Santiago Canyon College

Institutional Self-Study in Support of Reaffirmation of Accreditation

Fall 2005

Submitted by:

Santiago Canyon College
8045 East Chapman Avenue
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To:

The Accrediting Commision for Community Colleges of the Western Association of Schools and Colleges

CERTIFICATION OF THE 2005 INSTITUTIONAL SELF-STUDY

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

FROM: Santiago Canyon College
8045 East Chapman Avenue
Irvine, California 92869-4512

This Institutional Self-Study Report is submitted to the Accrediting Commission for Community and Junior Colleges for the purpose of assisting in the determination of the accreditation status of Santiago Canyon College.

We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

BRIAN E. CONLEY
President, Board of Trustees
Rancho Santiago Community College District

DR. EDWARD HERNANDEZ, JR.
Chancellor,
Rancho Santiago Community College District

JUAN VÁZQUEZ
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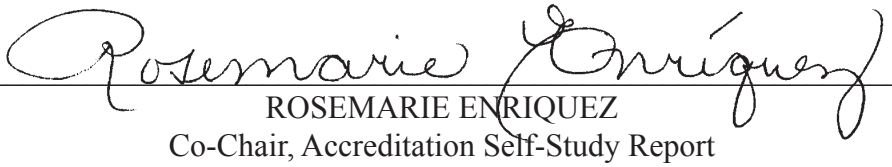
Santiago Canyon College

MARY HALVORSON
Co-Chair, Accreditation Self-Study Report and
Accreditation Liaison Officer
and
Vice President of Academic Affairs



ROSEMARIE ENRIQUEZ
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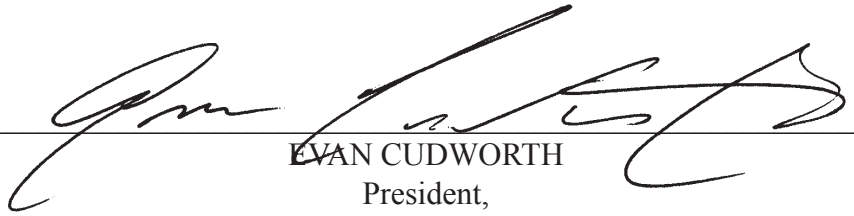

EVAN CUDWORTH
President,
Associated Student Body

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Santiago Cyn
College

HISTORY OF SCC SINCE THE LAST ACCREDITATION VISIT IN 1999

BACKGROUND (1971-1998)

The earliest vision of Santiago Canyon College was expressed in l971 when the Orange Unified School District joined with the Santa Ana Unified School District to form the Rancho Santiago Community College District. In that same year, the residents of the City of Orange voted to levy a self-imposed tax to raise the funds necessary to purchase the initial 30 acres in East Orange that became the new college site.

The Orange Campus first opened its doors as the second campus of Rancho Santiago Community College in l985. In May l996, the Rancho Santiago Community College District Board of Trustees took action to make the Orange Campus the second college within the district to create a multi-college structure. At that time, Rancho Santiago Community College was re-named Santa Ana College (SAC) and the Orange Campus became Santiago Canyon College (SCC). Since that time, SCC has grown at an average of approximately 2% annually.

PHILOSOPHY OF SCC

SCC endorses the state of California's "open door" policy to higher education for high school graduates and others over the age of 18 by offering both credit and non-credit (adult education) classes. The wide variety of classes offered provides an opportunity for quality education to the l95,000 residents who compose a rich tapestry of diversity in the service area cities of Orange, Villa Park, and parts of Anaheim and Tustin.

ACCREDITATION HISTORY (1998-2005)

In l998, SCC applied for and was awarded eligibility status for accreditation by ACCJC. SCC was accredited by WASC in January 2000. A mid-term report, addressing the recommendations of the 1999 WASC visiting team, was completed in 2003, followed by a successful mid-term visit. No additional recommendations were issued following the 2003 on-site mid-term visit.

IMPROVEMENTS SINCE 1998-1999

Enormous changes have taken place in enrollment, number and types of faculty and administrative personnel, building improvement and growth, number of programs and degree offerings, and collegial structures since 2000. The information below represents some of the college's highlights during the past five years:

During the l998-1999 academic year:

- The SCC faculty defined departments and moved from a model of faculty-led, clustered divisions to departments with department chairs. These original department chairs were instrumental in the academic planning process that resulted in a more comprehensive instructional program for fall 1999.
- Men's and Women's Cross Country teams began.
- In conjunction with the newly formed SCC Academic Senate, the faculty also worked closely to define its first governance structure and primary

areas of academic and professional responsibility, per AB1725.

- The Orange Adult Learning Center was renamed the Santiago Canyon College Continuing Education, Orange Center.
- The stand-alone SCC Scholarship program began.
- A full-time faculty nurse coordinator was hired for the Health Center.
- The Outreach Department was initiated.
- The men's golf team began.
- Men's and women's soccer teams began.

In the spring of 2001, the college was reorganized into divisions. During the school year 2001-2002:

- A vice president of academic affairs, a vice president of student services, three academic deans and a dean of counseling and student services, each with the appropriate support staff, were assigned to the college.
- The enrollment increased to a total of 9,671 day, evening, and weekend credit students.
- The EOPS office received its first government allocation.
- SCC's Matriculation Plan was approved by the State Chancellor's office and the college received its first government allocation.
- The DSPS office received its first government allocation. A full-time learning disabilities specialist was hired and four instructional assistants provided instructional support.
- The Cross Cultural Resource Center began. A culture fair commenced as well as other culture events targeting specific groups.
- The Health Center was renovated and doubled in size to 1,200 square feet, allowing for a reception area, nurse station, and offices for the coordinator, physician, and psychologist, with examination rooms.
- The Outreach Department published its first Student Handbook and Planner.
- KinderCaminata was initiated. Five hundred kindergartners from Orange United School District came to visit the college.
- 900 high school students attended the Early Decision Program.
- The women's golf program began.
- Men's and women's track and field teams began.
- A comprehensive Gender Equity Review found the college to be in full compliance in all areas monitored by the California Commission on Athletics and the Office of Civil Rights.

In 2002-2003:

- The main SCC campus consisted of four permanent buildings and 28 portables on a 64-acre campus; the campus was surrounded by undeveloped land on one side and suburban development on the other three sides.
- It was predicted that SCC would have a student enrollment of nearly 17,000 credit students by 2010 in addition to its non-credit, adult education students.
- A new president, Juan Vázquez, was selected to lead the college in the fall of 2003.
- A new position of vice president of continuing education was added.

- The governance structure of the college was re-organized.
- The Educational Master Plan (EMP) was completed following a two-year comprehensive planning and data collection process.
- The community passed a $337 million bond to assist the district acquire land and undertake construction and renovation projects at SCC, Santa Ana College, and the district office.
- An alternative media specialist (AMS) was hired to assist the college community in providing disability related access to print media, electronic information, and distance learning.
- Video captioning and cataloging of all library videos and the development of a DSPS Student Handbook were undertaken.
- A registrar was hired and the number of full-time admission specialists increased. The Admissions Office moved several times during the period of 2000-2004 to accommodate the steady growth of students.
- Hours at the Health Center increased, and a full-time administrative assistant was hired.
- Educational fairs at local business began in cooperation with the Consortium of Southern California Colleges and Universities (SCCCU).
- Athletic fields were completed for soccer, with a small wooden grandstand installed.
- The district purchased the 18.77 additional acres of undeveloped land adjacent to the SCC campus, bringing the total campus area to 82 acres.
- A new master facilities plan was designed by the facilities committee. The intent of the facilities plan is to preserve the college's tranquil natural setting while providing enduring, attractive, and cost-effective structures. The plans for the comprehensive college include new buildings, their locations, roads, pedestrian walkways and more. The new plan was approved by the Board of Trustees in 2004.
- The first Scholar Athlete Awards were given to six students who had completed two years at SCC and were transferring to a four-year college or university.
- ASB membership increased from 16 to 38. ASB voted to abolish paid positions and became active members of the SCC governance committees and councils.

By 2004-2005:

- Enrollment included 9,910 credit and nearly 10,000 non-credit (adult education) students.
- Classes were offered during the day, evening, and weekend, with schedules of classes varying in length from full semester length to four week sessions.
- This increase in students required many new programs, courses, and changes in the number of student services.
- The Student Services and Instruction Building was completed. It houses the Admission & Records Office, Financial Aid, EOPS/CARE, CalWORKs, the Testing Center, 10 classrooms, and offices for 10 full-time faculty.
- Ground was broken for the new 40,000 square foot Library/Learning Resource Center. Occupancy of this building is expected in fall 2006.

- The renovation of a 90,000 square foot building on a nine-acre plot, purchased by the district, provided new facilities for continuing (adult) education less than one mile from the former leased building. Continuing education provides educational programs to more than 10,000 students at this location and other locations in the community, including several correctional facilities.
- The number of clubs on campus grew to ten (from one club in l999).
- The director of administrative services was promoted to a vice president position.
- A new dean position was added to the continuing education (adult) leadership team.
- A total of 59 scholarships were given, representing 90 individual awards, totaling $38,500.
- Health Center added MedPro software to improve medical information management and increased privacy.
- The district's Community Services program was decentralized, with two full-time staff members assigned to operate the program on the SCC campus under the direction of the SCC Foundation director.
- A Title III grant was received to assist in the implementation of student learning outcomes (SLOs) into all programs and courses, including an assessment component. A faculty SLO coordinator was selected; a new SLO Manual was written, which will be distributed to all full and part-time faculty. (See SLO planning and progress timelines in SLO Progress Section of the Introduction.)
- There are 92 full-time faculty and 435 part-time faculty now employed by SCC in the credit and non-credit divisions..
- The main campus has five permanent buildings and 35 portable buildings.
- The college has increased its offerings to 43 degree programs and 26 certificate programs.
- To assist the president to ensure quality education, SCC now has a total of four vice presidents at SCC, five deans, and an appropriate support staff .

THE FUTURE OF SCC — 2005-2020

The following projects are included in the college's revised master plan to be funded by bond Measure E. They will support a credit, on-campus enrollment projection for SCC of 11,000 by 2010, 14,000 by 2017, and 16,000 by 2020.

- Projects expected to be completed by 2011:
    - Renovation and repair of existing classrooms and labs
    - Construction and equipment for arts and humanities classrooms and labs
    - Construction and equipment for a student center
    - Construction of a performing arts center
    - Construction and equipment for a gymnasium
    - Construction and equipment for a math and science building
    - Necessary infrastructure to support this development

SCC Service Area Population (2000, 2002, and 2004)

City	Zip Code	Population (counts)					
		2000		2002		2004	
		Total	>18 years of age	Total	>18 years of age	Total	>18 years of age
Anaheim Hills	92807	36,283	27,310	36,283	27,137	37,946	28,562
	92808	19,612	14,202	19,990	14,476	20,511	14,853
Orange	92865	18,039	13,111	19,202	13,340	20,365	13,569
	92866	15,380	11,603	15,988	11,916	16,596	12,229
	92867	40,914	29,394	43,358	29,647	45,802	29,900
	92868	23,152	17,136	24,582	17,506	26,012	17,876
	92869	37,900	27,850	37,128	26,630	36,356	25,410
Villa Park	92861	5,999	5,517	6,110	4,601	6,202	4,670
TOTAL		**197,279**	**146,123**	**203,340**	**145,253**	**209,790**	**147,069**

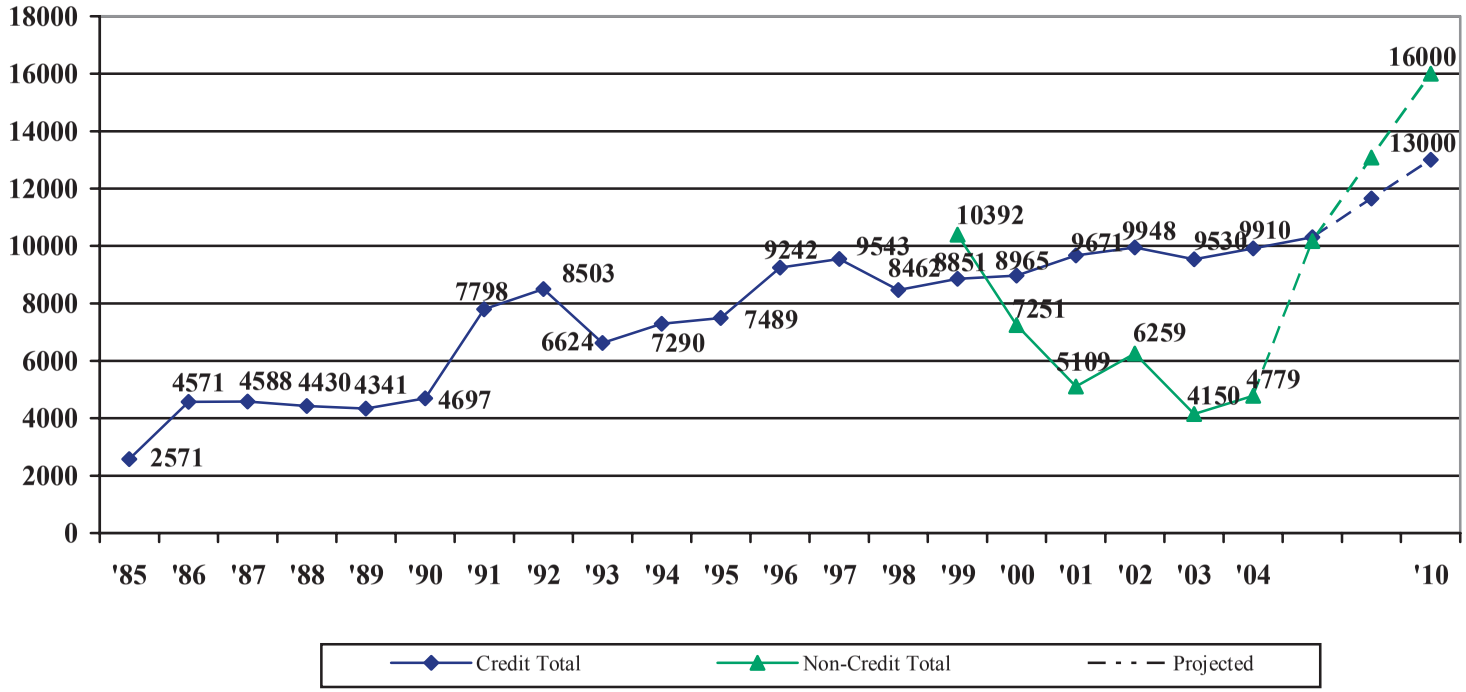
Census 2000, http://factfinder.census.gov, Data Set: Census 2000 Summary File 1 (SF 1) 100-Percent Data

Ethnic Distribution of SCC Service Area Adult (Age 18+) Population by City (Census 2000)

City	African-American		Asian		Latino		White		Other		Total
	#	%	#	%	#	%	#	%	#	%	#
Anaheim	675	2%	6,118	17%	4,385	12%	24,008	66%	1,089	3%	36,275
Orange	1,314	1%	9,159	10%	26,369	28%	55,475	59%	2,163	2%	94,480
Tustin	0	0%	0	0%	3	7%	37,	90%	1	2%	41
Tustin Foothills	4	0%	95	7%	114	8%	1,134	83%	13	1%	1,360
Villa Park	36	1%	597	13%	240	5%	3,562	79%	85	2%	4,520
Yorba Linda	0	0%	0	0%	0	0%	2	100%	0	0%	2
Unincorporated Area	49	1%	317	4%	2,581	35%	4,225	58%	149	2%	7,321
Total	**2,078**	**1%**	**16,286**	**11%**	**33,692**	**23%**	**88,443**	**62%**	**3,500**	**3%**	**143,999**

SCC Enrollment Trends and Student Characteristics

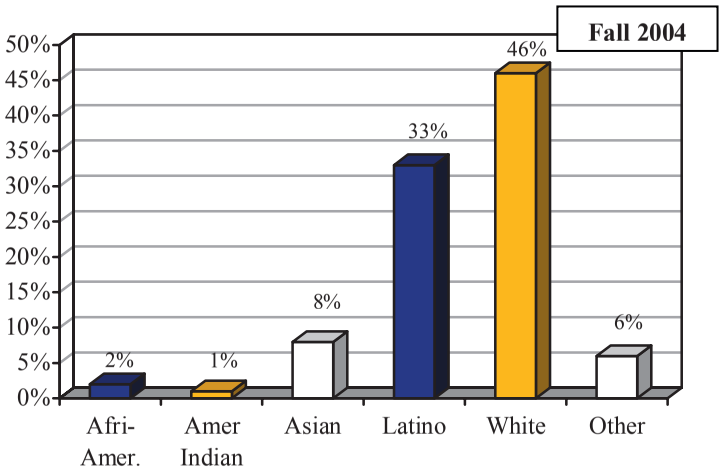
College Credit and Non-Credit
Fall Semesters, 1985-2010 (Census Week)



SCC Enrollment Trends and Student Characteristics

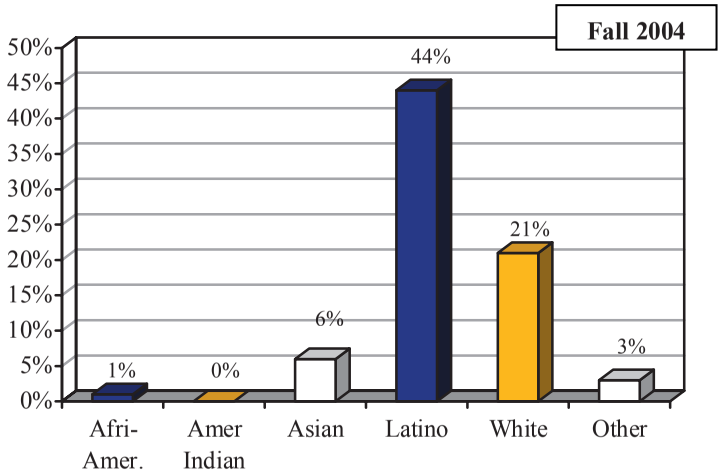
College Credit - Ethnicity

Ethnicity	Fall 2002	Fall 2003	Fall 2004
African-American	2%	2%	2%
American Indian	1%	1%	1%
Asian	8%	8%	8%
Latino	30%	32%	33%
White	49%	47%	46%
Other	5%	5%	6%
Unknown	5%	5%	4%



Non-Credit - Ethnicity

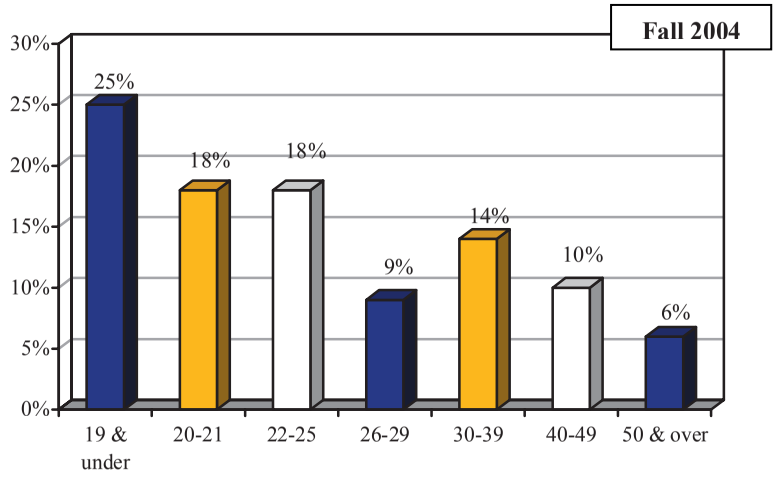
Ethnicity	Fall 2002	Fall 2003	Fall 2004
African-American	1%	1%	1%
American Indian	<1%	1%	0%
Asian	7%	8%	6%
Latino	44%	55%	44%
White	24%	26%	21%
Other	3%	3%	3%
Unknown	20%	6%	25%



SCC Enrollment Trends and Student Characteristics

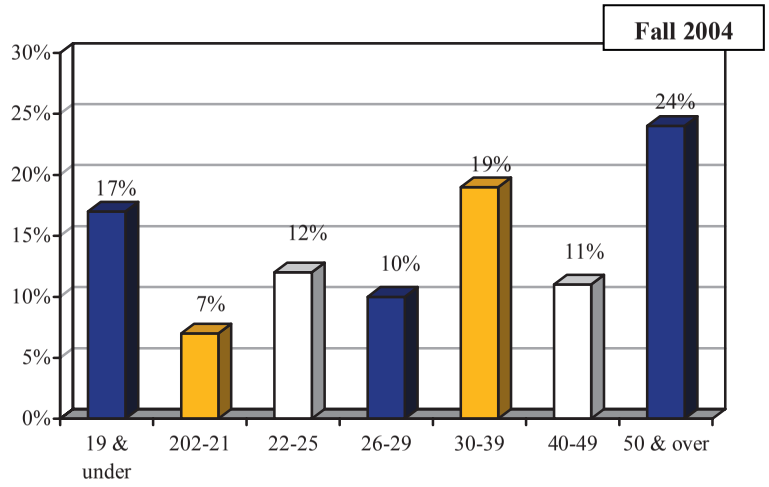
College Credit - Age

Age	Fall 2002	Fall 2003	Fall 2004
19 & under	22%	24%	25%
20-21	17%	18%	18%
22-25	17%	18%	18%
26-29	10%	10%	9%
30-39	16%	14%	14%
40-49	10%	9%	10%
50 & over	7%	6%	6%



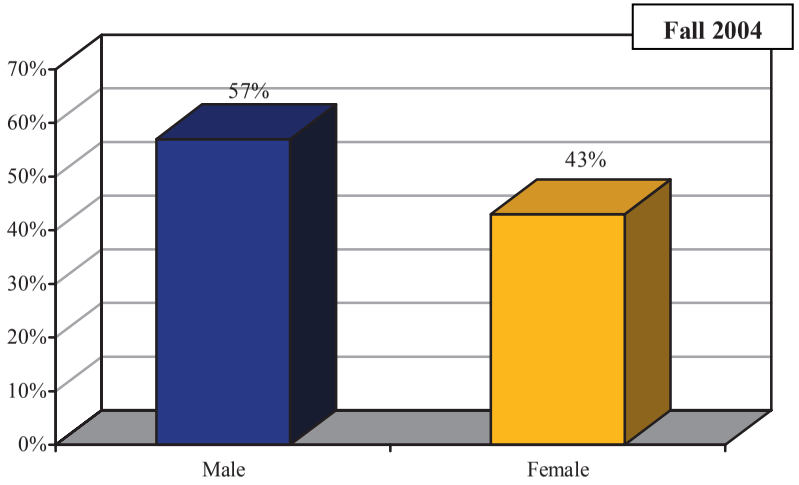
Non-Credit - Age

Age	Fall 2002	Fall 2003	Fall 2004
19 & under	19%	17%	17%
20-21	9%	7%	7%
22-25	12%	12%	12%
26-29	9%	8%	10%
30-39	18%	16%	19%
40-49	10%	11%	11%
50 & over	23%	28%	24%



