
 III.A.4_10_AC20-
 0816_Assistant_Professor_of_Physical_Fitness_and_Wellness_Fire_Technology
 III.A.5_01_BP_7150_Employee_Evaluation
 III.A.5_02_AR_7150_Employee_Evaluation
 III.A.5_03_RSCCD_FARSCCD_Faculty_Evaluation
 III.A.5_04_CEFA_Article_6_Evaluation
 III.A.5_05_CSEA_579_Article_8_Evaluation
 III.A.5_06_CSEA_888_AppendixE_Evaluation
 III.A.5_07_AR_7150.1_Confidential_Employee_Evaluation
 III.A.5_08_AR_7150.2_Management_Evaluation
 III.A.5_09_RSCCD_FARSCCD_Faculty_Evaluation
 III.A.5_10_CEFA_Article_6_Evaluation
 III.A.5_11_CSEA_579_Article_8_Evaluation
 III.A.5_12_CSEA_888_Appendix_E_Evaluation
 III.A.5_13_AR_7150.2_Management_Evaluation
 III.A.5_14_AR_7150.1_Confidential_Employee_Evaluation
 III.A.5_15_AR_7150.2_Management_Evaluation_Procedure
 III.A.5_16_FARSCCD_Contract_Agreement
 III.A.5_17_CEFA_Contract_07_01_2018_to_06_30_2020_Evaluation_Procedures_Ex_D
 III.A.5_18_CSEA_579_Contract_July_2016_to_June_2019_Evaluation_Procedures
 III.A.5_19_CSEA_888_Contract_July_1-2018_June_30-2021_Evaluation_Timetable
 III.A.7_01_50_Percent_Law_and_FON_Updated_Proposal
 III.A.7_02_CCC_Fall_2019_Full_Time_Facility_Obligation_Compliance_and_Percentage_AD
 A
 III.A.7_03_SCC_Faculty_Hiring_Requests
 III.A.8_01_BP_7009_Staff_Development
 III.A.8_02_BP_7160_Professional_Development
 III.A.8_03_AR_7160_Professional_Development
 III.A.8_04_BP_7150_Employee_Evaluation
 III.A.8_05_AR_7150_Employee_Evaluation
 III.A.8_06_RSCCD_FARSCCD_Faculty_Evaluation
 III.A.8_07_CEFA_Article_6_Evaluation
 III.A.8_08_Article_6.5_Flexible_Calendar_FARSCCD_CBA
 III.A.8_09_Article_11.5_Flex_Obligations_CEFA_CBA
 III.A.8_10_RSCCD_FARSCCD_Faculty_Evaluationy
 III.A.8_11_CEFA_Article_6_Evaluation
 III.A.8_12_SCC_Professional_Development_Calendar_Spring_2021
 III.A.8_13_SCC_PT_Div_and_Dept_Mtgs

III.A.8_14_RSCCD_FARSCCD_Faculty_Evaluation
III.A.8_15_CEFA_Article_6_Evaluation
III.A.8_16_Instructional_Design_Center_Workshops
III.A.9_01_RSCCD_EEO_Plan_Approved_03-05-2018
III.A.9_02_CC_Minutes_03-24-2020_Reorg
III.A.9_03_BP_7120_Recruitment_Hiring
III.A.9_04_BP_7230_Classified_Employees
III.A.10_01_AR_7120.3_Recruitment_Selection_Management
III.A.10_02_AR_7150.2_Management_Evaluation
III.A.11_01_RSCCD_Board_Policies_and_Administrative_Regulations_web_page
III.A.11_02_CCLC_Membership_Invoice_2020-2021
III.A.11_03_LCW_2020_2021_Workshop_Schedule_SCCCD
III.A.11_04_LCW_2020_2021_Workshop_Schedule_SCCCD
III.A.11_05_ASCIP_Training_Program
III.A.12_01_BP_3410_Nondiscrimination
III.A.12_02_AR_3410_Nondiscrimination
III.A.12_03_BP_3420_Equal_Employment_Opportunity
III.A.12_04_AR_3420_Equal_Employment_Opportunity
III.A.12_05_BP_7100_Commitment_to_Diversity
III.A.12_06_AR_7100_Commitment_to_Diversity
III.A.12_07_BP_7160_Professional_Development
III.A.12_08_AR_7160_Professional_Development
III.A.12_09_BP_1200_District_Mission
III.A.12_10_AR_7120.1_Full-Time_Faculty_Recruitment_and_Selection
III.A.12_11_AR_7120.2_Recruitment_Selection_Classified
III.A.12_12_AR_7120.3_Management_Recruitment_and_Selection
III.A.12_13_Annual_Fall_Diversity_Report_2019
III.A.12_14_BP_1200_District_Mission
III.A.12_15_Annual_Fall_Diversity_Report_2019
III.A.12_16_BP_1200_District_Mission
III.A.13_01_BP_7001_Code_of_Ethics
III.A.13_02_BP_7002_Civility
III.A.13_03_BP_7360_Discipline_and_Dismissal_Academic_Employees
III.A.13_04_BP_7365_Discipline_and_Dismissal_Classified_Employees
III.A.13_05_AR_7365_Discipline_and_Dismissal_Classified_Employees
III.A.13_06_RSCCD_REPORT
III.A.13_07_We_Tip_Anonymous_Tips
III.A.14_01_BP_7160_Professional_Development
III.A.14_02_AR_7160_Professional_Development
III.A.14_03_AR_7160_Professional_Development
III.A.14_04_BP_1200_District_Mission
III.A.14_05_ASCIP_Training_Login
III.A.14_06_Professional_Development_Calendar_Spring_2020
III.A.14_07_SCC_Professional_Development_Committee
III.A.14_08_AR_7160_Professional_Development
III.A.14_09_SCC_CE_Professional_Development_Webpage

III.A.14_10_BP_7150_Employee_Evaluation
III.A.14_11_AR_7150_Employee_Evaluation
III.A.14_12_SCC_Distance_Education
III.A.14_13_IDC
III.A.14_14_IDC_Virtual_Tech_Bar
III.A.14_15_BP_7009_Staff_Development
III.A.14_16_BP_7160_Professional_Development
III.A.14_17_AR_7160_Professional_Development
III.A.14_18_FARSCCD_CBA_Art_7.1.5_Change_of_Classification
III.A.14_19_CSEA_579_CBA_Art_22_Professional_Growth
III.A.14_20_BP_7160_Professional_Development
III.A.14_21_Professional_Development_Committee_Webpage
III.A.14_22_SCC_Distance_Education
III.A.15_01_BP_7005_Personnel_Files
III.A.15_02_AR_7005_Personnel_Files
III.A.15_03_CEFA_Article_13_Personnel_Files
III.A.15_04_CSEA_579_Article_9_Personnel_Files
III.A.15_05_BP_7005_Personnel_Files
III.A.15_06_HR_Personnel_Record_Access_Log
III.A.15_07_HR_Medical_Record_Access_Log

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The Santiago Canyon College (SCC) Facilities and Safety Committee (FSC) meets monthly to assure that physical resources are safe, well-maintained, and reflect the quality and integrity of the learning and working environment. The FSC ensures representation of classified staff, faculty, students, safety, District, and administration personnel. (III.B.1_01, III.B.1_02)

Proper planning for buildings, maintenance, and replacement of physical resources is critical in determining whether programs and services meet the College community's requirements. The SCC Facilities Master Plan (III.B.1_03) follows the RSCCD Facilities Master Plan (III.B.1_04).

Santiago Canyon College determines the sufficiency of its classrooms, laboratories, and other facilities by using data from the space allocation report through the California Community College Space Inventory Report (III.B.1_05), Facilities Master Plan, Educational Master Plan (III.B.1_06), and Five-Year Construction Plan (III.B.1_07).

Using the capacity load ratio analysis as described in the State Facilities Planning Manual and gleaned from the Facilities Utilization Space Inventory Option Net (III.B.1_08) program, projects are evaluated to assure that adequate space is planned and that costs for the facilities are within appropriate guidelines. Project budgets are based on these guidelines as well as projections for adequate space in the appropriate categories, as supported by the State. Project analysis determines the best way to utilize state and local monies to fully fund a project.

In addition, the five-year construction plan must be submitted to the State to verify the needs of the District. The CCCCO requires that each community college district prepare a Five-Year Construction Plan (III.B.1_09) showing all projects that are planned to be constructed, both with state and local funding. This construction plan summarizes all projects, calculating the capacity load ratios for offices, labs, classrooms, Library, and AV/TV, based on growth projections. This plan also includes educational statements for the District and each of the colleges, along with statements of energy plans. The plan includes descriptions of each of the projects proposed for the campus and the District as a whole.

The Division of the State Architect (DSA) reviews construction projects under its jurisdiction for Title 24 compliance, focusing on new construction and alteration projects for community college districts. DSA's oversight for structural safety of school facilities is governed by the provisions of the Field Act contained in the California Education Code section 81130 for community colleges. The Field Act imposes important requirements on California schools that are not present in other types of construction approval processes:

- Licensed design professionals must prepare drawings and specifications for proposed construction work.

- Drawings and specifications must be verified by DSA for compliance with applicable building codes.
- The building codes utilized in the design of school buildings must contain structural provisions superior to many other types of facilities with consideration for known seismic activity in California.
- The community college district must hire a DSA-certified inspector to oversee construction. The inspector must be approved by the design professionals and DSA.
- Changes to approved drawings and specifications for DSA-regulated portions of the project shall be submitted and approved by DSA prior to commencement of work.
- At the conclusion of construction, the design professionals, the inspector, and the contractor shall file verified reports with DSA, indicating that the work has been performed in compliance with the approved plans and specifications. (III.B.1_10, III.B.1_11)

The RSCCD Safety department utilizes experienced and highly trained law enforcement professionals to ensure safety of all campus occupants. The SCC Safety division has one Lieutenant, two Sergeants, seven full-time armed officers, one part-time armed officer, three part-time officers and three student workers providing service 24 hours a day, 365 days a year. The campus utilizes full surveillance monitoring of interior and exterior spaces to assure campus wide coverage. A new state-of-the-art safety and security building was constructed in 2020 in Lot #6, which is dedicated to the SCC division of the RSCCD Safety Department (III.B.1_12) to better serve the needs of the campus students and staff. The safety department conducts monthly inspections of fire extinguishers and is undertaking a complete revision of the Districtwide fire and life safety system maintenance and monitoring (III.B.1_13) to ensure all systems are maintained properly. The Safety department conducts fire evacuation drills, “Great Shakeout” drills, and emergency operations drills. (III.B.1_14)

The College analyzes facility evaluation results from campus surveys as well as through resource requests submitted through the College’s resource request prioritization and allocation process. Evaluations are reviewed by the FSC (III.B.1_15). After the FSC completes their analysis, the committee records priority recommendations for improvement and submits the report to the College Council (CC), which reviews the priorities and forwards final recommendations to the President (III.B.1_16). During the 2018 FUSION assessment, only ten deficiencies were noted for the campus of which seven have been resolved. (III.B.1_17)

The College has a facilities webpage under Administrative Services with links displaying “Work Order Request Form,” where students, faculty, and staff can report any unsafe facilities conditions, such as spills, irrigation concerns, or campus lighting issues (III.B.1_18). The link connects directly to the Onuma workorder system (III.B.1_19) where the safety issue can be described in detail. This provides automated dispatching to the appropriate departments for resolution. The system also manages and dispatches the preventative maintenance tasks that are constantly updated based on historic patterns. (III.B.1_20)

The Facilities and Safety teams confirm that all periodic inspections by city, county, state, and federal officials are current and performed by the regulatory agencies and qualified contractors. These include annual elevator permit inspections by California Department of Industrial Relations, bi-annual fire suppression system inspections by a certified contractor, annual fire

extinguisher certification, campus wide fire sprinkler and alarm testing by a certified contractor, and annual fire/safety inspection by the Orange Fire Department. (III.B.1_21, III.B.1_22)

The Rancho Santiago Community College District (RSCCD) developed their first transition plan in 1994. The transition plan was developed to follow Title I and Title II of the Americans with Disabilities Act of 1990 (ADA) and section 504 of the Rehabilitation Act of 1973. The transition plan was developed in response to a self-evaluation, facilities physical access surveys, a program and service audit, as well as an audit of the employment practices of the RSCCD.

Beginning in 2015, the RSCCD Facilities planning department began the effort to update its original transition plan. Facility, building, and site condition assessments for all District-owned properties were surveyed to identify any physical accessibility barriers and deficiencies that need to be improved or corrected. The District's comprehensive assessment of all its facilities identified over 10,000 non-compliant items. The assessment was completed in 2016 and all non-compliant items were input into a database of deficiencies. The database is accessed through a cloud-based software platform called DACTrak and is consistently being updated by the District as non-compliant items are repaired. (III.B.1_23)

In 2018, the transition plan had a major update including self-evaluations, public outreach and forums, cost estimates, and evaluations of its programs and services. The status of completion and data from the 2018 transition plan update will be utilized as the baseline data for this report. (III.B.1_24)

Santiago Canyon College acquired a new Facilities Manager in 2017 to assist with the various challenges of SCC and offsite facilities. Beginning in 2017, the maintenance and custodial departments were reorganized and aligned with the requirements of the organization to ensure healthful learning and working environments. As members moved on or retired, replacement team members were acquired that possessed the technical skill levels needed for quality maintenance of the facility. The facilities coordinator position was moved to maintenance and operations to monitor the overall requirements of the facilities operation and provide the necessary feedback and interaction with staff, faculty, students, and the public. Additionally, in 2019, an in-house gardening division was established to assume the landscaping duties of former landscape contractor(s). (III.B.1_25)

Analysis and Evaluation

Santiago Canyon College ensures that all facilities are safe and sufficient for students, staff, and administrators. The College regularly evaluates the effectiveness of campus physical resources through its Facilities Master Plan (III.B.1_26), Educational Master Plan (III.B.1_27), and Five-Year Construction Plan process (III.B.1_28). The College also evaluates and updates campus safety through the Facilities and Safety Committee (III.B.1_29), Emergency Operations Plan (III.B.1_30), Emergency Procedures Plan (III.B.1_31) and Annual Security Report (III.B.1_32). Additionally, all personnel and students can report any potentially unsafe conditions using the Facilities webpage link, which is then routed and addressed by the appropriate campus personnel to create a secure, healthful learning and working environment.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures

effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Physical resource planning includes the needs of educational programs and services that are integrated with institutional planning. The Santiago Canyon College (SCC) Educational Master Plan served as the basis for the SCC Facilities Master Plan. The overall purpose of the SCC Facilities Master Plan is to translate each of the College's priorities for student learning and success into recommendations for facility development. College constituents were asked to provide input in the development of the Facilities Master Plan for Santiago Canyon College (III.B.2_01, III.B.2_02).

In 2020, the District's Governing Board voted to place Proposition L on the ballot, (III.B.2_03) citing the needs of the Colleges. While the bond lost by a narrow margin, the needed improvements were ratified through the District's facilities planning process which demonstrates the commitment to the process.

Several significant facilities enhancement projects have been completed since 2014:

- Prop 39 (Clean Energy Jobs Act)
 - Campus-wide LED Retrofit (interior and exterior)
 - Science Center retro-commissioning and BMS upgrades
 - U-Village replacement of HVAC equipment with new energy efficient model and integration into the District's BMS
 - Building-D air cooled chiller replacement with new energy efficient model and BMS upgrades
- Scheduled Maintenance
 - Building-D fan coil replacement with new energy efficient model and BMS upgrades
 - Building-D cooling and heating water valve replacement
 - Sitewide irrigation controller upgrades and smart system integration
- ADA
 - Building T Egress Repairs
 - Softball Bleacher Repairs
 - Concession Walkway Repairs
 - Building D Elevator Repairs
 - Lot 2 and Lot 7 Crosswalk Repairs
 - Broadmoor Trail Repairs
 - Parking Ticket Kiosk
 - Loading Zone Repairs
 - Curb Ramp Removal
 - Building D Restroom Remodel
 - Campus Entrance Improvement (III.B.2_04):

Completed projects identified as part of the Facilities Master Plan also include providing a safety office near the main entry, continuing technological advancements, upgrading the food service facility, and creating social interaction space (III.B.2_05).

Each division reviews its equipment and maintenance needs and documents these in the annual District program review. The requests are compiled and reviewed by the Facilities and Safety Committee (FSC). The FSC uses specific criteria to review all facilities requests to ensure they enhance:

1. The college mission and strategic plan
2. Health, safety, and security to support building program service needs
3. Department and work area growth
4. Continuous quality improvement for departments or work areas

After the FSC prioritizes the requests, they are presented to PIE, which reviews and endorses the Facilities Requests Priority List before forwarding to College Council (III.B.2_06) and final approval by the College President. The College also conducts an Institutional Effectiveness (IE) Survey that assesses perceptions of campus facilities and physical resource needs (III.B.2_07).

Analysis and Evaluation

Since the last accreditation site visit, Santiago Canyon College has undertaken several building projects, facilities renovations, and infrastructure upgrades that have enhanced the College's efficiency and support for its students, faculty, and staff. Through the College's program review process, facilities needs are identified and forwarded to appropriate bodies for prioritization to advance program and college missions.

3. 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.

Evidence of Meeting the Standard

The College's Facilities Manager and the District Facilities Department continually evaluate the improvement of facilities and/or equipment via work orders, building projects, scheduled maintenance projects, and other facility-related projects (III.B.3_01). Departments also submit facility resource requests through their evaluation of their classroom and environment to FSC. Then FSC reviews and ranks the requests (III.B.3_02). The Facilities Manager and the District Facilities Department report to the FSC regarding any updates, project status, or recommendations (III.B.3_03).

The Facilities Master Plan is periodically reviewed (III.B.3_04). Facilities planning is an ongoing process throughout the year, culminating in the Santiago Canyon College Five-Year Construction Plan (III.B.3_05). Maintenance plan development includes the Space Inventory Plan which considers changes to facilities occurring in the past year through capacity load ratio calculations (III.B.3_06).

The College prides itself on assuring that physical resources at all locations are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. As a result of the program review and integrated planning processes and in light of the Five-Year Construction Plan, the following new buildings, renovations, and facilities projects have been completed since 2014:

- D building renovation
- D building fan coil replacement (III.B.3_07)

Analysis and Evaluation

As evidenced by the program review and facilities request processes, Santiago Canyon College is committed to its integrated planning process that improves physical resources and fosters student learning. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the College plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

All long-range capital plans to support institutional improvements begin with the districtwide integrated planning process. The process includes the Rancho Santiago Community College District (RSCCD) 2016-2022 Strategic Plan, Facilities Master Plan, Educational Master Plan, Five-Year Construction Plan, Technology Plan, and Annual Plans (III.B.4_01, III.B.4_02, III.B.4_03, III.B.4_04, III.B.4_05). As stated in the District Strategic Plan, the College effectively uses its resources (including human, physical, technology, and financial) to achieve its mission and strategic priorities.

The College maintains a Five-Year Construction Plan (III.B.4_06), which is submitted to the State Chancellor's Office, indicating the construction of new and improved facilities to maximize available funds, assuring support of the institution's strategic goals. This plan is used to anticipate needs and develop a means to implement new facilities and modernize existing buildings to comply with all required codes. The five-year plan consists of program needs, costs, and schedules. Also included are the secondary effects of each project, involving temporary relocation of faculty and staff during construction.

Since the construction of the new campus phases and new buildings, because of financial shortfalls, the budgets have not been updated to allow for proper staffing and resources to support these facilities. Despite these shortfalls, the College has restructured the Facilities and Administrative Departments to address the budget shortfalls and have been able to maintain the needs of the facilities.

Analysis and Evaluation

Long-range capital projects are linked to institutional planning through the RSCCD strategic plan, Santiago Canyon College strategic plan, Five-Year Construction Plan, 2013 Facilities Master Plan, 2012 Educational Master Plan, and Technology Plan. When making decisions about

facilities and equipment, Santiago Canyon College considers "total cost of ownership" in order to function in a fiscally responsible manner. The College further assesses the effectiveness of long-range capital planning in advancing the College's improvement goals through the facilities planning process.

Conclusions on Standard III.B. Physical Resources

Santiago Canyon College ensures that all facilities are safe and sufficient for students, staff, and administrators. The College regularly evaluates the effectiveness of campus physical resources through its Facilities Master, Educational Master Plan, and Five-Year Construction Plan process. The College also evaluates and updates campus safety through the Facilities and Safety Committee, Emergency Operations Plan, Emergency Procedures Plan and Annual Security Report. Additionally, the College has a process by which all personnel and students can report any potentially unsafe conditions using the Facilities webpage link, which is then routed and addressed by the appropriate campus personnel to create a secure, healthful learning and working environment.

Since the last accreditation site visit, Santiago Canyon College has undertaken several building projects, facilities renovations, and infrastructure upgrades that have enhanced the College's efficiency and support for its students, faculty, and staff. Through the College's program review process, facilities needs are identified and forwarded to appropriate bodies for prioritization to advance program and college missions.

As evidenced by the program review and facilities request processes, Santiago Canyon College is committed to its integrated planning process that improves physical resources and fosters student learning. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the College plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Long-range capital projects are linked to institutional planning through the RSCCD strategic plan, Santiago Canyon College strategic plan, Five-Year Construction Plan, 2013 Facilities Master Plan, 2012 Educational Master Plan, and Technology Plan. When making decisions about facilities and equipment, Santiago Canyon College considers "total cost of ownership" in order to function in a fiscally responsible manner. The College further assesses the effectiveness of long-range capital planning in advancing the College's improvement goals through the facilities planning process.

Improvement Plan(s)

None

Evidence List

III.B.1_01_Facilities_Safety_Committee_Webpage
III.B.1_02_Facilities_Safety_Committee_Minutes
III.B.1_03_SCC_FMP_Update
III.B.1_04_RSCCD_FMP

III.B.1_05_State_Space_Inventory_Report
 III.B.1_06_SCC_2016_2022_Educational_Master_Plan
 III.B.1_07_Rancho_Santiago_CCD_5_Year_Plan_2020
 III.B.1_08_Pages_From_FUSION_Report_2019
 III.B.1_09_Rancho_Santiago_CCD_5_Year_Plan_2020
 III.B.1_10_DSA_Approval
 III.B.1_11_DSA_Certificate_of_Compliance
 III.B.1_12_SCC_Current_Capital_Projects_Webpage
 III.B.1_13_RSCCD_Current_Projects_District-Wide_Webpage
 III.B.1_14_Evacuation_Drill_Blast
 III.B.1_15_Facilities_Committee_Minutes_RR
 III.B.1_16_FS_Committee_RR_Ranking
 III.B.1_17_FUSION_Assessment
 III.B.1_18_Administrative_Services_Webpage
 III.B.1_19_Work_Order_Form
 III.B.1_20_Onuma_Work_Orders.xlsx
 III.B.1_21_Hood_Testing
 III.B.1_22_Fire_Alarm_Testing
 III.B.1_23_DACTrak_Report
 III.B.1_24_ADA_Update_Summary
 III.B.1_25_Administrative_Services_Org_Chart
 III.B.1_26_SCC_FMP_Update
 III.B.1_27_SCC_2016_2022_Educational_Master_Plan
 III.B.1_28_State_Space_Inventory_Report
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 III.B.1_30_RSCCD_Emergency_Operations_Plan
 III.B.1_31_RSCCD_Emergency_Procedures_Booklet
 III.B.1_32_RSCCD_Annual_Security_Report_2020
 III.B.2_01_SCC_2016_2022_Educational_Master_Plan
 III.B.2_02_SCC_FMP_Update
 III.B.2_03_RSCCD_Bond_Resolution_Measure_L
 III.B.2_04_SRC_Report_ADA_List
 III.B.2_05_FSC_Minutes_November_2019
 III.B.2_06_Resource_Request_Process_Flowchart
 III.B.2_07_SCC_Student_Satisfaction_Survey_2020_Pages_10_15_
 III.B.3_01_ONUMA_Preventive_Maintenance
 III.B.3_02_FS_Committee_RR_Ranking
 III.B.3_03_District_Report_FSC
 III.B.3_04_SCC_FMP_Update
 III.B.3_05_Rancho_Santiago_CCD_5_Year_Plan_2020
 III.B.3_06_State_Space_Inventory_Report
 III.B.3_07_Fan_Coil_PRC_Update
 III.B.4_01_RSCCD_Strategic_Plan
 III.B.4_02_SCC_FMP_Update
 III.B.4_03_SCC_2016_2022_Educational_Master_Plan
 III.B.4_04_RSCCD_5_Year_Plan

III.B.4_05_SCC_Technology_Master_Plan
III.B.4_06_RSCCD_5_Year_Plan

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Santiago Canyon College's technology services are appropriate and adequate to support the institution as evidenced by the ITS Organizational Chart (III.C.1_01), ITS Application Support Website (III.C.1_02), ITS Academic Support Website (III.C.1_03), ITS Infrastructure Website (III.C.1_04), the SCC Technology Committee meeting minutes (III.C.1_05), the SCC Technology Master Plan (III.C.1_06), the RSCCD Strategic Technology Plan (III.C.1_07), the Technology Advisory Group (TAG) meeting minutes (III.C.1_08), the IT Governance structure diagram (III.C.1_09) and the Technology Operational Workgroup (TOW) meeting minutes (III.C.1_10).

Santiago Canyon College's professional support is appropriate and adequate to support the institution as evidenced by the ITS Academic Support Website (III.C.1_11), the ITS Helpdesk Website (III.C.1_12), the Student Helpdesk Website (III.C.1_13), ITS Academic Support Website (III.C.1_14), the Instructional Design Center Website (III.C.1_15), the Tech Bar Website (III.C.1_16), the Distance Education Department Website (III.C.1_17), the Distance Education Workgroup meeting minutes (III.C.1_18), the Student Information Support Department organizational chart and planning portfolio (III.C.1_19), the First Year Support Center Website (III.C.1_20) and the Distance Education Committee meeting minutes (III.C.1_21).

Santiago Canyon College's facilities are appropriate and adequate to support the institution as evidenced by the Instructional Design Center Website (III.C.1_22), the computer resources available at the college library (III.C.1_23), the First Year Support Center Website (III.C.1_24), the Wide Area Network diagram (III.C.1_25) and the campus Wireless Access Point map (III.C.1_26).

The College's hardware is appropriate and adequate to support the institution as evidenced by the computer inventory (III.C.1_27), the computer refresh cost plan (III.C.1_28), the mediation refresh cost plan (III.C.1_29) and the laptop loaner program website (III.C.1_30).

Santiago Canyon College's software is appropriate and adequate to support the institution as evidenced by the Enterprise Systems links website (III.C.1_31), the list of applications supported (III.C.1_32), the list of software available at the library (III.C.1_33), the Adobe Creative Cloud offering (III.C.1_34), the student email and Microsoft Office 365 offering, (III.C.1_35) and the list of available software through the Online Education Initiative (OEI).

Analysis and Evaluation

In support of the mission statement, the College and District work collectively to serve the technological needs of the students, faculty, and staff. The District's Information Technology

Services (ITS) department (III.C.1_36) is responsible for the enterprise IT infrastructure and applications districtwide at the College and across the District. This centralized approach makes sense for administering enterprise software and developing standardization policies that affects all education sites. The sub-departments within ITS are organized to provide the appropriate resources and expertise in specialized technical areas. The ITS Technology Infrastructure and Support Services department (III.C.1_37) is responsible for the safe and reliable maintenance of the Wide Area Network (WAN) (III.C.1_38), wireless network (III.C.1_39), on-premises servers, network security, and telecommunications. The ITS Applications System Services department (III.C.1_40) administers all systems while providing application development services and custom reporting solutions for the College and District. At the college level, ITS has staffed many skilled technology specialists in the SCC Academic Computing and End-User Support Services department (III.C.1_41) for on-campus end-user support and PC maintenance (III.C.1_42).

Guiding the collective effort of providing IT services is the collegial governance framework (III.C.1_43) which contributes to the planning cycle that prioritizes initiatives for maintenance and improvement of the campus IT resources. The SCC Technology Committee (TEC) (III.C.1_44) is responsible for producing SCC's Technology Master Plan (TMP) (III.C.1_45), which lays out College-level initiatives with respect to student learning, faculty teaching, and support services technologies. The SCC TMP aligns with the RSCCD Strategic Technology Plan (STP) (III.C.1_46) under the umbrella of the RSCCD goals, strategic themes (Student Experience, Data-Driven Decision Making, Security, Standardization, and Support) and Districtwide technology initiatives providing ITS support, enterprise software, and network/server hardware. The STP is developed by ITS with consultation of the cross-campus collegial governance committee and the Technical Advisory Group (TAG) (III.C.1_47). District-wide membership ensures that college credit and noncredit voices are heard when creating the STP and District-wide initiatives. At an operational level, the Technology Operations Workgroup (TOW) (III.C.1_48) was created to assist ITS in scoring/prioritizing application development projects, aligning with State initiatives (i.e., Multiple Measures, Online Education Initiative, etc.) and projecting future needs.

On-campus, hardware and software support for faculty and staff always begins with submitting a service ticket request to the ITS Help Desk (III.C.1_49) via email. The ticket is logged into the Web Help Desk system and assigned to the appropriate ITS resource most capable of resolving the task. Often, a technical support specialist from the SCC Academic Computing and End-User Support Services department (III.C.1_50), the user support extension of District ITS, is assigned the ticket for research and resolution. This includes network troubleshooting, hardware setup/replacement, and software installation.

For students needing technological assistance, the Student Help Desk (III.C.1_51) provides basic end-user support via phone, email, or chat. Student workers are hired and trained to help students with registration, college email, Microsoft Office (III.C.1_25), Canvas, or Adobe Creative Suite (III.C.1_52) issues. Complex issues can be forwarded to Admissions and Records (A&R) or the ITS Help Desk for resolution. On campus, the Student Help Desk also provides campus directions and general information to students.

Computer resources for students are also available at the Lorenzo A. Ramirez Library with PCs and Macs available for student use. The Library's Student Innovation Zone (SIZ) (III.C.1_53) provides a unique computing environment of high-end multimedia software and hardware to foster student digital creativity (III.C.1_54). The Library also houses the Laptop Loaner program (III.C.1_55) which allows enrolled students to borrow a Webcam-enabled laptop to support their learning endeavors.

The First Year Support Center (FYSC) (III.C.1_56) is a physical room staffed with a coordinator, student mentors, and learning assistants working collectively to assist students in their transition to a college environment. The FYSC houses a computer lab that provides tutoring services, registration assistance, free printing, degree audits, and education plan support. Student Success workshops and counselors are also available to help guide students through the financial aid process, career planning, and improving studying techniques.

Santiago Canyon College has invested in the growth and development of its faculty by creating the Instructional Design Center (IDC) (III.C.1_57). The mission of the IDC is to support faculty and staff in the creative process by offering assistance in course design and development to ensure engaging, innovative, and accessible learning experiences for students. The IDC Tech Bar (III.C.1_58) also hosts workshops and events and provides one-on-one support in a variety of instructional areas.

The Distance Education department (III.C.1_59) is responsible for providing training, certification, and technical assistance in the use of the Canvas Learning Management System (LMS). The DE Coordinator chairs the Distance Education committee (DEC) (III.C.1_60) that serves as an advisory group for the DE initiatives and online curriculum and promotes Online Education Initiatives (OEI) learning technologies (III.C.1_61). The DE Coordinator also certifies instructors for teaching online with a focus on accessibility training, substantive contact, and teaching delivery methods. The DE Coordinator also participates in the DE Workgroup (III.C.1_62), a districtwide committee that coordinates Canvas upgrades and deployment of online learning technologies with ITS.

District ITS also hosts or manages many of the College's operational systems (III.C.1_63). This includes Ellucian Colleague, Canvas, eLumen curriculum and assessment system, and Astra Schedule. Some systems are unique to certain education centers. ITS can manage and serve these systems remotely to unique locations (III.C.1_64). Where possible, Single Sign-on (SSO) authentication is implemented to facilitate account management. On campus, the implementation and administration of many of these systems fall within the purview of the Student Information Support department (III.C.1_65) which provides project management, troubleshooting, and training services. Students are also provided access to many cloud software applications. These include Microsoft email, Microsoft Office (III.C.1_66), Colleague Education Plans, Colleague Degree Audit, and the Adobe Creative Cloud (III.C.1_67).

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Santiago Canyon College continuously plans for technology infrastructure as demonstrated by the Technology Master Plan (III.C.2_01), the Technology Committee meeting minutes (III.C.2_02), the College Planning Calendar (III.C.2_03), the Department Planning Portfolio (III.C.2_04), the Planning and Institutional Effectiveness committee meeting agenda (III.C.2_05), the RSCCD Strategic Technology Plan (III.C.2_06), the Technology Advisory Group (TAG) committee meeting minutes (III.C.2_07), the Educational Master Plan (III.C.2_08), the District Services Satisfaction Survey (III.C.2_09), the Institutional Planning Framework (III.C.2_10), the District Research, Planning and Institutional Effectiveness website (III.C.2_11) and the Planning and Organizational Effectiveness committee meeting minutes (III.C.2_12).

Santiago Canyon College continuously updates and refreshes its technology infrastructure as demonstrated by its Resource Request Process Flowchart (III.C.2_13), the Resource Request form (III.C.2_14), the Technology Committee meeting minutes (IIC2_04), the Planning and Institutional Effectiveness committee meeting (III.C.2_15), the funded technology resource allocations list (III.C.2_16), the computer refresh cost plan (III.C.2_17), the Mediation refresh cost plan (IIC2_06).

Analysis and Evaluation

The annual planning cycle at the College begins with the Annual Planning Calendar (III.C.2_18) which lays out the timeline and important milestones for planning at SCC. Initially, every department updates its Annual Plan (III.C.2_19) based on the previous year's findings and program review. Part of this process is identifying the department's future technology needs and developing a plan on how to acquire the necessary resources. This allows for a division-level assessment of available resources that can be reallocated.

The Santiago Canyon College resource allocation process (III.C.2_20) outlined in the SCC Educational Master Plan (III.C.2_21) is the primary funding allocation mechanism for procuring and updating technology equipment. Technology resource requests are submitted annually to the Technology Committee (TEC) (III.C.2_22) for consideration using the resource request form (III.C.2_23). This information is gathered from the department chairs and forwarded to the TEC by the division deans. These are sent by the Deans, based on the needs identified in their division's Annual Plans. The TEC is responsible for assessing and ranking these requests for the College using a scoring rubric. The prioritized requests are then sent to the Vice President of Academic Affairs and the Vice President of Administrative Services for ranking before being forwarded to the Planning and Institutional Effectiveness (PIE) committee (III.C.2_24) for reprioritization of all resource requests (facility, safety, and technology). This begins Phase 2 of the resource allocation process (III.C.2_25) where the requests are vetted through a series of collegial governance committees for final ranking and funding. Approximately three-quarters of a million dollars have been spent on technology requests in the past five years (III.C.2_26).

At the same time, the TEC (III.C.2_27) updates the SCC Technology Master Plan (TMP) (III.C.2_28) with new initiatives for the year in the areas of Support, Student Experience, Security, Standardization and Data-Driven Decision Making. The initiatives are also shared with the RSCCD Technology Advisory Group (TAG) (III.C.2_29) which coordinates districtwide initiatives for all colleges and education centers. These planning initiatives are also documented in the RSCCD Strategic Technology Plan (STP) (III.C.2_30) and shared with the RSCCD Planning and Organizational Effectiveness (POE) Committee (III.C.2_31) for review and funding consideration.

To assess the effectiveness of technology planning and services, the District Research, Planning & Institutional Effectiveness department (III.C.2_32) conducts an annual districtwide survey to gather feedback on the quality of District services and facilities. The District Services Satisfaction Survey (III.C.2_33) summarizes the responses in the technical areas of Application Support Services, ITS Help Desk, ITS Academic and End User Support Services, Technology Infrastructure and Support Services, and Web Development. These responses help managers assess the performance of their departments and decide where improvements can be made. They also help mold many technical initiatives that will be planned and documented in the STP (III.C.2_34).

Permanent components of the College TMP (III.C.2_35) are the Computer Replacement and the Mediated Room Refresh Costs. The Computer Replacement Plan (III.C.2_36) is based on a five-year refreshment cycle to align with the standard five-year warranty purchased on all machines. As a result, once a computer is out of warranty, it should come up for replacement. This ensures the PC inventory is up to date with the ever-changing hardware standards.

The Mediated Room Refresh Costs (III.C.2_37) are based on an eight-year replacement cycle. Projectors tend to last longer than PCs and can endure a longer life cycle. Regardless, a projector with old bulbs can affect the quality of classroom instruction if colors are not displayed correctly or if the image quality is poor. The connection ports can also be an issue as newer PCs and laptops can support more modern connections (i.e., HDMI, WiFi connect), but older projectors only support cable connections. A modern upgrade for most mediated rooms is the need to install an intelligent controller, also known as brains, to control the various projectors, speakers, and Audio/Video (AV) systems from a central hub.

Santiago Canyon College's resource allocation process (III.C.2_38) within the six-year institutional planning framework (III.C.2_39) provides the method to plan, update, and replace technology to ensure the College's technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

In accordance with BP 6521 (III.C.3_01), Santiago Canyon College assures that the following are implemented and maintained to assure reliable access, safety and security: the technology

resource chart (III.C.3_02), the SCC Academic Computing and End-User Support Services department website (III.C.3_03), the ITS Infrastructure website (III.C.3_04), the cybersecurity consulting agreement (III.C.3_05), the security risk assessment report (III.C.3_06), the technician support ratio (III.C.3_07), the Wide Area Network diagram (III.C.3_08), the Wireless Access Points campus map (III.C.3_09), the list of applications supported (III.C.3_10), the security cameras campus map (III.C.3_11), the ITS staff workload report (III.C.3_12), the email and remote portal sites (III.C.3_13), the remote access links (III.C.3_14), and the list of ITS tickets completed (III.C.3_15). The implementation and maintenance of technology at Santiago Canyon College and across the District is the responsibility of District Information Technology Services (ITS) (III.C.3_16). This centralized approach makes sense for administering enterprise software and developing standardization policies that affect all education sites (III.C.3_17). At the college level, District ITS staffed many skilled technology specialists in the SCC Academic Computing and End-User Support Services department (III.C.3_18) for on-campus end-user support and personal computers (PC) maintenance. The ITS Technology Infrastructure and Support Services department (III.C.3_19) handles the safe and reliable maintenance of the Wide Area Network (WAN) (III.C.3_20) among all education centers, wireless access (III.C.3_21), college video surveillance (III.C.3_22), and network security (III.C.3_23). The 2019/2020 ITS workload consisted of 566 major projects, and 48 ITS College and District personnel closed 14,054 service tickets (III.C.3_24).

The SCC Academic Computing department (III.C.3_25) consists of a Director and five Technical Specialists who are tasked with resolving end-user computer (III.C.3_26) and software issues at the College and the Orange Education Center (OEC) noncredit site (III.C.3_27). Duties also include computer replacements (III.C.3_28), network maintenance, audio/video equipment upgrades (III.C.3_29), and Wi-Fi improvements. The current Technician Support Ratio of 528 machines to 1 technician has been challenging and efforts are in place to reduce this ratio to 200:1 (III.C.3_30). College staff can send an email to the helpdesk to start a service request (III.C.3_31). Helpdesk staff will assess the request and resolve it, if possible. If local intervention is needed, the service request is routed to an on-campus Technical Specialist for resolution. At SCC alone, there were 2,177 service tickets submitted by staff and resolved by ITS in 2019/2020 (III.C.3_32).

ITS Services has recently focused more on supporting staff with safe and reliable access to software while working remotely at home or at the many education centers. ITS supports many systems and stand-alone software applications at the College and its education centers (III.C.3_33). A staff member must connect to the District WAN (III.C.3_34) or Wi-Fi (III.C.3_35) to access these applications. Access to email and some applications from home are available via the Remote Portal (III.C.3_36) and Remote Access links (III.C.3_37) that provide a secure connection to the District network using authorized credentials. Remote Terminal access (III.C.3_38) is also available for staff to access their office PC files and software using a secure Virtual Private Network (VPN) connection.

An increasing component of ITS support is the vigilant monitoring for network intrusions and email ransomware aimed at damaging property, locking the network, or thieving confidential information. District ITS accomplishes this task using hardware, software, policy, third-party

security audits, training, and the creation of an Information Security Specialist (ISS) position (III.C.3_39).

The District adopted Administrative Regulation (AR) 3730.1 Information Security – Logging and Monitoring (III.C.3_40) as guiding policy for detecting security vulnerabilities. The AR outlines the logging requirements for the types of security events to maintain records of system activity. The ISS manages the hardware and software that detect security breaches and mitigates the District’s exposure. The ISS has also supplied cybersecurity awareness training (III.C.3_41) in the form of videos, email campaigns, and flyers for identifying email phishing schemes by College staff. The ISS also sends phishing emails to staff to regularly test their security awareness and identify individuals who may need additional training. These are ongoing measures that ensure staff is vigilant in keeping up-to-date and identifying any trending scams.

District ITS also makes use of third-party security consultants (III.C.3_42) to aid in developing a robust Cybersecurity Program. These consultants provide specialized domain knowledge in compliance, threat assessment, risk identification, and cybersecurity best practices. An often-used tool for assessing the maturity of IT security is security assessments and vulnerability scans (III.C.3_43) on District servers and workstations. These scans serve to find hardware with operating system security liabilities, out-of-date software, and potential web site threat exposure (III.C.3_44) (III.C.3_45).

Analysis and Evaluation

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Santiago Canyon College provides appropriate instruction for faculty, staff, students, and administrators in the use of technology as evidenced by the Instructional Design Center website (III.C.4_01), the Tech Bar website (III.C.4_02), the Distance Education Department website (III.C.4_03), the Canvas training content (III.C.4_04), the online teaching certification (III.C.4_05), the Professional Development Committee meeting minutes (III.C.4_06), the Professional Development week training schedule (III.C.4_07), the ITS Training Resources site (III.C.4_08), the cybersecurity website (III.C.4_09), online training resources (III.C.4_10) and accessibility training (III.C.4_11).

Santiago Canyon College provides appropriate support for faculty, staff, students, and administrators, in the use of technology as evidenced by the ITS Helpdesk website (III.C.4_12), the Student Helpdesk site (III.C.4_13), the SCC Academic Computing department (III.C.4_14), the Student Information Support Department organizational chart and planning portfolio (III.C.4_15), the Distance Education Department website (III.C.4_16) and The First Year Support Center (FYSC) (III.C.4_17).

Analysis and Evaluation

Santiago Canyon College and the District work jointly to support the technology training needs of college staff through the establishment of student and staff help desks, dedicated training centers, professional development activities, and online training web sites. These resources cover the spectrum of training and support issues that may surface at the College.

The primary mechanism for technology support for faculty and staff is submitting a service ticket request to the ITS Help Desk (III.C.4_18) via email or phone. The ticket is logged into the Web Help Desk system and assigned to the appropriate ITS resource most capable of resolving the task. Often, a technical support specialist from the SCC Academic Computing and End-User Support department (III.C.4_19), the user support extension of District ITS, is assigned the ticket for research and resolution. This process includes network troubleshooting, hardware setup/replacement and software installation. The SCC Student Information Support (SIS) department provides project management, troubleshooting, and training services. The SIS department is also capable of ad hoc database querying and enrollment reporting services for the College's operational improvement. (III.C.4_20)

For students, the creation of a Student Help Desk (III.C.4_21) provides them with a first-level of technical support. This includes account information, resetting passwords, registration instruction, setting up college email, accessing Microsoft Office, Canvas, or the Adobe Creative Cloud. Providing software to our students as a cloud service has been a great achievement that has been enhanced by a capable Student Help Desk with a motto of "Students Helping Students." The Student Help Desk is available via phone, email, or live chat.

The Instructional Design Center (IDC) (III.C.4_22) is a physical space in the library building dedicated to support faculty in course design and development to ensure engaging, innovative, and accessible learning experiences for students. The IDC plays a vital component in prototyping learning tools or teaching methodologies that may lend themselves to online learning or enhancing the classroom experience. The Tech Bar (III.C.4_23), within the IDC, also hosts workshops and events, and provides one-on-one support in a variety of instructional areas and software.

Santiago Canyon College established a Distance Education (DE) department (III.C.4_24) that works with faculty on creating and maintaining their online courses via (III.C.4_25) the Canvas Learning Management System (LMS). The department is staffed with a DE Coordinator and DE Services Specialist who administer Canvas and assist faculty with technical issues, provide Canvas training videos (III.C.4_26), create accessible media (III.C.4_27) and share techniques for ensuring significant student contact. The staff also teach the Canvas Orientation class for students, which introduces them to online learning and setting expectations with workload and online collaboration. The DE department has been instrumental in propelling the College to online and remote learning without sacrificing the quality of instruction.

The First Year Support Center (FYSC) (III.C.4_28) is a physical room staffed with a coordinator, student mentors, and learning assistants working collectively to assist students in their transition to a college environment. The FYSC houses a computer lab that provides tutoring services, registration assistance, free printing, degree audits, and education plan

support. Student Success workshops and counselors are also available to help guide students through the Financial Aid process, career planning, or improving study techniques.

The Professional Development Committee (III.C.4_29) was created to advocate, recommend, and plan professional development activities for faculty and staff at the College. A major event for the collegial governance committee is the biannual Professional Development Week (III.C.4_30) at the beginning of every primary semester. This week-long event is full of workshops covering topics such as techniques for engaging students, Canvas Gradebook, eLumen curriculum setup, ePortfolios and more.

District ITS provides many training manuals (III.C.4_31) on their web site covering topics such as phone training, password reset instructions, Colleague usage, and email setup. The training documentation is an extension of the Help Desk as they are best suited to identify the reoccurring problems experienced by staff. Recently an emphasis has been placed on Cybersecurity Training (III.C.4_32) to help staff identify threats to the District network. This is reinforced by emails with updated phishing identification techniques in order to always maintain vigilance.

The web site, LinkedIn Learning (III.C.4_33) is another resource for College faculty and staff to learn at their own pace on various technical topics such as Adobe Creative Suite, Microsoft Office software, and multimedia creation. These courses allow faculty and staff to keep up to date with their technical skills and emerging technologies.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Santiago Canyon College has policies in place that guide the appropriate use of technology in the teaching and learning process as shown on the College's policies and procedures page (III.C.5_01), Board Policy 3411 (III.C.5_02), Board Policy 3720 (III.C.5_03), Board Policy 3730 (III.C.5_04), Board Policy 6506 (III.C.5_05), Board Policy 6507 (III.C.5_06), Board Policy 3310 (III.C.5_07), Board Policy 6503 (III.C.5_08), and Board Policy 6521 (III.C.5_09).

Santiago Canyon College has procedures in place that guide the appropriate use of technology in the teaching and learning process as evidenced by the Faculty Handbook (III.C.5_10), the Online Teaching Certification (III.C.5_11), the Distance Education Faculty Handbook (III.C.5_12), Administrative Regulation 3411 (III.C.5_13), Administrative Regulation 3720 (III.C.5_14), Administrative Regulation 3730.1 (III.C.5_15), Administrative Regulation 4105 (III.C.5_16), Administrative Regulation 6507 (III.C.5_17), Administrative Regulation 3310 (III.C.5_18), Administrative Regulation 3412 (III.C.5_19) and Administrative Regulation 6503 (III.C.5_20).

Analysis and Evaluation

Through the districtwide collegial governance framework, the College has participated in advocating for many of the Board approved policies and procedures that have been put in place. These policies cover various aspects of information security and computer use at the

College. In addition, the College has its own mechanisms in place for ensuring the appropriate use of technology in the teaching and learning processes.

The District has adopted Board Policies (BP) and Administrative Regulations (AR) aimed at setting use guidelines for IT hardware, software, and data. These policies all work in unison to provide an umbrella of regulations that set boundaries on appropriate use of College resources. Of note is BP 3720 Computer and Network Use (III.C.5_21) which governs the appropriate use of computer equipment and the internet. Resources must be used in an appropriate and lawful manner and be in support of academic learning and research. AR 3720 Information Resource Use (III.C.5_22) defines the appropriate use of these resources, responsibilities of users, and consequences for possible violations. The District also adopted Administrative Regulation (AR) 3730.1 Information Security – Logging and Monitoring (IIC5_08) as guiding policy for detecting security vulnerabilities. The AR outlines the logging requirements for the types of security events to maintain.

RSCCD IT-Related Board Policies (BP) and Administrative Regulations (AR)

TITLE	BP	AR
Records Retention and Destruction	(III.C.5_23)	(III.C.5_24)
Accessibility of Electronic and Information Technology	(III.C.5_25)	(III.C.5_26)
Contracts-Accessibility of Information Technology		(IIC5_18)
Computer and Network Use	(III.C.5_27)	(III.C.5_28)
Information Security - Logging and Monitoring	(III.C.5_29)	(III.C.5_30)
Distance Education (DE)		(III.C.5_31)
Inventory Control	(III.C.5_32)	(III.C.5_33)
District Property, Security, Privacy and Searches	(III.C.5_34)	
Information Technology Services - Copyright of Software	(III.C.5_35)	(III.C.5_36)
Disaster Recovery	(III.C.5_37)	

To assist faculty in understanding academic policies, the SCC Faculty Handbook (III.C.5_38) was created as a quick-reference guide. The SCC Faculty Handbook is an online knowledge base that summarizes the pertinent Admissions and Records (A&R) procedures and campus information for full-time and adjunct instructors. This includes Family Education Rights and Privacy Act (FERPA) guidelines, census attendance, how to add/drop a student, and instructions for submitting grades in WebAdvisor. These procedures are reinforced in the bi-annual division meetings that the Associate Dean of A&R attends. The policies and procedures are also readily available to students and staff on the SCC Web site (III.C.5_39).