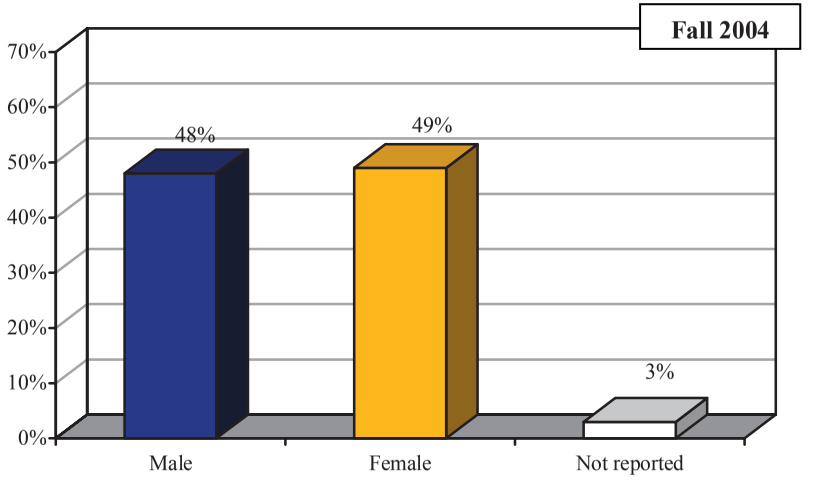
College Credit - Gender

Gender	Fall 2002	Fall 2003	Fall 2004
Male	54%	57%	57%
Female	46%	44%	43%



Non-Credit - Gender

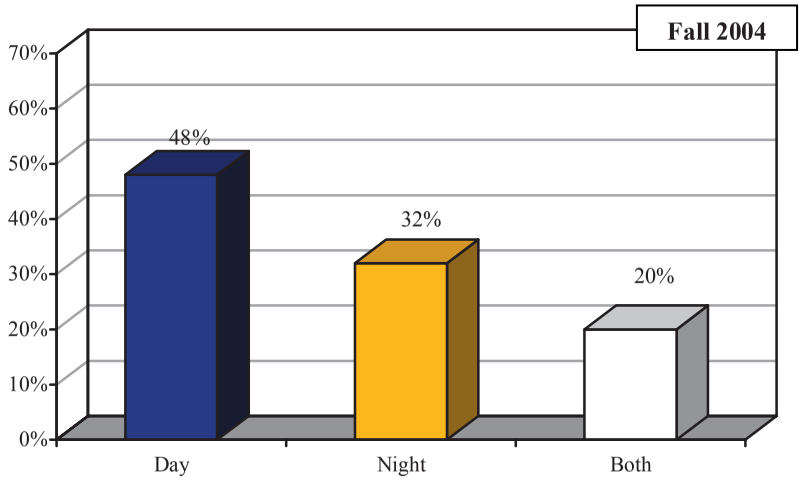
Gender	Fall 2002	Fall 2003	Fall 2004
Male	46%	43%	48%
Female	51%	56%	49%
Not reported	3%	1%	3%



SCC Enrollment Trends and Student Characteristics

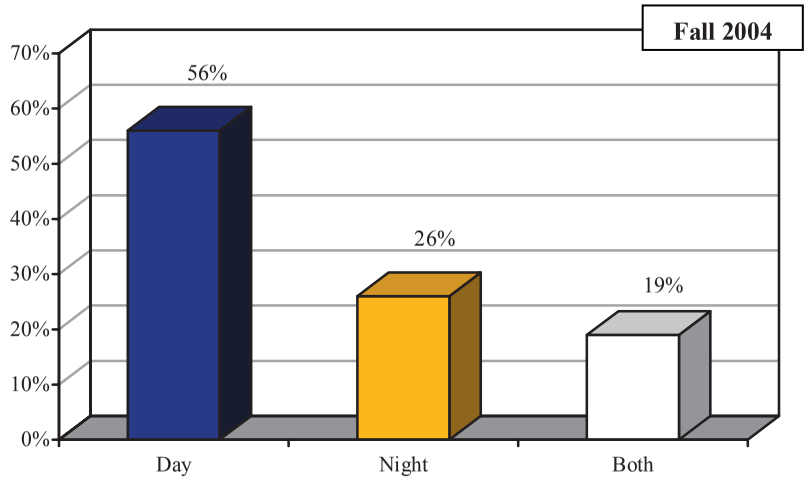
College Credit - Day/Night Status

Day/Night Status	Fall 2002	Fall 2003	Fall 2004
Day	46%	47%	48%
Night	36%	33%	32%
Both	17%	19%	20%



Non-Credit - Day/Night Status

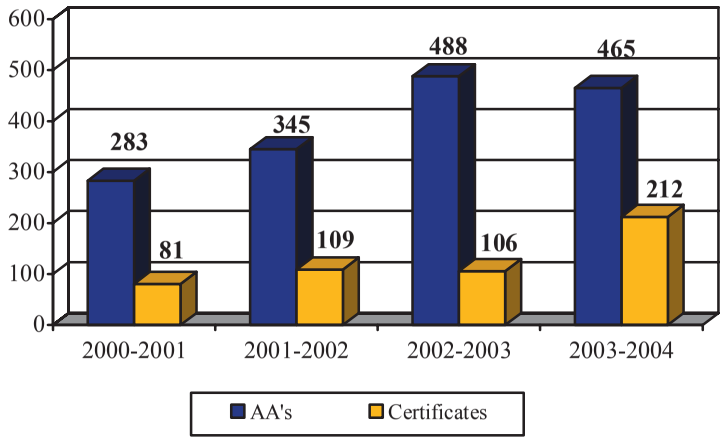
Day/Night Status	Fall 2002	Fall 2003	Fall 2004
Day	66%	66%	56%
Night	20%	24%	26%
Both	14%	10%	19%



SCC Student Outcomes

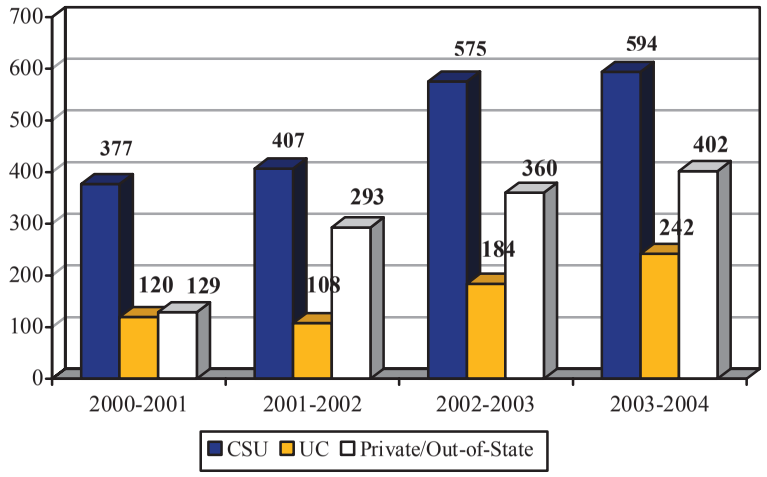
Associate Degrees and Certificates Awarded 2000-2001 to 2003-2004

	Associate Degrees	Certificates
2000-2001	283	81
2001-2002	345	109
2002-2003	488	106
2003-2004	465	212



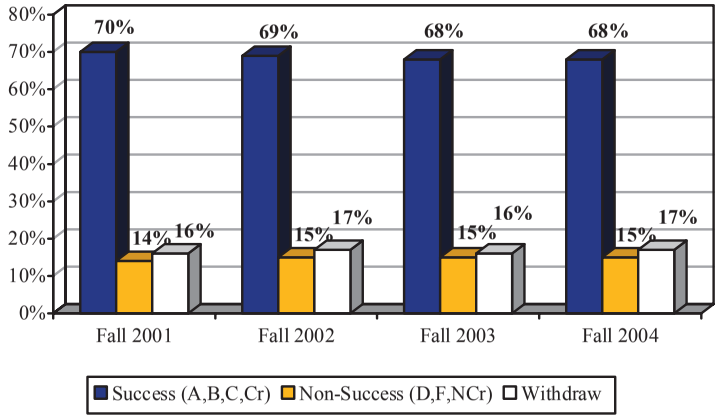
Transfers to CSU, UC, and Private and Out-of-State Universities

	CSU	UC	Private/ Out-of-State
2000-2001	377	120	129
2001-2002	407	108	293
2002-2003	575	184	360
2003-2004	594	242	402



Course Completion Rates
Fall 2001 – Fall 2004

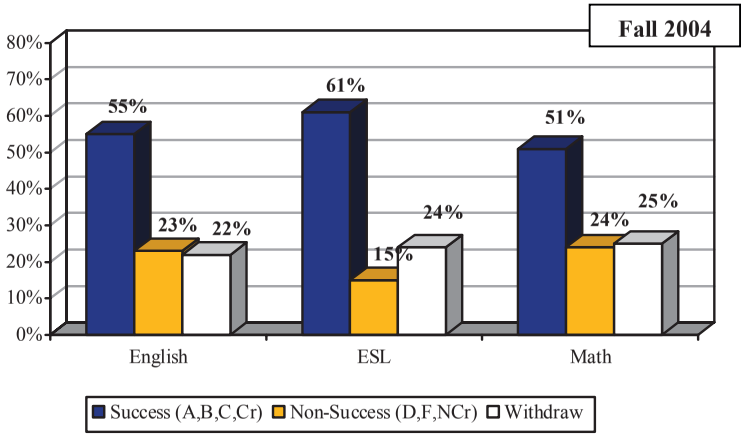
	Success (A,B,C,Cr)	Non-Success (D,F,NCr)	Withdrawal
Fall 2001	70%	14%	16%
Fall 2002	69%	15%	17%
Fall 2003	68%	15%	16%
Fall 2004	68%	15%	17%



Basic Skills Course Completion Rates
Fall 2001 – Fall 2004

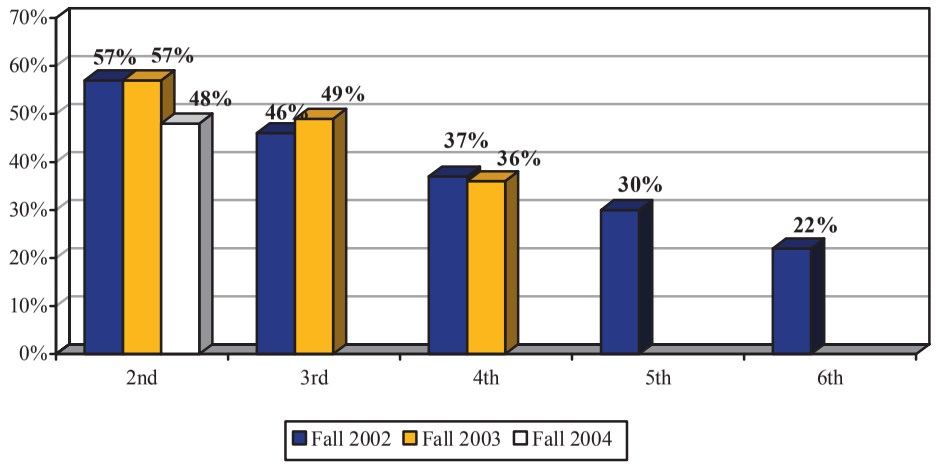
	Success (A,B,C,Cr)	Non-Success (D,F,NCr)	Withdrawal
Fall 2001			
English*	62%	18%	20%
ESL**	63%	16%	21%
Math***	51%	21%	29%
Fall 2002			
English	61%	14%	25%
ESL	69%	15%	16%
Math	51%	26%	22%
Fall 2003			
English	61%	22%	18%
ESL	74%	8%	18%
Math	49%	25%	27%
Fall 2004			
English	55%	23%	22%
ESL	61%	15%	24%
Math	51%	24%	25%

*All courses under English 101, College Freshmen English
**All ESL courses offered
***All math courses under 100 (transfer-level math)



Persistence of New Freshmen
Second to Eighth Semester Rates
Fall 2001 – Fall 2004

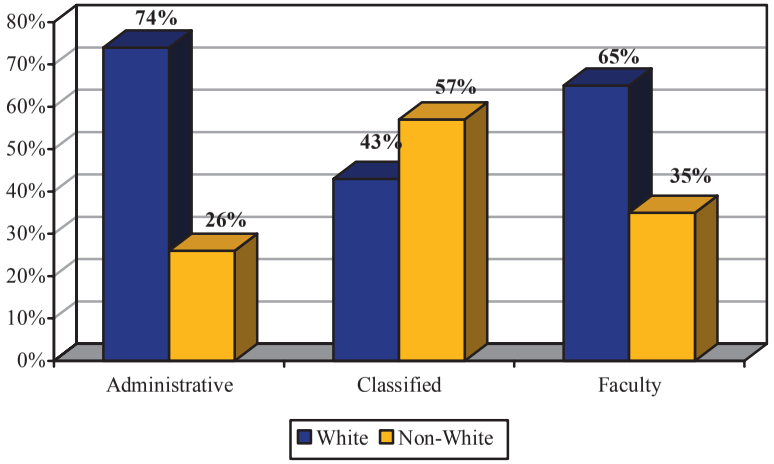
	Semesters After Initial Enrollment						
	2nd	3rd	4th	5th	6th	7th	8th
Fall 2001 Cohort n=2,605	60%	44%	36%	32%	23%	**19%**	**12%**
Fall 2002 Cohort n=2,558	57%	46%	37%	**30%**	**22%**		
Fall 2003 Cohort n=2,979	57%	**49%**	**36%**				
Fall 2004 Cohort n=3,440	**48%**						



SCC Full-Time Staff

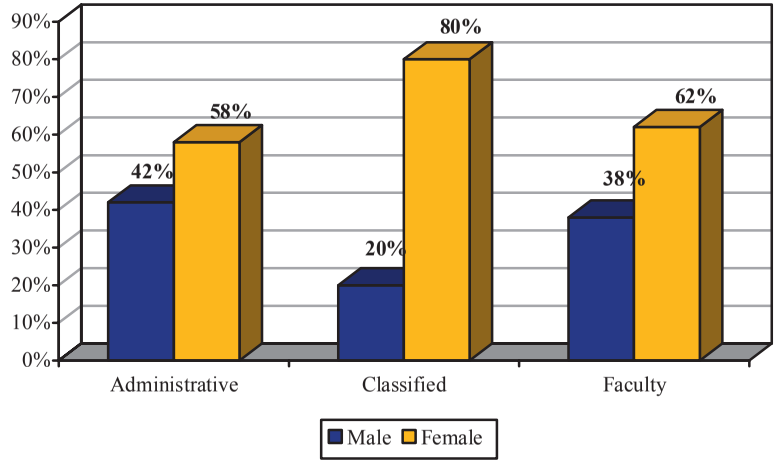
Ethnicity – Fall 2004

	Administrative n=19	Classified n=83	Faculty n=92	Total n=194
African-American	5%	6%	4%	**10**
Asian	5%	7%	10%	**16**
Latino	16%	40%	16%	**51**
White	74%	43%	65%	**110**
Other/ Unknown	0%	4%	4%	**7**



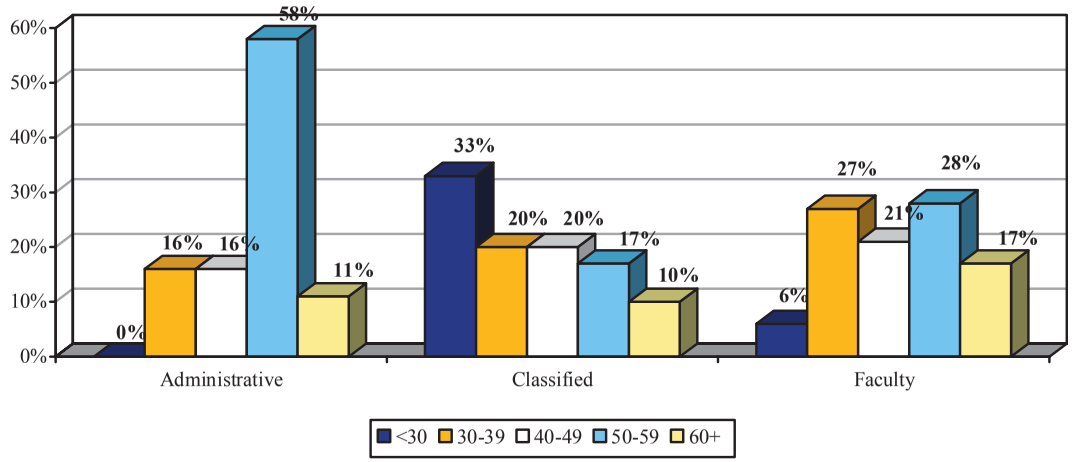
Gender – Fall 2004

	Administrative n=19	Classified n=83	Faculty n=92	Total n=194
Male	42%	20%	38%	**60**
Female	58%	80%	62%	**134**



Age – Fall 2004

	Administrative n=19	Classified n=83	Faculty n=92	Total n=194
<30	0%	11%	1%	**10**
30-39	16%	34%	21%	**50**
40-49	16%	20%	13%	**32**
50-59	58%	28%	43%	**74**
60+	11%	7%	22%	**28**



SANTIAGO CANYON COLLEGE OFF-SITE CREDIT & NON-CREDIT (ADULT EDUCATION) CLASSES

OFF-CAMPUS CREDIT CLASSES

With the exception of its extensive apprenticeship program, most credit classes of Santiago Canyon College are offered on campus. The only traditional classroom credit classes offered off the main campus are general education classes held at the Anaheim Hills Center, located at the Light of the Canyon Methodist Church in Anaheim. Credit classes held at the Anaheim Hills site in 2004-2005 included: English, math, speech, Spanish, and philosophy.

APPRENTICESHIP PROGRAM

The apprenticeship program, whose classes may be taken for college credit, is coordinated by the apprenticeship program director, under the direction of the dean of career education. This program is a vital part of the career education program at SCC. The apprenticeship classes are as follows:

- Barbering Class (5 Sections)
  Tustin, California
- Barbering Class (5 Sections)
  SCC campus
- Carpentry Training Classes (300 Sections)
  Santa Ana, California
  Colton, California
  Sylmar, California
  Camarillo, California
  Whittier, California
  San Diego, California
- Cosmetology Classes (5 Sections)
  Santa Ana, California
- Electricians (20 Sections)
  Santa Ana, California
- Operating Engineers (25 Sections)
  Whittier, California
  SCC campus
- Power Linemen (10 Sections)
  Riverside, California
- Surveying (35 Sections)
  Walnut, California
  SCC campus

DISTANCE LEARNING

At SCC, Distance Learning is not yet a major component of the classes offered, but it is growing each year. At the present time, there is no distance learning office and the program is coordinated by a 60% faculty member.

Online classes are offered in general education courses and vocational subjects. These courses give students the opportunity to complete most of their coursework outside of the classroom on their own time. The courses are academically equivalent to on-campus courses and use a variety of delivery approaches. Online delivery of classes, some in-class and some online hours of class, and online classes accompanied by an orientation meeting are offered. In addition, interactive teleconferencing courses, with the course being offered live at one college and sent live via conferencing equipment to the other college, are also available.

To help students determine whether distance learning will be an appropriate learning method, the college website offers a questionnaire entitled, “Is Distance

Education for Me?" This questionnaire offers students an opportunity to view current online courses and gives answers to a "most asked" list of questions.

As one portion of the SCC Student Satisfaction Survey (fall 2004), respondents were asked to provide information about their experience with the Distance Learning program at the college. Most of the respondents (75%) had never taken a distance learning course. Of those who had, three-fourths took online course via the Internet and the remainder took telecourses via the television. Sixty percent of the respondents who had taken a distance education course reported that they spent at least the same amount of time, or more, studying for the courses as they did in their "on-campus' courses. Of those who responded in the survey, 86% had taken 1 – 2 courses on line and 63% had taken only 1 -2 telecourse courses. Most survey respondents indicated that they took distance learning classes because of the flexibility it allows in coordinating classes with their work schedule and family duties. Those respondents who don't take distance learning classes at SCC replied that they enjoy the instructor-student interaction more or that the courses they wanted to enroll in were not offered.

CONTINUING (ADULT) EDUCATION

SCC also has a large continuing education (adult education) program that provides classes to approximately 10,000 students annually at a variety of sites throughout the community.

The main site, the Orange Education Center (OEC), offers classes in high school subjects, GED preparation, Adult Basic Education (ABE), English as a Second Language (ESL), older adults, citizenship, parenting education, and business skills. Approximately 35 additional sites in the community offer classes in ESL, vocational education, older adults, basic skills, and high school subjects.

COMMUNITY SERVICES DEPARTMENT

The community services department, which was added to SCC in fall 2004, offers fee-based, non-credit classes throughout the community. This program is under the auspices of the director of the SCC Foundation.

CONTINUING EDUCATION – ORANGE CENTER
CAMPUS LOCATION LIST

SITE	LOCATION NAME	ADDRESS	PHONE # *
AHC	Anaheim Hills Center	101 S. Chaparral, Anaheim	283-4633
ASHT	Ashton Court	1800 W. Culver, Orange	978-2534
CASA O	Summerville at Orange	142 S. Prospect, Orange	639-3590
CEOC	Continuing Ed - Orange Center	541 N. Lemon, Orange	628-5900
CENT JL-M	Central Jail - Men	550 Flower, Bldg 42, Santa Ana	647-4608
CENT JL-W	Central Jail - Women	550 Flower, Bldg 44, Santa Ana	647-4608
CHC	Canyon Hills Club	525 S. Anaheim Hills Rd., Anaheim Hills	974-2226
CHCAL	Canyon Hills Club Asst. Living	525 S. Anaheim Hills Rd., Anaheim Hills	974-2226
CNPL	Chestnut Place	1745 E. Fairway Dr., Orange	633-5610
EACC	East Anaheim Community Ctr	8201 E. Santa Ana Canyon Rd., Anaheim Hills	765-3904
EMCC	El Modena Community Center	18672 Center St., Orange	532-3519
EMHS	El Modena High School	3920 Spring St., Orange	997-6331
FCCLV	Fountain Care Center - La Veta	1835 W. La Veta Ave., Orange	976-6800
FCCSU	Fountain Care Center - Summit	1835 W. La Veta Ave., Orange	978-6800
FRC	Fountain Retirement Center	1800 W. Culver, Orange	978-3911
FRCT	Friendly Center	615 N. Lemon St. #A, Orange	771-5300
HIS OHLS	New Orange Hills	5017 E. Chapman Ave., Orange	997-7090
IRC	Intake & Release Center	550 Flower, Santa Ana	647-6063
JCC	Jones Community Center	701 W. Maple, Orange	639-3906
JMSF	James Musick Security Facility	13502 Musick, Irvine	(949) 837-0922
KWDO	Kirkwood of Orange	1525 E. Taft Ave., Orange	282-1409
LMES	Lampson Elementary School	13321 Lampson Ave., Garden Grove	997-6153
LVN CC	La Veta Nursing Care Center	920 W. La Veta Ave., Orange	633-3568
NOSC	North Orange Senior Center	1001 E. Lincoln, Orange	998-4010
NRI	Nohl Ranch Inn	380 E. Anaheim Hills, Anaheim	974-1616
OHS	Orange High School	525 N. Shaffer, Orange	532-8020
OPH	Orange Park Heights	340 N. Newport Blvd., Orange	926-3240
OSCC	Orange Senior Citizen Center	170 S. Olive, Orange	538-9633
PKPL	Park Plaza	620 S. Glassell, Orange	997-5355
RHS	Richland High School	615 N. Lemon St., Orange	997-6167
RIO	Rehabilitation Institute of O.C.	1800 E. La Veta Ave., Orange	633-7400
SCC	Santiago Canyon College-U118	8045 E. Chapman Avenue, Orange	628-4930
THC	THINK @ Highland Center	1909 E. Quincy, #2, Orange	289-4429
TLSC	Theo Lacy Security Facility	501 City Dr., Orange	935-7809
UCMC	University of Irvine Medical Ctr	101 City Drive South, Orange	456-6011
VPHS	Villa Park High School	18024 Taft, Orange	532-8020

UPDATE ON WASC ACCREDITATION RECOMMENDATIONS

In the spring and summer of 2002, Santiago Canyon College (SCC) prepared an extensive Midterm Report addressing the recommendations made in 2000. At the 2003 mid-term visit no further recommendations were made. This report reflects the replies to the 2000 recommendations that were addressed in the midterm report as well as the highlights of the progress SCC has achieved since that report.