AR 4105 Distance Education (DE) (III.C.5_40) sets the guidelines for the delivery of instruction, separated by distance, using technology. Instruction must include regular and effective contact, accessible course materials, and student identity procedures. This policy is realized through the Online Teaching Certification program (III.C.5_41) that is mandatory for any instructor wishing

to teach a DE-approved course online. The DE department conducts this 120-hour certification program that introduces the instructor to the Canvas LMS, instructional design, creating accessible documents and media, and methods for soliciting Regular & Substantive Interactions (RSI) from the students. This program ensures that our online courses have the same rigor and quality of instruction that the on-site equivalent course contains. Online certified faculty are also given the DE Faculty Handbook (III.C.5 42) as a reference document that provides best practices, checklists, and guidelines for regular effective contact.

Conclusions on Standard III.C. Technology Resources

Rancho Santiago Community College District (RSCCD) and Santiago Canyon College (SCC) technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the College's management and operational functions, academic programs, teaching and learning, and support services.

RSCCD and SCC continuously plan for, update, and replace technology to ensure its technological infrastructure, quality and capacity are adequate to support the College mission, operations, programs, and services.

RSCCD and SCC assure that technology resources at all locations are implemented and maintained to assure reliable access, safety, and security.

RSCCD and SCC provide appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

RSCCD and SCC have policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Improvement Plan(s)

None

Evidence List

III.C.1_01_ITS_Org_Chart
III.C.1_02_ITS_App_Support
III.C.1_03_Academic_Support
III.C.1_04_ITS_Infrastructure
III.C.1_05_TEC_Minutes_02-20-2020
III.C.1_06_SCC_TMP
III.C.1_07_RSCCD_STP
III.C.1_08_TAG_Minutes_04-04-2019
III.C.1_09_IT_Governance
III.C.1_10_TOW_Minutes_07-16-2020
III.C.1_11_Academic_Support
III.C.1_12_ITS_Help_Desk

III.C.1_13_Student_Help_Desk
III.C.1_14_Academic_Support
III.C.1_15_IDC
III.C.1_16_Tech_Bar
III.C.1_17_DE_Dept
III.C.1_18_DE_Work_Grp_Agenda_01-06-2020
III.C.1_19_SIS_Dept
III.C.1_20_FYSC
III.C.1_21_DEC_Minutes_05-11-2020
III.C.1_22_RSCCD_STP
III.C.1_23_Library_SIZ
III.C.1_24_FYSC
III.C.1_25_WAN
III.C.1_26_WAP
III.C.1_27_Computer_Inventory
III.C.1_28_Computer_Costs
III.C.1_29_Mediated_Costs
III.C.1_30_Laptop_Loaner
III.C.1_31_Enterprise_Systems
III.C.1_32_Applications_Supported
III.C.1_33_Library_Software
III.C.1_34_Adobe_Suite
III.C.1_35_MS_Office
III.C.1_36_ITS_Org_Chart
III.C.1_37_ITS_Infrastructure
III.C.1_38_WAN
III.C.1_39_DE_Dept
III.C.1_40_Computer_Costs
III.C.1_41_Academic_Support
III.C.1_42_Computer_Inventory
III.C.1_43_IT_Governance
III.C.1_44_TEC_Minutes_02-20-2020
III.C.1_45_SCC_TMP
III.C.1_46_RSCCD_STP
III.C.1_47_TAG_Minutes_04-04-2019
III.C.1_48_TOW_Minutes_07-16-2020
III.C.1_49_ITS_Help_Desk
III.C.1_50_Academic_Support
III.C.1_51_Student_Help_Desk
III.C.1_52_Adobe_Suite
III.C.1_53_Library_SIZ
III.C.1_54_Library_Softwarey
III.C.1_55_Laptop_Loaner
III.C.1_56_FYSC
III.C.1_57_IDC
III.C.1_58_Tech_Bar

III.C.1_59_DE_Dept
III.C.1_60_DEC_Minutes_05-11-2020
III.C.1_61_OEI_software
III.C.1_62_DE_Work_Grp_Ag_01-06-2020
III.C.1_63_Enterprise_Systems
III.C.1_64_Applications_Supported
III.C.1_65_SIS_dept
III.C.1_66_MS_Office
III.C.1_67_Adobe_Suite
III.C.2_01_2017-2020_SCC_TMP
III.C.2_02_TEC_Minutes_02-20-2020
III.C.2_03_2019-2020_Planning_Calendar
III.C.2_04_DPP
III.C.2_05_PIE_Minutes_04-03-2019
III.C.2_06_17-20_RSCCD_STP
III.C.2_07_TAG_Minutes_04-04-2019
III.C.2_08_2016-2022_EMP
III.C.2_09_Satisfaction_Survey
III.C.2_10_Planning_Framework
III.C.2_11_District_Research
III.C.2_12_POE_Minutes_02-26-2020
III.C.2_13_Resource_Request_Flowchart
III.C.2_14_Resource_Req_Form
III.C.2_15_PIE_Minutes_04-03-2019
III.C.2_16_Funded_Resource_Reqs
III.C.2_17_Computer_Refresh_Costs
III.C.2_18_19-20_Planning_Calendar
III.C.2_19_DPP
III.C.2_20_Resource_Request_Flowchart
III.C.2_21_2016-2022_EMP
III.C.2_22_TEC_Minutes_02-20-2020
III.C.2_23_Resource_Req_Form
III.C.2_24_PIE_Minutes_04-03-2019
III.C.2_25_Resource_Request_Flowchart
III.C.2_26_Funded_Resource_Reqs
III.C.2_27_TEC_Minutes_02-20-2020
III.C.2_28_2017-2020_SCC_TMP
III.C.2_29_TAG_Minutes_04-04-2019
III.C.2_30_17-20_RSCCD_STP
III.C.2_31_POE_Minutes_02-26-2020
III.C.2_32_District_Research
III.C.2_33_Satisfaction_Survey
III.C.2_34_17-20_RSCCD_STP
III.C.2_35_2017-2020_SCC_TMP
III.C.2_36_Computer_Refresh_Costs
III.C.2_37_Mediated_Room_Costs

III.C.2_38_Resource_Request_Flowchart
III.C.2_39_Planning_Framework
III.C.3_01_BP_6521_Disaster_Recovery
III.C.3_02_ITS_Org_Chart
III.C.3_03_SCC_Academic_Support
III.C.3_04_Tech_Infrastructure_Dept
III.C.3_05_Security_Consultants
III.C.3_06_Security_Assessment
III.C.3_07_Tech_Support_Ratio
III.C.3_08_WAN
III.C.3_09_WAP
III.C.3_10_Applications_Supported
III.C.3_11_Security_Cameras
III.C.3_12_ITS_Workload
III.C.3_13_Remote_Portal
III.C.3_14_Remote_Links
III.C.3_15_Service_Tickets
III.C.3_16_ITS_Org_Chart
III.C.3_17_ITS_Annual_Report
III.C.3_18_SCC_Academic_Support
III.C.3_19_Tech_Infrastructure_Dept
III.C.3_20_WAN
III.C.3_21_WAP
III.C.3_22_Security_Cameras
III.C.3_23_Cyber_Security
III.C.3_24_ITS_Workload
III.C.3_25_SCC_Academic_Support
III.C.3_26_Computer_Inventory
III.C.3_27_ITS_Org_Chart
III.C.3_28_Computer_Refresh_Costs
III.C.3_29_Mediated_Costs
III.C.3_30_Tech_Support_Ratio
III.C.3_31_ITS_Help_Desk
III.C.3_32_Service_Tickets
III.C.3_33_Applications_Supported
III.C.3_34_WAN
III.C.3_35_WAP
III.C.3_36_Remote_Portal
III.C.3_37_Remote_Links
III.C.3_38_Terminal_Setup
III.C.3_39_ITS_Org_Chart
III.C.3_40_AR_3730.1_Information_Security
III.C.3_41_Cyber_Security
III.C.3_42_Security_Consultants
III.C.3_43_Security_Assessment
III.C.3_44_Computer_Refresh_Costs

III.C.3_45_Cyber_Security
III.C.4_01_IDC
III.C.4_02_Tech_Bar
III.C.4_03_DE_Dept
III.C.4_04_Canvas_Training
III.C.4_05_Online_Teaching_Cert
III.C.4_06_Prof_Dev_Committee_Minutes
III.C.4_07_Fall_2020_Flex_Week
III.C.4_08_Training_Resources
III.C.4_09_Cyber_Security
III.C.4_10_Lynda_.com
III.C.4_11_ADA_Training
III.C.4_12_ITS_Help_Desk
III.C.4_13_Student_Help_Desk
III.C.4_14_SCC_Academic_Support
III.C.4_15_SIS_Dept
III.C.4_16_DE_Dept
III.C.4_17_FYSC
III.C.4_18_ITS_Help_Desk
III.C.4_19_SCC_Academic_Support
III.C.4_20_SIS_Dept
III.C.4_21_Student_Help_Desk
III.C.4_22_IDC
III.C.4_23_Tech_Bar
III.C.4_24_DE_Dept
III.C.4_25_Online_Teaching_Cert
III.C.4_26_Canvas_Training
III.C.4_27_ADA_Training
III.C.4_28_FYSC
III.C.4_29_Prof_Dev_Committee_Minutes
III.C.4_30_Fall_2020_Flex_Week
III.C.4_31_Training_Resources
III.C.4_32_Cyber_Security
III.C.4_33_Lynda_.com
III.C.5_01_Policies_Procedures
III.C.5_02_BP_3411_Accessibility_of_Electronic_Information_Technology
III.C.5_03_BP_3720_Information_Resource_Use
III.C.5_04_BP_3730_Information_Security_Standards
III.C.5_05_BP_6506_Dsitrcit_Property_Security_Privacy
III.C.5_06_BP_6507_Information_technology_Servies_Copyright
III.C.5_07_BP_3310_Records_Retention
III.C.5_08_BP_6503_Inventory_Control
III.C.5_09_BP_6521_Disaster_Recovery
III.C.5_10_Faculty_Handbook
III.C.5_11_Online_Teaching_Cert
III.C.5_12_DE_Faculty_Handbook

III.C.5_13_AR_3411_Accessibility_of_Electronic_Information_Technology
III.C.5_14_AR_3720_Computer_Network_Use
III.C.5_15_AR_3730.1_Information_Security
III.C.5_16_AR_4105_Disctance_Education
III.C.5_17_AR_6507_Information_Technology_Services_Copyright
III.C.5_18_AR_3310_Records_Retention
III.C.5_19_AR_3412_Accessibility_of_Informaiton_Technology
III.C.5_20_AR_6503_Inventory_Control
III.C.5_21_BP_3720_Information_Resource_Use
III.C.5_22_AR_3720_Computer_Network_Use
III.C.5_23_BP_3310_Records_Retention
III.C.5_24_AR_3310_Records_Retention
III.C.5_25_BP_3411_Accessibility_of_Electronic_Information_Technology
III.C.5_26_BP_6506_Dsitrcit_Property_Security_Privacy
III.C.5_27_AR_3412_Accessibility_of_Informaiton_Technolog
III.C.5_28_BP_3720_Information_Resource_Use
III.C.5_29_AR_3720_Computer_Network_Use
III.C.5_30_BP_3730_Information_Security_Standards
III.C.5_31_AR_3730.1_Information_Security
III.C.5_32_AR_4105_Disctance_Education
III.C.5_33_BP_6503_Inventory_Contro
III.C.5_34_AR_6503_Inventory_Control.
III.C.5_35_BP_6506_Dsitrcit_Property_Security_Privacy
III.C.5_36_BP_6507_Information_technology_Servies_Copyright
III.C.5_37_AR_6507_Information_Technology_Services_Copyright.
III.C.5_38_BP_6521_Disaster_Recovery
III.C.5_39_Faculty_Handbook
III.C.5_40_Policies_Procedures
III.C.5_41_AR_4105_Disctance_Education
III.C.5_42_Online_Teaching_Cert
III.C.5_43_DE_Faculty_Handbook

D. Financial Resources

Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

RSCCD Budget Allocation Model

The Rancho Santiago Community College District (RSCCD) uses a Budget Allocation Model (BAM) based on Senate Bill (SB) 361 (III.D.1_01). After funds for District operation and services are removed, funds are allocated to the two colleges (Santa Ana College and Santiago Canyon College) based upon Full-Time Equivalent Students (FTES) projections. The BAM allocates approximately 70 percent of these funds to Santa Ana College (SAC) and 30 percent to Santiago Canyon College (SCC).

Beginning FY 2019-20, funds were allocated via the new Student-Centered Funding Formula (SCFF). The SCFF allocates 70 percent of funds based on FTES, 20 percent based on supplemental allocation, and 10 percent based on student success metric achievement. (III.D.1_02)

College Budget Process

Santiago Canyon College's (SCC) Mission and Goals serve as the basis for financial planning (III.D.1_03, III.D.1_04). The Santiago Canyon College Educational Master Plan (EMP) 2016-2022 guides the College in its future institution and program development. (III.D.1_05, III.D.1_06) The mission and goals guide planning and budgeting at the College. All resource requests are justified by adhering to the College mission and addressing one or more goal.

Planning begins at the department level. Each department updates its Annual Plan (formerly Department Planning Portfolio or DPP), identifying instructional and non-instructional needs while following SCC's Mission and Goals. The College's Program Review process allows each unit to identify program and area needs. College divisions, departments, and programs submit resource requests to be ranked by SCC's Planning and Institutional Effectiveness Committee (PIE). The PIE Committee evaluates and ranks resource requests reflecting SCC's Mission and Goals. (III.D.1_07) Through this ranking process, resource requests are submitted to the Budget Committee for a determination of what funds are available and how they can be disbursed to accommodate as many resources as possible. Once an analysis of funding is completed, the Budget Committee returns the analysis to the PIE Committee for approval. The PIE Committee's

approved list is then forwarded to College Council for approval, which in turn submits the requests to the College president for final approval. The College president then presents a final list of approved requests to the entire SCC community and becomes part of the annual budget for the College. (III.D.1_08, III.D.1_09, III.D.1_10, III.D.1_11)

The annual budget for the College ensures that it meets commitments for its programs and maintains sufficient reserves.

*Fiscal Year	SCC Budget	SCC Carryover	Evidence
2020-21	\$ 48,366,504	\$ 962,780	FY 2020-21 Adopted Budget (III.D.1_12)
2019-20	\$ 47,579,128	\$ 2,307,193	FY 2019-20 Adopted Budget (III.D.1_13)
2018-19	\$ 43,527,706	\$ 2,621,180	FY 2018-19 Adopted Budget (III.D.1_14)
2017-18	\$ 39,895,282	\$ 774,630	FY 2017-18 Adopted Budget (III.D.1_15)

*Adopted Budget

Analysis and Evaluation

Santiago Canyon College has formalized processes and practices to ensure that available financial resources are used to support student learning programs and services, as well as improve student outcomes and institutional effectiveness. The College demonstrates sound financial planning and execution by meeting its annual goals within the budget. Prudent planning and priority setting have provided the means for funding institutional improvements.

2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

Santiago Canyon College reviews its mission and goals as part of the educational master planning process. The College has several plans that incorporate its mission statement as an integral part of the planning process, including the Educational Master Plan the Facilities Master Plan, and the Technology Plan (III.D.2_01, III.D.2_02, III.D.2_03). In addition, all participatory governance committees annually review mission statements. (III.D.2_04)

As part of their annual planning process, the participatory governance groups reflect upon their activities during the year, including how their work assisted in furthering the mission and goals of the College (III.D.2_05)

The Budget Committee analyzes monthly expenditures (III.D.2_06) to ensure the College is on track with budget District finances are reported monthly from the Fiscal Resources Committee, which includes several Santiago Canyon College (SCC) members. SCC membership includes Vice President of Administrative Services, two faculty members, and one classified staff member. The SCC representatives report District financial information to several participatory governance committees: College Council, Academic Senate, and Budget Committee, who then report information throughout the campus. Financial practices are guided by RSCCD board policy. (III.D.2_07, III.D.2_08, III.D.2_09, III.D.2_10)

Monthly SCC budget information is disseminated from the Budget Committee to the district Fiscal Resources Committee, College Council, Management Council, and Academic Senate. Information is also posted on the Budget Committee's website. (III.D.2_11, III.D.2_12, III.D.2_13, III.D.2_14)

Analysis and Evaluation

Santiago Canyon College's mission and strategic priorities are the foundation for financial planning, which is integrated with the College's annual and long-term planning processes. The Rancho Santiago Community College District has established policies and procedures to ensure sound financial practices and financial stability. The College regularly disseminates financial information, including the state of the College budget, through its participatory governance process.

3. 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.

Evidence of Meeting the Standard

Santiago Canyon College (SCC) supports collegial governance and provides members of the college community opportunities to participate in developing plans and budgets. To develop financial plans and budgets, the College defines and follows guidelines and defined processes. When approving annual budgets, Santiago Canyon College follows budget calendars displaying the overall budget adoption process (III.D.3_01, III.D.3_02). 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.3_03). Once approved at this level, the chancellor presents the tentative budget to the Board of Trustees.

Upon release of the May State Budget Revise, the Fiscal Resources Committee revises the budget assumptions so that they better reflect the May revised budget. The District uses the revised budget assumptions to prepare the adopted budget that is presented to the Fiscal

Resources Committee for review, discussion, and recommendation. The committee forwards the agreed upon revisions to the District Council, then the chancellor for approval. Once approved at this level, the chancellor presents the adopted budget to the Board of Trustees for approval (III.D.3_04, III.D.3_05). Per state law, the adopted budget authorizes districts to spend funds to meet financial obligations.

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 (SCC), Santa Ana College, and the District Office. SCC membership includes the Vice President of Administrative Services, two faculty members, and one classified staff member. (III.D.3_06).

At the District level, the Adopted Budget document describes the process for financial planning and budget development. The District publishes the document annually. The Adopted Budget document includes the Fiscal Resources Committee recommended and Board approved budget assumptions, the entire Budget Allocation Model, and the District's Fiscal Health Risk Analysis (III.D.3_07). In addition, the Fiscal Resources Committee minutes and Board of Trustees minutes also document the processes. The District website houses the aforementioned documents which are accessible by the Santiago Canyon College community (III.D.3_08, III.D.3_09, III.D.3_10)

To provide the District and surrounding community with the opportunity to learn about 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.3_11). 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 and Management Council meetings (III.D.3_12).

Similarly, Santiago Canyon College's Planning & Institutional Effectiveness (PIE) Committee is charged with aligning the College budget (resources) with planning. Like the Fiscal Resources Committee at the District level, the College Budget Committee has a consultation role for the Planning & Institutional Effectiveness Committee. The College's financial planning process 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 to create institutional plans that support student learning. Committee representatives provide input in discussions regarding planning and budgeting and 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.313, III.D.3_14)

Analysis and Evaluation

Santiago Canyon College 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.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The Santiago Canyon College annual budget is developed based on a realistic assessment of financial resources. Board Policy and Administrative Procedures require that the annual budget support the District's master and educational plans which reflect the College's planning processes (III.D.4_01, III.D.4_02)

The budget development process for the next fiscal year begins early in the current year so that a tentative budget is available for the new fiscal year. The official budget process begins with the release of the governor's annual budget in January for the upcoming fiscal year. Using this information, the RSCCD Business Operations and Fiscal Services office determines the total projected revenue for next year. The tentative budget is presented to the Board of Trustees no later than July 1 (III.D.4_03), and the adopted budget (III.D.4_04) is presented no later than September 15.

The College has an established process to request additional resources through the resource request process. Resource needs must be described and linked to unit-level goals through the program review process to be considered for funding (III.D.4_05). This resource request process

includes many College stakeholders as part of integrated planning and often requires collaboration and partnership among departments and divisions.

Once the state budget is finalized by the Legislature, Santiago Canyon College receives its share as determined by the District's Budget Allocation Model (BAM). In 2020-21, the College's adopted budget was \$48.4 million.

Analysis and Evaluation

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

The College takes a conservative approach to budget allocation, relying on several different funding sources. Following comprehensive dialogue and strategic planning through a realistic needs analysis, priorities are identified, and decisions reached. New budget requests support the College mission, with endorsement from various committees and councils. The College emphasizes continued communication throughout the budget development process through the participatory governance structure. (III.D.4_06)

5. 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. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

Santiago Canyon College and the Rancho Santiago Community College District (RSCCD) assure the integrity of the institution and responsible use of financial resources. Internal control structures have appropriate control mechanisms, and the District and College widely disseminate dependable information for sound financial decision-making. Santiago Canyon College follows established board policies for budget and fiscal management and applies internal controls to its financial resources. (III.D.5_01, III.D.5_02)

The District audit report, which includes all funds within the District, received an unmodified opinion from the independent auditors over financial reporting. Audit reports are presented to the Board of Trustees and are made available online. (III.D.5_03) Additionally, an audit report is also conducted on the Santiago Canyon College Foundation. (III.D.5-04)

These board policies ensure the District's fiscal processes align with California regulations, California Community Colleges Chancellor's Office (CCCCO) requirements, and federal Department of Education regulations. This policy addresses the internal controls in the administration of District financial resources, consistent with Title 5 Section 58311, Education

Code Section 84040 (III.D.5_05). The policy encourages departments to develop internal procedures that delineate the need for separation of duties, fiscal responsibilities, and staff accountability. Administrative regulations for budget and fiscal management (III.D.5_06, III.D.5_07) outline District fiscal processes to ensure responsible stewardship of resources.

Santiago Canyon College (SCC) is committed to the responsible use of its financial resources. The College's internal control structure disseminates information so that the Santiago Canyon College community can make sound decisions about 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, several 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.5_08). The College Council submits a final recommendation to the College president who evaluates and considers 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.5_09). 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.

Analysis and Evaluation

Santiago Canyon College assures its financial integrity and the responsible use of its financial resources. The College has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. Annual budget reports and annual audits are freely available online for review and are also communicated to institutional leadership. The Governing Board reviews the annual audit at a regular public board meeting. (III.D.5_10)

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Santiago Canyon College follows compliant accounting practices and consistently meets standards for exemplary audits. All financial documents have a high degree of credibility and accuracy and reflect appropriate allocation and use of financial resources. To assure accuracy, an internal auditor who is employed by the District conducts regular internal audits and provides advice to management on financial control issues.

The District audit report, which includes all funds within the District, received an unmodified opinion from the independent auditors over financial reporting. Audit reports are presented to the Board of Trustees and are made available online. (III.D.6_01, III.D.6_02, III.D.6_03) Additionally, an audit report is also conducted on the Santiago Canyon College Foundation. (III.D.6_04)

Every year, two budgets are presented to the Board of Trustees. The Tentative Budget is presented in June and the adopted budget is presented in September. (III.D.6_05, III.D.6_06) Included in the budget presentation are detailed revenues and expenditures for the last three years for all District funds. The District has an internal auditor that periodically reviews payroll and other financial transactions which adds additional oversight and internal controls.

The College's financial activity is monitored through internal and external audits. Over the past ten years, the District received clean audit reports that had no material weaknesses or significant deficiencies, and no audit adjustment was required.

Analysis and Evaluation

All financial documents, including the budget and independent audits, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

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 Financial Aid, 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 2016-17, 2017-18, and 2018-19 audits, the external

auditors reported "no deficiencies" (III.D.7_01, III.D.7_02, III.D.7_03). Although these 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.

Like the external audit reports, the District also utilizes 311Q/311A, external reports that 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.7_04)

Furthermore, the College works in conjunction with the District Fiscal Services and Internal Auditor to ensure compliance and accuracy of its financial recording and reporting.

Analysis and Evaluation

District and College audits are conducted on an annual basis. Budget and audit information are publicly available on the District website and are presented to the Board of Trustees regularly. Over the past six years since the last accreditation visit, the District has received clean audit reports that had no material weaknesses or significant deficiencies, and no audit adjustment was required.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

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. The District Business Operations and Fiscal Services Office regularly evaluates fiscal management processes. The office updates a Planning Portfolio that addresses its goals, functions, self-study, and recommendations related to its processes (III.D.8_01). Furthermore, following an analysis and conversation regarding the processes, the office uses the information from the Planning Portfolio to implement changes, as necessary.

The District 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 a 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.8_02, III.D.8_03, III.D.8_04).

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.8_05, III.D.8_06, III.D.8_07).

Analysis and Evaluation

The District’s financial and internal control systems are regularly evaluated and assessed for validity and effectiveness. As a result of the review by the external auditors, no deficiencies in internal control that would be considered material weaknesses or significant deficiencies have been identified in the annual audits for the last three years.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The District maintains sufficient cash reserves to meet all its financial obligations including emergency needs.