Standard One: Institutional Mission

Recommendation: 1.1 *That upon completion of the college educational master plan, the college revisit the mission statement and assess its accuracy and breadth.*

The SCC Educational Master Plan (EMP) was completed in the spring of 2002. Since the initial self-study of 2000, the mission statement has been addressed on several occasions, including: Santiago Canyon College Strategic Planning 2001 Retreat, and the 2002 Santiago Canyon College Spring All-College Retreat. In June 2002, the President's Council voted to establish a committee that would meet annually to review and make recommendations for the revision of the college mission statement. In the spring of 2004, this responsibility shifted to the College Planning and Allocation Council (CPAC), and the mission statement was revised to better explain SCC's vision and goals for its students. The mission statement was once again reviewed and revised in the fall of 2004. The mission statement committee will continue to review the mission statement on an annual basis and will revise it, as necessary, to assure accuracy and breadth.

To better disseminate the mission statement to faculty, staff, and students, the mission statement now appears on all college meeting agendas, is posted on the college website and in all classrooms, and is included in the college newsletter, The Courier. A district-employed information officer and graphic artist, both housed on the SCC campus, incorporate the mission statement into all other publications and promotional materials deemed appropriate.

Standard Two: Institutional Integrity

Recommendation: 2.1 *That the college review and revise where appropriate the college catalog to ensure that it clearly delineates the courses and educational programs and services offered at each college.*

In fall 2005, SCC produced and issued its initial separate catalog. This catalog, produced by a catalog committee, clearly and accurately reflects the programs, degrees, certificates, and services offered at SCC. It contains information regarding both credit and non-credit classes.

At the same time, the continuing education (adult) division produces and distributes a separate class schedule and numerous flyers and bulletins to assist potential students locate information about non-credit, adult classes in Adult Basic Education, English-as-a Second Language, high school subjects, business skills, and personal enrichment for older adults.

Prior to the development of an independent catalog, in 2002-2003, the joint college catalog for Santa Ana College and Santiago Canyon College contained a separate table listing for programs, degrees, and certificates for each college.

In addition, the college narrative was revised to clarify policies, procedures, or services of each college.

Standard Three: Institutional Effectiveness

Recommendation: 3.1 *That the college develop comprehensive college-wide planning to determine how it will document institutional outcomes and evaluate institutional effectiveness.*

The college Educational Master Plan (EMP), completed in 2002-2003, is reflective of the Board of Trustee's vision and goals for the district and the mission statement of SCC. The EMP is wide-ranging and includes SCC's vision, mission, goals, and objectives. The college goals, which were designed to be measurable, are derived from the college's student and community demographics, student achievement outcomes, assessment, business trends, and projections. The college objectives provide the primary yardstick used to measure institutional outcomes and effectiveness.

Also included in the EMP are the visions, missions, goals, and related data of each discipline, department, and program (DDP). These DDP's goals and objectives are all coordinated with the college's goals and objectives and are updated annually based on the progress of individual departments and programs in meeting planned goals and objectives.

Every five years, each department, discipline, and program will review its vision, mission, goals, objectives, quantitative/qualitative data, and outcome assessments to fully update its EMP component and complete its program review process. This planning process is so structured that faculty and staff are fully involved in the assessment and planning and resource allocation process.

The research department of Rancho Santiago Community College District (RSCCD also provides extensive reports and studies on student satisfaction, ethnicity of students, faculty, and staff, and the college's progress in its primary mission: educating students.

In 2003-2004, SCC formed a Student Learning Outcomes Task Force, which was changed to a permanent, sub committee of the Curriculum and Instruction Council in spring 2004. The student learning outcomes (SLOs) for the general education courses were developed and approved in spring 2004. These SLOs will reflect student learning outcomes related to the discipline and also to one or more of the college's general education SLOs.

Through funding from a federal Title III grant, SCC is currently in the process of working toward the goal of having SLOs in the course outlines and syllabi of all courses by 2010. SCC has selected an SLO Coordinator and is currently designing, planning, and providing training so that the assessment portion of its student learning outcomes can be implemented within the same timeframe. Plans have been made to train a cadre of faculty members as peer trainers for other faculty members as well.

Standard Four: Educational Programs

Recommendation: 4:1 *That the college work diligently toward the completion of the educational master plan.*

The Educational Master Plan (EMP), covering plans for a 5-year cycle, was completed in spring 2003. This "living" document allows departments,

disciplines, and programs to revise/update their respective sections annually, as appropriate, to maintain a consistent needs assessment through completion of the Planning Needs Assessment (PNA) packet.

The EMP Committee developed binders to collect the information produced by each department, discipline, and program, and a database was established to facilitate the retrieval of facility, staffing, and equipment needs. Inasmuch as this information is used for college-wide prioritization and budget allocation for the following fiscal year, current and timely information is essential. In the spring of 2004, the EMP was put on-line to assist the ease and rapidity with which information can be added and/or modified by individual departments, disciplines, and programs.

Recommendation: 4.2 *That the college establish a timeline and implement an academic program review process.*

SCC established a timeline and implemented an academic program review process that is integrated with the EMP and the budget allocation timelines in the following ways:

1) Their cycles coincide.
2) Decisions are made in the context of annual and five-year planning.
3) Information compiled for the process is used by the Collegial Planning and Allocation Council (CPAC), the facilities committee, and all departments as needed.

The implemented academic program review was approved by the faculty in May 2002. Mathematics, Speech Communication, Exercise Science, and Earth and Space Sciences completed their program review process in fall 2002, and the remaining departments completed the process in the spring of 2003.

A team, comprised of the vice president of academic affairs, the academic deans, the Curriculum Council chair, and the SCC department chairs, analyzed all programs to ensure that students could complete existing majors in a timely manner and/or be prepared to transfer. Their tasks included: standardization of course starting and ending times, re-organization of course offerings to eliminate scheduling overlaps and conflicts, and the addition of new courses. Now, students are able to obtain their required courses more effectively and efficiently. As of fall 2005, all A.S. degrees offered at SCC can be completed on the SCC campus.

<u>Standard Five: Student Support and Development</u>

Recommendation: 5:1 *That the college address the need for adequate funding, facilities and staffing to provide direction for the expansion and development of a comprehensive student services program.*

Following the selection of a dean of counseling and support services in the fall of 2002, SCC has significantly expanded and further developed its Student Services Programs to include: Admissions and Records, Counseling Center, Academic Success Center, Career Center, Transfer Center, Job Placement Office, Extended Opportunities Programs and Services (EOPS), Disabled Services Programs and Services (DSPS), Financial Aid, Outreach and Retention Services, Student Activities, Health Center, Cross-Cultural Resource Center, CalWORKs, and Re-entry Students/Women's Resource Center.

A new matriculation assessment center was established in spring 2001, and the

college received an augmentation of more than one million dollars in categorical funds to assist with the implementation of EOPS, DSPS and matriculation programs. SCC's economically disadvantaged students began receiving assistance to reach their educational goals in 2002 with the opening of the college's CalWORKs office. At the same time, space was allocated for the new Cross-Cultural Resource Center (CCRS). This center is dedicated to increasing the awareness of multiple cultures and to building and maintaining a campus community that welcomes, values, and supports all students.

The number of full-time counselors at SCC increased from six to nine on the credit campus, with two full-time and eight part-time counselors at the non-credit site. The college has also added six full-time positions, including an EOPS counselor, a learning disabilities specialist, a nurse/ Health Center director, a men's/women's golf coach and a women's soccer coach as well as 25 additional classified personnel for the student services department.

In the spring of 2002, a dean of instruction and student services for the continuing education program was hired, and in fall 2003, a vice president of continuing education was added to the administrative staff. These administrators are responsible for all student services, facilities, budgeting, and technology for the college's continuing education (adult) programs, which serve approximately 10,000 students annually.

During the 2002 -2003 academic year, counseling and support services completed its program review. A LCD projection system was installed in the Career Lab, and on-line registration was added. This allows students to download applications, view course offerings, register for classes, and pay fees online. They may also order their books and supplies from the book store for expedited pick-up. An admissions and records director was added to the staff in the spring of 2005. A full-time Financial Aid Officer was added to the staff in the summer of 2005.

In the area of intercollegiate athletics programs, the college established two teams in the fall of l999: men's and women's cross-country. In 2000, men's golf was added, and in the fall of 2000, men's and women's soccer. In the fall of 2000, two soccer fields were dedicated through the combined efforts of the college's apprenticeship program and several local labor unions. A training room and athletic offices were added as well.

The college remodeled its Health Center and cafeteria, doubled the size of the student lounge and purchased a 3,000 square foot relocatable building for the Associated Student Body and Student Activities offices in 2003.

The Associated Student Body (ASB) now has a full complement of officers, and in 2001-2002 voted to abolish paid ASB positions and instituted service hour awards. The campus clubs have increased from three in 2000 to ten in 2005. The Student Activities Office, working jointly with the ASB, develops and annually implements dozens of cultural, social, and political events designed to promote "college life" at SCC. Each January, a student leadership conference is held to enhance student leadership. A concentrated effort is made to include non-credit continuing education students in as many activities as appropriate, especially those that involve leadership training, cultural days, and high-school senior day programs.

A 30,000 square foot Student Services and Instruction building opened in fall 2004 using funds from the $337 M bond Measure E passed in 2002. This new building houses many of the services offered by student services as well as classrooms and faculty offices.

In January 2005, the new 60,000 square foot continuing (adult) education facility, the Orange Education Center (OEC), opened. This facility also houses the district's child care program and other district services.

Standard Six: Information and Learning Services

Recommendation: 6.1 *That the college develops and implements a formal plan to ensure that adequate and consistent fiscal support and staffing to meet the current and future needs of the Library, Tutoring Center, Computer Labs, and Media Services.*

Groundbreaking for the new 40,000 square foot Library/Learning Resource Center was held in the fall of 2004. This building is expected to be ready for occupancy in the fall of 2006. The majority of funds for this building came from a special Governor's Economic Stimulus Package.

The DDP plan of the Library addresses the need for more faculty, classified staff, and fiscal resources to support the current programs as well as the new Library/ Learning Resource Center (LRC). When the Library/Learning Resource building is completed, it is expected to house the Library, Tutoring Center, Writing Center, Academic Success Center, and, perhaps, the Computing Center and Math Study Hall. The hours of service will be extended and the staff increased to meet the anticipated expansion of services.

The library plan also includes funds for increasing the book collection, updating and maintaining the Voyager software as well as the data and other equipment and furniture the library needs.

A new dean will be hired in the fall of 2005 to compliment the staff of three reference librarians, one systems librarian, one part-time cataloging librarian, and four part-time librarians. The classified staff now consists of three full-time technicians, four part-time technicians, and one 75% technician. This represents an increase of a dean, one full-time librarian, and a 12-hour, part-time librarian since the last self-study report.

Other improvements since 2000 include a workstation for disabled students and a special text reader for students with visual impairments, as well as tutors trained to assist students with learning disabilities. Access to the Tutoring Center and the Computing Lab is available to all students in the district, including the continuing (adult) education students enrolled at the Orange Education Center (OEC). Non-credit continuing education students also have access to the SCC library's on-line catalog and four of the five on-line databases via the computer lab at the OEC. A grant application for funds to begin an on-site, small library at the OEC has also been submitted.

Using funds acquired through a grant and additional funds from the Vocational Technical Education Act (VTEA), Telecommunication Technology Infrastructure Program (TTIP), and Partnership for Excellence (PFE), equipment and software for faculty, staff, and program needs in the Library, Computing Lab, Tutoring Center, and media services were upgraded and expanded in 2002-2005. At the present

time, because of the financial changes in the budget of the college, books and periodicals are funded with California Lottery monies and on-line databases are supported primarily with TTIP funding.

The Tutoring Center has also developed a five-year (DDP) plan to increase its services to students. At the present time the center is staffed by one full-time instructional center specialist, one full-time general office clerk, three 19-hour learning assistants and 26 learning facilitators (tutors). Tutoring is also available at the continuing (adult) education center through a "virtual" tutoring system set up between the Orange Education Center, the Anaheim Hills Center, and the SCC Tutoring Center.

Both the Tutoring Center and the Computing Lab, which was upgraded in 2001, are open to all students in the district. Additionally, all but one lab and computer classroom now have equipment that will be three years old in fall of 2005. This lab, as are all SCC computers and technology, is maintained by an on-campus district technological team consisting of a director of academic/technical services and three district computer technicians housed at SCC. This lab is open approximately 52 hours each week. Two district computer technicians are also housed at the OEC site.

Each discipline, department, and program (DDP) identifies its media services needs through the EMP; this information is compiled to assist the college in prioritizing its resource media needs. Since 2002, such prioritization has resulted in a full multi-media capability in three classrooms, with six additional PCs on multi-media carts, and five additional portable LCD projectors.

Standard Seven: Faculty and Staff

Recommendation: 7.1 *That a human resources plan be developed to design a blueprint to provide adequate staffing in all areas of the college.*

The EMP contains a component that provides the blueprint for the identification of staffing needs for the next five years. This blueprint is based on data from student and community demographics, enrollment patterns and trends, and SCC goals and objectives that identify the need for additional personnel.

SCC leadership, including administration and the Academic Senate, worked closely with the district chancellor, his cabinet, and the Board of Trustees to seek support for needed administrative positions, full-time faculty, classified staff, and additional classrooms and faculty/staff offices.

As the SCC student population continues to expand and more classroom and learning facilities become available, SCC will continue to expand its full-time faculty as well as the support personnel needed to assist them. The anticipated need for an increase in full- time faculty and administrators was compiled in a five-year plan developed by the college staff and approved by CPAC and the district facilities office. This plan, which was approved by the Board of Trustees in 2004, identifies expected additions needed to augment current faculty and staff positions.

The administration of SCC recognizes the need for appropriate, timely, and extensive faculty and staff development workshops. While administration and faculty leaders are committed to providing quality staff development opportunities, the state budget restrictions of the past three years have made it difficult to provide all the staff development that was needed.

Standard Eight: Physical Resources

Recommendation: 8.1 *That upon completion of the educational master plan, the college and the district develop a facilities master plan for Santiago Canyon College that links current and proposed educational and student services programs to a prioritized listing of facility needs.*

In 2000, at the time of the last accreditation report, SCC had three main buildings and a child development center on the campus, along with 23 portable buildings. The main campus of the continuing (adult) education division, which was leased from Orange Unified School District, had one main building and four portable buildings. Additionally, students were housed in leased properties throughout the city of Orange and Anaheim. The new continuing (adult) education facility, the Orange Education Center, opened in January 2005. Many of the community sites for continuing education are still in use.

Upon completion of the SCC Educational Master Plan in 2002, the facilities committee used the EMP to assemble college-wide requests and needs to develop the SCC Facilities Master Plan. In 2004, the LPA architects' master plan, including a timeline of facilities to be developed as a result of the successful local bond measure, was revised and approved by the college and the Board of Trustees. This revised plan included many new buildings and improved infrastructure for SCC, Santa Ana College, and the district. Funds permitting, this new master plan is expected to be completed by 2011. In 2004, the SCC Facilities Committee also completed a new facilities plan, which was approved by the Board of Trustees.

From 2000 to spring 2005 the following activities took place to help accommodate the growing student enrollment, instruction, and support personnel:

- Twelve new portables were added to the main campus, making a total of 34 portable buildings.
- A soccer field was constructed at SCC, with parking for 57 vehicles.
- The district entered into a five-year lease with Light of the Canyon Church in Anaheim for credit (evening) and non-credit (day and evening) classes.
- SCC expanded and renovated the bookstore, the health center, and the cafeteria.
- The student lounge was relocated and expanded.
- The Student Services and Instruction building was completed.
- A new parking lot for students and staff was constructed.
- ASB area and storage areas were increased.
- Technology infrastructure was enhanced in many areas.
- The new continuing education (adult) facility on Batavia property replaced the leased non-credit Orange facilities.
- Construction began on the Library/ Learning Resource Center.
- SCC obtained grants and special funding for:
  - Pathways to teaching program
  - Faculty Intern Program
  - Additional Learning Facilitators (tutors)

Academic Success Center (Credit–Non-Credit Transition Center)

Financial Aid Office

Title III – SLO package

Standard Nine: Financial Resources

Recommendation: 9.1 *That the college adopt and implement a formal process for documenting and validating the linkage between institutional planning and budgeting to ensure that the college's mission, goals and objectives are funded appropriately through the budget development process.*

At the completion of the 2001-2002 academic year, the initial EMP was completed, and beginning with the 2002-2003 academic year it became the primary source for resource allocation related to planning. Because this was the first year of the state's financial crisis for community colleges, it was difficult for the Budget and Planning Committee to implement the planned link between planning and budgeting. Nevertheless, the EMP continues to serve as the link between planning and budgeting and is expected to remain so. At the same time, SCC leadership has continued to pursue financial support for growth and operations from the district, state, governmental agencies, and other external businesses and organizations. In 2006-2007, at the end of the first five-year EMP cycle, an evaluation of the college's success toward measurable institutional objectives will result in refinement of the EMP and the corresponding budgetary decisions.

Despite the negative changes in the financial situation for all community colleges during the last three years, since the last self-study SCC has continued to make significant progress toward its goals. The annual budget, which is reviewed by CPAC, continues to relate budget allocations and preparation to the goals and objectives of the college's EMP.

Standard Ten: Governance and Administration

No recommendation was given in this standard.

STUDENT LEARNING OUTCOMES PROGRESS REPORT

One of the major educational goals of Santiago Canyon College (SCC) is to introduce and implement SLOs in such a way that that they are supportive of the mission of SCC, fully accepted by the faculty, and improve student learning. Thus far, SCC is pleased with the progress it has made to meet its long-term goal of implementing effective student learning outcomes into all programs and courses by 2010.

Since 2001, the implementation process has included the following activities/steps:

- In 2001, at the invitation of its sister college, Santa Ana (SAC), several members of the SCC faculty attended a number of SAC's SLO Task Force meetings to become familiar with the process of establishing student learning outcomes.
- SCC established its own Student Learning Outcomes (SLO)Task Force in the fall of 2002. The Task Force decided that because the overall purpose of establishing and assessing the student learning outcomes was to help students get the education they need to be independent, productive, contributing members of the community, the process would be organized, gradual, and educationally sound.
- A number of activities, planned by the SLO Committee, the Faculty Development Committee, and the SCC administration ensued to assist the faculty in understanding, appreciating, writing, and implementing student learning outcomes. These included:
  - Research and Planning Group (RP) Conference for administrators and faculty – fall 2002.
  - All day workshop on SLOs, presented by Dr. Bill Moore of the Washington Center – December 2002 – 40 faculty attended.
  - Research & Planning Group Workshop on SCC campus – 18 faculty attended.
  - Student Learning Workshop at Mount San Antonio Community College February 2003 – 13 faculty attended.
  - March Faculty Workshop on developing SLOs at the program course level, presented by Julie Slark, assistant vice chancellor of educational services - 2003.
  - Spring Faculty Development Workshop Series: Classroom Assessment Techniques (CATs): Facilitation Skills, Learning Styles, - April 2003.
  - Significance of SLOs for accreditation, presented by Darlene Pacheco, Associate Director of ACCJC - August 2003.
  - Mandatory SLO Workshop for all full-time faculty – fall 2004.
  - Various conferences attended by faculty members/administrators.
  - SLO presentation by co-chair of the SLO Committee, Marcelo Pimentel, to all part-time faculty – spring 2005.
- The original SCC Task Force, chaired by two faculty members, facilitated a dynamic dialogue among faculty

about desired general education student learning outcomes. After considerable discussion on the subject, the student learning outcomes were broken down into four general rubrics: *Think, Learn, Communicate*, and *Act.*

- Student learning outcomes for the college's general education courses were developed. A final draft of the general education outcomes was accepted by the Academic Senate and ratified in the fall of 2003.
- The SLO Task Force was asked to become the "SLO Committee," a permanent sub-committee of the Curriculum and Instruction Council. The SLO Committee was charged with ensuring the continuance of the campus-wide dialogue on SLOs.
- The recommendations of the SLO Committee were forwarded to the College Planning and Allocation Council (CPAC) in fall 2003.
- December 2003, the SLO Committee submitted a strategic plan to the Curriculum and Instruction Council to include the following:
  - Assess and revise, as necessary, the student learning outcomes for students on the general education track to support the SCC Mission Statement.
  - Develop a SLO committee mission statement.
  - Define SLO committee representation and membership, and recruit new members.
  - Report to the Curriculum and Instruction Council, Accreditation Steering Committee, and Academic Senate.
  - Attend conferences and workshops to further the expertise of the SLO Committee membership.
  - Disseminate information to raise the awareness of the SCC community.
  - Coordinate with the Faculty Development Committee to bring in experts to train faculty in writing and implementing student learning outcomes.
  - Develop a "Faculty Toolbox" link on the college webpage to include general information, articles, sample course outlines, etc.
  - Support the departments and programs who had already begun writing and implementing SLO pilots.

The activities were approved by the Curriculum and Instruction Council, the Academic Senate, and CPAC.

- The Student Learning Outcomes Committee developed as their mission:

  To assist faculty and staff to prepare students to be able to think, learn, communicate, and act on knowledge gained through their respective education. To work towards the revision of course outlines to reflect an emphasis on outcomes in which experiences go beyond the current objectives. To facilitate this process with the development of an online "Toolbox."