Board Policy 6250 adopted February 25, 2019, (III.D.9_01) requires the District’s unrestricted general reserve to be at least 12.5%. Prior to that date, the District maintained a 5% reserve, as defined by the California Community College Chancellor’s Office (CCCCO) Fiscal Policy guidelines. (III.D.9_02)

The 2020-21 Adopted Budget shows the unrestricted general reserve at \$24.8 million, which is 13% of budgeted unrestricted general fund expenditures (III.D.9_03)

Here is a table summarizing the reserve amount for the last five years:

**Adopted Budget FY	Reserve	Unrestricted General Funds Expenditure	Reserve Percentage
2020-21	\$ 24,830,326	\$186,058,173	13.3%
2019-20	\$ 24,989,421	\$188,466,550	13.2%
2018-19	\$ 9,301,130	\$181,543,522	5.1%
2017-18	\$ 9,070,673	\$177,086,474	5.1%
2016-17	\$ 8,869,565	\$170,814,255	5.2%

(III.D.9_04, III.D.9_05, III.D.9_06, III.D.9_07, III.D.9_08)

As described in Section III.D.1, Santiago Canyon College maintains sufficient cash reserves to meet its financial obligations.

Analysis and Evaluation

The District maintains sufficient cash reserves to meet all its financial obligations and continues to increase the reserve annually until it reaches at least one month of operating costs. The District and College have sufficient cash flow and reserves to maintain stability. The District implements strategies for risk management and makes contingency plans to meet financial emergencies and unforeseen occurrences when necessary.

10. 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.

Evidence of Meeting the Standard

Santiago Canyon College and Rancho Santiago Community College District (RSCCD) practice effective oversight of all finances. Financial oversight occurs at the College and the District levels.

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 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 or indirectly involved in the grant as soon as the project initiator/director considers applying for a grant (III.D.10_01). 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 or unit Annual Plans (APs) and Program Reviews. 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 Handbook that lists grant application guidelines so that all steps are followed in a proper manner (III.D.10_02). 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. 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. 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.10_03, III.D.10_04, III.D.10_05)

Board Policy 6200 requires that the District adhere to Title 5 and the California Community Colleges Budget and Accounting Manual in budgeting and accounting methods. (III.D.10_06)

The District's Purchasing Services Department reviews and executes all contracts for the District. Contracts are presented to the Board of Trustees for review and ratification. Purchasing processes are conducted pursuant to Board Policy and Administrative Regulation 6330 (III.D.10_07, III.D.10_08)

The Financial Aid Office monitors financial aid funds and disbursements on a regular basis. The Financial Aid Office is subject to reviews by the California Student Aid Commission. The annual audit performed by an external auditor reviews student loan default rates, revenues, and related matters to ensure compliance with federal regulations. (III.D.10_09, III.D.10_10, III.D.10_11)

Board Policy 6250 states that the Governing Board shall manage the budget in accordance with Title 5 Education Code requirements and the California Community Colleges Budget and Accounting Manual (Insert CCCCCO Manual) The policy also allows transfers between expenditure categories to be processed and ratified in total. At Santiago Canyon College, the Vice President of Administrative Services approves all budget changes. Those changes are forwarded to the Vice Chancellor of Fiscal Services for final approval. (III.D.10_12)

As mentioned in section IIID8, an independent certified public accountant performs the annual audit of all finances, including special revenue funds, bond funds, financial aid, grants, contracts, and the Foundation to ensure that the District is maintaining high standards of internal controls and fiscal oversight.

Analysis and Evaluation

Santiago Canyon College and RSCCD practice effective oversight of finances, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, or foundations, as well as institutional investments and assets. External audits confirm that the District practices effective oversight of finances in compliance with Federal Title IV regulations and requirements. The District has not received any modified opinions for its financial statements.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. 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.

Evidence of Meeting the Standard

The Rancho Santiago Community College District ensures that sufficient financial resources are available to meet obligations, commitments, and operational needs. Board Policy 6250 ensures budget management practices that align with California Title 5 Education Code and maintain an appropriate reserve of at least 12.5%, with the reserve increasing each year toward a goal of covering at least one month's operating costs (III.D.11_01).

Pensions

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions and pension expense, information about the fiduciary net position of the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) plan for schools (the Plans) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalSTRS and CalPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Member contributions are recognized in the period in which they are earned. Investments are reported at fair value.

Postemployment Benefits Other Than Pensions (OPEB)

For purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the CalSTRS Medicare Premium Payment (MPP) Program and additions to/deductions from MPP's fiduciary net position have been determined on the same basis as they are reported by MPP. For this purpose, MPP recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost.

Compensated Absences

Accumulated unpaid employee vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the government-wide financial statements. The current portion of unpaid compensated absences is recognized upon the occurrence of relevant events such as employee resignation and retirements that occur prior to year-end that have not yet been paid within the fund from which the employees who have accumulated the leave are paid. The District also participates in "load banking" for eligible academic employees whereby the employee may teach extra courses in one period in exchange for time off in another period. The liability for this benefit is reported on the government-wide financial statements. Sick leave is accumulated without limit for each employee based upon negotiated contracts. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulated sick leave. Employees are never paid for any sick leave balance at termination of employment or any other time. Therefore, the value of accumulated sick leave is not recognized as a liability in the District's financial statements. However, retirement credit for unused sick leave is applicable to all classified school members who retire after January 1, 1999. At retirement, each member will receive .004 year of service credit for each day of unused sick leave. Retirement credit for unused sick leave is applicable to all academic employees and is determined by dividing the number of unused sick days by the number of base service days required to complete the last school year, if employed full time. (III.D.11_02)

Analysis and Evaluation

In building the annual budget, the District ensures outstanding obligations are addressed. Outstanding debt is budgeted according to existing agreements, plans, and debt schedules.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

Santiago Canyon College (SCC) appropriately plans for and allocates necessary resources for payment of its liabilities and future obligations. As of June 2019, the District has accumulated and set aside \$40,119,075 (III.D.12_01) in a separate, restricted fund to address Post-Employment Benefit (OPEB), compensated absences, and other employee related obligations. The projected contribution for the fiscal year ending June 30, 2021 is \$10,224,861. 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.12_02, III.D.12_03, III.D.12_04).

Analysis and Evaluation

In building the annual budget, the District ensures outstanding obligations are addressed. Outstanding debt is budgeted according to existing agreements, plans, and debt schedules.

13. 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.

Evidence of Meeting the Standard

To maintain its financial integrity, Santiago Canyon College (SCC) assesses and allocates resources for the repayment of any locally incurred debt instruments annually. Because of the District's fund balance, neither the College nor the District has incurred any debt in the general fund. Instead, the District's only locally incurred debt for Santiago Canyon College related to its Measure E General Obligation Bond Funds. Measure E was retired in 2017. (III.D.13_01) The Rancho Santiago Community College District Citizens' Bond Oversight Committee oversees bond fund spending that follows Proposition 39. Furthermore, an independent external auditor audits the bond funds each year (III.D.13_02). Moreover, the District repays bond debts through the Bond Interest and Redemption Fund with local property tax collections specific to this purpose.

Analysis and Evaluation

The District regularly assesses locally incurred debt and appropriately allocates resources to address the debt. During the annual budget development, the District assesses short-term and long-term debts and allocates resources to meet debt service requirements.

14. 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.

Evidence of Meeting the Standard

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.

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 to assure the correct use of funds as expressed in Board Policy 6400 (III.D.14_01) 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.14_02). 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 Districtwide grants. Similarly, the District and the College monitor student default rates in compliance with federal regulations

At the College level, Santiago Canyon College administrators review the College's budget monthly. The vice president of administrative services prepares and shares the College's expense/balance report with College Council, the Budget Committee, Management Council, and President's Cabinet (III.D.14_03). 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 six years, external audits of the Santiago Canyon College Foundation have found "no irregularities" (III.D.14_04). Furthermore, the College's Assistant Dean of Financial Aid administers financial aid by managing all financial aid-related items. In addition, the College follows all internal control systems as specified at the District level.

For grants, 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.14_05). 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 Annual Plans (APs) and/or Program Reviews. Although the process will change as the Planning & Institutional Effectiveness (PIE) Committee. 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.14_06). 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. 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. 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. 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 grant's College administrator 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. There have been no negative audit finding for the past six years. (III.D.14_07, III.D.14_08, III.D.14_09)

Analysis and Evaluation

As evidenced by the District's audit findings, all financial resources, including short-term and long-term debt instruments, auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. The District and College use financial resources with integrity and for their intended use.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

Santiago Canyon College monitors and manages student loan default rates, revenue streams, and assets, and works with the District to ensure compliance with federal requirements, including Title IV of the Higher Education Act. Specifically, the College's Financial Aid Office is responsible for monitoring student loan default rates, revenue streams, and assets.



California Community Colleges

Cohort Rate Analysis

As of: 07-27-2020

School Name: Santiago Canyon College

OPEID#: 036957

Cohort Years	Numerator / Denominator = Cohort Rate	Current Delinquencies	Delinquency Rate	Projected Delinquencies (1)	Projected Cohort Rate based on Assumptions		
					30% Cure Rate (2)	40% Cure Rate (2)	50% Cure Rate (2)
2012	16 / 164 = 9.76 %	0	0.00 %	0	9.76 %	9.76 %	9.76 %
2013	14 / 143 = 9.79 %	0	0.00 %	0	9.79 %	9.79 %	9.79 %
2014	12 / 140 = 8.57 %	0	0.00 %	0	8.57 %	8.57 %	8.57 %
2015	11 / 114 = 9.65 %	0	0.00 %	0	9.65 %	9.65 %	9.65 %
2016	8 / 99 = 8.08 %	0	0.00 %	0	8.08 %	8.08 %	8.08 %
2017	10 / 97 = 10.31 %	0	0.00 %	0	10.31 %	10.31 %	10.31 %
2018	9 / 92 = 9.78 %	0	0.00 %	0	9.78 %	9.78 %	9.78 %
2019	3 / 77 = 3.90 %	0	0.00 %	0	3.90 %	3.90 %	3.90 %
2020	0 / 86 = 0.00 %	0	0.00 %	0	0.00 %	0.00 %	0.00 %

Footnotes:

(1) Projected delinquencies for this report are based on Student Data Warehouse's default prevention software program logic that takes existing delinquencies and extrapolates that to expected future delinquencies counts. This is a statistical projection and is subject to change based on actual counts.

(2) The cohort default rate projection is calculated based on the current default rate plus projected delinquencies and assumes 30%, 40%, or 50% of the delinquencies will be cured by any party from the date of the report through the end of the cohort. In the event the college has no default prevention outreach in place, the projected cure rates used in this report could be higher than expected and for the college that has outreach efforts in place lower than expected.

The cohort default rate information and projections provided above are based on NSLDS data as of the date shown above. If you have any questions, we encourage you to contact John Pierson at 404-395-9991 or at jpie585180@aol.com to setup a no cost consultation appointment that will provide additional information or answer any questions about the information and projections provided above.

The College's Cohort Default Rate (CDR) falls within federal guidelines as Title IV regulations stipulate that an institution may not be considered administratively capable if the CDR equals or exceeds 25% for the six most recent consecutive fiscal years or if the most recent CDR is greater than 40%. (III.D.15_01, III.D.15_02, III.D.15_03).

Analysis and Evaluation

As evidenced by the College's CDR, the rates for student loan default at Santiago Canyon College fall within federal requirement guidelines. The College has established processes for monitoring and managing student loan default rates and adheres to these processes to maintain compliance with federal regulations.

Contractual Agreements

- 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 and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

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 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 (II.D.16_01, III.D.16_02, III.D.16_03, III.D.16_04). 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.

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 Annual Plans and/or Program Reviews. Overall, the Rancho Santiago Community College District Board of Trustees ratifies all contracts at both the College and District levels.

Analysis and Evaluation

Contracting practices support the College mission, goals, and priorities and comply with board policies and administrative procedures.

Conclusions on Standard III.D. Financial Resources

Santiago Canyon College has formalized processes and practices to ensure that available financial resources are used to support student learning programs and services, as well as improve student outcomes and institutional effectiveness. The College demonstrates sound financial planning and execution by meeting its annual goals within the budget. Prudent planning and priority setting have provided the means for funding institutional improvements.

Santiago Canyon College's mission and strategic priorities are the foundation for financial planning, which is integrated with the College's annual and long-term planning processes. The Rancho Santiago Community College District has established policies and procedures to ensure sound financial practices and financial stability. The College regularly disseminates financial information, including the state of the College budget, through its participatory governance process.

Santiago Canyon College 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.

The College takes a conservative approach to budget allocation, relying on several different funding sources. Following comprehensive dialogue and strategic planning through a realistic needs analysis, priorities are identified, and decisions reached. New budget requests support the College mission, with endorsement from various committees and councils. The College emphasizes continued communication throughout the budget development process through the participatory governance structure.

Santiago Canyon College assures its financial integrity and the responsible use of its financial resources. The College has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. Annual budget reports and annual audits are freely available online for review and are also communicated to institutional leadership. The Governing Board reviews the annual audit at a regular public board meeting.

All financial documents, including the budget and independent audits, have a high degree of credibility and accuracy and reflect appropriate allocation and use of financial resources to support student learning programs and services.

District and College audits are conducted on an annual basis. Budget and audit information are publicly available on the District website and are presented to the Board of Trustees regularly. Over the past six years since the last accreditation visit, the District has received clean audit reports that had no material weaknesses or significant deficiencies, and no audit adjustment was required.

The District's financial and internal control systems are regularly evaluated and assessed for validity and effectiveness. As a result of the review by the external auditors, no deficiencies in internal control that would be considered material weaknesses or significant deficiencies have been identified in the annual audits for the last three years.

The District maintains sufficient cash reserves to meet all its financial obligations and continues to increase the reserve annually until it reaches at least one month of operating costs. The District and College have sufficient cash flow and reserves to maintain stability. The District implements strategies for risk management and makes contingency plans to meet financial emergencies and unforeseen occurrences when necessary.

Santiago Canyon College and RSCCD practice effective oversight of finances, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, or foundations, as well as institutional investments and assets. External audits confirm that the District practices effective oversight of finances in compliance with Federal Title IV regulations and requirements. The District has not received any modified opinions for its financial statements.

In building the annual budget, the District ensures outstanding obligations are addressed. Outstanding debt is budgeted according to existing agreements, plans, and debt schedules.

The District regularly assesses locally incurred debt and appropriately allocates resources to address the debt. During annual budget development, the District assesses short-term and long-term debts and allocates resources to meet debt service requirements.

As evidenced by the District's audit findings, all financial resources, including short-term and long-term debt instruments, auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. The District and College use financial resources with integrity and for their intended use.

As evidenced by the College's CDR, the rates for student loan default at Santiago Canyon College fall within federal requirement guidelines. The College has established processes for monitoring and managing student loan default rates and adheres to these processes to maintain compliance with federal regulations.

Contracting practices support the College mission, goals, and priorities and comply with board policies and administrative procedures.

Improvement Plan(s)

None

Evidence List

III.D.1_01_BAM_Updated_03-05-2018
III.D.1_02_Student_Centered_Funding_Formula
III.D.1_03_SCC_Mission_Statement
III.D.1_04_SCC_Master_Plan_Goals
III.D.1_05_SCC_Educational_Master_Plan
III.D.1_06_SCC_Program_Review_Conversations
III.D.1_07_2019-2020_PIE_Prioritization_GAMMA.xlsx
III.D.1_08_Budget_Committee_Minutes_04-21-2020
III.D.1_09_Funding_Sources_PIE_Rankings_Spring_2020.xlsx
III.D.1_10_CC_Minutes_05-26-2020
III.D.1_11_Presidents_Funded_List_for_2019
III.D.1_12_Adopted_Budget_2020-2021
III.D.1_13_Adopted_Budget_2019-2020
III.D.1_14_Adopted_Budget_2018-2019
III.D.1_15_Adopted_Budget_2017-2018
III.D.2_01_SCC_Educational_Master_Plan
III.D.2_02_2017-2020_SCC_Technology_Master_Plan

III.D.2_03_2011_SCC_Facilities_Master_Plan
III.D.2_04_Budget_Committee_Minutes_09-17-2019
III.D.2_05_Annual_Committee_Survey
III.D.2_06_Budget_Committee_Monthly_Report_9-30-20
III.D.2_07_BP_6200_Budget_Preparation
III.D.2_08_AR_6200_Budget_Preparation
III.D.2_09_BP_6250_Budget_Management
III.D.2_10_AR_6250_Budget_Management
III.D.2_11_Budget_Committee_Minutes_02-16-2021
III.D.2_12_FRC_Minutes_02-17-2021
III.D.2_13_CC_Minutes_02-09-2021
III.D.2_14_Budget_Committee_Webpage
III.D.3_01_RSCCD_Adopted_Budget_Calendar
III.D.3_02_RSCCD_Tentative_Budget_Calendar
III.D.3_03_FRC_Minutes_02-19-2020
III.D.3_04_BoT_Minutes_06-15-2020
III.D.3_05_BoT_09-19-2019
III.D.3_06_Fiscal_Resources_Committee_Membership
III.D.3_07_Fiscal_Health_Risk_Analysis
III.D.3_08_Business_Operations_Fiscal_Services_Website
III.D.3_09_BP_6200_Budget_Preparation
III.D.3_10_AR_6200_Budget_Preparation
III.D.3_11_2020-2021_Tentative_Budget_presentation_to_BOT
III.D.3_12_Budget_Presentation_to_College_Council_04-30-2020
III.D.3_13_Budget_Committee_Website
III.D.3_14_PIE_Webpage
III.D.4_01_BP_6200_Budget_Preparation
III.D.4_02_AR_6200_Budget_Preparation
III.D.4_03_RSCCD_Tentative_Budget_Calendar
III.D.4_04_RSCCD_Adopted_Budget_Calendar
III.D.4_05_Resource_Request_Process_Flowchart_for_PIE
III.D.4_06_Collegial_Governance_Framework
III.D.5_01_AR_6250_Budget_Management
III.D.5_02_AR_6300_Fiscal_Management
III.D.5_03_RSCCD_Audit_2018-2019
III.D.5_04_Santiago_Canyon_College_Foundation_Final_Audit_Report
III.D.5_05_California_Code_of_Regulations_Title_5
III.D.5_06_AR_6250_Budget_Management
III.D.5_07_AR_6300_Fiscal_Management
III.D.5_08_Resource_Request_Process_Flowchart_for_PIE

III.D.5_09_SCC_Budget_Month_End_Report_July_2020
III.D.5_10_RSCCD_Audit_2018-2019
III.D.6_01_RSCCD_Audit_2018-2019
III.D.6_02_RSCCD_Audit_2017-2018
III.D.6_03_RSCCD_Audit_2016-2017
III.D.6_04_SCC_Foundation_Audit_2018-2019
III.D.6_05_RSCCD_Tentative_Budget_Calendar
III.D.6_06_RSCCD_Adopted_Budget_Calendar
III.D.7_01_RSCCD_Audit_2018-2019
III.D.7_02_RSCCD_Audit_2017-2018
III.D.7_03_RSCCD_Audit_2016-2017
III.D.7_04_RSCCD_2018-2019_CCFs-311_Annual_Report
III.D.8_01_District_Planning_Portfolio
III.D.8_02_RSCCD_Audit_2018-2019
III.D.8_03_RSCCD_Audit_2017-2018
III.D.8_04_RSCCD_Audit_2016-2017
III.D.8_05_RSCCD_Audit_2018-2019
III.D.8_06_RSCCD_Audit_2017-2018
III.D.8_07_RSCCD_Audit_2016-2017
III.D.9_01_BP_6250_Budget_Management
III.D.9_02_CCCCO_Budget_and_Accounting_Manual
III.D.9_03_Adopted_Budget_2020-2021
III.D.9_04_Adopted_Budget_2020-2021
III.D.9_05_Adopted_Budget_2019-2020
III.D.9_06_Adopted_Budget_2018-2019
III.D.9_07_Adopted_Budget_2017-2018
III.D.9_08_Adopted_Budget_2016-2017
III.D.10_01_Request_for_Grant_Authorization
III.D.10_02_Grant_Management_Handbook
III.D.10_03_RSCCD_Audit_2018-2019
III.D.10_04_RSCCD_Audit_2017-2018
III.D.10_05_RSCCD_Audit_2016-2017
III.D.10_06_BP_6200_Budget_Preparation
III.D.10_07_BP_6330_Purchasing
III.D.10_08_AR_6330_Purchasing
III.D.10_09_RSCCD_Audit_2018-2019
III.D.10_10_RSCCD_Audit_2017-2018
III.D.10_11_RSCCD_Audit_2016-2017
III.D.10_12_BP_6250_Budget_Management
III.D.11_01_BP_6250_Budget_Management

III.D.11_02_Audit_Report_2018-2019
III.D.12_01_RSCCD_Actuarial_Valuation_2019
III.D.12_02_RSCCD_Audit_2018-2019
III.D.12_03_RSCCD_Audit_2017-2018
III.D.12_04_RSCCD_Audit_2016-2017
III.D.13_01_Measure_E_Final_Audit_Report_2017
III.D.13_02_Measure_E_Reports_&_Audits
III.D.14_01_BP_6400_Financial_Audits
III.D.14_02_BoT_Minutes_03-09-2020
III.D.14_03_SCC_Budget_Month_End_Report_July_2020
III.D.14_04_SCC_Foundation_Audit_2018-2019
III.D.14_05_SCC_Grant_Authorization_Approved_Fall_2018
III.D.14_06_Grant_Management_Handbook
III.D.14_07_RSCCD_Audit_2018-2019
III.D.14_08_RSCCD_Audit_2017-2018
III.D.14_09_RSCCD_Audit_2016-2017
III.D.15_01_Direct_Loans_Default_Management
III.D.15_02_093020_CDR_National_Briefing_FY17
III.D.15_03_Cohort_Rate_036957_Aug_2020
III.D.16_01_RSCCD_Contract_Review_Checklist
III.D.16_02_BP_6100_Delegation_of_Authority,_Business_and_Fiscal_Affairs
III.D.16_03_BP_6340_Contracts
III.D.16_04_BoT_02-24-20_DOCKET

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success and sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the District/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, without regard to their official titles, in taking initiative for 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 planning and implementation.

Evidence of Meeting the Standard

Santiago Canyon College, through the participatory processes outlined in the Collegial Governance Handbook (IV.A.1_01), creates and encourages innovation leading to institutional excellence. In addition, through RSCCD Board Policy 2510 (IV.A.1_02), the District has guaranteed that the constituencies of the academic senate, classified staff, and students have a voice and participate in the local decision-making process. It is within the Collegial Governance Handbook and the Collegial Governance framework (IV.A.1_03) that the College's systematic participative process is further detailed.

Analysis and Evaluation

In the Collegial Governance Handbook, the College ensures that the various constituent groups have the right to participate effectively in both the Rancho Santiago Community College District (RSCCD) and Santiago Canyon College governance structure. The College supports administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. The Collegial Governance Handbook and the Collegial Governance framework outline the membership, missions, and duties and details the reporting structure for the College's shared governance bodies that assure effective planning and implementation when ideas for improvement have a policy or significant implications.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate

policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Board Policy 2510 (IV.A.2_01) establishes that the Academic Senate (faculty), staff, and students all participate in the local decision-making process and in establishing recommended policies and procedures. In addition, the Santiago Canyon College Collegial Governance Handbook (IVA.2_02) specifically identifies the membership of the shared governance committees. Furthermore, the Collegial Governance Handbook, the Academic Senate Constitution (IV.A.2_03), and the RSCCD Board Policy 2410 (IV.A.2_04) describe how staff, students, and faculty present ideas and set policy.

Analysis and Evaluation

Santiago Canyon College has a commitment to include all College constituents in its decision-making process. The handbook establishes that each committee must include administrators, faculty, staff, and students. All these members are appointed by the respective memberships groups to include College administrators, faculty through the Academic Senate, classified staff through the California School Employees Association (CSEA), and students through the Associated Student Government. In addition, the handbook also provides a framework for the reporting structures of the committee and how the different campus constituent voices are considered by the SCC president and administration in their decision-making process.

3. Administrators and faculty, through policy and procedures, 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.

Evidence of Meeting the Standard

Santiago Canyon College (SCC) has established clearly defined roles in collegial governance for staff, students, faculty, and administrators in the Collegial Governance Handbook (IV.A.3_01). Also, within the collegial governance structure (IV.A.3_02), this includes strong administrator and faculty presence within the SCC College Council, which is the coordinating body for participatory governance. The Rancho Santiago Community College District (RSCCD) Board of Trustees, through Board Policy BP 2510 (IV.A.3_03), defines the roles that administrators, faculty, staff, and students have in College decisions. Board of Trustees Policy 2410 (IV.A.3_04) defines the role of faculty having primary advice on the academic and professional matters number 1, 2, 3, 5, and 8. For developing policy for matters numbered 4, 6, 7, 9 10 the Board will come to mutual agreement with the Academic Senate.