  The responsibilities accepted by the SLO Committee were to:

  - Publish an on-line toolbox, work with faculty and staff, and maintain accreditation standards.
  - Implement on-going dialogue that included interaction with all faculty.

In spring 2004, the committee began weekly emails to all faculty on some aspect of learning outcomes.

- Develop materials to assemble a "how-to" website to help instructors formulate and implement individual SLOs for their courses and departments.

- The Human Resources Department of RSCCD added to all of its job descriptions for faculty, as part of the desirable qualifications, the following statement: "A working knowledge of, and experience with, competency-based instruction and student learning outcomes."
- In spring 2004, several SLO pilots began.
  - The members of the Math department faculty began to work on SLOs for their respective courses. The first draft of their work was presented to the entire faculty in fall 2004.
  - Instructors in the human development department began reviewing their syllabi for the inclusion of SLOs.
  - The English Department began developing a model to be used by the faculty in the development of their syllabi.
- Title III proposal was submitted and awarded by the Department of Education. The proposal, with funding to begin in fall 2005, contained a five-year plan to plan, implement, and access SLOs. It made possible the following additional activities:
  - Appointment of an SLO Coordinator.
  - Development of SLO Manual/Tool Kit to assist faculty implement SLOs into individual programs and courses (2005).
  - Funds to provide training to a cadre of faculty to assist with the implementation of SLOs.
  - Additional funding to train a small group of faculty who will train and assist future faculty to implement and maintain SLOs.
  - Development of the assessment component of the SLOs.

The first step in the assessment of student learning outcomes took place in fall of 2004 via a workshop on Assessment of SLOs presented by Julie Slark.

- To further the study of assessment and SLOs, the SLO Committee has developed a "Principles of Assessment" document.

  This document will be disseminated college-wide to help faculty understand "what is" assessment, how it will look at SCC, how it will be integrated into the SCC evaluation system, and, finally, how will it be used to determine integrity and appropriate use of SLOs.

SCC believes that it has made exemplary progress toward a positive and useful implementation of student learning outcomes and appropriate assessment of their success.

Under the direction of the SLO committee, SCC will follow the SLO plan on the following pages to bring practical SLOs, complete with an assessment component, into all programs and courses by 2010.

SANTIAGO CANYON COLLEGE STUDENT LEARNING OUTCOMES IMPLEMENTATION STRATEGY AND TIMETABLE					
SPECIFIC TASKS TO BE COMPLETED	**PRIMARY PARTICIPANTS**	**METHODS INVOLVED**	**TANGIBLE RESULTS**	**TIMEFRAME FROM/TO**	
2005-2006					
Identify and adopt SLO /assessment model	SLO Advisor SLO Facilitator SLO Advisory Committee CPAC Accreditation Steering Committee	Identify successful SLO /assessment models Select appropriate model for SCC Advance SCC model through college-wide protocols	College-wide SLO/assessment model approved	10/04	09/05
Design and offer 4 SLO Orientation/training workshops	SLO Advisor SLO Facilitator Department Chairs CPAC	Design content Schedule and deliver four workshops Assess impact of workshops	Institutional and personal learning increased about SLO and assessments; 302 faculty & 100% of departments participate	1/05	9/05
Compile SLO/assessment database	SLO Advisor SLO Facilitator RSCCD Research	Identify various SLO assessment strategies Collect data on success rate of 2003/04 SCC courses	Student assessment measures for SLO on-line manual Baseline data of 2003/04 course success rates	1/05	9/05
2006-2007					
Design and develop SLO training manual and PowerPoint presentation	SLO Advisor SLO Facilitator SLO Advisory Committee Department Chairs SCC Curriculum Council	Compile materials Publish and disseminate draft Advance manual & PowerPoint presentation through approval process	SLO training manual and PowerPoint presentation approved and disseminated via district intranet	10/05	12/05
Design and offer in-depth SLO training sessions for 15 faculty	15 faculty SLO Advisor SLO Facilitator SLO Advisory Committee Department Chairs	Identify courses up for quadrennial review Identify faculty from affected departments Design content & deliver presentation Assess impact of presentations	15 faculty gain in-depth SLO knowledge and produce revised course outlines	01/06	09/06

SANTIAGO CANYON COLLEGE STUDENT LEARNING OUTCOMES IMPLEMENTATION STRATEGY AND TIMETABLE					
SPECIFIC TASKS TO BE COMPLETED	**PRIMARY PARTICIPANTS**	**METHODS INVOLVED**	**TANGIBLE RESULTS**	**TIMEFRAME FROM/TO**	
2007-2008					
Advance the first set of SLO courses through the department and curriculum protocols	15 faculty participants Department Chairs and Curriculum Committees College Curriculum Council	Present curriculum to department curriculum committees and college curriculum council for approval	15 faculty have their course curriculum approved	10/06	12/06
Design and offer in-depth SLO training sessions for the second set of 15 faculty	SLO Advisor SLO Facilitator SLO Advisory Committee Department Chairs	Identify courses up for quadrennial review Identify faculty from affected departments Design content & deliver presentation content Assess impact of presentations	15 faculty gain in-depth SLO knowledge and produce revised course outlines	1/07	9/07
Schedule ongoing SLO cross-disciplinary dialogues	SLO Facilitator 30 faculty	Schedule lunch-time "brown bag" dialogues	30 faculty encouraged to participate	1/07	9/08
2008-2009					
Offer and evaluate the first set of 15 courses with student learning outcomes and assessment strategies	15 faculty RSCCD Research	Courses offered fall and spring Design SLO assessment strategies	Identify targeted students' baselines for: a) transfers b) course completion c) A.A. Degree and Certificates earned and d) workforce development c) basic skills development	10/07	6/08
Advance the second set of SLO courses through the department and curriculum protocols.	15 faculty participants Department Chairs and Curriculum Committees College Curriculum Council	Seek approval from department curriculum committees and college curriculum council	15 faculty have their course curriculum approved	10/07	12/07
Design and offer in-depth SLO training sessions for the third set of 15 faculty	SLO Advisor SLO Facilitator SLO Committee Department Chairs	Identify courses up for quadrennial review Identify faculty from affected departments Design content & deliver presentation content Assess impact of presentations	15 faculty gain in-depth SLO knowledge and produce revised course outlines	1/08	9/08

SANTIAGO CANYON COLLEGE STUDENT LEARNING OUTCOMES IMPLEMENTATION STRATEGY AND TIMETABLE					
SPECIFIC TASKS TO BE COMPLETED	**PRIMARY PARTICIPANTS**	**METHODS INVOLVED**	**TANGIBLE RESULTS**	**TIMEFRAME FROM/TO**	
2008-2009 (cont'd)					
Identify 10 faculty as SLO trainers	SLO Advisor SLO Facilitator SLO Advisory Committee	Identify 10 faculty who have participated in the in-depth SLO training to serve as SLO facilitators	10 faculty trained as college-wide SLO facilitators	10/07	9/08
Schedule on-going cross-disciplinary dialogues	SLO Facilitator 45 faculty	Schedule lunch-time "brown bag" dialogues	45 faculty to participate	10/7	9/08
2009-2010					
Offer and evaluate the second set of 15 courses with student learning outcomes and assessment strategies	15 faculty RSCCD Research Analyst	Courses offered fall and spring Design SLO assessment strategies	Identify targeted students' baselines for a) transfers b) course completion, c) A.A. Degree and Certificates earned, and d) workforce development c) basic skills development	10/08	6/09
Advance the third set of SLO courses through the department and curriculum protocols	15 faculty Department Chairs and Curriculum Committees College Curriculum Council	Present curriculum to department curriculum committees and college curriculum council for approval	15 faculty have their course curriculum approved	10/08	12/08
Design and offer in-depth SLO training sessions for the fourth set of 15 faculty	SLO Advisor SLO Facilitator SLO Committee Department Chairs	Identify departments with courses up for quadrennial review Identify faculty from affected departments Design content & deliver presentation content Assess impact of presentations	15 faculty gain in-depth SLO knowledge and produce revised course outlines	1/09	9/09
Schedule on-going cross-disciplinary dialogues	SLO Facilitator 60 faculty	Schedule lunch-time "brown bag" dialogues	45 faculty to participate	10/08	9/09

Abstract

ABSTRACT OF THE SELF-STUDY REPORT

INTRODUCTION

Santiago Canyon College (SCC) in Orange, California, one of two colleges in the Rancho Santiago Community College District (RSCCD), was accredited by WASC in 2000. Since the l999 self study report was completed, SCC has increased its enrollment by an average of 2% annually and added staff, programs, and facilities commensurate with this growth.

These significant changes, combined with the declining economic situation in higher education in California, has presented SCC with significant challenges. Nevertheless, the self study participants concluded that SCC has been able to provide high quality education in a safe, secure environment, while maintaining a high degree of integrity. This was evidenced by the Student Satisfaction Survey (summer 2005) in which 84% of the survey respondents gave "good" or "excellent" ratings to "[their] overall experience."

Further evidence of the integrity of the college was provided in the Staff Accreditation Survey (fall 2004), which indicated that 87% of the faculty and staff of SCC believed that "SCC provides clear and accurate information about its courses, programs, degrees, and certificate programs to its students."

Since the last self-study, SCC has also completed its first Education Master Plan; re-organized its administrative and collegiate planning and allocation structures; linked educational planning and resource allocation; published its first independent catalog ('05-'06); and increased its course and degree offerings. Furthermore, the college has made steady progress toward its long-term goal of incorporating student learning outcomes (SLOs) into all courses and programs by 2010.

ORGANIZATION

In a spirit of collegiality, SCC has developed a structure of councils, committees, ad hoc groups and task forces composed of faculty, administration, and classified staff. Each of these groups meet on a regular schedule to share ideas, discuss solutions to areas of concern, and develop ideas for future planning of resources, staffing requirements, and effectiveness of programs. Additionally, there is a joint college governance meeting, composed of representatives of all of these groups and student representatives, that meets twice a month to evaluate how well learning is occurring, and identify and make recommendations for proposed improvements.

The Staff Accreditation Survey also reflected that constituents are involved in the decision-making process and the on-going aggregate evaluation of the institution and its programs. More than 85% of the faculty, staff, and managers are "...aware of the mission statement and its importance in all levels of the decision-making process," and 90% agree that "The collegial governance structure of SCC follows an organized process."

Equally important to the success of the college is the on-going effort to properly house and educate the increased student enrollment. In the last five years, two new permanent buildings, additional land, and some 25 portable buildings have been added to the college, and SCC has re-organized and expanded its student

lounge, cafeteria, and health center. The new library, now under construction, is expected to be completed in fall 2006. Reflective of this rapid student growth is the number of highly qualified administrators and faculty who have been added to the staff during this time. Since 2000, SCC has selected a new president, four vice presidents, five deans, and nearly 35 new full time faculty, numerous adjunct faculty, and the support staff to assist these new positions.

INSTITUTIONAL INTEGRITY

SCC is proud of the institutional integrity it demonstrates in all of its interactions with students, faculty, staff, and the community as well as for the accreditation process. This honesty and reliability is reflected in the institutions commitment to meeting or exceeding standards of good educational practices and its dedication to presenting truthful information in all publications, including its reports, statistics, an independent catalog, and the self study report.

To serve its growing student population, the administration, faculty, and support staff at SCC have worked diligently to provide appropriate technology upgrades and support and meet the majority of equipment and supply needs. The Staff Accreditation Survey found that 83% of the survey respondents felt that "…people and groups address students needs and community demographics specifically in their plans, work, and decision making."

Further positive evaluations come from former students who transferred to four-year universities. A summer 2004 survey of former SCC students indicated that they rated their overall experience at SCC as "good" or "excellent," with "effectiveness of classroom learning" rated at 93%, and "quality of instruction" at 91% in the "good" or "excellent" range.

COMMITMENT

The united collegial strategy to provide high quality education at SCC begins with the vision and mission statement of the district, which is reflected in SCC's mission statement. The SCC mission statement expresses SCC's commitment to student learning through its central focus, which is "Santiago Canyon College (SCC) is a diverse learning community dedicated to intellectual and personal growth. Our purpose is to foster a learning environment that helps students develop knowledge and understanding, critical thinking, sound decision making, cultural awareness, effective communication skills, and a commitment to local and global citizenship."

To ensure that the mission statement clearly addresses the unique needs of the college's diverse student body, the communities it serves, and provides a strong and appropriate foundation for the institution, it is reviewed annually. During this review, the central theme is to evaluate the college's performance toward its commitment to learning.

The commitment to provide adequate staff, financial, and physical resources to improve the necessary educational opportunities to support the rapid growth in student population is further reflected in the Educational Master Plan (EMP). Seventy-six percent of those surveyed in the 2004 Staff Accreditation Survey agreed that "…SCC has evaluated progress towards its master plan goals."

Furthermore, appropriate, working systems are in place for preparing the annual budget, selecting qualified faculty, and staff, and using the extensive college governance procedures.

STUDENT LEARNING OUTCOMES (SLOs)

Equally vital to the continued growth of the educational excellence provided at SCC is the organized progress to implement Student Learning Outcomes (SLOs) and assessment. Prior to 2005, the college had developed a five-year SLO plan that addressed how staff, organizational structure, resources, and training for assessment would be implemented; had developed a permanent SLO Committee, a sub committee of its Curriculum and Instruction Council; and had begun extensive dialogue and basic training for full-time and adjunct faculty.

This process was enhanced with an award of Title III funding beginning in fall 2005, which provides funds for initial SLO training for all faculty. The grant also has provisions to train a core of faculty leaders who will continue to facilitate integration of SLOs after the grant has ended. When the process is completed in 2010, and SLOs are integrated into the curriculum of all courses, programs, and disciplines, on-going assessment of SLOs will be an integral part of the process.

In 2003, faculty completed the general education SLOs for SCC. These SLOs were broken down into four outcomes: Think, Learn, Communicate, Act. The 2005 Student Satisfaction Survey asked respondents to rate the preparation they had received from SCC in the 12 areas of skills and knowledge covered in these four general education SLOs.

Respondents rated SCC as having the greatest contribution to their learning skills and knowledge in the categories of "act (with awareness of self and the local and global community of persons)" and "think (critically, creatively, and reflectively)." Skills, such as the ability "to take responsibility for one's own learning and well-being", "be a responsible community member by treating others with respect, civility and dignity" and "maintain one's dignity and self-respect" were rated highest."

DIALOGUE

As discussed previously, the college has developed and implemented a well-rounded governance system. This system provides on-going, regularly-scheduled meetings for classified staff, faculty, management personnel, academic leaders, and students to meet and be involved in open dialogue regarding student learning outcomes, program needs and expectations, research data, student support services, budget planning, resource allocation, and evaluation.

Foremost among these meeting is the College Planning and Allocation Council (CPAC), which ensures the constituent groups opportunities to participate effectively in SCC governance, the opportunity to express their opinion at the college level, and assurance that these opinions are given every reasonable consideration.

Seventy-six percent of the participants in the 2004 Staff Accreditation Survey noted that "SCC faculty and staff frequently engage in dialogue about improvement of the student learning process."

EVALUATION, PLANNING, AND IMPROVEMENT

The Educational Master Plan (EMP) is the primary planning instrument used at SCC to ensure goal setting and evaluation of the progress of departments, disciplines, and programs (DDPs). Via the EMP, all DDPs annually review their individual visions, goals, objectives, and anticipated staffing, facilities, and equipment needs. This information is used to make plans for future growth and needs.

Furthermore, on a regular basis, SCC receives extensive data from an active district research department that evaluates institutional effectiveness and student progress using surveys and studies involving students, faculty, staff, and the community. When this research data is correlated with the on-going internal evaluation systems of SCC, programs and services are well monitored and evaluated. Credit, non-credit, and student support services all participate in on-going, regularly scheduled program reviews that become part of their individual department, discipline, and program (DDP) plans.

Eighty-three percent of the staff and faculty agree that "Programs at SCC are assessed, reviewed, and modified as needed on a regular basis." (2004 Accreditation Self Study)

SUMMARY

Despite the many changes in the infrastructure, organizational procedures, and personnel, SCC has, overall, made substantial progress in meeting the standards addressed in the self study. A key to this success is the educational master planning system that involves all constituencies in the evaluation, planning, and decision-making process.

Furthermore, because of the dedication and sincere commitments of administration, faculty, and staff, SCC has created an educational environment that contributes to high morale among its constituents and improved educational quality and institutional performance for its students. Eighty percent of the respondents to the Student Satisfaction Survey (2005) gave "good" or "excellent" ratings to [their] overall "experience," "campus safety," and the appearance and maintenance of the grounds/facilities."

As discussed in the sections above, the goals and systems for on-going dialogue, evaluation, planning and improvements are currently meeting the needs of SCC, but are flexible and can be adjusted to meet the changing needs of the community, the student population, and the college.

THE FUTURE

The on-going challenges of SCC to meet the changing needs of its fast-growing student population are not expected to diminish in the near future. The success of the college seems certain, however, because the college has a strong commitment to focus on the incorporation of student learning outcomes into all programs and courses and a keen desire to maintain its high degree of institutional integrity through its collegial governing structures and processes.

ORGANIZATION OF THE SELF STUDY

PLANNING PHASE

In the summer of 2003, the vice president of academic affairs was appointed by the president of Santiago Canyon College (SCC) to serve as the accreditation self study co-chair. The planning for the self study process began with a meeting of the Committee of Four, composed of the vice president of academic affairs and the dean of arts, humanities, and social sciences of SCC, the vice chancellor of educational services for Rancho Santiago Community College District (RSCCD), and the senior editor/facilitator of the self study document, an independent contractor.

This group of four served as the Committee of Four to plan and initiate the self study process and develop an interim organizational chart and timeline. After slight modifications by the standard's chairs, these planning documents were approved by the full Accreditation Committee, the Academic Senate, the Collegial Planning and Allocation Council (CPAC), and the Board of Trustees.

The Committee of Four continued to meet regularly until the committees for each standard were selected and the self study fully organized and in process. Later, as the individual standards were being analyzed, investigated, and written by the respective standard committees, composed of faculty, classified staff, students and administrators, the committee of four served as the self study advisors

ACCREDITATION CO-CHAIRS

Mary Halvorson
Rosemarie Enriquez

STANDARD CO-CHAIRS

The names of the Co-chairs of the respective standards are listed in the attached Accreditation Organization Structure document.

MEMBERS OF THE STEERING COMMITTEE

FACULTY

Betty Cotton
Barbara Sproat
Melinda Womack
Kathy Moore
Kay Powell
John Smith
Alex Taber
Fran Cummings
Marcelo Pimentel

CLASSIFIED STAFF

Leonor Aguilera
Debbie Hjorth
Robert Melendez
Angel Brea
Scott James
Julie Restivo

STUDENT REPRESENTATIVES

Cristina Montero
Evan Cudworth

ADMINISTRATORS

Ruth Babeshoff
Tricia Evans
Sandra Mayo
Nga Pham
Jose Vargas
Curtis Childress
Steve Kawa
Mary McMullin
Julie Slark
Juan Vázquez

SPECIAL RECOGNITION

Special thanks is given to these contributors for their contributions:

Board of Trustees
Chancellor Eddie Hernandez

John Didion	Rose DelGaudio
Eileen Capewell	Danny Gonzales
Vicki Stevens	Patti Dillon
Patti Cole	Melody Vaught
Amy Styffe	Linda Cucovatz
Eric Harsen	Sheryl Martin
Leah Freidenrich	Alice Ho
Loann Solem	Irene Glomba
Lynn Manzano	Beverly Pirtle
AnnMarie Deasy	Bonnie Slager
John West	Elizabeth Elchlepp
Terry Wilksen	Ramon Reza
Rick Adams	Diana Babayan
Debra Brooks	Scott Howell
Shane Cadman	

Orange Education Center
(Continuing/Adult Education)

Terry Tomlinson	Rudy Frias
Ethel Jordan	Connie Wilson
Flo Zysman	Andy Salcido
Rosa de la Torre Salazar	

COLLEGE AND DISTRICT PARTICIPATION

In addition to the formal Accreditation Steering Committee members and those special contributors listed, many administrators, faculty, students, and support staff at the college and the district office contributed in variety of ways to the successful completion of the self study by supplying information, demographics, statistics, editorial input, and through personal interviews.

ORGANIZATIONAL ACCREDITATION STRUCTURE

Attached is the Organization Structure used by SCC as the procedural guide for the self study process. It contains the focus for each standard as well as the names of the co-chairs.

ACCREDITATION ORGANIZATION STRUCTURE

ACCREDITATION SELF-STUDY STEERING COMMITTEE

Membership: Vice Presidents, Academic Senate President and Vice-President, Chairs of Standards, District Accreditation Representative, ASB President and Vice-President, Classified Accreditation Committee Representative, Accreditation Staff Assistant, Accreditation Editor.

Function:

1. The Committee assumes responsibility for overall planning and supervision of the self-study report and any other reports and events related to accreditation.
2. The Committee is responsible for providing guidance and structure to the self-study process. The responsibility includes assurance that standards and themes (i.e., institutional commitments, evaluation, planning, and improvement, student learning outcomes, organization, dialogue and institutional integrity) will be integrated throughout the self-study process and document.
3. The committee is responsible for ensuring that broad college participation is practiced in the development of the self-study.
4. The steering committee is responsible for ensuring that information across standard committees is shared to diminish the likelihood that the self-study lacks integration and coherency.

ACCREDITATION SELF-STUDY STANDARD COMMITTEES

Membership: See attached.

Function: The standard committees will address institutional performance using the accreditation standards to include:

Descriptive Summary. A narrative which comes from institutional dialogue and is focused on evidence the college has amassed in support of its assertions about what it does to meet Commission Standards.

Self Evaluation. An analysis and systematic evaluation of what it has learned/knows about itself in terms of the standards.

Planning Agenda. A description and evaluation of its programs and services with reference to each standard, thus creating a planning agenda—a vehicle for institutional improvement.

Standard	Chairs	Membership drawn from members of the following committees
Standard I–Institutional Mission and Effectiveness The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.	Administrator–Tricia Evans Faculty–Marcelo Pimentel Classified–Robert Melendez	Student Learning Outcomes Task Force Educational Master Planning Council Curriculum and Instruction Council District Evaluation and Research Department Academic Senate ASB
A. Mission The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.		
B. Improving Institutional Effectiveness The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organized its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
Standard II–Student Learning Programs and Services The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.		

A. Instructional Programs The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.	Administrator–Mary McMullin Faculty–Melinda Womack Classified–Debbie Hjorth	Curriculum and Instruction Council Department Chairs Education Master Planning Council Educational Support Committee Honors Committee Learning Outcomes Task Force Academic Senate
B. Student Support Services The institution recruits and admits diverse students who are able to benefit from its program, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.	Administrator–Ruth Babeshoff Faculty–Betty Cotton Classified–Leonor Aguilera	Educational Master Planning Council Student Success Council Educational Support Committee Scholarship Committee Student Equity Plan Committee ASB Classified Advisory Committee Academic Senate
C. Library and Learning Support Services Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories and learning technology development and training. The institution provides assessment and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, other appropriate measures in order to improve the effectiveness of the service.	Administrator–Mary Halvorson Faculty–Barbara Sproat Classified–Pat Fogelman	Educational Master Planning Council Technology Committee ASB Classified Advisory Committee Tutoring Center Instructional Center Support Computer Center Facilitator Languages and Testing Center Academic Senate

Standard III–Resources The institution effectively uses its human, physical, technology, and financial resources to achieve its broad, educational purposes, including stated learning outcomes, and to improve institutional effectiveness.		
A. Human Resources The institution employs qualified personnel to support learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.	Administrator–Sandy Mayo Faculty–Fran Cummings Classified–Julie Restivo	Administrative Services Committee Faculty Development Committee District Office–Human Resources ASB Educational Master Planning Council Academic Senate
B. Physical Resources Physical resources—which include facilities, equipment, land, and other assets—support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.	Administrator–Steve Kawa Faculty–Fran Cummings Classified–Victoria Williams	Educational Master Planning Council Facilities Committee Safety/Emergency Committee Administrative Services Committee Academic Senate
C. Technology Resources Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.	Administrator–Curt Childress Faculty–Kay Powell Classified–Scott James	Technology Committee Educational Master Planning Council Academic Senate
D. Financial Resources Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources' planning is integrated with institutional planning.	Administrator–Steve Kawa Faculty–Alex Taber Classified–Angel Brea	College Planning and Allocation Council Educational Master Planning Council SAFE Council Academic Senate ASB

Standard IV–Leadership and Governance The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.	Administrator–Juan Vázquez Faculty–John Smith/Rosi Enriquez Classified–Terry Wilksen	College Planning and Allocation Council District Office Personnel President's Cabinet ASB Academic Senate Classified Advisory Group
A. Decision-Making Roles and Processes The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.		
B. Board and Administrative Organization In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.		

SELF STUDY TIMELINE

The proposed timeline for the self study was approved by the Accreditation Committee at its first meeting. With a few minor adjustments, the committee adhered to this timeline throughout the study. This helped all committees stay focused on their task and ensured that the standards were completed in a timely manner.

The two-year accreditation study timeline is attached:

Proposed Timeline for 2005 Accreditation ("A") Visit

Phase 1: EVIDENCE GATHERING & DESCRIPTIVE SUMMARY
October 10, 2003 to March 1, 2004

Date / Time Location	Meeting	Planned Activity	Tasks for Upcoming Meeting
Friday, Oct. 10, '03 10:00 a.m. Rm. B-103	Steering Committee	Reviews Committees/Chairs. Discuss overview of "A" process. Receive & review "A" materials. Approve proposed time line.	Read & analyze "A" materials
October 11, 2003 to November 4, 2003	Chairs of Standards Committees	Identify & solicit potential committee members. Review process for individual standards committees to meet time lines. Develop process for note taking / compilation.	Read & analyze "A" materials related to overall purpose and individual standards. Develop system for compiling notes into notebook format.
Friday, Nov. 7, 2003	Steering Committee	Approves list of potential committee members. Discusses structure of self-study process. Q & A on "A" documents (what, when, how) Review potential questions to meet "themes, especially dialogue" requirements.	
November 10, 2003 to December 4, 2003	Individual Standards Committees meet	Review "A" Self Study Process & review "A" requirements for standards. Discuss strategies for broad college participation. Begin organizing for required standard activities. Adopt time line for summary of questions for individual standards sections to be completed.	Committee members read & analyze "A" materials related to their standard & overall purpose of "A"

Phase 1 (Continued)

Date / Time Location	Meeting	Planned Activity	Tasks for Upcoming Meeting
Friday, Dec. 5	Steering Committee	Chairs report on progress of individual sections. Discuss how information is to be shared across standards and how to integrate, themes, especially dialogue. Determine method/questions to be used for dialogue.	Review section on Evidence in "A" document (Guide: pgs 8,9,10)
Dec. 2003	Individual Standards Committees	Continue evidence gathering and answering questions in respective standard.	
Thurs. Jan. 15, 2004 @ 10:00 Rm. B-103 (Flex Week)	Steering Committee & Standards Committees	Julie Slark will discuss Assessment & its role in Accreditation. Individual standard Chairs will report progress / concerns on evidence gathering and questions for standards.	
Jan. 2004	Individual Standards Committees	Continue to address questions asked in individual standards and "dialogue" questions.	
Friday Feb. 6, 2004	Steering Committee	Reviews reports of individual standards committees and formulates process for ensuring evidence gathering is completed correctly and on time.	
February 2004	Individual Standards Committees	Ensure that all evidence gathering is completed by March 15th.	Individual committee members to highlight critical points for "A" report
Updated: 9/30/03			
Friday, March 5, 2004	Steering Committee	Reports from Chairs of Standards on process of evidence collecting.	

Phase 2: MATERIALS TO BE COMPILED BY STANDARD COMMITTEES
March 15, 2004 to May 17, 2004

Date / Time Location	Meeting	Planned Activity	Tasks for Upcoming Meeting
March 2004	Individual Standards Committees	Begin to compile information related to standard questions into bullets.	Individual committee members to highlight critical points for "A" report
Friday, April 2, 2004	Steering Committee		
April 2004	Individual Standards Committees	Continue to compile data collected into bullet points.	
Friday, May 7, 2004	Steering Committee		
May 2004	Individual Standards Committees	Complete compiling all materials for standards into bullets. **DUE TO EDITOR BY MAY 17.**	
Friday June 4, 2004	Steering Committee	Analyzes status of "A" evidence collecting and compiling efforts. Reviews evidence of "dialogue" and "themes" compliance.	Prepares ideas for system to review, update, and correct sections by stakeholders
Friday, July 9, 2004	Steering Committee	Develop system for distribution, updating, correction, and addition of first draft by stakeholders of the college.	

Phase 3: FIRST DRAFT WRITTEN BY EDITOR
June 2004 to October 1, 2004

Date / Time Location	Meeting	Planned Activity	Tasks for Upcoming Meeting
July 1 to October, 2004	Team of Four	Editor sends individual sections of first draft to Team of 4 for review and input; team notes missing information.	

Phase 4: REVIEW OF DRAFT(S) BY STAKEHOLDRS
(Reviews Descriptive Summary & Begins Self Evaluation and Planning)
October 1, 2004 to March 1, 2005

Date / Time Location	Meeting	Planned Activity	Tasks for Upcoming Meeting
Friday, October 1, 2004	Steering Committee	Reviews Committees/Chairs; reorganizes as necessary Reviews overview of "A" process. Makes plans to distribute sections for review by stakeholders. Determines "What constitutes self-evaluation"	Read & analyze first draft of "A" materials
October, 2004	Chairs of Standard Committees	Reviews standards for accuracy. Begins analysis for self-evaluation.	Prepare analysis of respective standard progress and compliance with "A".
Friday, Nov.5, 2004	Steering Committee	Chairs present analysis of self-evaluation. Plan for necessary additions and corrections.	Review individual standards and self-evaluation reports.
November, 2004	Individual Standards Committees	Review "A" draft; develop strategies for broad college participation in review and rewrite of document.	Committee members read & analyze "A" materials related to their standards.

Phase 4 (Continued)

Date / Time Location	Meeting	Planned Activity	Tasks for Upcoming Meeting
Friday, December 3, 2004	Steering Committee	Draft of all standards will be exchanged. Discuss check list for reviewing standards	
December, 2004	Individual Standards Committees	Review and edit the drafts of the 4 standards. Complete check list as appropriate for each standard.	
Friday, January 14, 2005 (Flex week) 11:30 – 3:30 (Lunch provided)	Steering Committee	Workshop Meeting. Discussion of input of all standard drafts. Bring the completed checklists.	
February 2005	Individual Standard committees	Complete self evaluation and planning agenda for respective standards. Deliver exhibits and evidence to Mary H. A-201-2	

Phase 5: FINAL EDITING AND RE-WRITE BY EDITOR
March 1 to April 29, 2005

Date / Time Location	Meeting	Planned Activity	Tasks for Upcoming Meeting
Friday, March 4, 2005	Steering Committee	Report on self evaluation and planning agendas. Bring drafts to share.	
Friday, April 1, 2005	Steering Committee & Standards Committees	Finalize plans for process of self study review by all stakeholders.	

Phase 6: FINAL APPROVAL OF SELF STUDY REPORT BY STAKEHOLDRS AND STEERING COMMITTEE May 1 to May 30, 2005

Date / Time Location	Meeting	Planned Activity	Tasks for Upcoming Meeting
Friday, May 6, 2005	Steering Committee	Review final draft of "A" Self Study Report. Make initial plan for visit in October. Finalize Exhibit items.	
Friday, May 13, 2005 10:00 a.m.	All Stakeholders	Academic Senate and CPAC review for submission to Board of Trustees.	
June 2005	Steering Committee and Chairs	Final draft sent to Board for Approval.	

Phase 7: BOARD APPROVAL

Date / Time Location	Meeting	Planned Activity	Tasks for Upcoming Meeting
July 2005	Board of Trustees	Approve Accreditation Self Study	

Phase 8: PUBLICATION PERIOD August 2005

Date / Time Location	Meeting	Planned Activity	Tasks for Upcoming Meeting
		"A" report to publications	

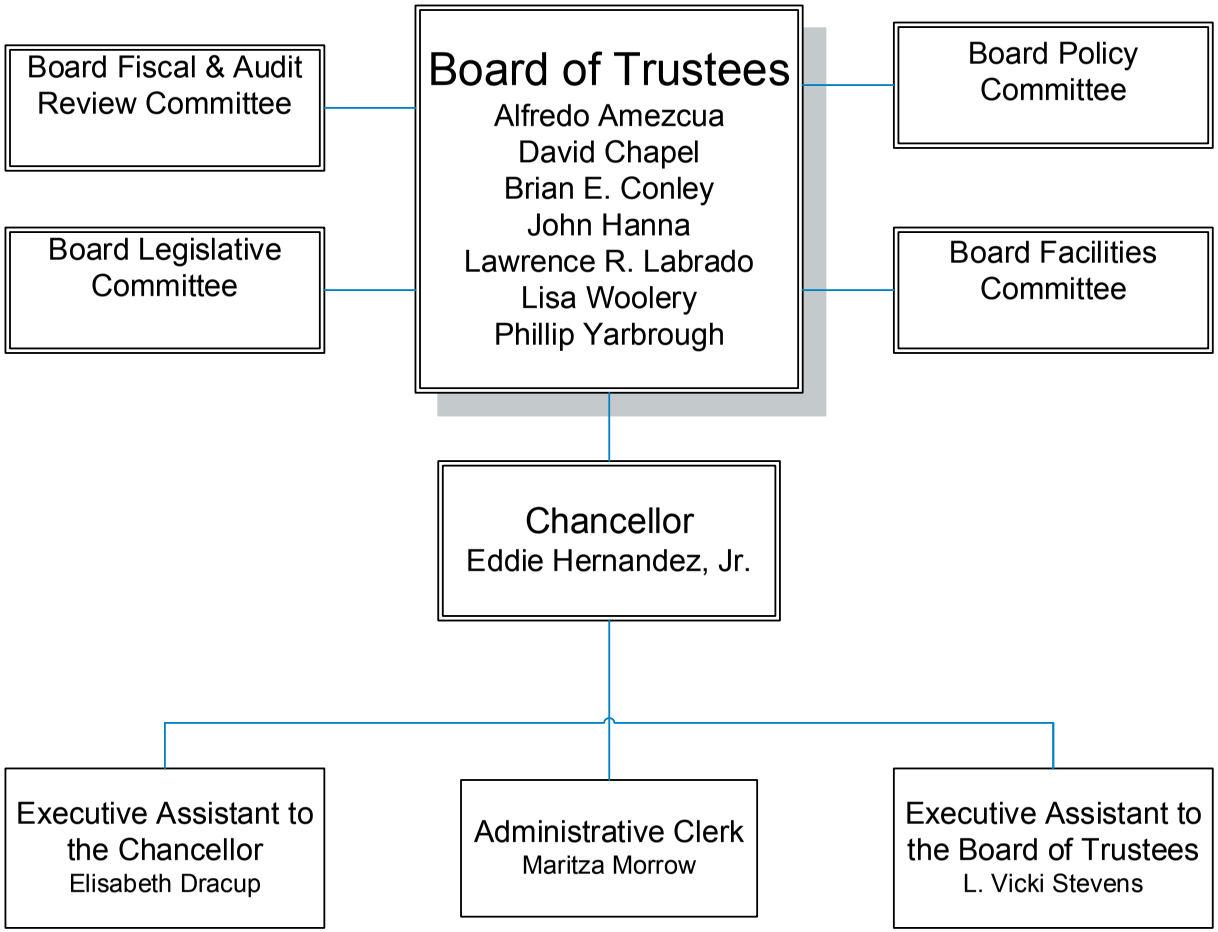
Phase 9: VISIT PREPARATION PERIOD
September – October 10th 2005

Date / Time Location	Meeting	Planned Activity	Tasks for Upcoming Meeting
Friday, September 16, 2005	Steering Committee	Review purpose and process of team visit.	
Friday, October 7, 2005	Steering Committee	Finalize Team Visit Plans (October 18, 19, 20)	

Organization of Institution

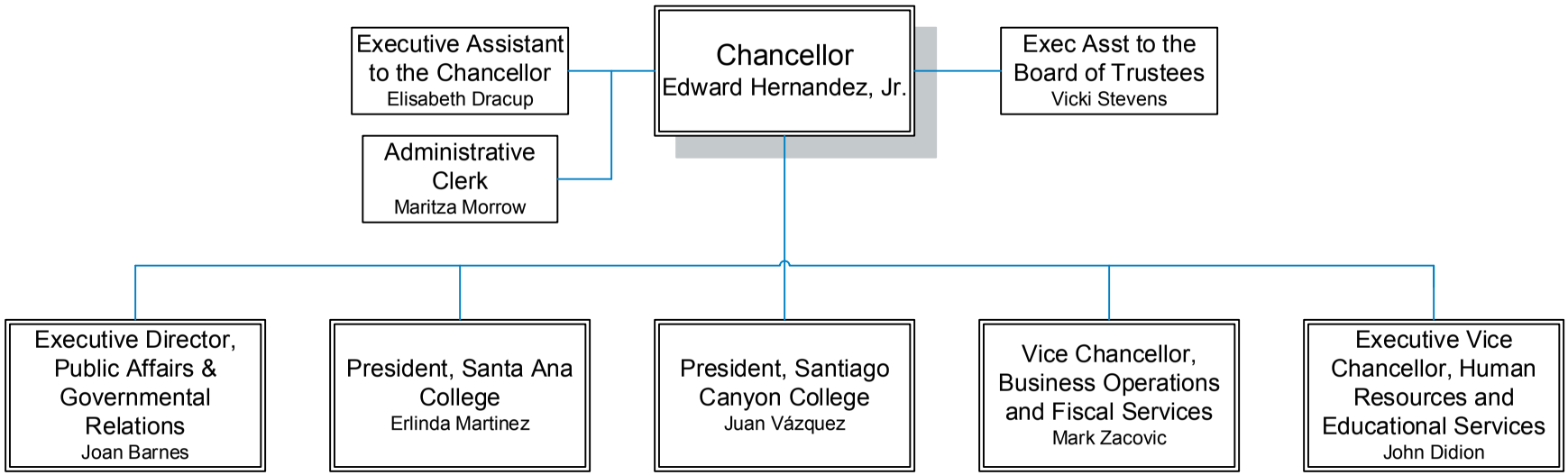
Rancho Santiago Community College District

Board of Trustees



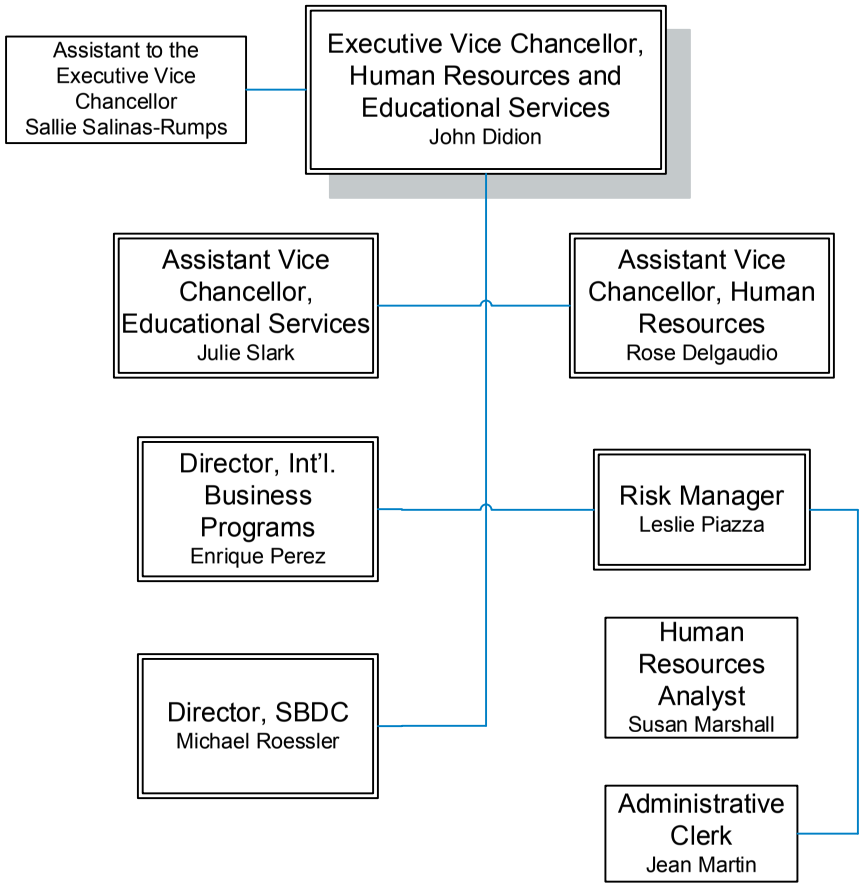
Rancho Santiago Community College District

Chancellor



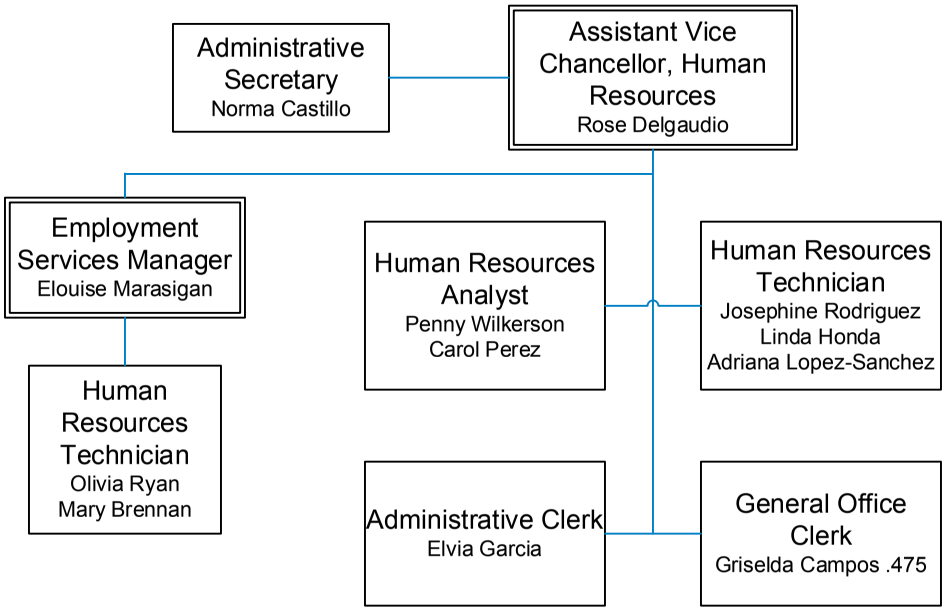
Rancho Santiago Community College District

Human Resources and Educational Services



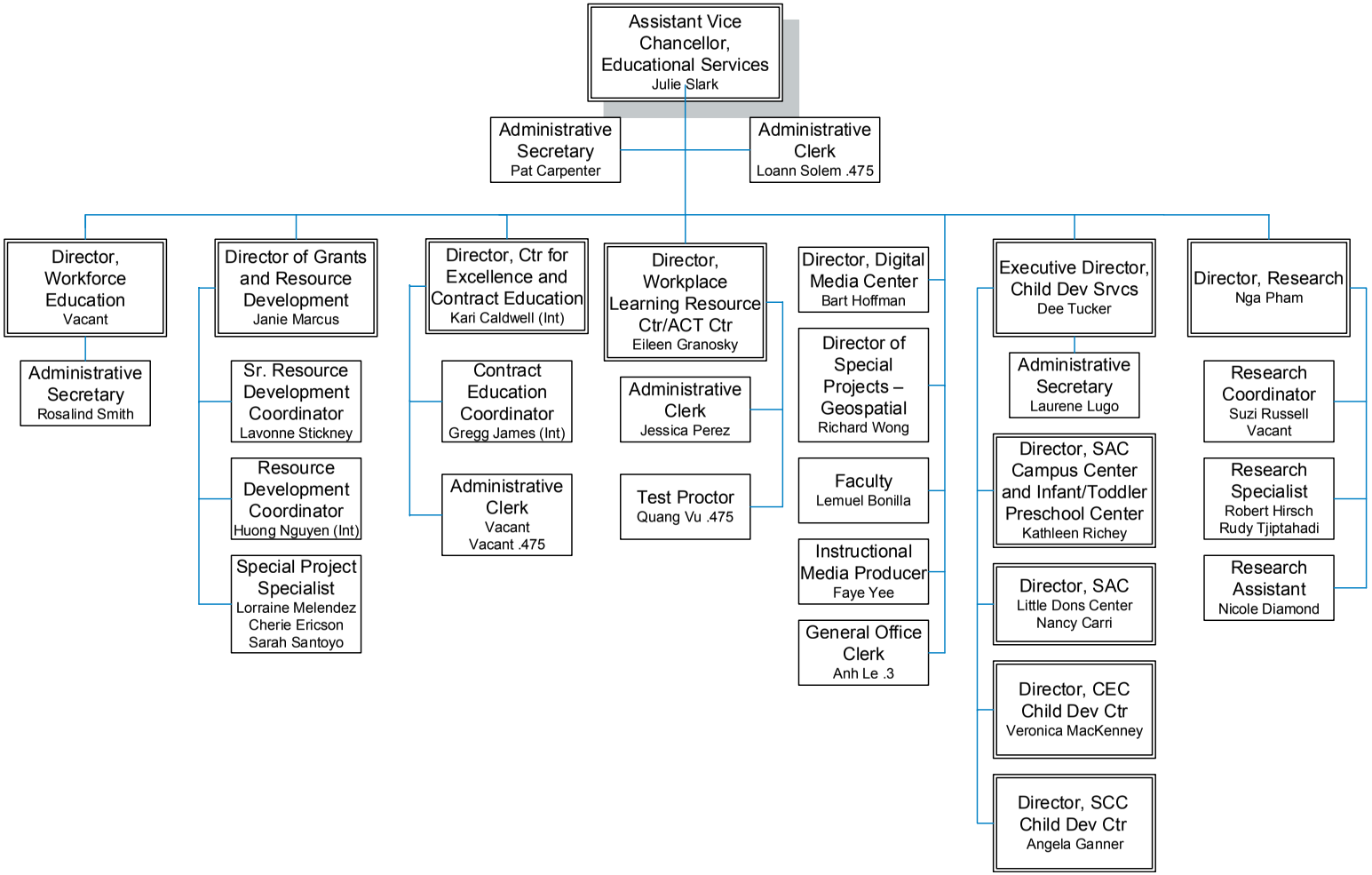
Rancho Santiago Community College District