Analysis and Evaluation

The Collegial Governance Handbook specifies the membership to include administrators and faculty and how they have a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility. The collegial governance committees include but are not limited to the Budget Committee, the Educational Master Planning Committee, and the Planning & Institutional Effectiveness Committee, which include

administrators, classified staff, faculty, and student membership. College Council reviews and discusses reports and recommendations from the collegial governance committees and makes final recommendations to the College president.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Santiago Canyon College (SCC) describes the roles of faculty and academic administrators in the collegial governance process in the Collegial Governance Handbook (IV.A.4_01). This document also includes descriptions of the committees responsible for curriculum, instructional programs, and services. At a district level, policy and procedures for recommendations about curriculum are established through the Board of Trustees Board Policy (BP) 4020: Program, Curriculum, and Course Development (IV.A.4_02). Through Administrative Regulation (AR) 4020: Curriculum (IV.A.4_03), the Curriculum and Instruction Handbook (IV.A.4_04) is created to publish the procedures and requirements required for the development and evaluation of the curriculum.

Analysis and Evaluation

Santiago Canyon College facilitates contributions from both faculty and academic administrators for recommendations about curriculum, instructional programs, and services. As part of the collegial governance process, the Curriculum and Instruction Council (CIC) fulfills the role of certifying the academic integrity of all credit and non-credit classes and programs. The Council leads the process of approval for curricula and new programs. It provides a forum for students, staff, faculty, and administrators to participate in formulating curricular, instructional, and academic policy. In addition, the Student Success and Equity Committee helps facilitate collegewide development, support, and implementation of programs, evaluations, policies, and procedures that are in line with the Santiago Canyon College's vision of student access, success, equity, social justice, and multicultural education. Finally, at the District level, BP4020 states that the Chancellor shall establish procedures for the development and review of all curricular offerings and that these procedures shall include the involvement of the faculty and Academic Senate.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The RSCCD Board of Trustees, through Board Policy (BP) 2510: Participation in Local Decision Making (IV.A.5_01), ensures that the Academic Senate, Classified Staff, and students participate in the decision-making processes of the District. At Santiago Canyon College, through policies in the shared governance process and Collegial Governance Framework (IV.A.5_02), different perspectives from the campus

community are considered and brought forth in a timely manner. The RSCCD Board of Trustees Board Policy 2410: Board Policies and Administrative Regulations describes academic and professional policies for which the Academic Senate provides advice and those with which the Board of Trustees and they must agree. Furthermore, section 2 of the Santiago Canyon College Academic Senate Constitution (IV.A.5_04), delineates the scope of their work and how they exercise its authority.

Analysis and Evaluation

Santiago Canyon College and the Rancho Santiago Community College District (RSCCD) have established policies to ensure appropriate consideration of relevant perspectives. Santiago Canyon College and RSCCD have also created a system in which decision-making is aligned with expertise and responsibility with BP 2410. The College works with its content experts in decision-making, and through its participatory process as described through the Collegial Governance Handbook and Framework, it outlines how all College constituents are involved and their perspectives considered.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The Collegial Governance Handbook (IV.A.6_01) is published on the shared governance website and is available to all so that anyone can understand the College processes for decision making. The processes for decision-making and the resulting decisions are documented in the Handbook and widely communicated across the institution. The College Council, which is the coordinating body for participatory governance and makes recommendations to the College president, shares the meeting minutes (IV.A.6_02) on its website for all to access. The Academic Senate also shares its agendas and minutes (IV.A.6_03) on its webpage, as does the Associated Student Government (IV.A.6_04), for the student body to see. Lastly, districtwide decisions are also shared through messages sent from the Rancho Santiago Community College District Chancellor (IV.A.6_05).

Analysis and Evaluation

Santiago Canyon College fosters an environment of transparency and open communication. In addition to the Collegial Governance Handbook, information is shared widely through published governance committee agendas and minutes on the College website. All meetings are also open to any member of the College community that would like to attend. Main leadership and constituent groups such as College Council, the Academic Senate, and the Associated Student Government all maintain websites with meeting agendas and minutes that are made public.

7. Leadership roles and the institution's governance and decision-making policies, procedures, 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.

Evidence of Meeting the Standard

Every year, the College releases an Annual Committee Evaluation Survey (IV.A.7.01) that each of the collegial governance committees completes. As reflected in the College Council minutes on September 24, 2019, (IV.A.7.02) these surveys are shared and reviewed and used as a basis for improvement. Many of the collegial governance committees also evaluate their processes such as the Planning & Resources Allocation Process Survey (IV.A.7.03) used by the Planning & Institutional Effectiveness (PIE) Committee. The results of this survey are then used as a basis for improvement and shared via meeting minutes that are publicly shared as seen in the minutes from May 29, 2019 (IV.A.7.04).

Analysis and Evaluation

Santiago Canyon College has a commitment to the ongoing evaluation of its leadership roles and the institution's governance and decision-making policies, procedures, and processes. The College's governance committees are evaluated annually to ensure each committee has met its responsibilities and to review its membership. The results are then shared amongst the different committees.

Conclusions on Standard IV.A. Decision Making Roles and Processes

In the Collegial Governance Handbook, the College ensures that the various constituent groups have the right to participate effectively in both the Rancho Santiago Community College District (RSCCD) and Santiago Canyon College governance structure. The College supports administrators, faculty, staff, and students in taking initiative for improving the practices, programs, and services in which they are involved. The Collegial Governance Handbook and the Collegial Governance framework outline the membership, missions, and duties and details the reporting structure for the College's shared governance bodies that assure effective planning and implementation when ideas for improvement have a policy or significant-wide implications.

Santiago Canyon College has a commitment to include all college constituents in its decision-making process and provides a framework for the reporting structures of the committee and how the different campus constituent voices are considered by the SCC president and administration in their decision-making process.

The Collegial Governance Handbook specifies the membership to include administrators and faculty and how they have a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility. College Council reviews and discusses reports and recommendations from the collegial governance committees and make final recommendations to the College president.

Faculty and academic administrators, through policy, procedures, and well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Santiago Canyon College and the Rancho Santiago Community College District (RSCCD) have established policies to ensure appropriate consideration of relevant perspectives. Santiago Canyon College and RSCCD have also created a system in which decision-making is aligned with expertise and responsibility with BP 2410. The College works with its content experts in decision-making, and through its participatory process as described through the Collegial Governance Handbook and Framework, it outlines how all college constituents are involved and their perspectives considered. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Santiago Canyon College has a commitment to the ongoing evaluation of its leadership roles and the institution's governance and decision-making policies, procedures, and processes. The College's governance committees are evaluated annually to ensure each committee has met its responsibilities and to review its membership. The results are then shared amongst the different committees.

Improvement Plan(s)

None

Evidence List

IV.A.1_01_Collegial_Governance_Handbookk
IV.A.1_02_BP_2510_Participation_in_Local_Decision_Making
IV.A.1_03_SCC_Collegial_Governance_Framework
IV.A.2_01_BP_2510_Participation_in_Local_Decision_Making
IV.A.2_02_Collegial_Governance_Handbook,_page_2
IV.A.2_03_Academic_Senate_Constitution
IV.A.2_04_BP_2410_Board_Policies_and_Administrative_Regulations
IV.A.3_01_Collegial_Governance_Handbook
IV.A.3_02_Collegial_Governance_Handbook_CC_Mission
IV.A.3_03_BP_2510_Participation_in_Local_Decision_Making
IV.A.3_04_BP_2410_Board_Policies_and_Administrative_Regulations
IV.A.4_01_Collegial_Governance_Handbook
IV.A.4_02_BP_4020_Program,_Curriculum_and_Course_Development
IV.A.4_03_AR_4020_Curriculum
IV.A.4_04_CIC_Handbook_2017-2018
IV.A.5_01_BP_2510_Participation_in_Local_Decision_Making
IV.A.5_02_Collegial_Governance_Framework
IV.A.5_03_BP_2410_Board_Policies_and_Administrative_Regulations
IV.A.5_04_Academic_Senate_Constitution
IV.A.6_01_Collegial_Governance_Handbook
IV.A.6_02_College_Council_Minutes
IV.A.6_03_Academic_Senate_Agendas_and_Minutes_Webpage
IV.A.6_04_ASG_Publicly_Posted_2019-2020_Minutes_and_Agendas.
IV.A.6_05_April_13_Message_from_RSCCD_Chancellor

IV.A.7_01_Annual_Committee_Evaluation_Survey
IV.A.7_02_CC_Minutes_09-24-2019
IV.A.7_03_Planning_&_Resource_Allocation_Process_Survey
IV.A.7_04_PIE_Minutes_05-29-2019_Planning_&_Allocation_Survey_Results

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

As its principal leader, the Santiago Canyon College (SCC) president guides the College community in achieving goals of effectively offering and sustaining educational programs and services for students and surrounding community members. 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 programs and institutional effectiveness. RSCCD Board Policies and Administrative Regulations outline the overarching responsibilities of the CEO and the CEO's power to delegate authority to the College president. (IV.B.1_01, IV.B.1_02) Furthermore, the president advocates for the College and builds trust among all constituency groups through collegial governance.

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 the Council is well informed about all issues affecting the College. College Council receives regular reports from each of the collegial governance committees that have the largest impact on college planning – through the Planning & Institutional Effectiveness Committee, Educational Master Planning Committee, and Enrollment Management Committee – on budgeting – through the college's Budget Committee – and on assessing educational programs and institutional effectiveness – through the Curriculum & Instruction Council and Planning & Institutional Effectiveness Committee. Additionally, through the council's broad representation, the president can communicate relevant information pertaining to the District and Board to the College community. (IV.B.1_03)

The president maintains a regular advisory group meeting schedule with classified staff, faculty leaders, and administrative managers. Weekly, the president meets with the Academic Senate president and vice president and, separately, with the College's four vice-presidents through weekly cabinet meetings. Moreover, the President meets monthly with the classified staff through the Classified Hawks advisory group and with the College's administrative management team through regular meetings of Management Council. 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 the president's collegial and collaborative leadership, effective guidance has been provided to the College through challenging 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 as defined by the 2016-2022 Educational Master Plan (IV.B.1_04). Since the president understands the importance of data-informed decision making, the president continually engages with the Office of Institutional Effectiveness & Research to ensure collegewide data are available, accurate, and actionable as evidenced by the formation of the Board Institutional Effectiveness Committee and resulting monthly reports to the Committee on important and emerging topics (IV.B.1_05 IV.B.1_06 IV.B.1_07).

Board policies pertaining to the selection of personnel gives the president authority over the final selection of all full-time faculty and managers and, indirectly, through the appointment of hiring administrators for classified staff hiring (IV.B.1_08, IV.B.1_09, IV.B.1_10, IV.B.1_11, IV.B.1_12).

The president ensures the professional development of College personnel by adhering to dedicated board policy and administrative regulation (IV.B.1_13 IV.B.1_14) and by collaborating on the delivery of professional development activities throughout the academic year. The Professional Development Committee, which consists of faculty, classified staff, administrators, and student representation, build the College's professional development calendar and recommend the calendar for approval by the Academic Senate, which in turn recommends the calendar to the College Council, chaired by both the Academic Senate President and College President, for final approval by the president (IV.B.1_15 IV.B.1_16).

Analysis and Evaluation

As a result of its president's leadership, Santiago Canyon College enjoys a sense of community as well as an environment that values innovation and collegiality. Serving as the College's chief executive officer, the president has played a key role in hiring the College's classified staff, faculty, and administrators.

Furthermore, the president's support for and commitment to participatory governance has been a contributing factor to the College's robust committee and governance structure which oversees matters of institutional planning, organizing, budgeting, and assessing institutional effectiveness.

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

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.2_01, IV.B.2_02). Moreover, the president ensures that the College's administrative structure is appropriate in size and complexity while supporting and aligning the work of the College to its mission (IV.B.2_03).

The College's administrative structure consists of four main wings: Academic Affairs, Continuing Education, Student Services, and Administrative Services (IV.B.2_04, IV.B.2_05, IV.B.2_06, IV.B.2_07). The president delegates authority to the vice presidents of each wing. The vice presidents are responsible for providing leadership and oversight to her or his respective division or unit. To assure consistency in leadership, the president evaluates each vice president in accordance with District Board Policy 7150 (IV.B.2_08), and in a like manner, each vice president directly oversees and evaluates administrators in her or his respective division or unit (IV.B.2_09).

The College president serves as the administrative co-chair of the College's primary recommending body: College Council. 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.2_10, IV.B.2_11)

Analysis and Evaluation

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.

The president assures that the College's administrative structure is appropriately organized to address the College's purpose, size, and complexity. A priority at the presidential level has been the evaluation of and adjustment to the administrative structure in order to best match administrative staffing with the College's purpose, size, and complexity. To ensure a more focused leadership in all critical student-centered activities, the College president has oversight in distributing duties and responsibilities to better meet planning, implementation, and reporting requirements associated with the student success initiatives and support programs. The vice president of Academic Affairs is supported by four academic dean positions. The vice president of Student Services is supported by two deans. The vice president for administrative services oversees the fiscal and facilities support activities for the College. In 2014, the College added a Dean of Institutional Effectiveness, Library & Learning Support Services. This was the first time SCC has had a dedicated administrator whose responsibilities are

primarily focused on institutional research, institutional effectiveness, integrated planning, program review, and outcomes assessment.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
 - establishing a collegial process that sets values, goals, and priorities;
 - ensuring the College sets institutional performance standards for student achievement;
 - ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
 - ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
 - ensuring that the allocation of resources supports and improves learning and achievement; and
 - establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

At Santiago Canyon College (SCC), the president encourages a collegial college environment that values all constituents and their input while supporting the improvement of the College's teaching and learning environment. As such, along with the Academic Senate president faculty co-chair, the president serves as the administrative cochair 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. Under the leadership of the President and through regular dialogue in meetings at College Council, the President ensures that there is an inclusive and transparent dialogue on core campus issues and that all campus constituent groups have an opportunity to provide input and present ideas for improving the practices, programs, and services in which they are involved that support the mission of the College. 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. College Council agendas list a standing Planning & Institutional Effectiveness Committee agenda item when the committee's 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, the Santiago Canyon College Enrollment Management Plan, and the Santiago Canyon College Facilities Master Plan align with the College's mission and goals (IV.B.3_01, IV.B.3_02, IV.B.3_03, IV.B.3_04). 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 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 (IV.B.3_05, IV.B.3_06).

The President bears primary responsibility for ensuring that the College sets institutional performance standards via a process of collegial consultation and analysis of reliable data. (IV.B.3_07).

Internal data (retention, success, equity, resource allocation) and external data (environmental scans, external surveys, and labor job market information) are used as the basis for decision making across the collegial governance framework. For example, the current SCC Educational Master Plan included a substantial environmental scan, which was used, in part, to inform the development of institutional goals and priorities (IV.B.3_08).

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 and dashboard report to allow him to track enrollment patterns, classroom efficiencies, and other relevant data (IV.B.3_09, IV.B.3_10). 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.3_11). Furthermore, the president relies on the Santiago Canyon College Office of Institutional Effectiveness & Research’s (IE&R’s) findings that include data for the CCCCO’s Vision for Success Goals and Student Equity Initiative data (IV.B.3_12, IV.B.3_13). Many of these research reports undergo an additional layer of analysis by 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. Also, as a highly visible member of the Instructional Deans group and administrative co-chair to the Planning & Institutional Effectiveness, Educational Master Planning, and Enrollment Management Committees, the Dean of Institutional Effectiveness, Library & Learning Support Services often attends President’s Cabinet meetings to discuss research related items and/or to provide input on matters related to institutional performance (IV.B.3_14).

With the establishment of the Planning & Institutional Effectiveness Committee and the Budget Committee, the president ensures that evaluation and planning rely upon quality research and analysis, and ensures that educational planning is integrated with resource planning and resource distribution that serve to achieve student learning. As part of the resource request prioritization process carried out by the Planning & Institutional Effectiveness Committee, the committee’s prioritization rubric includes opportunities for resource requests to score higher total points through the requester’s provision of student achievement and student learning data that substantiate the resource being

requested. (IV.B.3_15). Prioritized requests are submitted to the Budget Committee to identify funding for resource requests after prioritization occurs to ensure planning drives budgeting and resource allocation in support of student learning and achievement (IV.B.3_16). Therefore, through the committees' established procedures, the College community evaluates institutional planning, utilizing a framework that relies on Collegewide data integration that also creates a stronger link between planning and resource allocation. The College Council reviews the PIE Committee's final recommendation for resource allocation, post Budget Committee Analysis, and makes a recommendation to the College president (IV.B.3_17).

Each year the Planning & Institutional Effectiveness Committee and College Council administer surveys to evaluate the resource allocation process as well as the collegial governance structure as a whole. Analysis of these collegewide surveys is the basis for improvements in the College's governance structure and processes. (IV.B.3_18, IV.B.3_19, IV.B.3_20)

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.

Analysis and Evaluation

The president's leadership in collegewide governance process and coordination with Institutional Effectiveness & Research led to a reevaluation of the College's institution-set standards and the development of stretch goals for the following student achievement metrics: course completion rates, awarded certificates, awarded degrees, transfers, licensure examination pass rates, and employment rates for career and technical education students. After robust discussion at the Planning & Institutional Effectiveness Committee, including a review of historical student achievement data provided by the CCCCCO's Student Success Metric portal, the Academic Senate approved a resolution to adjust existing institution-set standards and to establish stretch goals for each of the aforementioned metrics (IV.B.3_21). This resolution came forward as a recommendation for adoption by College Council and was ultimately approved by the College president and included in the Annual report to the ACCJC for 2021 (IV.B.3_22).

The President ensures high-level oversight of all planning, resource allocation, and goal setting. The President leads the College in collaborative decision-making processes, which include representatives from all constituency groups on campus, based on analysis of internal and external data. The president ensures that educational planning is integrated with resource planning and allocation and that allocation of resources supports and improves learning and achievement. In addition, the President oversees processes through which evaluation of institutional planning and implementation efforts support the College mission.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution

always meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

In accordance with the ACCJC, Administrative Regulation 3200 (IV.B.4_01) provides the process for ensuring the accreditation processes are met. The CEO reports to the Chancellor, (IV.B.4_02) and ensures the District complies with the accreditation process and standards. The SCC Accreditation Liaison Officer (ALO) communicates with campus collegial governance groups and utilizes campus-wide emails (IV.B.4_03). In addition, the ALO reports on Accreditation to the various constituency groups through regular meetings of various governance committees including the Educational Master Planning Committee, the Curriculum & Instruction Council, and the College Council (IV.B.4_04).

Analysis and Evaluation

In order to maintain its accredited status and fulfill the highest educational responsibilities possible to its students and community, the CEO complies with the accreditation standards, policies and guidelines set forth by the ACCJC.

The CEO ensures accreditation information is communicated through governance committees. The SCC Accreditation website page is also updated with ACCJC information. Accreditation communication is also provided through campuswide email and events. Accreditation training and workshops are provided for the accreditation team members. Information is also communicated at Academic Senate, CIC, and Classified Hawks meetings.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The CEO welcomes its community members to participate in the creation of its policies as well as in its planning and budgeting processes. To strengthen collegiality, the CEO communicates relevant College and District information. In addition, the president meets weekly with the College Vice Presidents at President's Cabinet. He also meets monthly with the entire College management team at Management Council (IV.B.5_01). The CEO also meets with the Academic Senate President and Vice President on a weekly basis to insure an open line of communication. He also attends the Classified Hawks Advisory Group meeting (IV.B.5_02) to discuss matters of common interest and to ensure the College practices are consistent with its missions and policies.

The process to evaluate Administrative Regulations (ARs) and District's Board Policies (BPs) are detailed within AR 2410 and BP 2410 (IV.B.5_03). AR changes are brought to Chancellor's Cabinet (IV.B.5_04) for review and discussion. Information is disseminated to various shared governance groups (Academic Senate, Curriculum, College Council) (IV.B.5_05, IV.B.5_06). ARs that need to be approved are presented

at District Council. Once the AR modification is approved, it is updated on the RSCCD Administrative Regulation webpage.

Analysis and Evaluation

The Board of Trustees of the Rancho Santiago Community College District appoints the college presidents based on the recommendation of the District chancellor. The college presidents report to the Rancho Santiago Community College District Chancellor and are responsible for planning, overseeing, and evaluating SCC's administrative structure. The SCC president provides guidance to the college community in achieving goals effectively while offering and sustaining worthwhile educational programs and services for students and surrounding community members. The President, as the College's chief executive officer, provides effective leadership in all aspects of College planning, budgeting, selecting, and developing personnel, and assessing educational programs and institutional service effectiveness. The CEO is a strong advocate and builds trust among all constituency groups through his commitment to transparency and participatory governance.

The CEO assures the implementation of statutes, regulations, and governing board policies and assures the institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. The CEO serves as the administrative co-chair of the College's primary recommending body, College Council. As the council's administrative co-chair, the CEO ensures that he is well informed about all issues affecting the College. Through the council's membership, the president communicates relevant information to the council members.

Santiago Canyon College encourages a collegial College environment that values all constituents and their input that supports the improvement of the College's teaching. Presently, SCC has an Interim President who is committed to maintaining a collegial campus that is consistent with the mission and policies, including control of budget and expenditures. A permanent president search committee will begin the hiring process in spring 2021 for appointment in the early summer of 2021.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The president is an active member of the City of Orange Community Foundation Office (IV.B.6_01), a non-profit organization, and various Rotary Clubs from the surrounding area. The president has partnered with local colleges, including Chapman University, Cal State Fullerton, and UCI, (IV.B.6_02) (IV.B.6_03) to establish programs to assist in SCC student transfer. The president has also partnered with the Orange Unified School District and promoted the continuation of a successful dual-enrollment program that facilitates the offering of college-level courses to all high school students, helping them develop seamless pathways from high school to community college in addition to helping them prepare for transfer. This program improves high school graduation rates and helps high school students achieve college and career readiness. (IV.B.6_04). The president works with local government representatives including U.S.

Representative Katie Porter from California's 45th congressional district. Representative Porter was instrumental in Santiago Canyon College becoming a COVID-19 testing site for students, faculty, staff, and the surrounding communities. As COVID-19 numbers were rising, the president wanted to ensure the College was available to the community to help combat this pandemic. The president also communicates with Orange County Supervisor's Donald Wagner's office (IV.B.6_05) and supports health events and other community related programs. The President also communicates with constituencies with a monthly newsletter, "What's New @ SCC." (IV.B.6_07)

Analysis and Evaluation

The President works and communicates effectively with the surrounding communities served by the institution while maintaining a positive presence. Through these community partnerships, the President has established the College as a place where students and the community are supported. Whether it is taking classes for a degree, transferring to a four-year college, or updating technical skills, SCC is a place for everyone. The President promotes a safe and inclusive environment that promotes respect and creates equitable outcomes for all students and the community. A wide array of courses, electives, programs, and community partnerships is available to the communities the college serves. The President participates in advisory committees and various campus conferences to stay connected and provide college updates.

Conclusions on Standard IV.B. CEO

As a result of its president's 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, the president has played an important role in hiring the College's classified staff, faculty, and administrators. Furthermore, the president's support for and commitment to participatory governance has been a contributing factor to the College's robust committee and governance structure which oversees matters of institutional planning, organizing, budgeting, and assessing institutional effectiveness.

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

The president's leadership in collegewide governance process and coordination with Institutional Effectiveness & Research led to a reevaluation of the College's institution-set standards and the development of stretch goals for the following student achievement metrics: course completion rates, awarded certificates, awarded degrees, transfers, licensure examination pass rates, and employment rates for career and technical education students.

The president ensures high-level oversight of all planning, resource allocation, and goal setting. The resident leads the College in collaborative decision-making processes, which include representatives from all constituency groups on campus, based on analysis of internal and external data. The president ensures that educational planning is integrated with resource planning and allocation and that allocation of resources supports and improves

learning and achievement. In addition, the President oversees processes through which evaluation of institutional planning and implementation efforts support the College mission.

In order to maintain its accredited status and fulfill the highest educational responsibilities possible to its students and community, the president complies with the accreditation standards, policies and guidelines set forth by the ACCJC. The president ensures accreditation information is communicated through governance committees. The SCC Accreditation webpage is also updated with ACCJC information. Accreditation communication is also provided through campus email and events. Accreditation training and workshops are provided for the accreditation team members. Information is also communicated at Academic Senate, CIC, and Classified Hawks meetings.

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

The president works and communicates effectively with the surrounding communities served by the institution while maintaining a positive presence. Through these community partnerships the president has established the College as a place where students and the community are supported. Whether it is taking classes for a degree, transferring to a four-year college, or updating technical skills, SCC is a place for everyone. The president promotes a safe and inclusive environment that imbues respect and creates equitable outcomes for all students and the community. A wide array of courses, electives, programs, and community partnerships is available to the communities the College serves. The president participates in advisory committees and various campus conferences to stay connected and provide College updates.