Human Resources



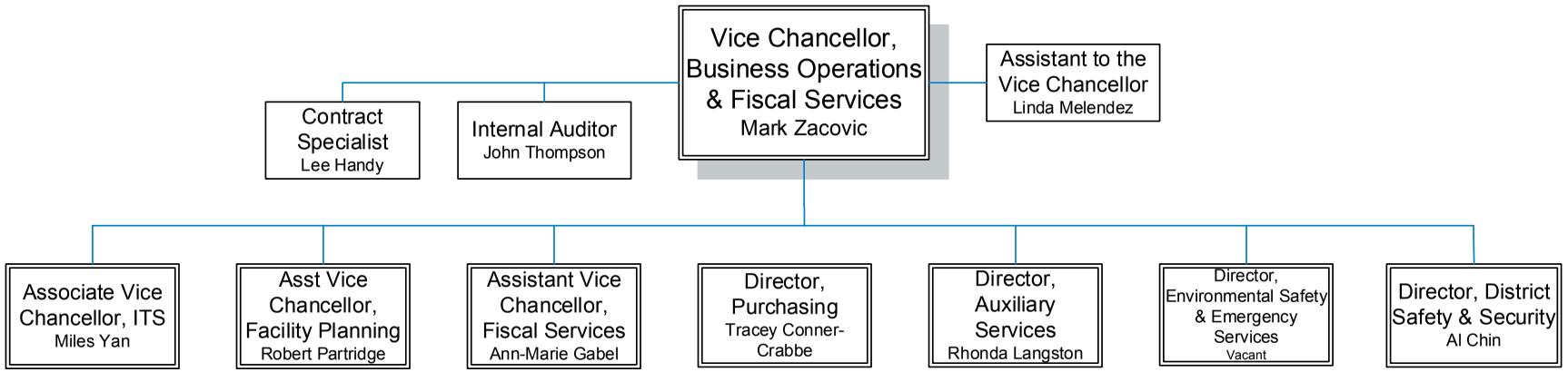
Rancho Santiago Community College District

Human Resources and Educational Services
Educational Services



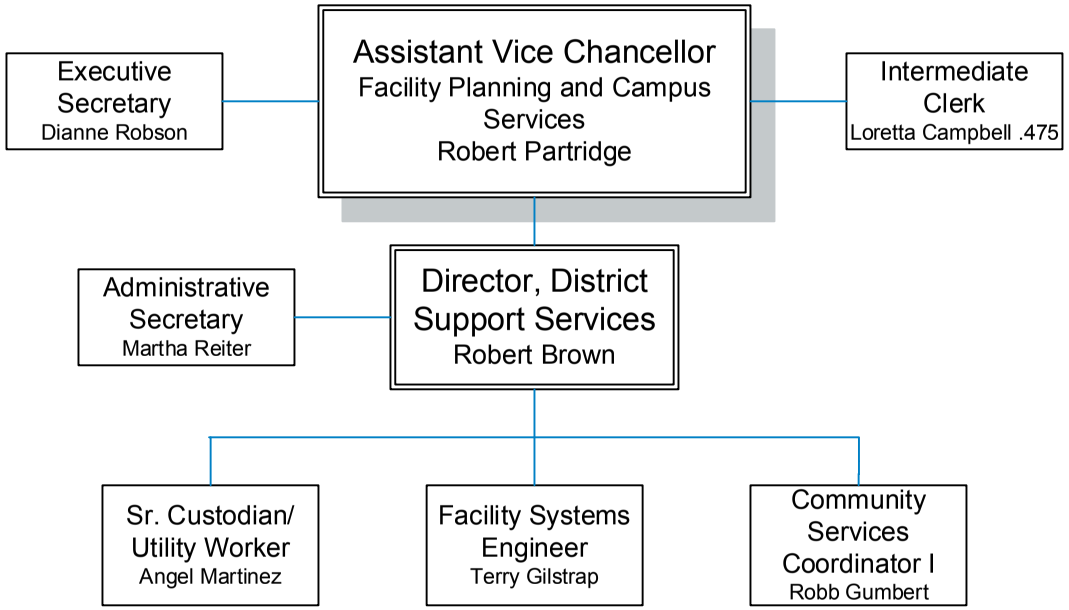
Rancho Santiago Community College District

Business Operations and Fiscal Services



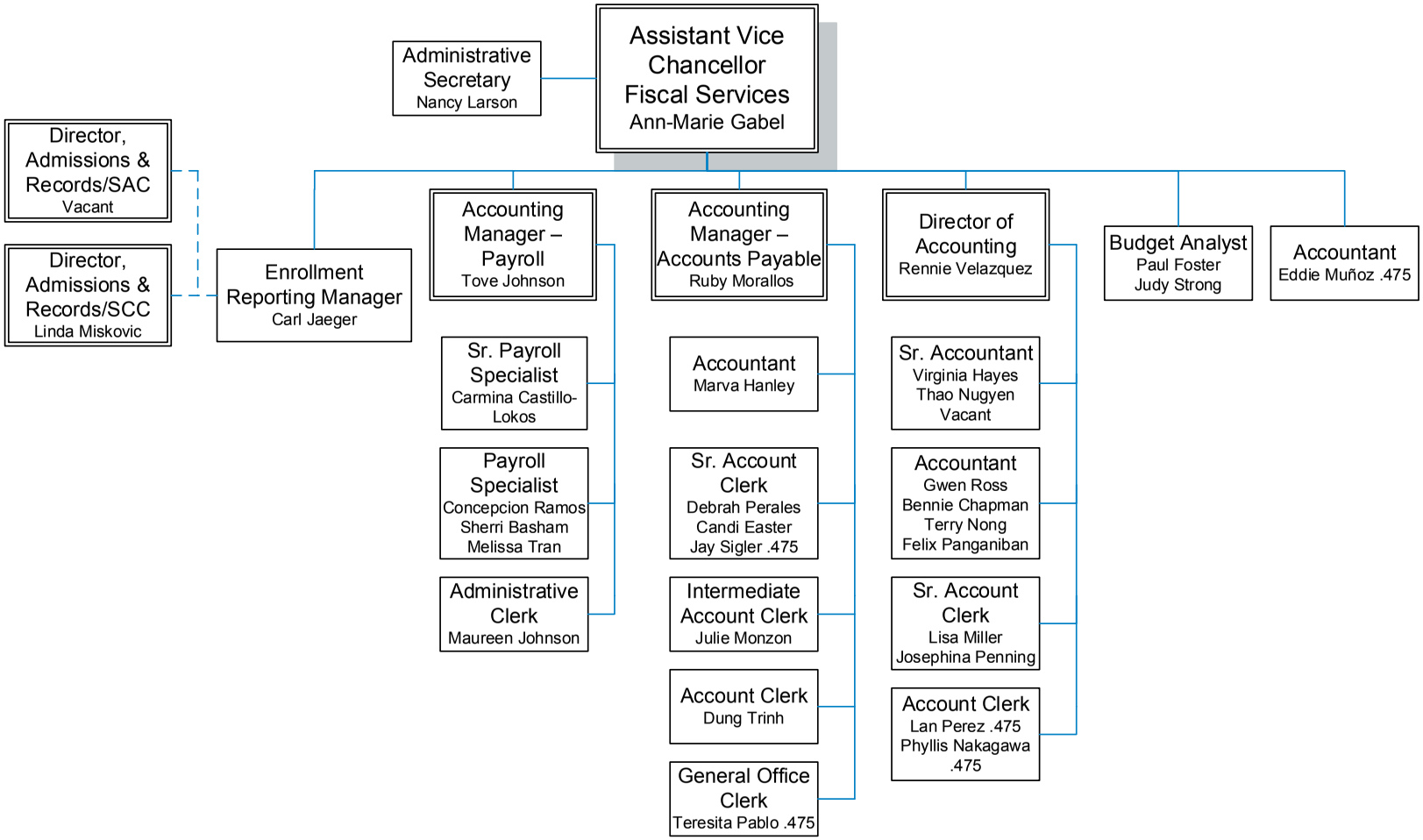
Rancho Santiago Community College District

Business Operations and Fiscal Services
Facility Planning and Campus Services

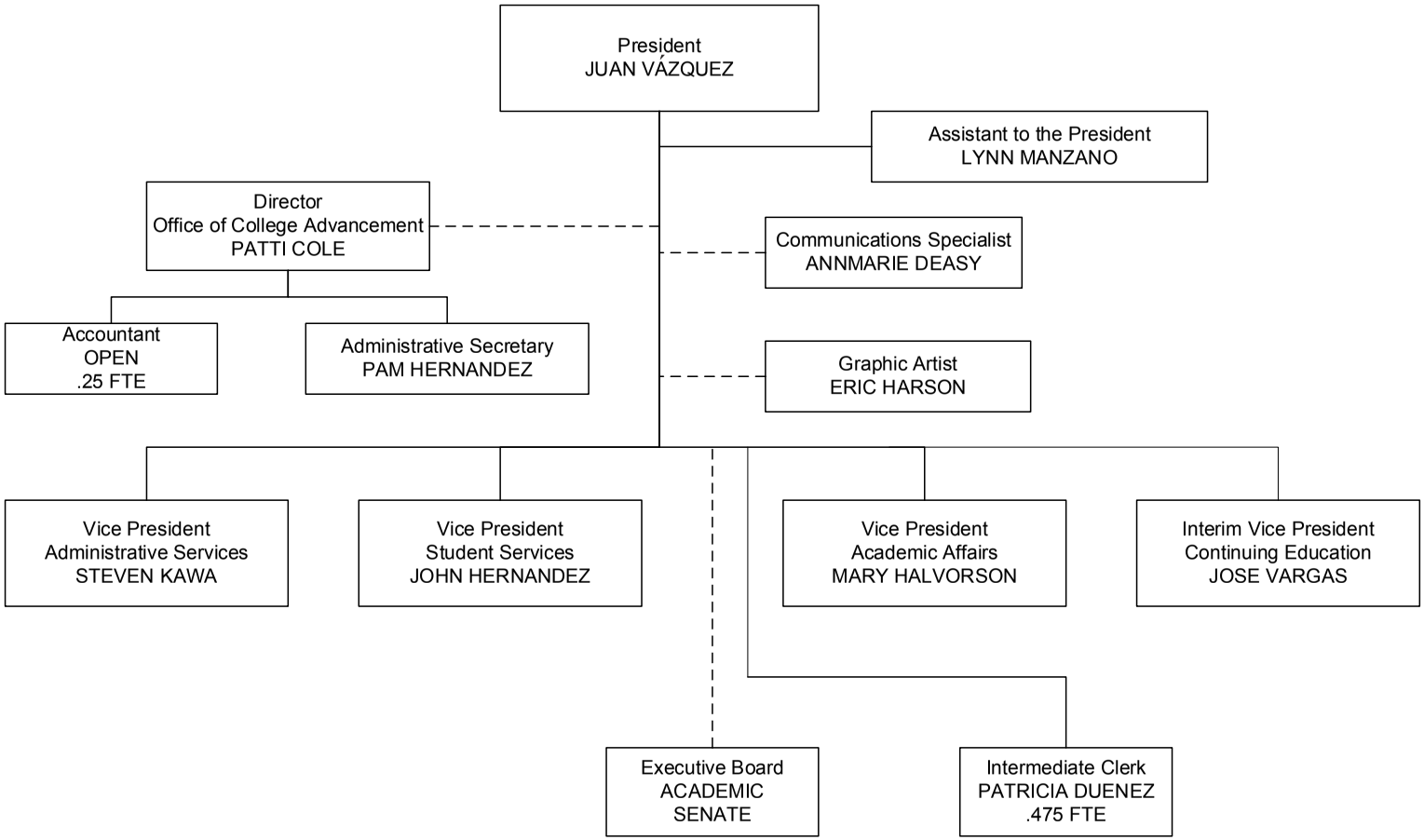


Rancho Santiago Community College District

Business Operations and Fiscal Services
Fiscal Services



SANTIAGO CANYON COLLEGE
Orange, Villa Park, Anaheim Hills



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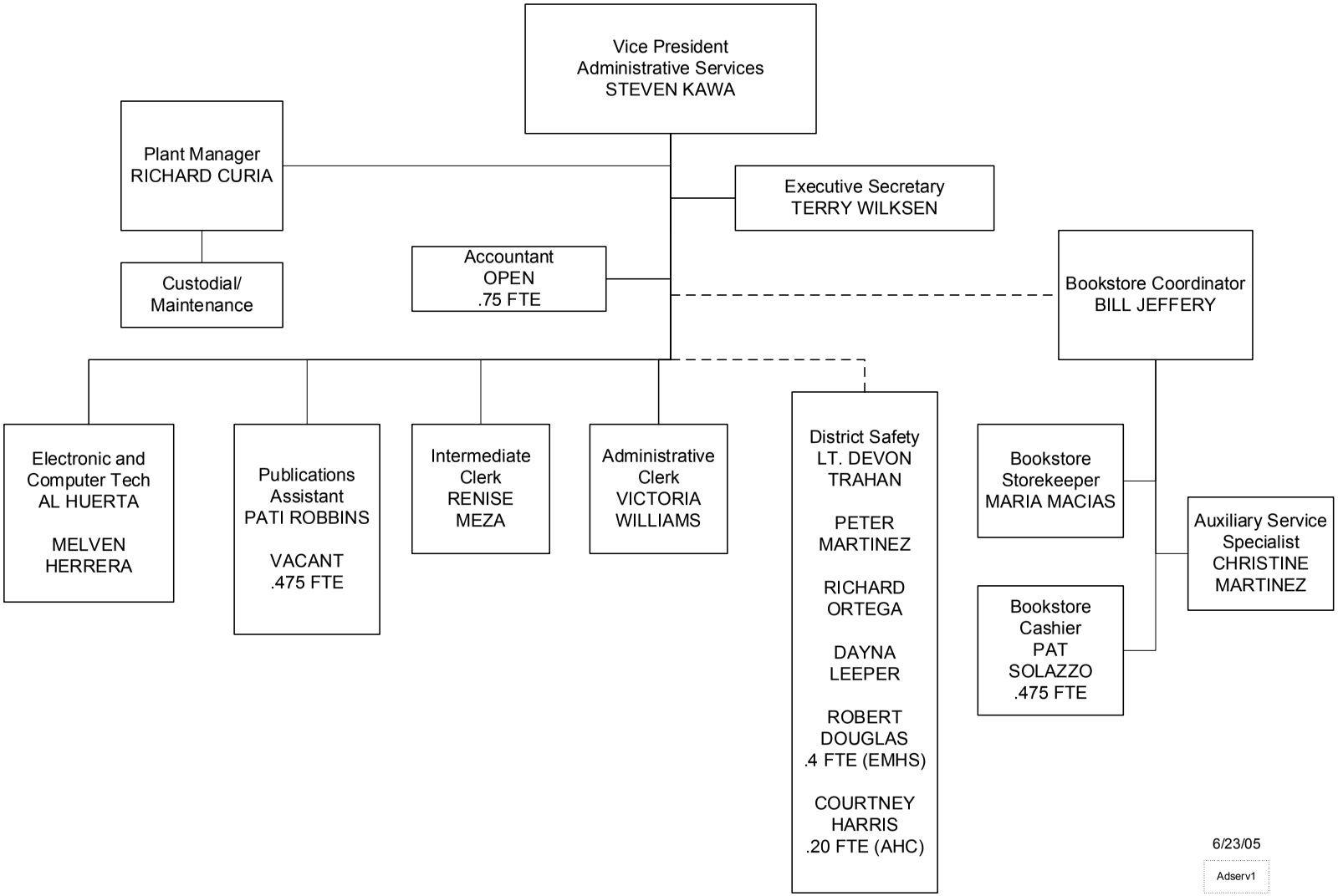
admin

Santiago Canyon College
ADMINISTRATIVE SERVICES



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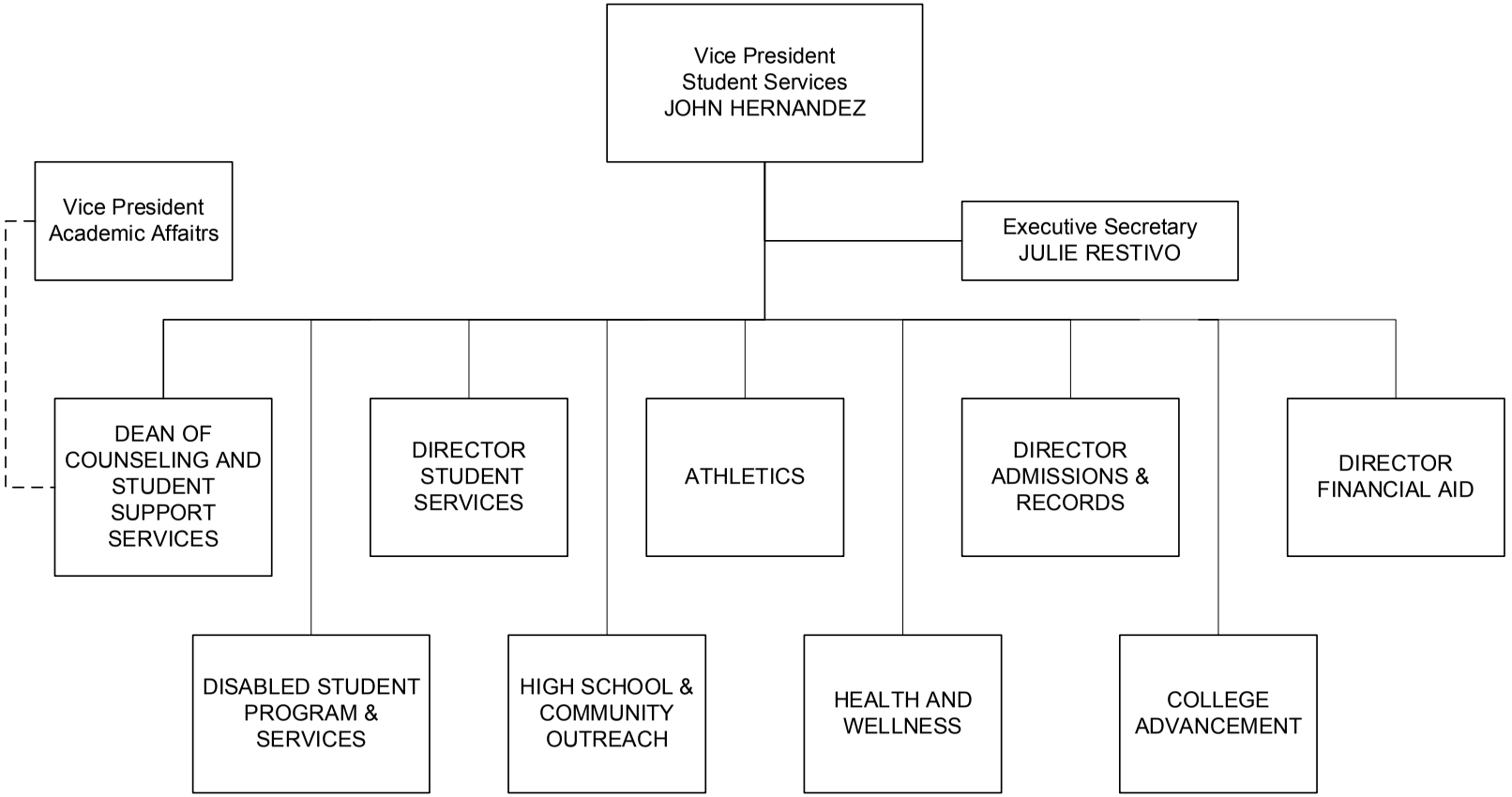
Santiago Canyon College
STUDENT SERVICES



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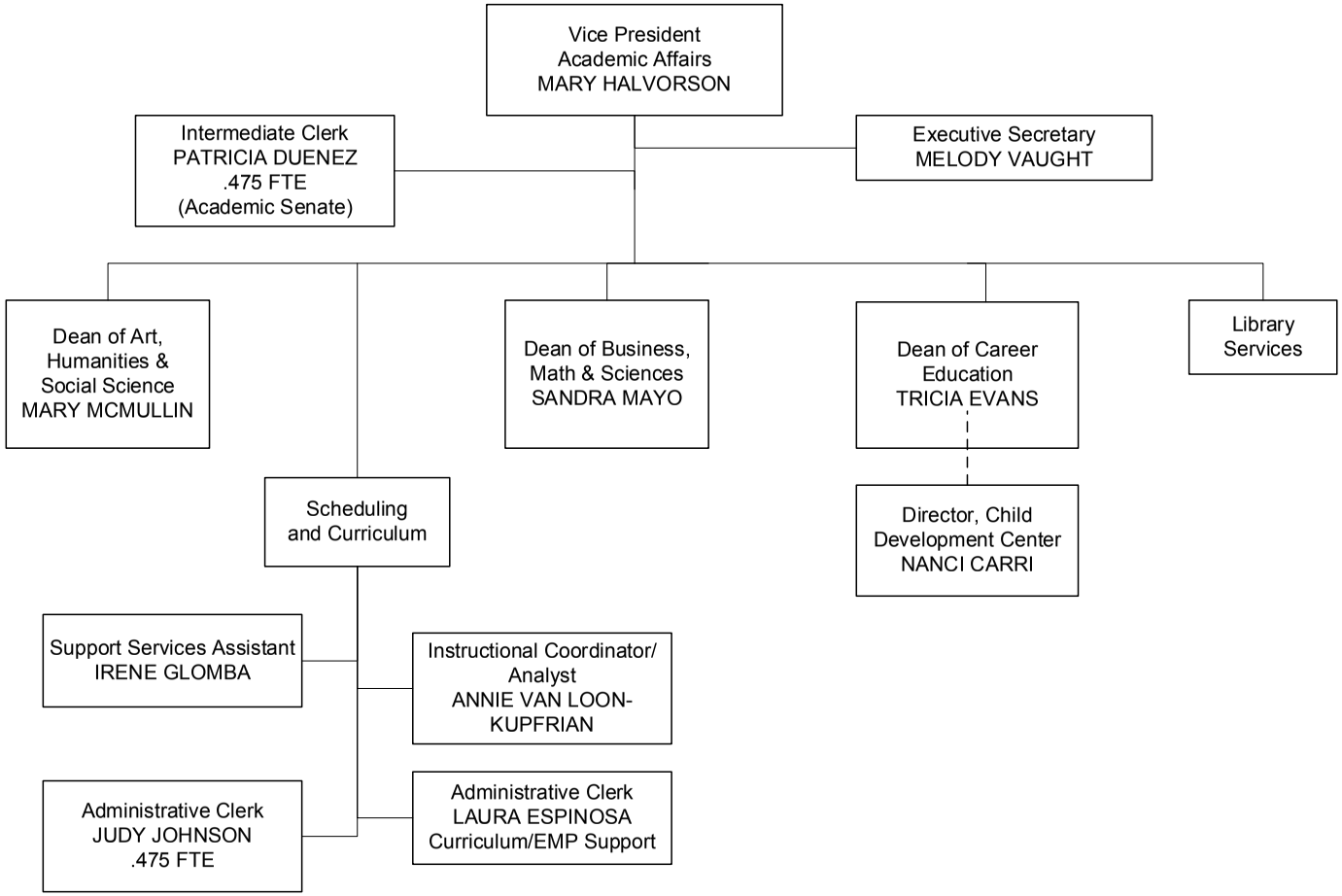
Santiago Canyon College
ACADEMIC AFFAIRS



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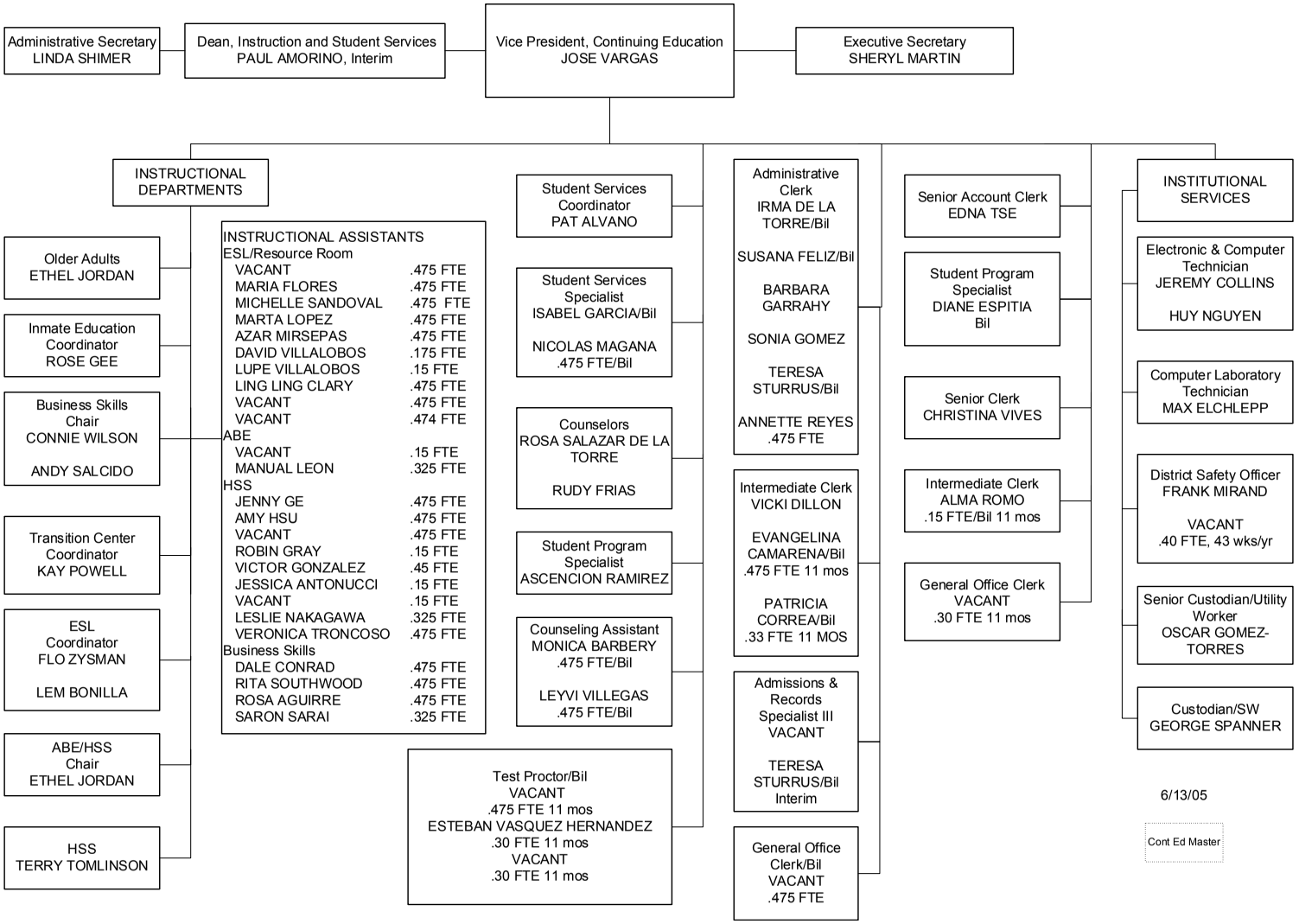
Santiago Canyon College
CONTINUING EDUCATION



RSCCD Functions/Mapping of Responsibilities

Function 1: Instructional Programs		
Function	**District**	**College (including Continuing Education)**
1. Program/course development	Board of Trustees has final approval of all new program/course curriculums. The district provides supporting research necessary to develop new programs such as labor market analysis, demographics of the community. They also provide analysis of program/course productivity and monitor in partnership with the college, resources available for new programs. Contract Education is a primary responsibility of the district.	Program/course development is the primary focus and responsibility of the college and faculty therein. All new programs/courses must follow the college curriculum approval process via the College Curriculum Council that reports to the Academic Senate. New vocational programs also go through a regional approval process. The college CIO oversees all curriculum processes and reports to the president.
2. Course scheduling	The district has responsibility to negotiate the instructional calendar with the Faculty Union. Those negotiations ultimately impact the scheduling process for the majority of classes.	The colleges are accountable for developing a schedule of classes that reflect the needs of most students. It is the responsibility of the college CIO, vice presidents, and the deans to develop a schedule of classes that meets the FTES goals of the college/district in a productive and efficient manner.
3. Program review	The Assistant Vice Chancellor of Educational Services provides assistance to the college in the development of a program review model. The district research division provides research data that is necessary for any program review. This data includes a productivity measure, course/program student success data, student demographics, and department faculty full-time to part-time ratio.	The colleges primarily through the Curriculum Council and Academic Senate develop the program review model. The program review model and the review model process are reviewed on a cyclical basis for its effectiveness. Each program is reviewed every three years. The results of program review lead to appropriate changes within the program to improve student learning outcomes. .

Function 2: Student Services		
Function	**District**	**College (including Continuing Education)**
1. Admissions		• Check applications for completeness/correctness, residency, CAP status. • Input and/or error check applications, registration, adds/drop, BOGW's, CAP forms and transcripts. • Oversee and/or do grade changes, A & G petitions, probation and dismissals. • Each college has a comprehensive A&R department which provides: 1. Year-round application, registration, and enrollment services to current and prospective students. 2. Course roster services for all academic programs. 3. A multifaceted enrollment system for semester-long, short-term, and hourly courses as well as specialized support for customized training programs. 4. Functional parameters for enrollment services processing and infrastructure monitoring in partnership with ITS. 5. Process all BOGW's. 6. Oversee implementation of state and local academic policies as appropriate.
2. Records	• Contribute enrollment information for the comprehensive enrollment management reports.	• Manage all student records, evaluations of transcript grades, petitions and waivers, including imaging and storage. • Process all student transcript requests. • Manage faculty records, rosters, attendance and grade reporting which includes imaging and storage. • Maintain an integrated student records database resulting in the creation of one transcript that displays courses at both colleges. • Advertise, monitor, and educate students, faculty, and staff regarding FERPA directory information. • Review record retention policies and schedules annually. • Work collaboratively with ITS to: 1. Continually review and update web site pages. 2. Analyze enrollment reports and the state 320 report. 3. Review attendance collection, weekly, daily and positive. 4. Regularly review all related ITS reports and programs. 5. Continually review and update ITS programs related to registration: prerequisite checks, course repetition checks, testing, and class waiver checks. • Maintain auditable admissions, attendance, and transcript files. • Transcript and record keeping services for all affiliated enrollment (online as appropriate). • Develop and update electronic and paper versions of key A&R forms. • Manage all archival admissions records and back up documents.

Function 2: Student Services		
Function	**District**	**College (including Continuing Education)**
		• Oversee scanning, imaging, and organization of academic records.
3. Financial Aid	• Accounting - Completes a portion of the FISAP and MIS reports, completes IPEDS, manages program accounts, mails disbursements, performs monthly reconciliation with IFAS, invoices and recovers overpayments and over-awards to students, balances monthly expenditures with Student Placement, manages the Perkins portfolio and handles fraud and forgery issues. • ITS - Orders checks for disbursements, runs numerous financial aid reports, and provides technical support in creating new required types of reports and interfaces with the mainframe and Power Faids.	• Counsel and educate both students and parents in the application process and the completion of required documents. • Conduct classroom presentations for in-reach purposes. • Create and update all financial aid forms and documents. Create student files and perform computer work for processing. • Process Financial Aid applications and corrections, performing needed analysis to derive an EFC. • Perform verifications and analyze tax returns. • Clear discrepancies, edit checks, data matches and NSLDS. • Monitor and evaluate Satisfactory Academic Progress and conduct Appeal Committee meetings. • Implement state and federal assistance programs, including Cal Grant, Pell Grant programs, FSEOG, FWS, Perkins Loans, Subsidized Stafford Loans, Unsubsidized Stafford Loans, Parent Loans, Chafee Grants, EOPS Grants and Book Vouchers, CARE Grants, Scholarships, Board of Governor's Fee Waivers, Americorp Awards, and Emergency Book Loans. • Conduct loan workshops and exit counseling for student loans. Process FFELP loans through lenders and guarantee agencies, prepare loan checks for disbursement and reconcile at appropriate intervals. • Calculate and process Title IV refunds and over-award repayments. • Use professional judgment for special circumstances and dependency overrides. • Reconcile Federal Work Study earnings for year-end reporting. • Conduct internal staff training, keeping abreast of changing federal and state regulations, create new policies and procedures as processes change, and attend conferences, training and workshops to maintain professional currency as appropriate. • Participate in the decision making of the expenditures of the BFAP Administrative Allowance, the purchase of equipment, marketing items, advertisement and organizing financial aid events and the BFAP year-end report. • Coordinate processes and conduct in-services with Accounting, Student Business Office, Cashiers Office, Admissions, Bookstore, Student

Function 2: Student Services		
Function	**District**	**College (including Continuing Education)**
		Activities, Academic Counselors, Faculty, EOPS, Placement, Outreach, Scholarships, and the Computer Center. The SAC Financial Aid Office currently serves as the Title IV center for federal processing and performs the following specific functions in that role for both SAC and SCC. These functions will be independently handled at each college very soon when SCC receives its certification. • Support the Power Faids system, create reports, install all parameters, install all updates, and attend Power Faids training. • Retrieve FAFSA applicants from the Central Processor, notify students with required documents and transmit corrections to electronic ISIR records. • Manage the Web Grant system for Cal Grants B and C. • Use the main computer system to order all student disbursement checks. • Create the Disbursement Schedule, Award Policy, Student Budget, SAP policy and maintain the Policy and Procedure Manual. • Manage all of the program funds associated with the awarding of financial aid. Complete the FISAP, COD, MIS reports and reconciles all funds. Coordinate the enrollment file, SSCR, Clearing House and GPA verification transmittal with ITS. • Coordinate with ITS for interfaces with the mainframe and Power Faids, creating new reports, and computer reports that generate certain financial aid functions on specific dates. • Create parameters for the Return to Title IV software system. • Maintain all required financial aid records associated with program reviews and audits. • Coordinate and educate staff and administrators about changes in regulations. • Serve as the central processing hub for all federal and state student aid applications. • Prepare and submit periodic reports to public agencies. • Coordinate financial aid outreach and awareness programs community-wide and in coordination with internal and external agencies and departments. • Oversee student loan program.

Function 2: Student Services		
Function	**District**	**College (including Continuing Education)**
4. Health Services	• Provide TB testing for faculty and staff. • Provide RSCCD training and competency testing for Automatic External Defibrillator (AED). • Report student, visitor and staff injuries to Risk Management. • Serve as members of RSCCD Safety Committee.	Provide a wide range of ambulatory care services for students including: • Health care services to all eligible students. • Immunizations, TB testing, blood testing. • Physician appointments. • Ovulatory control, emergency contraception. • Low cost medications and prescriptions. • Co-sponsors campus-wide health events such as blood drives, alcohol prevention. • Emergency response on campus including integrated AED program. • Psychological services including crisis intervention. • Educational programs to promote wellness. • Medical and psych referral services. • Staff and faculty first aid, TB testing and influenza vaccinations. • Clinical sites for nursing students and medical assistant programs. • Post-doctoral internship for Psych Services. • Referral to external providers in the greater Santa Ana area. • Support services for employees as appropriate. • Co-sponsors campus wide health events such as blood drives.
5. Community Services		• Provide a fee-based, self-supporting, not-for-credit program of educational and recreational class offerings designed to complement the college's credit and non-credit course offerings curriculums at both SAC and SCC. • Produce three annual class schedules published and mailed to geographically identified services areas. • Develop program offerings designed to have broad-based appeal to college service area constituencies as well as respond to emerging participant markets in our communities. • Foster partnerships with college faculty and staff to maximize course offerings and expanded instructional opportunities. • Maintain close coordination between sister college programs. • Develop plan for on-going assessment of community needs at both colleges service area. • Serve as a marketing tool for entry into college credit and non-credit programs.

Function 3: Human Resources		
Function	**District**	**College (including Continuing Education)**
1. Hiring	• Advertise/recruit positions. • Input all applications into applicant tracking system. • Review minimum qualifications. • Review selection committee membership. • Conduct prescreening process to include testing, completeness of application, and review diversity of the pool of applicants. • Orient screening committee. • Review committees' screening criteria and interview questions. • Schedule interviews. • Communicate status of candidacy to applicants. • Employment offers/salary placement • Process applicant for employment. • Enter new employee into HR system and submit to payroll for salary processing. • Place new hire on board docket for Board approval. • Conduct new employee orientation.	• Submit personnel requisition to initiate hiring. • Formulate selection committee in accordance with hiring procedures. • Establish selection criteria/interview questions. • Conduct paper screening. • Conduct interviews. • Recommend finalist. • Conduct reference checks. • Conduct final interview. • Select candidate. • Submit status change to human resources to hire.
2. Employee Group /Union Contracts	• Conduct negotiations on successor agreements or reopeners with individual unions. • Sunshine district proposal • Administer union contracts	• Administer union contracts in accordance with the agreements.
3. Risk Management	• Oversee the district's workers' compensation program. Liaison between insurance provider/district/employee. Make legal decisions with assistance of Executive Vice Chancellor and district attorneys. • Responsible for district's property/liability insurance program. Evaluate and purchase necessary insurance coverage for district. • Responsible for processing and researching claims filed against the district. Also, the liaison between district and legal counsel. • Review and interpret legal contracts related to district operations. • Provide, review and analyze certificates of insurance for district functions and outside vendors. • Responsible for the implementation of the Employee Injury & Illness Prevention Program in compliance with OSHA regulations. • Accept, review, and disseminate district-served subpoenas. • Monitor incident reports to insure district safety issues are addressed and corrected if needed. • Provide educational programs pertaining to retirement, health, and financial assistance. • Evaluate and negotiate insurance premiums. • Instill safety awareness to all departments and managers to stay abreast of safety issues and OSHA regulations. • Co-chair the Safety Committee, working with various departments.	• Responsible for evaluating, reviewing and updating the Student Insurance Plan. • Employee ergonomic evaluations are conducted on an as-needed basis. Recommendations and/or purchase of equipment are arranged. • Liaison between the vendors and the district for the continuation of removal of asbestos from SAC. • Evaluate, design, and advise various departments on implementation of guidelines on appropriate student conduct and field trips safety, that strategically limit district liability.

Function 3: Human Resources		
Function	**District**	**College (including Continuing Education)**
	• Adopted and implemented the No-Smoking policy. • Responsible for the defibrillator program and training. • Spearheaded state-of-the art security surveillance systems in strategic locations within district property and various campus locations. • Work with district safety and maintenance departments. Liaison between the vendors and the district for the continuation of removal of asbestos from SAC. • Responsible for the DMV Pull program that monitors driving records of any employee and/or student who drives on behalf of the district. • Responsible for the investigation, processing and replacement of lost or stolen district owned items. • Evaluate, design, and advise departments on implementation of guidelines for appropriate student conduct on field trips, insure safety and strategically limit district liability. • Responsible for compiling data and reporting to the State the annual Cal-OSHA and Self-Insurers report. • On an ongoing basis, interfaces with the Vice Chancellor of Human Resources to access district risk and/or liability pertaining to personnel issues.	
4. Benefits	• Accept, process and maintain all employee documentation pertaining to employee and retiree health and welfare benefits. • Conduct monthly new hire orientations. • Assist in completing enrollment documentation, process and forward enrollment to the various carriers. • Pro-rate premiums for payroll deduction. • Set up and maintain employee benefit files. • Liaison between employees, broker, and insurance carrier regarding insurance related problems. • Responsible for providing up-to-date literature to employees. • Input and maintain employee benefit database. • Responsible for insuring compliance with federal COBRA/HIPAA regulations. • Responsible for compiling data for the annual medicare report. • Responsible for insuring that Section 125 plan health care and dependent day care accounts are within compliance of current IRS regulations. • Review and ensure that the insurance providers certificates of insurance are consistent with the carrier contracts. • Participate and provide expertise information to the Joint Benefits meetings. • Provide report to Payroll regarding the employee's cash benefit distribution.	

Function 4: Fiscal & Administrative Services		
Function	**District**	**College (including Continuing Education)**
1. Budget	• Coordinate the annual budgetary process which establishes the expenditure levels for the expected revenues. • Record actual revenues and expenditures. • Serve as liaison with District Enrollment Management Committee. • Coordinate final attendance enrollment reports to the Chancellor's Office. • Comply with external reporting requirements. • Prepare and coordinate information for the Budget Committee. • Revise the budget through the fiscal year. • Produce monthly financial budget comparison. • Assure the timely payment of obligations for wages and salaries to staff and outside contractors and vendors. • Coordinate all Bond projects, budget and expenditures. • Report all Bond activities to the Board of Trustees and the Bond Oversight Committee. • Produce monthly financial budget comparison reports.	• Allocate college discretionary funds to departments, disciplines and programs. • Produce monthly financial report comparing actual expenditures to budget. • Consolidate and submit annual college budget request to the district.
2. Accounting	• Interact with program directors, federal, state and local program agencies and external auditors on compliance and audit issues. • Prepare internal reports for the Board of Trustees and other district users. • Prepare quarterly and annual financial reports to the State Chancellor's Office and Orange County Department of Education. • Prepare comprehensive Annual Financial Report as required by and in accordance the Government Accounting Standards Board. • Perform reconciliation procedures for district activities with Orange County Office of Education and all district bank accounts. • Maintain Chart of Accounts, general subsidiary ledgers special journals. • Receive and allocate district revenues from local, state and federal sources. • Process budgets, verify and monitor expenditures to insure compliance with all regulations and prepare reports for special projects.	• Receive and process payments by students and employees. • Process financial aid transcripts. • Manage and collect Perkins Loan funds and grant over-awards. • Disburse student financial aid. • Maintain student financial aid records. • Responsible for ensuring product or service rendered by an outside party is received and in working order before authorizing payment.

Function 4: Fiscal & Administrative Services		
Function	**District**	**College (including Continuing Education)**
3. Payroll	• Prepare classified and academic payroll, including retroactive and adjustment payment. • Analyze payroll documents to ensure proper payment to employees. • Continue liaison with Orange County Office of Education for changes, additions, deletions and rates of pay. • Audit and reconcile with county payroll reports. • Maintain records of employee deductions, sick leave and vacation accrual. • Assure compliance with federal, state, and district rules and regulations. • Audit and reconcile annual, quarterly and monthly reports to STRS, PERS, Social Security, Medicare, unemployment, etc. • Prepare and reconcile W-2 forms. • Process and reconcile the employee benefits payments and ensure accuracy.	
4. Audit Compliance	Internal audit functions are part of the internal control structure of the district. This function provides independent review, assessment and constructive feedback regarding operations throughout the district. The expertise of the internal auditor provides the district with a back up to various fiscal functions including accounting research, budget analysis, bond issuance accounting and managerial functions as necessary. The main functions of the internal auditor include: • Evaluate the adequacy of the internal control structures of the district. • Assess compliance with written policies and procedures. • Investigate reported occurrences of waste and fraud, and recommend controls to prevent or detect them. • Conduct audits, reviews and examinations of activities and transactions throughout the district. • Assist management in evaluating district financial activity. • Assist in internal investigations by documenting, compiling, analyzing and maintaining custody of evidence. • Review systems established to ensure compliance with policies, plans, procedures, laws and regulations which could have a significant impact on operations. • Review the reliability and integrity of financial and operating information and the means used to identify, measure, classify and report such information. • Review the means of safeguarding assets and, as appropriate, verify the existence of such assets. • Review and appraise the economy and efficiency with which	

Function 4: Fiscal & Administrative Services		
Function	**District**	**College (including Continuing Education)**
	resources are employed. • Review operations or programs to ascertain whether results are consistent with established objectives and goals and whether the operations or programs are being carried out as planned. • Provide capital asset summary and support schedules based on established capitalization and depreciation policies; prepare journal entries to recognize expenditures for capital assets to comply with the GASB financial reporting model; assure the capital asset subsidiary system is in agreement with general ledger control balances.	
5. Auxiliary Services a. Bookstores	• Initiate capital projects and building improvements to enhance and expand existing facilities in response to the expanding needs of the district.	• Provide the necessary educational tools to serve and benefit the students, faculty and staff at all college locations including textbooks, course supplies and office supplies. • Initiate and coordinate with faculty and other personnel the acquisition of textbooks, supplies and special related material required for instructional programs. • Conduct opening and closing buy back of used books at least three times per year and expand to off-campus sites and locations. • Purchase supplies and emblematic clothing and soft goods to meet the needs of all students and the college community. • Order announcements and graduation attire for all graduates, faculty and staff participating in commencement. • Maintain accounting records for special student programs including EOPS book grants, Department of Rehabilitation vouchers, scholarships, Veterans Administration and other student support programs established by the Associated Student Government. • Plan/operate convenience store and continue to expand express services to other college sites and centers. • Develop and place vending machines in remote locations to provide school supplies and testing supplies
5. Auxiliary Services b. Food Services	• Contract management of campus dining and catering services, vending services (beverage and snack), catering truck operations and general support services to the district office, colleges, sites, centers and child development centers.	• Provide a food service delivery system to meet college needs for students, faculty and staff including catering for district and college sponsored meetings, events, activities and programs and special services to accommodate community and student sponsored events. • Receive suggestions, complaints, and problems from students and staff and either resolve them or forward them to the appropriate party for resolution.