Improvement Plan(s)

None

Evidence List

IV.B.1_01_BP_2200_Board_Duties_and_Responsibilities
IV.B.1_02_BP_2430_Delegation_of_Authority_to_the_Chancellor
IV.B.1_03_CC_Minutes_05-12-2020
IV.B.1_04_EMP_Goals_2016-2022_with_Action_Items
IV.B.1_05_Board_Institutional_Effectiveness_Committee
IV.B.1_06_BIEC_09-23-2020_Institutional_Effectiveness_Minutes
IV.B.1_07_02-11-2021_BIEC_Minutes
IV.B.1_08_BP_7120_Recruitment_and_Hiring
IV.B.1_09_AR_7120_Recruitment_and_Hiring
IV.B.1_10_AR_7120.1_Full-Time_Faculty_Recruitment_and_Selection
IV.B.1_11_AR_7120.2_Classified_Employee_Recruitment_and_Selection
IV.B.1_12_AR_7120.3_Management_Recruitment_and_Selection

IV.B.1_13_BP_7160_Professional_Development
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 IV.B.1_15_AS_Agenda_05-19-2020
 IV.B.1_16_CC_Minutes_05-26-2020
 IV.B.2_01_RSCCD_Functions_&_Mapping_of_Resp_Aug_2019
 IV.B.2_02_RSCCD_Org_Chart_FY20
 IV.B.2_03_SCC_Administration_Org_Chart_FY20
 IV.B.2_04_SCC_Academic_Affairs_Org_Chart_FY20
 IV.B.2_05_SCC_Continuing_Education_Div_Support_Services_Org_Chart_FY20
 IV.B.2_06_SCC_Student_Services_Org_Chart_FY20
 IV.B.2_07_SCC_Administrative_Svcs_Org_Chart_FY20
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 IV.B.2_10_CC_Minutes_05-14-2019
 IV.B.2_11_CC_Minutes_05-28-2019
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 IV.B.3_03_EMP_2019_2022
 IV.B.3_04_2011_SCC_Facilities_Master_Plan
 IV.B.3_05_Educational_Master_Planning_Committee_Responsibilities
 IV.B.3_06_Mapping_the_Goals_EMP_2012-2016
 IV.B.3_07_AS_Minutes_02-16-2021
 IV.B.3_08_2016-2022_EMP_Environmental_Scan
 IV.B.3_09_EMT_SCC_2020SP_RESBOTH_APPRINCL.xlsx
 IV.B.3_10_Data_Dashboards
 IV.B.3_11_SCC_Student_Satisfaction_Web_Report_2020
 IV.B.3_12_CCCCO_Vision_For_Success_Goals
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 IV.B.3_15_SCC_Equity_Data_Presentation_Filtered_for_POC_Only_v4_JA_&_SR_Edits_020421
 IV.B.3_16_2020-2021_PIE_Prioritization_Budget_Committee_Analysis.xlsx
 IV.B.3_17_CC_Minutes_05-26-2020
 IV.B.3_18_PIE_Prioritization_2018-19_Funding_List.xlsx
 IV.B.3_19_Annual_Committee_Evaluation_Survey_2018-2019
 IV.B.3_20_PIE_Minutes_06-03-2020
 IV.B.3_21_AS_Agenda_03-02-2021
 IV.B.3_22_ACCJC_Annual_Report_2021
 IV.B.4_01_AR3200_Accreditation
 IV.B.4_02_BP3200_Accreditation
 IV.B.4_03_SCC_Liaison_Comm_Email_07_.2020
 IV.B.4_04_CC_Minutes_08-25-2020
 IV.B.5_01_MC_CY_2020_Meeting_Dates
 IV.B.5_02_President's_Classified_Hawks_Advisory_Group_Meeting_04-23-2020
 IV.B.5_03_BP_2410_Board_Policies_and_Administrative_Regulations
 IV.B.5_04_AR_2410_Board_Policies_and_Administrative_Regulations

IV.B.5_05_AS_Minutes_05-05-2020_Admin_Reg
IV.B.5_06_Chan_Cab_Agenda_05-04-2020_Admin_Reg
IV.B.5_07_CC_Minutes_05-26-2020_Resource_Alloc
IV.B.6_01_Presdeint's_Calendar_01-01-2020_CFO
IV.B.6_02_Field_of_Honor_11_12_2019_CFO
IV.B.6_03_CTAG_Ceremony_12-04-2019_CTAG
IV.B.6_04_CU_Press_Release_12-05-2019_CTAG
IV.B.6_05_College_Dual_Enrolled_Classes_OUSD
IV.B.6_06_Supervisor_Wagner_Santiago_Canyon_Flyer
IV.B.6_07_Field_of_Vvalor_11-22-2019

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

In accordance with RSCCD Board Policies, the District has a seven-member elected Board of Trustees (BOT). In accordance with Education Code Section 70902, the RSCCD BOT has the responsibility of the overall fiscal health and stability of the District and Colleges, as well as for the monitoring of institutional performance and educational quality. (IV.C.1_01, IV.C.1_02).

Analysis and Evaluation

The RSCCD Board of Trustees works to uphold Board Policies by regularly conforming with policies that assure academic quality, effectiveness of student learning programs and services, as well as the financial stability of RSCCD and its colleges.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

Per Board Policy 2715 Code of Ethics/Standards of Practice, (IV.C.2_01) the Board of Trustees (BOT) are elected to represent the interests and serve the needs of the entire District and promote the mission of the District. In addition, to protect the College, Board Policy 2710 Conflict of Interest (IV.C.2_02) establishes clear guidance for the board members. In terms of voting practices, the Board of Trustees acts by majority vote of all the membership of the board with some exceptions. A two-thirds vote is required for resolutions to pursue bonds, sell or lease real estate, appropriate funds, as well as additional actions listed in BP 2330. A unanimous vote is required for decisions regarding property (IV.C.2_03).

The Board of Trustees discusses important topics that impact the entire District, and resolutions in support of a decision are passed unanimously, demonstrating that the RSCCD Board of Trustees reach consensus and act in support of decisions (IV.C.2_04, IV.C.2_05).

Analysis and Evaluation

The RSCCD Board of Trustees acts as a collective entity, and all members must protect the interests of the District and the College. They are guided by a Board Policy that details voting policies. Once a vote is taken, the BOT responds in accordance with the policy.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

RSCCD Board Policies 2431 and Administrative Regulation 2431 clearly define the policies for selecting the Chancellor of RSCCD. It details the search process and screening committee formation and states that the Board of Trustees makes the final decision regarding the candidate to be offered the position (IV.C.3_01, IV.C.3_02, IV.C.3_03). In June of each year, the Chancellor participates in an evaluation by the Board of Trustees (IV.C.3_04). The board evaluates the Chancellor using a process developed and jointly agreed upon by the Board and the Chancellor. The evaluation complies with any requirements set forth in the contract of employment and the evaluation policy.

Analysis and Evaluation

The RSCCD Board of Trustees has maintained a Board Policy and Administrative Regulation that details the procedures for selection of a Chancellor. These policies and regulation were last enacted in 2019 when a new chancellor was selected. Additionally, the Board of Trustees evaluates the Chancellor each June as set forth in its policy on evaluating the chancellor.

4. The governing board is an independent policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The RSCCD Board of Trustees is committed to fulfilling its responsibility to represent the public interest and monitor institutional performance and educational quality (IV.C.4_01). Abiding by a Code of Ethics/Standards of Practice, the board advocates for and defends RSCCD and protects it from undue influence or political pressure (IV.C.4_02).

Analysis and Evaluation

Various Board Policies have been established to ensure the RSCCD Board of Trustees reflects the public interest in the institution's education quality. Board Policy 2200 Board Duties and Responsibilities clearly outlines that the Board of Trustees must represent the public interest and advocate and protect the District. In addition, the Board has a detailed policy on the Code of Ethics/Standards of Practice, ensuring that Trustees represent the interests and serve the needs of the entire District and promote the mission of Rancho Santiago Community College District.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has the ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The RSCCD Board of Trustees establishes policies consistent with the District’s mission to “provide quality educational programs and services that address the needs of our diverse students and communities” (IV.C.5_01). RSCCD utilizes the Community College League of California Policy and Procedure Service to stay abreast of policy updates and recommendations for new policies (IV.C.5_02). In doing so, the Board of Trustees has the ultimate responsibility for educational quality and legal matters, as well as financial integrity and stability (IV.C.5_03, IV.C.5_04).

Analysis and Evaluation

The RSCCD Board of Trustees, through its mission and board policies, ensures the quality, integrity, and improvement of student learning programs and services. As described in its duties and responsibilities, assuring fiscal health and integrity is a primary role of the board. Through other policies, such as BP 4020 (IV.C.5_05), it establishes that the programs and curricula of the District shall be high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. The RSCCD Board of Trustees maintains a robust docket schedule to ensure matters of educational quality, law, and fiscal integrity and stability are discussed and acted upon (IV.C.5_06, IV.C.5_07)

6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The Rancho Santiago Community College District identifies board policies and bylaws in several Board Policy 2000 sections. These policies specify duties, responsibilities, structure, operating procedures, and size of the board (IV.C.6_01, IV.C.6_02, IV.C.6_03, IV.C.6_04). Board Policy 2010 addresses board membership and size of the Board. Board Policy 2210 identifies the Board structure, and Board Policy 2210 identifies duties and responsibilities (IV.C.6_05 IV.C.6_06). Various other policies discuss operating procedures such as Board Policy 2310 which specifies how to conduct Board meetings (IV.C.6_07).

Analysis and Evaluation

The Rancho Santiago Community College District publishes the board policies specifying the board’s size, duties, responsibilities, structure, and operation procedures in Board Policy 2000 sections. These are widely shared and available on its website, providing access for all college constituents and the public.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them, as necessary.

Evidence of Meeting the Standard

The RSCCD Board of Trustees (BOT) acts in a manner consistent with its policies and bylaws by regularly assessing its implementation of policies and their effectiveness in

fulfilling RSCCD's mission through an annual self-evaluation (IV.C.07_01) and revises policies as necessary (IV.C.07_02, IV.C.07_03).

Analysis and Evaluation

The RSCCD Board of Trustees has an annual self-evaluation as outlined in Board Policy 2745. The policy states that the board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning in carrying out its responsibilities to the citizens of the Rancho Santiago Community College District. In addition, the board also assesses its District goals and strategic objectives through a survey instrument created by the board president, with assistance by the Chancellor, that is distributed to various campus constituents. The Board uses both the self-evaluation and district goals survey instrument to continually improve.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

In accordance with RSCCD Board Policy as well as the district's mission and goals, the Board of Trustees regularly reviews key indicators for student learning and achievement, as well as institutional plans for improving academic quality via a cyclical integrated planning model (IV.C.8_01, IV.C.8_02). Annually, at the January Board of Trustees meeting, there is a Strategic Planning and Enrollment Management Update (IV.C.8_03, IV.C.8_04).

Analysis and Evaluation

The RSCCD Board of Trustees abides by established Board Policy and supports the RSCCD Mission and Goals by performing annual reviews of key indicators for student learning and achievement, along with strategic planning for enrollment management.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Board Policy 2740 (IV.C.9_01) assures that the RSCCD Board of Trustees has an ongoing training program for board development, which includes a new member orientation (IV.C.9_02). Additionally, the Chancellor ensures that the Board of Trustees receives annual training on various topics (IV.C.9_03) including but not limited to conflicts of interest (IV.C.9_04). Board members submit their annual conflict of interest reports to the county (IV.C.9_05 IV.C.9_06).

The continuity of the Board's membership is maintained with one-half of the trustees being elected in each election cycle (IV.C.9_07). Budget planning for biennial board elections is integrated into the budget model. (IV.C.9_08)

Analysis and Evaluation

Board members' travel to conferences and their reports regarding what was learned are documented in board meeting minutes. (IV.C.9_09). The various board committees focus on key issues pertaining to the work and mission of the District and colleges: Facilities, Fiscal/Audit, Institutional Effectiveness, Legislative, and Policy Committees. These committees function to educate the board about the operations at the District and the colleges. Further, informational presentations are developed by District and college administrators and external groups to keep the board well-informed about issues and operations of the District. Additional opportunities for board education are shared by the Chancellor; for example, new board members were informed about the Community College League's Excellence of Trusteeship Program (IV.C.9_10). These examples document implementation of BP 2740, which states that "the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education."

Each trustee serves for a four-year term, commencing on the first board meeting in December following the general election in November. Elections are held every two years in even-numbered years. Terms of trustees are staggered so that, as nearly as practical, one-half of the trustees are elected at each trustee election. In 2018, elections were held for board member seats representing Areas 2, 4, and 6. (IV.C.9_11) In 2020, elections were held for board member seats representing Areas 1, 3, 5 and 7, which resulted in the election of three new board members. (IV.C.9_12)

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

Board Policy 2745 establishes the process for the RSCCD Board of Trustees' annual self-evaluation; an assessment of its strengths and areas for improvement are noted "in carrying out its responsibilities to the citizens of the Rancho Santiago Community College District" (IV.C.10_01). The 2019 self-evaluation addressed the areas of (1) Board Organization and Operation, (2) Policy Roles, (3) Strategic Planning, (4) Relations with the Chancellor, Presidents, Faculty and Staff, (5) Community Relations – Advocacy, and (6) Board Leadership, Ethics, and Standards of Conduct (IV.C.10_02). This annual self-evaluation assesses the Board's practices and performance and includes full participation in board training (IV.C.10_03). The results of the 2019 Board Self-

Evaluation responses by non-board members were published in the November 18, 2019, Board docket (IV.C.10_04). At the following Board meeting on December 9, 2019, the self-evaluation results from the board members were published, including responses that were conflicting and summary highlights that showed strengths, accomplishments, and issues to address in the upcoming year (IV.C.10_05).

Analysis and Evaluation

A process for the annual board evaluation for sustaining academic quality and institutional effectiveness occurs annually. The evaluation results are made public, and the board participates in annual board training.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The RSCCD Board of Trustees (BOT) abides by a Code of Ethics (IV.C.11_01) and has a Conflict-of-Interest policy (IV.C.11_02, IV.C.11_03). The BOT Code of Ethics – Standards of Practice include a clearly defined policy for dealing with actual or perceived violations of laws and regulations (IV.C.11_04). Board members adhere to Government Code sections 1091 and 1091.5 by not having a financial interest in, or having limited interests in, the District (IV.C.11_05). Any possible interests are disclosed during BOT meetings and are noted in the minutes of that meeting. (ER 7) The Chancellor ensures that the board is educated about the Conflict-of-Interest Policy and that the board members submit the annual conflict of interest 700 Form reports to the County. [IV.C.11_06)

Analysis and Evaluation

By abiding by a Code of Ethics and following a Conflict-of-Interest policy, board members do not have financial interest in or have limited interest in the District. Additionally, should a conflict arise, any interests are disclosed and noted in the BOT meeting minutes.

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

Evidence of Meeting the Standard

Demonstrated by the establishment of related Board Policies and Administrative Regulations, the RSCCD Board of Trustees delegates the Chancellor to have executive

responsibility for administering the policies adopted by the Board, and the Chancellor is responsible to the Board for execution of delegated powers and duties (IV.C.12_01, IV.C.12_02, IV.C.12_03).

Analysis and Evaluation

By delegating full responsibility to the Chancellor to implement and administer board policies without interference, the Chancellor is accountable for the operation of the District and colleges.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status and supports, through policy, the college's efforts to improve and excel. The board participates in its self-evaluation of governing board roles and functions in the accreditation process. The board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning in carrying out its responsibilities. The board is committed to having an annual self-evaluation meeting no later than December. (IV.C.13_01)

Evidence of Meeting the Standard

The Chancellor ensures that the Board of Trustees is informed about the status of accreditation and involved in the accreditation process (IV.C.13_02). The RSCCD BOT reviews and approves the accreditation comprehensive self-evaluation at least 45 days prior to its submission (IV.C.13_03). At the February 8, 2021, board meeting, an ACCJC representative gave a presentation on Board Accreditation Training (IV.C.13_04).

The board's role to "monitor institutional performance and educational quality" (IV.C.13_05) through assessment of District goals and strategic objectives (IV.C.13_06) and through the board's Institutional Effectiveness Committee supports the College's efforts to improve and excel through policy and practice. While the board does not conduct assessments of institutional effectiveness, such assessments are presented to the board for their review: e.g., Annual Progress on RSCCD Strategic Plan, presidents' reports on enrollment targets at District board meetings, annual 12 Measures of Success Report, etc.

Further, the board conducts a self-evaluation every year to assess areas of improvement and identify strengths in performing its responsibilities: e.g. (IV.C.13_07)

Analysis and Evaluation

The RSCCD Board of Trustees meets this standard as the Chancellor informs the Board about the accreditation process. Then, the Board approves the accreditation self-evaluation prior to its submission.

Conclusions on Standard IV.C. Governing Board

The RSCCD Board of Trustees works to uphold Board Policies by regularly conforming with policies that assure academic quality, effectiveness of student learning programs and services, as well as the financial stability of RSCCD and its colleges.

The RSCCD Board of Trustees acts as a collective entity and all members must protect the interests of the District and the College. They are guided by a Board Policy that details voting policies. Once a vote is taken, the Board responds in accordance with the policy.

The RSCCD Board of Trustees has maintained a Board Policy and Administrative Regulation that details the procedures for selection of a Chancellor. These policies and regulation were last enacted in 2019 when a new chancellor was selected. Additionally, the Board of Trustees evaluates the Chancellor each June as set forth in its policy on evaluating the chancellor.

Various Board Policies have been established to ensure the RSCCD Board of Trustees reflects the public interest in the institution's education quality. Board Policy 2200 Board Duties and Responsibilities clearly outlines that the Board of Trustees must represent the public interest and advocate and protect the District. In addition, the Board has a detailed policy on the Code of Ethics/Standards of Practice, ensuring that Trustees represent the interests and serve the needs of the entire District while promoting the mission of Rancho Santiago Community College District.

The RSCCD Board of Trustees, through its mission and board policies, ensures the quality, integrity, and improvement of student learning programs and services. As described in its duties and responsibilities, assuring fiscal health and integrity is a primary role of the board. Through other policies, such as BP 4020, it establishes that the programs and curricula of the District will be high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. The RSCCD Board of Trustees maintain a robust docket schedule to ensure matters of educational quality, law, and fiscal integrity and stability are discussed and acted upon.

The Rancho Santiago Community College District publishes the board policies specifying the board's size, duties, responsibilities, structure, and operation procedures in Board Policy 2000 sections. These are widely shared and available on its website, providing access for all college constituents and the public.

The RSCCD Board of Trustees has an annual self-evaluation as outlined in Board Policy 2745. The policy states that the board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning in carrying out its responsibilities to the citizens of the Rancho Santiago Community College District. In addition, the board also assesses its District goals and strategic objectives through a survey instrument created by the Board President, with assistance by the Chancellor, that is distributed to various campus constituents. The Board uses both the self-evaluation and District goals survey instrument to continually improve.

The RSCCD Board of Trustees abides by established Board Policy and supports the RSCCD Mission and Goals by performing annual reviews of key indicators for student learning and achievement, along with strategic planning for enrollment management.

Board members' travel to conferences and their reports regarding what was learned are documented in Board meeting minutes. The various board committees focus on key issues pertaining to the work and mission of the District and colleges: Facilities, Fiscal/Audit, Institutional Effectiveness, Legislative, and Policy Committees. These committees function to educate the board about the operations at the District and the colleges. Further, informational presentations are developed by District and college administrators and external groups to keep the board well-informed about issues and operations of the District. Additional opportunities for board education are shared by the Chancellor.

Each trustee serves a term of four years, commencing on the first board meeting in December following the general election in November. Elections are held every two years in even numbered years. Terms of trustees are staggered so that, as nearly as practical, one-half of the trustees are elected at each trustee election. In 2018, elections were held for board member seats representing Areas 2, 4, and 6. In 2020, elections were held for board member seats representing Areas 1, 3, 5 and 7, which resulted in the election of three new board members.

A process for the annual board evaluation for sustaining academic quality and institutional effectiveness occurs annually. The evaluation results are made public, and the board participates in annual board training.

By abiding by a Code of Ethics and following a Conflict-of-Interest policy, board members do not have financial interest in or have limited interest in the District. Additionally, should a conflict arise, any interests are disclosed and noted in the Board of Trustees meeting minutes.

By delegating full responsibility to the Chancellor to implement and administer board policies without interference, the Chancellor is accountable for the operation of the District and colleges.

The RSCCD Board of Trustees meets this standard as the Chancellor informs the Board about the accreditation process. Then, the Board approves the accreditation self-evaluation prior to its submission.

Improvement Plan(s)

None

Evidence List

IV.C.1_01_BP_2010_Board_Membership

IV.C.1_02_BP_2200_Board_Duties

IV.C.2_01_BP_2715_Code_of_Ethics

IV.C.2_02_BP_2710_Conflict_of_Interest
IV.C.2_03_BP_2330_Quorum_and_Voting
IV.C.2_04_RSCCD_Resolution_re_Anti-Asian_Sentiment
IV.C.2_05_RSCCD_Board_Resolution_Against_Racism
IV.C.3_01_BP_2431_Chancellor_Selection
IV.C.3_02_AR_2431_Chancellor_Selection
IV.C.3_03_BP_2432_Chancellor_Succession
IV.C.3_04_BP_2435_Eval_of_Chancellor
IV.C.4_01_BP_2200_Board_Duties
IV.C.4_02_BP_2715_Code_of_Ethics
IV.C.5_01_RSCCD_Mission
IV.C.5_02_AR_2410_Board_Policies_and_ARs
IV.C.5_03_BP_2410_Board_Policies_and_ARs
IV.C.5_04_BP_2200_Board_Duties
IV.C.5_05_BP_4020_Program_Curriculum_and_Course_Development
IV.C.5_06_RSCCD_Board_Docket_Schedule
IV.C.5_07_Presentations_at_Board_Meetings_2018-2021
IV.C.6_01_BOT_Operating_Procedures
IV.C.6_02_BP_2100_Board_Elections
IV.C.6_03_BP_2200_Board_Duties
IV.C.6_04_BP_2220_Board_Committees
IV.C.6_05_BP_2010_Board_Membership
IV.C.6_06_BP_2210_Officers
IV.C.6_07_BP_2310_Regular_Meetings_of_the_Board
IV.C.7_01_BP_2745_Board_Self-Evaluation
IV.C.7_02_BP_2410_Board_Policies
IV.C.7_03_AR_2410_Board_Policies
IV.C.8_01_BP_2200_Board_Duties
IV.C.8_02_RSCCD_Mission_and_Goals
IV.C.8_03_BoT_Agenda_01-13-2020
IV.C.8_04_BoT_Minutes_01-13-2020
IV.C.9_01_BP_2740_Board_Education
IV.C.9_02_New_Trustee_Orientation_and_Training
IV.C.9_03_Trustee_Training_05-04-2021
IV.C.9_04_AR_2710_Conflict_of_Interest
IV.C.9_05_AR_2712_Conflict_of_Interest_Code
IV.C.9_06_AR_2712_COI_Code_Exhibit_A
IV.C.9_07_BP_2100_Board_Elections
IV.C.9_08_BAM_2019-2020_11-24-2020
IV.C.9_09_BoT_Agenda_12-09-2019
IV.C.9_10_CC_League_Excellence_of_Trusteeship_Prg
IV.C.9_11_Three_Incumbents_Re-Elected_to_RSCCD_BoT_11-08-2018
IV.C.9_12_Installation_of_New_RSCCD_Board_of_Trustees
IV.C.10_01_BP_2745_Board_Self-Evaluation
IV.C.10_02_BoT_Self-Evaluation_2019
IV.C.10_03_BP_2740_Board_Education

IV.C.10_04_BoT_11-18-2019_Docket_Self-Eval_Results
IV.C.10_05_BoT_Docket_12-09-2019_Self-Eval_Results_2019
IV.C.11_01_BP_7001_Code_of_Ethics
IV.C.11_02_BP_2710_Conflict_of_Interest
IV.C.11_03_AR_2710_Conflict_of_Interest
IV.C.11_04_BP_2715_Code_of_Ethics_Standards
IV.C.11_05_AR_2712_Conflict_of_Interest_Code
IV.C.11_06_AR_2712_COI_Code_Exhibit_A
IV.C.12_01_BP_2430_Delegation_of_Authority
IV.C.12_02_AR_2430_Delegation_of_Authority
IV.C.12_03_BP_2200_Board_Duties
IV.C.13_01_BoT_Minutes_12-14-2020
IV.C.13_02_BP_3200_Accreditation
IV.C.13_03_AR_3200_Accreditation
IV.C.13_04_BoT_Agenda_02-08-2021
IV.C.13_05_BP_2200_Board_Duties_and_Responsibilities
IV.C.13_06_BP_2746_BOT_Assessment_of_District_Goals_and_Objectives
IV.C.13_07_BoT_Agenda_12-14-2020

D. Multi-College Districts or Systems

1. In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The Chancellor convenes senior leadership—the college Presidents and the Vice Chancellors—through weekly Chancellor’s Cabinet meetings to provide leadership, set expectations and engage senior leaders in addressing priority issues for the District and colleges. (IV.D.1_01)

The Participatory Governance Structure (IV.D.1_02) establishes the lines of communication through which RSCCD’s Chancellor provides leadership by setting expectations and standards and clarifying the roles and responsibilities of the colleges and system to meet those expectations and standards. The Governance Structure consists of five District committees dedicated to critical operational areas, which then report to and participate in District Council, which is chaired by the CEO.

The Chancellor sets the agenda for District Council and Management Council meetings, approves items and recommendations, and provides leadership and sets standards at these meetings. There are five District Council meetings scheduled each semester (IV.D.1_03) and Management Council meetings are scheduled on a monthly basis. (IV.D.1_04)

Minutes from District Council meetings document the topics, discussions and recommendations for key operational issues, and the Chancellor’s review, direction, leadership, and approval of recommendations. (IV.D.1.05)

Agendas and minutes from monthly Management Council meetings document the communication of expectations and clearly defined roles to district and college managers, who are responsible for overseeing the work to implement standards and fulfill their respective responsibilities. (IV.D.1_06)

The Planning and Organizational Effectiveness Committee is tasked with completing and updating the RSCCD Functions/Mapping of Responsibilities, which clearly defines the roles, responsibilities and authority of the District and colleges that the Chancellor approves and is posted on the District’s website. (IV.D.1_07)

Analysis and Evaluation

The Chancellor’s Cabinet membership consists of the Chancellor, Vice Chancellors of Business Operations and Fiscal Services, Educational Services, and Human Resources, and the Presidents of Santa Ana College and Santiago Canyon College. The Cabinet meets weekly, allowing senior leadership to report on their respective areas of responsibility to assure effective operation of the colleges and District services. Further,

through monthly Management Council meetings, the Chancellor provides leadership by addressing key issues and concerns and sharing his plans and policies with the administrators responsible for implementing them. (IV.D.1_08)

In addition, RSCCD's participatory governance structure features dedicated committees focused on critical operational areas that impact effective operation of the colleges and District: Fiscal Resources Committee, Human Resources Committee, Physical Resources Committee, Planning and Organizational Effectiveness Committee, and Technology Advisory Group. Membership in these committees includes representatives from each college, the District, staff, faculty, administrators, and students to develop guidance and recommendations to District Council in order to inform the Chancellor about key operational issues that affect resource allocation, institutional policies, procedures, and practice. (IV.D.1_09)

The feedback from the committees flow through to District Council, led by the Chancellor, with members representing each of the participatory governance committees. The Chancellor reviews and discusses the recommendations for resource allocations and for revisions and changes to policies, procedures, and practices from the participatory governance committees. Thus, District Council functions as a forum for the Chancellor to communicate expectations of educational excellence and integrity and assure support for the effective operation of the colleges and District. (IV.D.1.10)

The Chancellor establishes clearly defined roles, including authority and responsibility between the colleges and the District/system, by approving the RSCCD Functions/Mapping of Responsibilities. (IV.D.1_11) The Planning and Organizational Effectiveness Committee oversees a review of the functions map every three years. The updated functions map is presented at District Council. The Chancellor reviews, directs revisions, if needed, and approves the functions mapping document. The latest version of the functions map was completed in 2019 and is posted on the District's website. (IV.D.1_12)

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The RSCCD Functions/Mapping of Responsibilities document delineates, documents, and communicates the operational responsibilities and functions of the District/system. This functions map is reviewed every three years, updated annually, and presented for the CEO's approval at District Council. (IV.D.2_01)

An annual survey is sent to the College to evaluate the adequacy of District services to support the College in achieving its mission. (IV.D.2_02). The Research, Planning and Institutional Effectiveness Department prepares a report of survey responses that is reviewed by Chancellor's Cabinet to identify gaps or weaknesses to be addressed by the appropriate Vice Chancellor based on the area that needs improvement. (IV.D.2_03) This feedback from the colleges on the effectiveness and adequacy of District/system services is used to inform policy, procedures, and practices.

The RSCCD Planning Design Manual describes the integration of District and college planning and resource allocation and how resource allocations are prioritized through the participatory governance process. (IV.D.2_04)

The RSCCD Budget Allocation Model (BAM) documents the District/system's and colleges' responsibility for resources and its allocation of resources and planning. (IV.D.2_05). The BAM documents the methodology, formulas, and processes for resource allocation based on a revenue-based allocation model, integrated planning, District Council funding recommendation, and funding obligations. The role of District services in this process is to maintain fiscal and operational integrity to facilitate college operations and provide educational services to the communities and students served by the District.

Analysis and Evaluation

RSCCD's Chancellor clearly delineates, documents, and communicates operational responsibilities by reviewing and approving RSCCD Functions/Mapping of Responsibilities and the RSCCD Planning Design Manual. The functions map and planning manual are updated every three years and presented to District Council for the Chancellor's review, feedback, and final approval. (IV.D.2_06)

Every year a survey is sent to the College staff to provide feedback on the District services. (IV.D.2_07) The Research, Planning and Institutional Effectiveness Department prepares a report of the survey results that is presented to the Chancellor's Cabinet for review by the Chancellor and Vice Chancellors who oversee the divisions providing District services. The report consists of quantitative evaluation ratings and qualitative comments from reviewers. The report assists District leaders with determining the effectiveness of services to support the colleges' achievement of their missions and to inform adjustments to existing services. (IV.D.2_08)

The District/system has responsibility for resources, resource allocation, and planning through the Business Operations & Fiscal Services Division administration, policies and procedures; through District participatory governance committees that make recommendations for resource allocation to District Council: i.e., Fiscal Resources Committee, Human Resources Committee, Planning and Organizational Effectiveness Committee, Physical Resources Committee, Technology Advisory Group; through the Planning and Organizational Effectiveness Committee which reviews and updates the RSCCD Planning Design Manual; and through the Research, Planning and Institutional Effectiveness Department in the Educational Services Division, which conducts

districtwide surveys and produces assessment and evaluation reports for the Chancellor's Cabinet to review.

Policies and procedures outlined in the RSCCD Planning Design Manual indicate that resource allocations align with the RSCCD Mission Statement and link RSCCD Goals and Objectives to the resources needed to accomplish stated organizational goals and meet Standards I.B.3., I.B.4., and Standard III.D.3. (IV.D.2_09)

The Chancellor ensures that the colleges receive adequate services and support to achieve their missions by annually reviewing the proportion of revenue allocated for District services based on recommendations from District Council. Funding recommendations are presented to District Council by the five District participatory governance committees to ensure that resources are allocated to support achievement of RSCCD's Goals and Objectives. District Council uses a funding rubric that prioritizes budget modification recommendations based on alignment with the District's goals and objectives or as needed to address health or safety issues. The Chancellor, along with Cabinet members, then reviews the recommendations and identifies the funding sources for prioritized recommendations, after which District Council reviews and acts on the proposals. (IV.D.2_10)

The annual budget incorporates the resource allocation decisions and represents "the financial plan of the District ... utilized to implement the District's vision, mission statement, District strategic plan and the technology strategic plan, as well as the colleges' mission statements, educational master plans, facilities master plans and other planning resources." (IV.D.2_11).

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The policy and process for allocation and reallocation of resources is documented in the Budget Allocation Model (IV.D.3_01) and in the RSCCD Planning and Design Manual. (IV.D.3_02) The participatory governance structure ensures that all constituents are represented in planning and budget allocation processes, that subject matter experts are represented on the committees, and that information is available to support using data-driven decision-making to develop recommendations on funding priorities to District Council (IV.D.3_03). This structure ensures adequate support for effective operations regarding allocation of resources.

Board Policy 6300 Fiscal Management designates the Chancellor's authority and responsibility to take action to ensure effective fiscal management, which entails control of expenditures. (IV.D.3_04) While the participatory governance committees make resource allocation recommendations to District Council to review and approve, the Chancellor has the responsibility and authority to approve, request revisions to, and reject those recommendations, and ultimately makes the final decision.

Analysis and Evaluation

RSCCD's Budget Allocation Model (BAM) documents and describes the District's policy for allocation of resources based on a revenue allocation model, through which generated revenue is allocated to the colleges based on state apportionment revenues. The BAM provides the guidelines, formulas, and basic steps for developing an annual budget that allocates budget expenditure responsibilities among three budget centers: Santa Ana College, Santiago Canyon College and District Services.

As a revenue-based model, the total annual revenue is the base funding for each college as defined by Senate Bill 361 and applies the FTES rates for base revenues and restricted revenues earned by each college. The Fiscal Resources Committee reviews the revenue allocations for all revenues available to each budget center and considers any shortfalls to recommend adjustments to the District Council for submission to the Chancellor, if needed. The colleges are required to meet the following budget and expenditure responsibilities:

- Allocate resources to achieve state-funded level of FTES
- Protect the requirements of the collective bargaining agreements
- Maintain the full-time Faculty Obligation Number: the 50% law calculation must be considered, and funds budgeted accordingly
- Support the cost of physical plant maintenance

(IV.D.3_05)

In addition to ensuring compliance with legal obligations, resource allocations are based on the following assumptions:

- RSCCD Goals and RSCCD Objectives
- Priorities identified by the District's participatory governance committees that have been vetted and approved by District Council
- Maintenance of appropriate reserves for contingencies and economic uncertainties. BP 6250 (IV.D.3_06) sets our Board Policy Contingency at 12.5%. AR 6305 (IV.D.3_07) also indicates that if the trustees, by two thirds vote, approve using this reserve, that a plan for replenishment must also be presented. The board would be the body to determine any such use for contingencies. Examples of contingencies would be a mid-year reduction in state apportionment revenue, major unexpected expenditures or cash flow needs due to budget deferrals in order to continue making payroll, and to continue paying our vendors on time.
- Plan for payment of liabilities and future obligations, such as retiree health benefits, STRS and PERS

(IV.D.3_08)

As clarified in the Budget Allocation Model, the Board of Trustees has statutory authority and responsibility to make all final budget allocation decisions. The Chancellor, under the direction of the Board, is "responsible for the successful operation, reputation, and fiscal integrity of the entire District." (IV.D.3_09).

Further, per Board Policy 6300, which addresses fiscal management, the Chancellor shall “establish procedures to assure that the District’s fiscal management is in accordance with the principles contained in Title 5 Section 58311, including:

- Adequate internal controls exist.
 - Fiscal objectives, procedures, and constraints are communicated to the Board and employees.
 - Adjustments to the budget are made in a timely manner, when necessary.
 - The management information system provides timely, accurate, and reliable fiscal information.
 - Responsibility and accountability for fiscal management are clearly delineated.
 - Expenditures shall be limited to the amount budgeted for each major classification of accounts and to the total amount of the budget for each fund.” (IV.D.3_10)
4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

Evidence of Meeting the Standard

Job descriptions for the college presidents clearly indicate that the president has full responsibility and authority to implement and administer delegated District/system policies without interference and hold the college president accountable for the operation of the college. (IV.D.4_01)

The Chancellor delegates independent authority and responsibility to the college presidents to manage the operations of their colleges. The presidents provide direct reports on their colleges’ activities, achievements, and challenges to RSCCD’s Board of Trustees at each board meeting. (IV.D.4_02) The Chancellor’s ability to delegate authority and delineate the lines of responsibility and associated duties is described in Board Policy #3100 Organizational Structure (IV.D.4_03) and Board Policy #2430 Delegation of Authority. (IV.D.4_04)

Analysis and Evaluation

Per BP 3100 Organizational Structure, the Chancellor shall “establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District.” (IV.D.4_05)

Per AR 2430 Delegation of Authority, the Chancellor “may delegate any powers and duties entrusted to him or her by the Board (including the administration of colleges and centers) but will be specifically responsible to the Board for the execution of such delegated powers and duties.” (IV.D.4_06)

As defined in the job description, the College president has full responsibility and authority to implement and administer delegated District/system policies without interference and is accountable for the operation of the College (IV.D.4.07). Consequently, college presidents are responsible for reporting directly to the Board of

Trustees on the operation of their colleges at each scheduled board meeting.
(IV.D.4_08)

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

The RSCCD Planning Design Manual describes the District's and colleges' system and processes for integrated planning and evaluation. A depiction of the cyclical and integrated design of District and college planning and evaluation processes is provided on page 6. (IV.D.5_01) Further, the planning model and its associated processes are evaluated every three years; the timeline and process for evaluating the district-level planning design and decision-making processes is provided on pages 19-20 of the RSCCD Planning and Design Manual (IV.D.5_02).

As presented in the Comprehensive Master Plan, (IV.D.5_03) RSCCD's goals serve as the basis for the goals and objectives developed in the District and college strategic plans: Santiago Canyon College 2016-2022 Educational Master Plan (IV.D.5_04) and the RSCCD's Strategic Plan 2019-2022 (IV.D.5_05). Progress on the objectives in the strategic plans are reviewed annually. By connecting District- and College-specific goals and objectives to RSCCD's institutional goals, planning and evaluation are integrated throughout the District.

The Planning and Organizational Effectiveness Committee provides annual progress reports on RSCCD's Strategic Plan to the Chancellor and Board of Trustees based on quantitative and qualitative data that measures progress on achieving District goals and objectives. (IV.D.5_06)

Analysis and Evaluation

RSCCD's Planning Manual is an integrated model for planning and evaluation for institutional effectiveness. Integration of District and college planning and evaluation occurs through the alignment of District and college goals and objectives identified in the RSCCD Comprehensive Master Plan, RSCCD Strategic Plan and the College Strategic Plan.

A schematic of the RSCCD Planning Design starts with the District mission, moves to planning, resource allocation, implementation and then to assessment of implementation. The colleges' planning cycles are included as a component within the District cycle that is aligned with the implementation phase of the District cycle, as the work of the colleges is the primary means to achieve the District's goals and objectives. At the college level, the cycle is initiated by the College mission, operationalized through District and College goals, and informed by program evaluation and review, which guides planning and resource allocation. (IV.D.5_07)

At the College level the goals are developed through a participatory governance structure. The integration of these goals with the District goals is documented in the Santiago Canyon College 2016-2022 Educational Master Plan, which includes a table that demonstrates the alignment of the College and District goals. (IV.D.5_08)

Responsible parties are assigned to oversee objectives in the RSCCD Strategic Plans. Those parties are responsible for implementing the plans, collecting evidence of levels of success, and documenting activities and outcomes, which will be included in the Progress Report on RSCCD's Strategic Plan. (IV.D.5_09) The Progress Report to assess progress toward meeting RSCCD goals is produced annually by the Planning and Organizational Effectiveness Committee and presented to District Council. The Chancellor then presents the report to the Board and it is distributed to internal and external constituencies. (IV.D.5_10)

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

Through weekly Chancellor's Cabinet meetings, the Chancellor, college presidents, and vice chancellors work through the complex, high-stakes issues that impact effective operations of the colleges and District.

The Chancellor's Updates are an effective means of communication that provide timely leadership and guidance, in addition to accurate and complete information for all employees. These updates are monthly and ad hoc and are posted on the District's website or intranet. (IV.D.6_01)

The Vice Chancellors ensure that communications regarding their processes, procedures, and timelines for their divisions and departments are disseminated to the colleges to ensure that administrators and staff have the information needed to implement their work effectively. Examples include mass email communications that share important processing deadlines for accounting, human resources, and purchasing deadlines. (IV.D.6_02)

Administrators, staff, and students from the College serve as members of the District's five participatory governance committees—Fiscal Resources Committee, Human Resources Committee, Physical Resources Committee, Planning and Organizational Effectiveness Committee, Technology Advisory Group. Through participation in these committees, the College and District representatives work on planning, resource allocation, and procedural and policy recommendations to District Council. Their work on key operational areas is important for effective decision-making at the colleges, as the members are tasked with communicating the committees' work to the groups they represent.

Minutes and agendas for District Council and Management Council that document the structure of timely communication and the accuracy and completeness of the

information conveyed ensure that the colleges have information they need to make operational decisions effectively. (IV.D.6_03)

Presentations and resource materials featured at District Council and Management Council meetings are sent to attendees via email and posted on either the RSCCD website or intranet. (IV.D.6_04)

Updates to Board Policies or Administrative Regulations approved by the board are sent to all managers by the Executive Assistant to the Chancellor and posted on the District website or intranet. (IV.D.6_05)

Communications regarding policies and procedures from District operations are essential for effective operations at the College and necessary for effective decision-making. (IV.D.6_06)

Analysis and Evaluation

The organizational management structure ensures timely, accurate and complete communication for effective operation of the colleges.

Cabinet meetings establish a forum between the Chancellor, Vice Chancellors, and the college presidents to discuss operational policies, procedures, issues, and challenges and work toward a common understanding and management approach.

The Chancellor has established means to communicate important operational information to all District constituencies through Chancellor Updates and presentations at monthly Management Council meetings. These notices and presentations are posted on the District website. (IV.D.6_07)

Each Vice Chancellor supervises the dissemination of policy and procedure updates in a timely manner to support decision-making for their respective areas: Human Resources, Fiscal Services, and Educational Services. These updates occur through email communications, presentations at Management Council, and scheduled training sessions. (IV.D.6_08)

The five District committees engage representatives from each college and the District, with representation from administrators, faculty, classified staff, and students, to work on key operational areas in order to provide recommendations for District Council and the Chancellor that inform decision-making. This participatory governance structure with representatives from each site and from among each employee group, including students, ensures that information is timely (regularly scheduled), accurate (informed by the professional expertise pertaining to each area – Human Resources, IT, Fiscal, etc.), and complete (contributions by committee members capture insight from multiple interests and perspectives). The committees' recommendations on policies, procedures and resource allocations are presented at District Council. (IV.D.6_09, IV.D.6_10)

The Executive Assistant to the Chancellor sends out notices to the colleges and District on any changes or additions to Board Policies or Administrative Regulations after they are approved by the board. (IV.D.6_11)

7. The district/system CEO regularly evaluates district/system and college role delineations, governance, and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The District's Planning, Research and Institutional Effectiveness Department conducts a survey to assess the colleges' awareness of the District's planning and decision-making processes. The resultant Planning and Decision-Making Assessment Report is a tool to inform the Chancellor about how well the District's planning and decision-making processes are known and understood by college staff, faculty, and administrators. (IV.D.7_01)

RSCCD participatory governance committee agendas and minutes document the institutional decision-making processes. (IV.D.7_02)

The RSCCD Strategic Plan (IV.D.7_03) is developed on a three-year cycle, with progress reports produced in years 2 and 3 of the cycle. The progress reports provide quantitative and qualitative data on achievement of objectives related to the District's goals, are presented to the Chancellor and the Board of Trustees, (IV.D.7_04) and are posted on the District's website. (IV.D.7_05) These annual evaluations provide information needed to make informed modifications to the RSCCD Strategic Plan to improve progress on achieving objectives that address the District's goals. The Chancellor reviews the annual evaluations and approves the new RSCCD Strategic Plan presented at the start of the next 3-year cycle.

Enrollment Reports provided by the colleges and presented by the presidents to the Board of Trustees at each board meeting reflect achievement on enrollment targets. (IV.D.7_06)

Analysis and Evaluation

RSCCD's Research, Planning, and Institutional Effectiveness Department conducts a survey of the colleges' awareness and evaluation of District planning and decision-making processes. The Chancellor reviews the Planning and Decision-Making Processes Assessment Report with District Council and determines if changes should be made to the district-level planning and/or decision-making processes. (IV.D.7_07)

The established governance and decision-making processes integrate data and evaluation committee recommendations to inform the Chancellor's decision-making through District Council. Collection and analyses of data and information is integrated into the scheduled review and update processes for the RSCCD Functions/Mapping of

Responsibilities, the RSCCD Planning Manual, and the Progress Report on the RSCCD Strategic Plan. The Chancellor reviews all of these, consults with District Council, and provides the final approval. District Council meeting schedules, agendas, and minutes are posted on the website, as are the governance and planning documents. (IV.D.7_08)

In addition, an annual progress report on District goals summarizes the achievements made by the District and colleges on measurable objectives for each goal. As the RSCCD Strategic Plan is produced through contributions by the Planning and Operational Effectiveness Committee and participation of representatives districtwide, it represents a combined effort for District and college governance and decision-making. (IV.D.7_09) The Progress Report documents the viability of the objectives for measuring progress on goals and helps to initiate conversations between the Chancellor, his Cabinet, and the other participatory governance committees on what is working effectively and what could be more effective. (IV.D.7_10) This document is posted on the District website. (IV.D.7_11)

Further, the Chancellor requests data, evaluation, and informational reports to inform his or her evaluation of district/system and college role delineations, governance, and decision-making processes. For example, in 2019, the Chancellor directed the District's Educational Services Division to provide weekly enrollment reports that contained prior year comparison data to enable the college and District leadership to monitor enrollment trends and to inform decision-making for strategic enrollment management. The Chancellor also reviews enrollment and achievement data presented by the college presidents at the District Board meetings. These data and reports are available through posted agendas and minutes for the Board meetings and on the District's Research, Planning and Institutional Effectiveness website. (IV.D.7_12)

Conclusions on Standard IV.D. Multi-College Districts or Systems

The Rancho Santiago Community College District Chancellor provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District and assures support for the effective operation of the colleges. The Chancellor establishes clearly defined roles, authority and responsibility between the colleges and the District.

The Chancellor clearly delineates, documents, and communicates the operational responsibilities and functions of the District from those of the colleges and consistently adheres to this delineation in practice. The Chancellor ensures that the colleges receive effective and adequate District-provided services to support the colleges in achieving their missions. Where a District has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

The District has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and District. The Chancellor ensures effective control of expenditures.

The Chancellor delegates full responsibility and authority to the college presidents to implement and administer delegated District policies without interference and holds the college presidents accountable for the operation of the colleges.

District planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Communication between the colleges and District ensures effective operations of the colleges and is timely, accurate, and complete in order for the colleges to make decisions effectively.

The Chancellor regularly evaluates District and college role delineations, governance, and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The District widely communicates the results of these evaluations and uses them as the basis for improvement.

Improvement Plan(s)

None

Evidence List

IV.D.1_01_2020_Chancellor's_Cabinet_Mtgs
IV.D.1_02_RSCCD_Participatory_Governance_Organizational_Chart
IV.D.1_03_District_Council_Meetings_Schedule
IV.D.1_04_2020-2021_Mgmt_Council_Mtgs
IV.D.1_05_DC_Minutes_08-12-2020
IV.D.1_06_MC_Agenda_04-13-2021
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IV.D.1_10_RSCCD_Participatory_Governance_Organizational_Chart
IV.D.1_11_DC_Minutes_09-28-2020
IV.D.1_12_District_Planning
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IV.D.2_02_District_Services_Satisfaction_Survey_2019
IV.D.2_03_District_Services_Satisfaction_Survey_Results_June_2019
IV.D.2_04_Planning_Design_Manual_2013_Resource_Allocation_pg_14
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 IV.D.3_08_BAM_SB361_Pg_11
 IV.D.3_09_BAM SB361_pg_2
 IV.D.3_10_BP_6300_Fiscal_Management
 IV.D.4_01_SCC_President_Search_Dscription
 IV.D.4_02_RSCCD_Board_of_Trustees_Agendas_and_Minutes
 IV.D.4_03_BP_3100_Organizational_Structure
 IV.D.4_04_BP2430_Delegation_of_Authority_to_the_Chancellor
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 IV.D.4_08_RSCCD_Board_of_Trustees_Agendas_and_Minutes
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 IV.D.5_02_Planning_Design_Manual_2013_pgs_19-21
 IV.D.5_03_2013-2023_RSCCD_Comprehensive_Master_Plan
 IV.D.5_04_SCC_2016-2022_Educational_Master_Plan
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 IV.D.6_11_DC_Minutes_12-07-2020
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 IV.D.7_02_RSCCD_Participatory_Governamce_Committee_Websites
 IV.D.7_03_RSCCD_Strategic_Plan_2019-2022
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IV.D.7_12_Sample_Enrollment_Reports

Santiago Canyon College Quality Focus Essay (QFE) for the Institutional Self-Evaluation Report (ISER)

Introduction

In order to innovatively support achievement and success for students served by Santiago Canyon College, the following three activities have been identified by the College to be carried out in the next three academic years, with progress on each activity being reported within the College's accreditation midterm report. Across all three activities, detailed below, exists an overarching theme of the College's strong interest and intent to provide its students with the most welcoming learning environment possible. Whether through undergoing a cultural curriculum audit, improving the quality of and accompanying support for distance education, or building a trauma-informed institution, student well-being and success are the driving force behind each of these planned activities.

Santiago Canyon College Cultural Curriculum Audit Program

The Santiago Canyon College (SCC) community recognizes the importance of equity and is dedicated to ensuring that all students succeed in achieving their academic goals at SCC. Moreover, the SCC community seeks to support statewide, District, and College efforts with improving student success and decreasing equity gaps, especially among historically underrepresented student groups. As a result of conversations had in numerous collegial governance groups, such as the Student Success & Equity Committee (SSEC), Curriculum & Instruction Council (CIC), Academic Senate of Santiago Canyon College, and College Council, members from all areas of the College have collected, evaluated, and analyzed student achievement data, revealing equity gaps within and disproportionate impacts on different student populations at SCC. As reported in the College's 2019-2022 Student Equity Plan, which is based on data provided by the California Community College Chancellor's Office, multiple student groups were found to achieve success at lower rates than those who are in the highest performing groups. Student groups specifically identified as disproportionately impacted in at least one evaluated metric are as follows: All Female and Male students who identify as: Black or African American, Asian, Filipino, Native Hawaiian or Other Pacific Islander, Hispanic or Latino, Native American/Alaskan, Foster Youth, Veterans, Low-Income, LGBT, and students who have identified disabilities. (QFE_01) As a result of the equity gaps and the disproportionate impacts that the student achievement data revealed, the faculty determined that by more purposefully applying an equity lens to the creation and revision of SCC courses, SCC could offer even more consequential courses that would benefit all SCC students, especially disproportionately impacted students.

As a result of faculty recognizing the need for a more concentrated equity-minded review of curriculum collegewide, in spring 2021, the faculty and broader College community worked

toward establishing an SCC Cultural Curriculum Audit Program (CCAP) with the hopes of positively impacting student learning and achievement. The first positive impact of this project will be to awaken faculty to the ways in which institutional structures like academia and conscious and unconscious beliefs about race, gender, and other identity contingencies lead to inequalities in educational outcomes, which will enable faculty to even more effectively create partnerships with their students to ensure that all students succeed. Second, this program will provide faculty with tools to create even more inclusive classroom environments where students experience a sense of trust, connectedness, and belonging because the diverse backgrounds and experiences of SCC students will be even more represented in class assignments as well as in the College's curriculum. Third, with a greater focus on creating assignments that are relevant to students' lives and with a greater concentrated effort on creating opportunities for students to build skills rather than to simply demonstrate achievement, faculty can more easily engage, empower, and validate students, which should help students from diverse backgrounds and with varied experiences to persist as well as succeed at higher rates in courses collegewide. Even though the SCC community believes that the Cultural Curriculum Audit Program (CCAP) will help reduce equity gaps and help alleviate disproportionate impacts, the College community understands that this work will take time. Creating the program; learning and implementing program strategies; and collecting, evaluating, and analyzing CCAP data will not be a rapid process. Therefore, it will be some time before SCC can confidently say that the Curriculum Audit Program has had a definitively positive impact on student learning and achievement.

To assist with determining the efficacy of the Cultural Curriculum Audit Program (CCAP), the SCC community will need to evaluate measurable outcomes, remembering that the program will need to be implemented for some time before the College can compile meaningful data that should reveal the extent to which equity gaps and disproportionate impacts are being reduced. Since the hope is to have every faculty member participate in the CCAP and to have every SCC course outline of record go through the CCAP, the College can more readily measure participation and implementation outcomes. Therefore, the College can assess how many faculty members participate in, the numbers of in-class strategies faculty implement from, the types of course content revised through, and the number and types of courses that have gone through the audit program. Until the College has had adequate time to implement the Cultural Curriculum Audit Program (CCAP), which will provide evidence as to how fully SCC is achieving the primary goal of improving student learning and achievement, the success of the program can be measured by the participation and implementation outcomes.

The Santiago Canyon College community started its discussions about a curriculum audit and affirmed the Curriculum & Instruction Council recommendation to implement an SCC Cultural Curriculum Audit Program (CCAP) in spring 2021. Although the CCAP will initially focus on courses offered in a face-to-face modality, after the first year of implementation, the hope is to expand the program to include an audit for courses offered in online modalities.

In early June 2021, the College should establish the Cultural Curriculum Audit Organization Team with the following members: Curriculum & Instruction Chair, Faculty Equity Coordinator or Equity Core Team Member, Faculty Member with Equity Training/Experience, Faculty Member with Online Teaching Training/Experience, Vice President of Academic Affairs, and Dean of Institutional Effectiveness, Library & Learning Support Services or Designee. As the CCAP is so closely tied to curriculum, the Cultural Curriculum Audit Team should provide regular updates to the SCC Curriculum & Instruction Council about its activities and progress. In addition, the Curriculum & Instruction Council Chair should provide the Academic Senate of Santiago Canyon College with a synopsis of Cultural Curriculum Audit Team updates to the Curriculum & Instruction Council. Moreover, the Cultural Curriculum Audit Team may provide updates directly to the Academic Senate of Santiago Canyon College as requested by the Academic Senate president. Finally, since curriculum falls under the purview of the Academic Senate of Santiago Canyon College, any Cultural Curriculum Audit Program recommendations should be made to Curriculum & Instruction Council, and then the Curriculum & Instruction Council will forward any Curriculum & Instruction Council recommendations related to the Cultural Curriculum Audit Program to the Academic Senate of Santiago Canyon College.

Although the following describes a vigorous timeline, the SCC community believes that with dedicated efforts, this timeline is achievable. Even so, the Cultural Curriculum Audit Organization Team will have some flexibility with the timeline as the time needed to complete the following tasks is unknown. Since SCC has determined to use Long Beach City College's Cultural Curriculum Audit as a model, the Cultural Curriculum Audit Organization Team will attend the Long Beach City College Cultural Curriculum Audit Summer Session in summer 2021 for training. Following their training, the Cultural Curriculum Audit Organization Team will review and revise the Long Beach City College audit session and workbook as appropriate for SCC. Any revisions to the audit session and workbook should be completed by the end of summer 2021 or early fall 2022. The completion time for this work depends upon when the team will offer the first audit session.

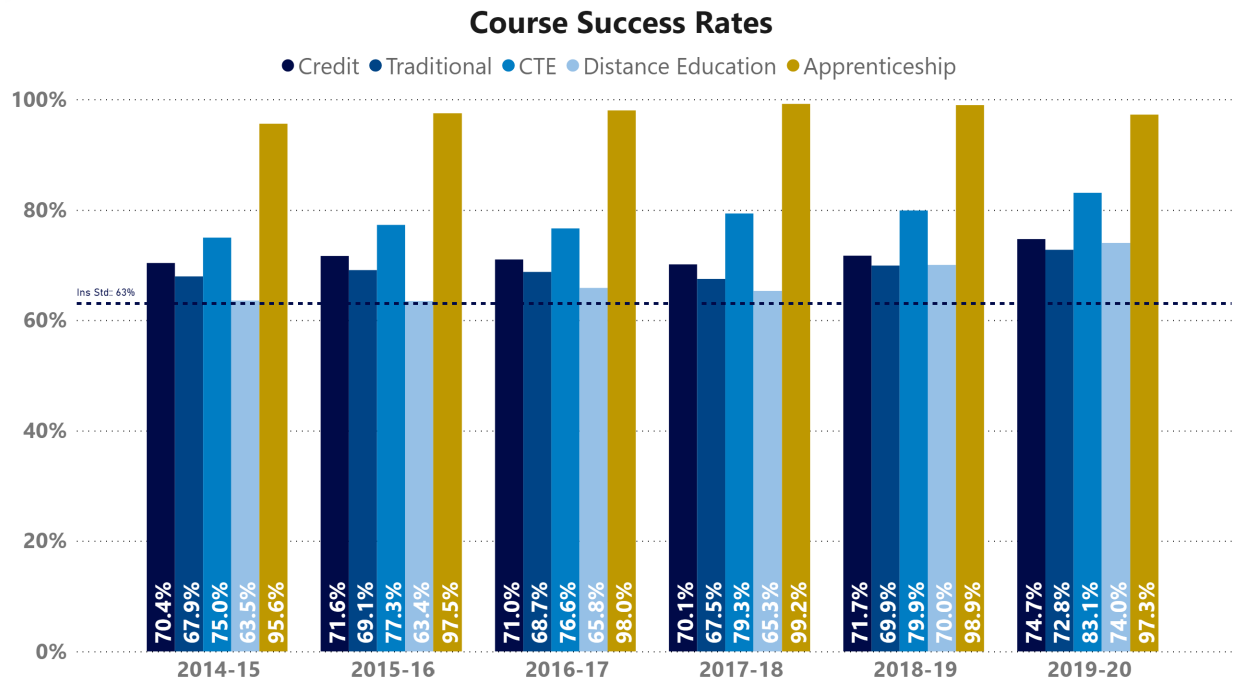
In fall 2021, the Cultural Curriculum Audit Organization Team and guest presenters will offer the first SCC Cultural Curriculum Audit Session. As early as fall 2021, but more likely in spring 2022, faculty who have participated in the Cultural Curriculum Audit Program will begin revising and submitting curriculum to the Curriculum & Instruction Council.

Following the fall 2021 Cultural Curriculum Audit Session, the Cultural Curriculum Audit Organization Team will revise the Cultural Curriculum Audit Session and Workbook as appropriate. Then, in spring 2022, the Cultural Curriculum Audit Organization Team and any guest presenters will offer a second Cultural Curriculum Audit Session. If feasible, the second audit session could be offered during intersession. However, it is more likely that the second audit session will be offered in spring 2022.

At the end of the first year of implementation, the Cultural Curriculum Audit Organization Team should review, evaluate, and analyze any data available regarding the Cultural Curriculum Audit Program and make any recommendations to the Curriculum & Instruction Council and the Academic Senate of Santiago Canyon College as appropriate. In addition, at the end of the first year of implementation, the Cultural Curriculum Audit Organization Team can begin work on a Cultural Curriculum Audit focused on classes taught in online modalities.

Santiago Canyon College Peer Online Course Review Initiative

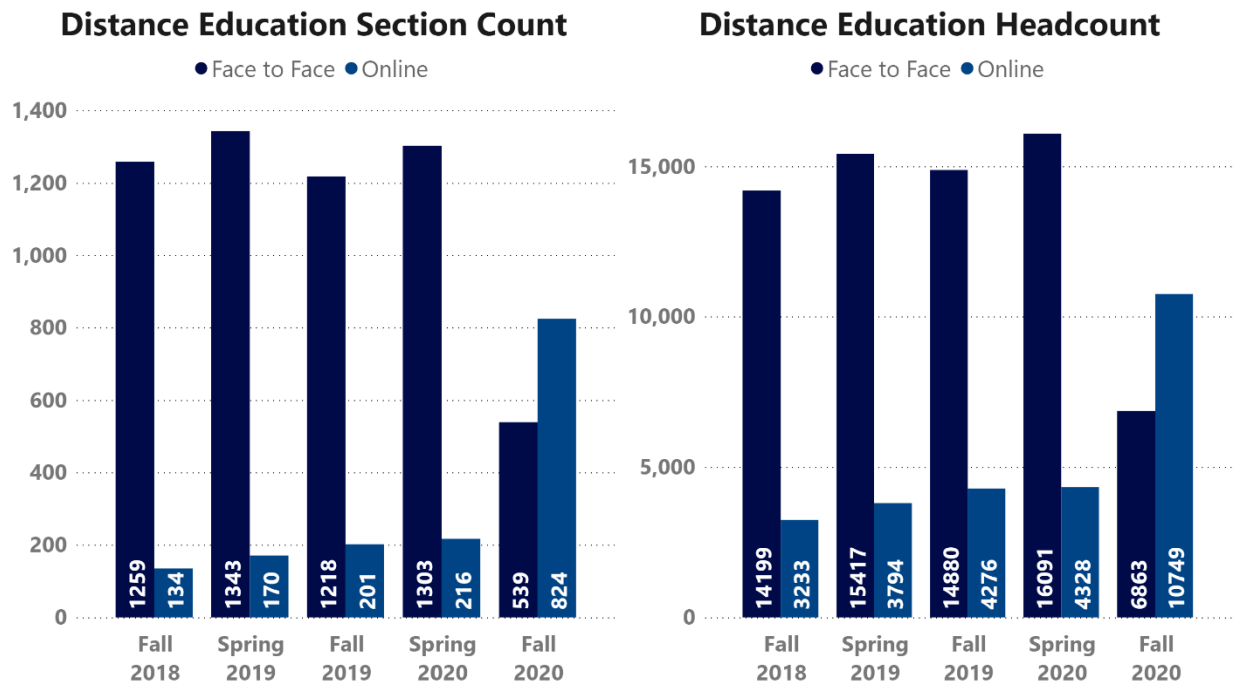
Santiago Canyon College (SCC) highly values quality in our online classes. We require that all our faculty are certified using the @One OESP curriculum, which we have modified to fit SCC’s policies, practices, and procedures. This program consists of a six-week online class followed by a six-week self-paced workshop, for a total of 120 hours. This initiative has been very successful and has resulted in online course success rates increasing roughly 10.5 percentage points over the past six years. These courses are now performing at the same level as face-to-face classes with a 74% success rate.



Due to the pandemic, nearly all of our faculty are now trained to teach online and have had some online teaching experience. Since our main Distance Education initiative has always been in increasing the quality of our online classes through training, it is time to pivot and take advantage of the fact that most of SCC’s faculty are now online teaching certified. The College now has a faculty who have a solid background and experience in online course design, the legal aspects of online teaching, and Americans with Disabilities Act accessibility. With this foundation in place, we can now take on a new initiative focused on Student Equity and increasing student success through the California Virtual Campus’s Peer Online Course Review process.

The California Virtual Campus’s Peer Online Course Review process aims to achieve 20% online course alignment with the California Virtual Campus’s Online Course Design Rubric. The California Virtual Campus (CVC) has worked with @One to design an online course design rubric. Use of this rubric, which includes a comprehensive course review including the provision

of online student support, has created a positive impact on student success, increasing success by 4.9% for rubric-aligned courses participating in a statewide pilot (QFE_02). Maintaining and/or improving student success in online classes is increasingly important, as many more online classes will be in demand from a student body and faculty who have now had online learning and teaching experience due to the COVID-19 pandemic. According to local data trends, SCC's online program is anticipating significant and sustained increases in the short and long term. Building on our success in online classes will scale across our College as our online program increases.



The desired outcome of implementing this activity is to increase student success and retention for online courses. The Online Education Initiative saw a 4.9% increase in success for rubric-aligned classes from a statewide pilot. SCC does not anticipate increasing online student success by this same rate but, as noted by the pilot's findings, the Peer Online Course Review process did improve success rates for disproportionately impacted students, which is the more focused aim of SCC's initiative. Student group performance for rubric-aligned courses at SCC will be disaggregated and studied to see where the greatest improvements have been made.

A major impact of the course alignment process is faculty satisfaction. Many faculty members have reported that completing the course design process is challenging but, once complete, they report that they are more satisfied with their classes, are grateful for the experience, and are more satisfied with their teaching. Faculty satisfaction in teaching online courses is another metric that the College will track.

Collaboration with online course design is another factor in improving online course success rates. Learning communities are an effective active learning strategy for our students and can be an effective strategy for online course design for our faculty. Since most of our faculty design their classes without collaboration, the College intends to prove that collaboration via learning communities is a more effective and satisfying way to design online classes.

There are many specific activities to be completed in an initiative of this scope. Identifying stakeholders is an important part of a robust initiative. According to @One, many institutions begin too small and end up exhausting their resources. In order to achieve 20% alignment within the next few years, the College will need to recruit at least ten faculty members who will be willing to be a part of the course design process. Institutional support is an essential piece of starting any faculty-sponsored initiative. Getting Academic Senate approval and adoption of the CVC Course Design Rubric will be crucial to the success of this initiative (QFE_03). Building a cross-functional, cross-discipline POCR team that can build and guide the program over the long term will provide much needed structure and support for this initiative. Members will include representatives from: SCC's Academic Senate, Curriculum and Instruction Council, Administration, Instructional Design Center, Office of Distance Education, and Faculty (peer reviewers/participants).

The primary resources needed for this initiative to be successful are incentives, functional institutional support, advocacy, and recognition. Aligning classes to the CVC's Course Design Rubric will take a great deal of time and effort. Without compensation, SCC faculty may not be willing to volunteer to participate. Additionally, the College will need to provide functional support in the areas of instructional design, ADA training, graphic design, and video editing and captioning. The College will need to advocate for this initiative by effectively communicating the benefits of this initiative and how the completion of course review will benefit instructors, students and the College as a whole. One final but important piece of this initiative is for the College to formally recognize and honor participating faculty who have completed the course review process.

Faculty volunteers will participate in a four-week class that takes approximately 40 hours to complete. Faculty volunteers will also participate in an @One class that teaches application of the ADA portion of the Course Design Rubric. This training is separate from the POCR class and is a quick and effective overview of designing a class in Canvas that aligns with ADA expectations.

Self-reviews are the first step in starting the official course alignment process. Once a self-review has been completed, a course may be sent to a local peer reviewer for input. Informal peer reviews will be conducted through the Course Design Academy until the College is ready for local Peer Online Course Review. Using the @One team to review SCC classes after a local review has taken place will be a learning experience that will train and prepare SCC faculty to be

locally POCR certified. Being locally POCR certified will greatly increase the College’s ability to quickly align classes in the future.

The Division of Institutional Effectiveness, Library & Learning Support Services, through the Office of Distance Education, will take the lead on ensuring initiative progress and success. Faculty who have experience in reviewing classes to meet the expectations of the Course Design Rubric will serve as lead reviewers. Instructional design support, either locally identified or contracted, will be essential in fully understanding student equity initiatives and properly redesigning assessments. Peer reviewers are faculty participants who have already had their course aligned. These reviewers will take on the primary review of a class, once it has been self-reviewed. After the peer review has been completed, the course will be updated to reflect the input from the peer reviewer and then handed off to the lead reviewer for further review and input.

Initiative Timeline

Initiative Year	Annual Goal	Cumulative Goal
Year 1	10 Courses Aligned	10 Courses Aligned
Year 2	20 Courses Aligned	30 Courses Aligned
Year 3	30 Courses Aligned	60 Courses Aligned

Santiago Canyon College Resilience-Focused Education Initiative

During the waning months of 2019, the first cases appeared of what would quickly become a global pandemic. The coronavirus pandemic, or COVID-19, brought pain, suffering, death, and elevated levels of stress to individuals and families all around the world. Disproportionately affected by some or all the above circumstances are individuals and families from less financially resourced households as well as Black, Latinx, Native American, Asian, LGBTQ+, and other marginalized communities. Increased levels of stress became an all too familiar feeling.

Stress can diminish interest in performing daily activities, affect energy levels and concentration, reduce the capacity to engage with colleagues and work effectively, drain productivity, and diminish creativity and optimism (QFE_04). Stress can become toxic from the cumulative effects of exposure to adversity such as frequent and/or prolonged exposure to emotional or physical abuse, chronic neglect, exposure to violence, a history of economic adversity, racism, and discrimination. Prolonged exposure to stress can disrupt the development of the brain's neural circuitry and adversely affect other bodily systems, increasing the risk for developing stress-related disease and cognitive impairment over the life course (QFE_05).

The Adverse Childhood Experiences (ACEs) Study has helped raise awareness that early experiences can pose significant risks to mental health and physical well-being (QFE_06). One outcome of exposure to adversity is trauma. SAMHSA (QFE_07) defines individual trauma as the result of “an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, and spiritual well-being” (QFE_08).

Since the original ACEs study, ongoing research on trauma and the voices of trauma survivors have contributed to a growing body of evidence that suggests the effects of ACEs and toxic stress are a public health crisis. Key findings include:

- Trauma is widespread, and ACEs are common. Consistently, researchers have found that two thirds of the participants had at least one ACE, and 20 percent of the U.S. population has experienced four or more ACEs (QFE_09, QFE_10).
- Trauma does not discriminate; however, some populations are disproportionately affected, including individuals from the following groups: racially marginalized, non-high school graduates, disabled or unable to work, lower income, uninsured/underinsured, women, and LGBTQ+ (QFE_11).
- Trauma is a diagnosis, not a destiny. With supports and interventions, people can develop healthy coping mechanisms and overcome traumatic experiences (QFE_12).
- Trauma is costly. In California alone, it is estimated that the health-related costs of ACEs and toxic stress is \$112.5 billion annually, plus another \$102 billion for associated costs to society, including premature death and lost years of productivity due to trauma-related disabilities (QFE_13).

Across the nation, colleges and universities are facing an epidemic of student mental health concerns which appear to be increasing in both severity and frequency. During the 2019-20 academic year, an online survey of students' mental well-being found that students reported mental health concerns about anxiety (82%), social isolation/loneliness (68%), and depression (63%). Higher education reported increased requests for mental health services as well as requests for food and housing aid (QFE_14).

Beginning in early 2020, similar trends were noted at SCC. Among the evidence related to student stress include an increase in student requests for health services and a rise in student conduct reports over the earlier academic year. Similarly, the Care Team had addressed triple the number of unique cases each month over the earlier academic year.

Understanding and Supporting Students with a Trauma History

Perpetual uncertainty, equity and social justice issues, social isolation, and the transition from in-person to online learning compound student stress. While many students successfully navigated these challenges, other students had difficulty. In a survey of our students not continuing spring 2020 courses, personal and/or family reasons related to the COVID-19 crisis were the primary responses followed by confusion regarding online instruction.

SAMHSA (2014) (QFE_15) states that mental and physical reactions to trauma and toxic stress are a normal response to abnormal circumstances/events. Activation of stress hormones place the brain in “survival” mode, impeding access to the “rational” brain where logic, planning, and reasoning occur. In this state, direct physical threats and threats due to toxic stress and trauma can activate the stress response system. In a trauma response state, the brain is less able to focus on learning and communication because it is more focused on impending threats to safety.

Many educators are ill-prepared to intervene when students are in a stress response state. However, we can create a safe place for students in our classrooms, on campus, and in the virtual environment. A culture of safety is critical for learning and developing coping skills and resilience, so we can manage the stressors and thrive (QFE_16).

Santiago Canyon College plans to develop a campuswide focus on resilience and well-being by adopting the Resilience Focused Education Initiative. This Initiative has the potential to reduce the effects of trauma and promote mental wellness and resilience among students, staff, and administrators, create a common language for and understanding of trauma and resilience, reduce the potential to retraumatize students through our pedagogy and curriculum, and create a social operating system that positively influences student and employee experiences. A “safe” brain is a “learning” brain.

Objectives

- Create a Task Force to explore steps to becoming a trauma-informed and resilience-focused college.
 - Conduct campus-wide survey(s) to assess student and staff awareness about trauma and its potential effects on health and learning.
 - Assess student resiliency to better respond to trauma from a strengths-based perspective.
 - Create focus group(s) to understand qualitative aspects of the campus populations with respect to trauma and resilience.
- Develop professional development trainings to engage faculty, staff, and administrators in developing a common language and understanding of resilience-focused education.
- Create a Canvas LMS online resilience module/toolkit that includes information about the science of trauma and resilience as well as highlighting campus resources for students/staff.
- Tap into campus resources and service groups to create and promote resilience such as a creating a walking labyrinth, healing garden, calm rooms, and areas for relationship-building and respite.

Outcomes

- Increase campus wide awareness of the connection between trauma and learning (Pre-post-test data).
- Create Canvas LMS shell for trauma and resilience information, wellness, and resilience (track access data).
- Track attendance/participation in staff training modules and Professional Development trainings (data).
- Analyze minutes from focus group meetings for recurring themes; frame themes into actionable goals.
- Based on data/qualitative feedback, update/modify informational resources and compare to other community colleges.

Task Force

- Project Coordinator
- Full-time and adjunct faculty from each college division including Continuing Education.
- Student representatives
- Administrative support from Student Services (DSPS and Admissions & Records)
- Leadership support from Student Services, Academic Affairs, Administrative Services, and the District Office of Diversity, Equity, and Inclusion.
- Collaboration with the Office of Student Health and Wellness.

Timeline

- Survey distribution in fall 2022 semester
- Survey distribution in spring 2023 Semester
- Focus group analysis in 2022-2023 and 2023-2024

- Creation of Canvas LMS online resilience module/toolkit by end of 2023-2024
- Annual report of survey results to campus leadership throughout the duration of the project

Evidence List

QFE_01_SCC_Student_Equity_Plan_&_Exec_Sum_2019-2022

QFE_02_Peer_Online_Course_Review_Online_Network_of_Educators

QFE_03_CVC-OEI-Course-Design-Rubric

QFE_04_SAMHSA's

QFE_05_Stress_Disrupts_Architecture_Developing_Brain-1

QFE_06_Relationship_of_childhood_abuse_and_household_dysfunction_leading_causes_of_death_in_adults.

QFE_07_SAMHSA's

QFE_08_SAMHSA's_pg_7

QFE_09_Cost_of_ACEs_in_California

QFE_10_Roadmap_For_Resilience_CA_Surgeon_Generals_Report_on_ACEs_Toxic_Stress_and_Health_12-09-2020

QFE_11_Roadmap_For_Resilience_CA_Surgeon_Generals_Report_on_ACEs_Toxic_Stress_and_Health_12-09-2020

QFE_12_SAMHSA's

QFE_13_Cost_of_ACEs_in_California

QFE_14_Survey_of_College_Student_Mental_Health_in_2020_The_Jed_Foundation_(JED)

QFE_15_SAMHSA's

QFE_16_Stress_Disrupts_Architecture_Developing_Brain-1