Function 4: Fiscal & Administrative Services		
Function	**District**	**College (including Continuing Education)**
5. Auxiliary Services c. Cashier's Offices	• Develop internal controls and fraud prevention systems for cashiering locations. • Install surveillance cameras and panic buttons.	• Collect fees and process refunds for registration fees, parking, health, student ID, material fees, non-resident tuition and enrollment fees. • Photo imaging and fee collection for staff and student identification (ASB ID and staff ID). This includes continuing education sites and centers. • Accounts receivable and billing for student tuition and scholarships including: Veterans, Roadway, Military, Department of Rehabilitation, Journalism, EOPS, JTPA, GAIN, AQMD. Deferred tuition payments, and auditing and billing for non-resident tuition and fees. • Direct office phone and counter support for inquiries related to registration, including administrative holds and billings. • Returned check collection for all district funds (Clearing, Bookstore, Community Education, and Diversified Funds). • Facilitate peak registration fee collection, staffing and setup.
6. Foundations		• Provide comprehensive program of educational philanthropy for the college and provide staff support to a volunteer board of directors. • Implements fundraising activities that serve as revenue generating opportunities for specific college needs including: scholarships, capital campaigns, college endowments, annual giving opportunities, special events, planned gifts, corporate contributions, outreach to special targeted groups, and development of community centered fund-raising opportunities. • Monitor the foundation's investment portfolio, gift receipting and tracking process, donor recognition programs, and compliance with state and federal audit regulations.
7. Safety & Security	• Monitor scheduling of District Safety Officers to ensure adequate and appropriate security coverage exists at all sites and for special events. • Coordinate response to serious incidents and emergencies. • Respond to changes in the environment at and around our facilities by recommending policy changes relating to safety and security. • Conduct safety and security surveys. • Review and implement the District's Emergency Preparedness programs. • Monitor the effectiveness of Environmental Health and Safety programs, including the Hazardous Waste Disposal and Management program, Asbestos Management, and Business Emergency Plans. • Ensure compliance with federal and state regulations regarding	• Monitor crime reports and direct increased patrol activities to those areas where crime occurs. • Conduct crime prevention and awareness programs, including alert bulletins, awareness presentations to staff and student groups, safety posters, and email reminders. • Work with Administrative Services staff and Maintenance and Operations Department to identify and correct safety hazards. • Monitor fire and life safety alarm systems, and intrusion alarms systems to ensure proper functioning and to ensure timely response to activated alarms. • Respond to criminal incidents and other emergencies rapidly and appropriately. • Maintain accurate documents about incidents and daily activities. • Maintain effective Lost and Found Property procedures.

Function 4: Fiscal & Administrative Services		
Function	**District**	**College (including Continuing Education)**
	occupational safety. • Maintain accurate crime statistics and ensure they are reported to the district and college communities and to the federal Department of Education. • Liaison with local law enforcement agencies, ensuring effective working relationships with the District Safety and Security Dept.	• Work closely with other departments in handling student disciplinary problems. • Patrol campuses effectively to deter crime and to be available to provide assistance, information and safety and security related services to students, staff and guests. • Enforce parking regulations and direct traffic on campus. • Provide security coverage for special events.
8. Facilities Planning and District Support Services	• Oversee and coordinate the planning of all major capital outlay projects within the district including implementation of the district's Measure "E" local Bond. • Develop and submit the district's Five Year Construction Plan pursuant to State Education Code. • Provide facility planning expertise to colleges, as requested. • Coordinate the screening and hiring recommendations for architects, engineers, space planners, and environmental consultants. • Provide technical assistance and support for the planning and development of all facility projects within the district. • Keep abreast and up to date on major facility planning issues and provide input to constituent groups regarding development of facilities to meet the long term needs of students and modern educational delivery systems. • Act as liaison in the planning and development of facilities with various state and local governmental agencies having responsibility for planning, construction, regulatory compliance, and environmental review. • Develop and update architectural standards for facility development. • Negotiate and review all leases of property and facilities. • Coordinate the construction and implementation of major construction and renovation projects. • Do long-range planning to maximize efficient use of facilities for all district sites. • Maintain and manage all documentation relating to district facilities. This includes keeping blueprints and construction documents organized and available for use; transition to an automation system of CADD drawings; and setting standards for work performed by future architects and engineers. • Maintain, manage and continue to upgrade the building automation systems as funding and technology becomes available. Systems shall be designed and installed to provide support while maximizing efficient use of energy.	• Work collaboratively with departments and divisions to recommend the hiring of project architects and to assist architectural teams in the planning and development of specific project plans. • Serve as district liaison on college committees dealing with facility planning and development. • Facilitate input, revisions, and updates of the college's Facility Master Plan. • Provide technical expertise to faculty, staff, and administration in the planning of facilities to meet the educational needs of the community.

Function 4: Fiscal & Administrative Services		
Function	**District**	**College (including Continuing Education)**
	• Make application as needed and maintain all operational permits required by state, local or national codes or regulations. • Define need, develop scope of work and provide a budget for all state-funded Scheduled Maintenance and Hazardous Materials projects as well as locally-funded Facility Modification projects. • Develop and update building and construction specifications, as well as establish and monitor facility standards for new construction and remodel projects. • Provide technical assistance to the district on matters that relate to building maintenance, grounds or custodial service.	
9. Facilities Maintenance	(See also Facility Planning and District Support Services) Coordinates facility operation for the District Office including custodial services, grounds, building maintenance, and miscellaneous service contract providers.	• Each college has on-going and direct responsibility for maintenance and operation of its facilities. District personnel provides only technical expertise or assistance on an as-needed basis.
10. Grounds		Responsible for all repair and maintenance of college landscaping in addition to athletic fields. This includes all plants, trees, irrigation systems, parking lots, walkways and roadways within the college.
11. Information Technology		• Classroom & Lab Technical Support
11a. Academic Support		• Faculty Workstation & Server Support
11b. Application Systems	• Student Information System • HR Information System • Fiscal Information System • State MIS Reporting • District Data Warehouse	• Academic Applications • Student Services Applications

Function 4: Fiscal & Administrative Services		
Function	**District**	**College (including Continuing Education)**
11c. Data Center Operations	• Application Server Farm • Data Storage Farm • Data Processing Operations	• Academic Forms • Student Services Forms • HR Forms • Fiscal Forms
11d. Network Administration	• Network Operations • Telecommunications System	• Campus Network Infrastructure
12. Contracts	• Review and revise contracts, leases, license agreements and other legal documents to ensure that they conform with district standards, protect the district, and accomplish the purposes of the district. • Coordinate with the Risk Manager and the Director of Purchasing to ensure timely and comprehensive handling of contractual matters. • Assist in the design, administration, and implementation of the district's complete contracts process. • Prepare items such as leases, agreements, contracts, memoranda of understanding, and amendments for the Board of Trustees' meeting agenda so that the Board may act on them. • Implement the contracts approval process so that it will provide for the efficient and effective control of contracts. • Provide technical assistance to all levels of management with regard to contract form, contract process, and the necessity for outside legal counsel. • Prepare and distribute a contracts procedure manual relating to the policy and procedures used for contracting throughout the district. (This is in the process of being written.) • Conduct training sessions for college and district employees with regard to contract policy and procedures. • Maintain the central repository of contracts for all district operations. • Maintain appropriate contract case files and records. • Determine the need for legal advice on contract issues. Serve as liaison between the district and outside legal counsel on contractual issues. • For each of the colleges and the offsite educational facilities, review and revise contracts, leases, license agreements and other legal documents to ensure that they are in conformance with district standards, protect the colleges and the district, and accomplish the purposes of the colleges and other offsite educational facilities. • Ensure that all college documents, such as leases, agreements, contracts, memoranda of understanding, and amendments, that must be prepared for the approval of the Board of Trustees are completed and submitted in a timely manner.	

Function 4: Fiscal & Administrative Services		
Function	**District**	**College (including Continuing Education)**
	• Provide technical assistance to the colleges and offsite educational facilities with regard to contract form, contract process, and the necessity for outside legal counsel. • Distribute to the colleges and offsite facilities a contracts procedure manual relating to the policy and procedures used for contracting throughout the district. • Conduct for college and offsite educational employees educational and training sessions regarding contract policy and procedures. • Maintain the central repository of contracts from the colleges and offsite educational operations. • Maintain at the district office appropriate contract case files and records for contracts from the colleges and offsite educational operations. • Determine each college's need for legal advice on contract issues. Serve as liaison between the college, the district, and outside legal counsel on contractual issues.	
13. Enrollment Management	Reporting: • Prepare and obtain certification for the Web based apportionment attendance report and the apprenticeship attendance report three times annually. • Develop analysis, historical performance trends, external influences on enrollment; and with collaboration, present projections compared to the annual budget goal at the District Enrollment Management Committee, elicit strategies to achieve the budget goal. Compliance: • Assure that the methods of collecting attendance and reporting comply with the education code, regulations, advisories, and related publications; oversee the adequacy of record retention to support summary amounts. Planning: • Improve the system's data extraction reports and reduce the labor content in reporting information; oversee the system conversion related to attendance gathering.	• Prepare and obtain certification for the colleges' Web based apportionment attendance report and if applicable the apprenticeship attendance report three times annually. • Identify needed revisions to the college projections and collaborate on the suggested changes. • Provide guidance relative to new and revised education code sections and regulations; assure adequacy of record retention. • Coordinate the college portions of streamlining reporting and reducing the labor content; collaborate on system conversion related to attendance.
14. Fiscal Services	• Treasury: Monitor cash balances to assure liquidity; provide monthly cash flow of the general fund; annually process the application for short-term borrowing (TRANS) to cover cash short falls; respond to IRS audits.	

Function 4: Fiscal & Administrative Services		
Function	**District**	**College (including Continuing Education)**
15. Accounts Payable	• Process for payment the general obligations of the district in accordance with current state and federal laws, education code, district policies and procedures and audit practices. • Ensure the accuracy, completeness and appropriateness of payments made to outside vendors for goods and services and to staff for expense reimbursements. • Process payments to students for grants, tuition refunds, stipends and other reimbursements. • Disseminate, explain and interpret district, state and federal regulations related to accounts payable functions. Implement new district policies and procedures resulting from new legislation. • Maintain effective relationships with vendors through timely and accurate payment and respond to inquiries. • Monitor timing of payments in order to avail of discounts, maintain satisfactory credit ratings and avoid or minimize interest expense and penalties due to late payments. • Establish and maintain vendor records and archiving of files in accordance with county, local and state requirements and IRS regulations. • Prepare and provide necessary schedules, documentation and files to internal/external auditors. • Maintain liaison with County School Claims (Orange County Dept. of Ed.). • Coordinate accounts payable activities with the Purchasing Department.	
16. Purchasing	• Assure compliance with federal, state, district rules and regulations. • Execute procurement of all merchandise and services required by the district, in accordance with the appropriate government regulations and board policy. • Manage competitive quotation or bid process, and use cooperative purchasing when feasible. • Prepare, evaluate, analyze and recommend awards of bids for service contracts, equipment and supplies. • Maintain contractor insurance and bonding certificates. • Maintain database and control for service contracts, independent contractors/consultants, leases and rental of property and facilities. • Execute service contracts, and manage services for maintenance agreements which are centralized. (Copiers, typewriters, security devices, elevators, parking lot sweeping, landscape, etc.) • Provide training for the online requisitioning system. • Maintain the Record Retention & Destruction Board Policy.	

Function 4: Fiscal & Administrative Services		
Function	**District**	**College (including Continuing Education)**
17. Warehouse & Inventory Control	• Ensure shipments of received supplies and equipment are correct, undamaged and delivered to departments and sites. • Make arrangements for the return of items to vendors. • Follow-up on non-delivery or late delivery of orders. • Deliver surplus property from surplus storage site to requestor. • Maintain moveable equipment inventory (fixed assets), upgrades or equipment, deletions and transfers of equipment. • Prepare inventory reports and reconcile inventory. • Tag all inventoriable equipment. • Coordinate public auction of surplus property. • Maintain district records and when requested, coordinate the delivery and return of records to Schick Storage facility.	
18. Mailroom	• Provide mail services to all sites. • Prepare mail for delivery to post office. • Sort incoming U.S. mail and distribute to departments and sites. • Sort packages from U.S. post office, UPS, Fed Ex, etc. • Send and receive fax correspondence. • Maintain department and faculty mailboxes.	
19. College Advancement		• Responsible for the overall development and maintenance of programs that generate community goodwill and financial support for the college. • Develop and monitor college fundraising activities in close collaboration with college foundation. • Direct college alumni activities and serve as community liaison. • Develop and oversee student-centered programs and events that generate revenue for college and student needs. • Solicit and disburse funds for scholarships and other program needs.

Function 5: Educational Services		
Function	**District**	**College (including Continuing Education)**
1. Policies	• Oversee and coordinate revision and development of new board policies and administrative regulations with appropriate staff. • Provide liaison to Chancellor's Cabinet and Board Policies Committee for BPs and ARs. • Provide liaison with CCLC policy subscription service, using their service for consultation and updated legal news. • Responsible for finalizing BP and AR text. • Maintain BP and AR manuals on Intranet. • Communicate BP and AR changes and updates to faculty and staff. • Prepare board docket items related to new or revised BPs. • Answer questions regarding RSCCD BPs and ARs.	• Provide advice and input relative to new and revised BPs and ARs, as requested. • Identify needed revisions, as appropriate. • Ensure faculty and staff awareness of BPs and ARs. • Ensure compliance with BPs and ARs.
2. Planning	• Facilitate annual review and revision of Board vision and goals. • Facilitate implementation of RSCCD "Plan to Plan". • Provide external and internal environmental scanning information for planning. • Implement special plans, as requested. • Provide planning expertise to colleges, as requested.	• Implement college portions of RSCCD "Plan to Plan" model, i.e., use Board vision and goals to inform and update college plans and goals. • Provide feedback to Chancellor and Board regarding progress towards goals and review of Board vision and goals. • Maintains college master plans and other plans, implement college plans, and evaluate college planning process and progress towards goals.
3. Resource Development/Grants	• Provide technical assistance and support for planning and development of grant proposals. • Submit grant proposals to funding agencies. • Develop line-item expenditure budgets. • Take budgets and subcontract agreements to docket. • Provide timely grant-related information to relevant departments and individuals. • Provide Grant Development and Management Handbooks on the Intranet. • Provide ongoing grant management technical assistance to grant-funded project staff.	• Define college approval process for seeking grant funding. • Obtain college leadership approval for submission of grant proposals. • Plan and develop grant proposals. • Implement and manage most grant-funded projects, including budgets. • Responsible for completing forms, including status change forms, budget change forms, transfer of expenditure forms, purchase requisitions, load sheets, and payroll sheets. • Complete non-financial progress and final reports required by funding agency. • Responsible for compliance of project activities with funding agency. • Cooperate with Resource Development and Accounting staff to ensure proper execution of grant project. • Share responsibility between college and district for liaison with funding agencies.
4. Economic Development	• Provide customized training, testing and assessment services for business and industry on a fee basis. • Maintain close liaison with district credit and non-credit sites as well as with community colleges statewide.	• Coordinate career education and workforce development programs and services. • Represent college on district, local, regional and state workforce committees.

Function 5: Educational Services		
Function	**District**	**College (including Continuing Education)**
	• Manage the Workplace Learning Resource Center services with community college economic development programs both within and outside of the district. • Develop and enhance training programs designed to serve local workforce needs. • Identify and expand new and developing markets. • Create working partnerships. • Responsible for the operations/program, resource development, and promotion of the Workplace Learning Resource Center and the ACT Center. • Strategic planning and system building for workforce development. • Serve as a resource for district and statewide community college system for training needs. • Deliver economic development services by contract. • Provide no-cost business consulting and low-cost training for existing small businesses and future entrepreneurs.	• Develop and implement strategies for achieving college goals and objectives related to career/occupational/workforce education. • Plan and develop new certificate and degree programs. • Provide leadership for marketing and outreach for high schools, special populations and community. • Collaborate with college departments to plan, develop and implement programs and partnerships with business and industry. • Plan, develop and maintain the college's compliance with appropriate state and federal regulations and policies related to workforce development programs. • Research and prepare a variety of regular and special reports related to career education and workforce development programs. • Provide leadership and supervision for the articulation program with K-12/ROP. • Develop instructional contracts with business and industry. • Develop labor market surveys for occupational programs. • Create working partnerships. • Review and revise as necessary existing programs to meet industry needs; work with Technical Advisory Committees. • Seek out new training program and expansion opportunities for economic development to meet industry needs. • Market and promote opportunities for job training to community, high schools and special populations. • Conduct job market studies for potential, new and ongoing vocational programs.
5. Research	• Conduct and coordinate institutional research function for colleges and district. • Complete some government mandated reporting (such as IPEDS, SRTK). • Monitor and report state performance measures (PFE, VTEA). • Design, conduct, and publish "regular" statistical studies (such as enrollment trends, graduates and persistence reports) to assist in RSCCD's policy and program planning and development. • Design, conduct, and publish "special" studies to meet departmental, institutional, community, and state/federally-mandated requirements. • Coordinate, assist, guide, and/or support faculty, staff and other individuals conducting research activities. • Coordinate college and district data collection requests from outside agencies.	• Identify and request needed research, as needed. • Provide input for the annual research agenda and prioritize research needs of the college. • Conduct routine research to support college program needs, such as program monitoring. • Assist in data gathering for research, as needed. • Review report drafts, disseminate research findings, and use research results appropriately in planning and decision making. • Use "research protocol" for requesting permission to conduct research for non-college-specific purposes.

Function 5: Educational Services		
Function	**District**	**College (including Continuing Education)**
	• Validate assessment test course placement instruments used at the colleges. • Respond to research needs in support of departmental activities and grant proposals. • Administer surveys to students, staff and community members. • Develop and maintain outside data sources (NSC, OCLBC, CalPass). • Maintain online data query tools for staff.	
6. Child Development Services & Centers	• Provide oversight for operation of CDC's at all district sites. • Monitor regulations for operation of centers. • Monitor enrollments in relation to contract awards for state funding. • Maintain all records and reporting requirements – personnel, financial, grant, state and federal. • Facilitate outreach/marketing plan for all centers. • Collaborate with other divisions/departments. • Supervise all staff (management, certificated, classified) at all centers.	• Refer students for service at the centers. • Coordinate services for special classes of students such as CalWORKS. • Provide maintenance for physical environment. • Facilitate integration between Centers and the Human Development Instructional Departments. • Provide direct services to students and children.

Function 6: Governance		
Function	**District**	**College (including Continuing Education)**
1. Board of Trustees	Establish structure and create policies related to governance.	
2. Academic Senates	Provide input directly to the Board on professional and academic matters.	
3. ASB/ASG	Provide input to the Chancellor and Board of Trustees on student matters as they pertain to governance.	• Coordinate programs and events for a diverse student body. • Institute variety of programming for students focusing on social, intellectual, and emotional development. • Provide advisory assistance to student clubs via the ASB/ASG Inter-Club Council (ICC). • Coordinate student body president and vice-president elections each spring and Senator elections each fall. • Work directly with the ASB/ASG President as he/she selects the Executive Cabinet. • Provide an environment where students can make recommendations to improve the college student experience. • Coordinate the interview process for the selection of the Student Trustee. • Edit ASB/ASB publications to ensure appropriateness of language and content. • Maintain the allocated budget. • Empower students to be proactive regarding student concerns and causes. • Develop student leadership opportunities through conferences and workshops. • Ensure adherence to high ethical standards. • Provide resources for club advisors to effectively oversee the campus organizations.

Function 7: Graphic Communications, Publications, Public Relations and Marketing		
Function	**District**	**College (including Continuing Education)**
1. Community Relations Monitor and manage communal relationships primarily with external constituents.	The district shares responsibility for community relations with the colleges. It creates and maintains programs that build goodwill for the organization and improve the quality of life within the service district as well as with communities of common interest. These include the community advisors program, speakers bureau, participation in community events, voter education and registration efforts, publication of a newsletter with college collaboration, service on community improvement committees, and production of an annual report. The college district participates in capacity-building initiatives that increase residents' ability to take advantage of college programs.	The colleges facilitate communications with adjacent neighbors, seeking their counsel as well as sharing plans that affect that locality. Communications specialists at the colleges represent the college to the community, providing them with timely information about matters of local interest and significance. They write and edit newsletters about the colleges that are mailed to adjacent households, foundation members and alumni. They attend neighborhood/homeowners association meetings, gathering insights into current issues affecting the colleges and their operations. They support college leaders with speech-writing, plan, write collateral for and coordinate special events, all directed toward external audiences.
2. Employee Communications Engage employees in workplace activities and issues, sustaining goodwill for the colleges and district in promoting its mission.	The district shares in the communications function with the colleges. The public affairs department takes responsibility for facilitating dialogue about workplace issues between top management and employees. District-organized programs include luncheons with the chancellor and the *Rancho View* newsletter, which emphasizes organization culture-building. The district leads internal communication strategy development for particular issues.	The colleges take responsibility for facilitating intra-college communication. Communications specialists write and edit newsletters that are distributed within each college, updating employees on significant events and developments at the college. They support employee-focused special events primarily using print and electronic communications methods.
3. Governmental Relations Establish public policy, monitor and advocate legislation that optimizes services to students and community.	The district leads this functional area, representing the colleges and their issues to elected and appointed representatives at all levels of government. With counsel from the Board of Trustees, the Chancellor and his cabinet, the public affairs executive director develops state and federal public policy agendas. Legislation is monitored and advocated with elected representatives, informing them of local impacts on services and students. The district directs the activities of its lobbying firm and participates on the legislative committees of county and city chambers of commerce.	Employees of the colleges provide information about the impact of proposed legislation on operations/students. College employees identify specific students to participate in visits with legislators to inform them about direct impacts of current or proposed bills or public policies.
4. Graphic Communications Communicate college and district values in visual media, supporting brand identities and established graphic standards.	The district's graphic communications team designs for print and electronic media in consultation with the public affairs communicators and publications team. It organizes and prioritizes projects, including those intended for instructional, informational, public relations and marketing purposes. Projects are allocated among graphic designers and desktop publishers based upon initiating source, project familiarity, scheduling availability, and practitioners' specialized expertise.	Graphic designers at the colleges primarily support college-initiated communications. Graphic designers work with college employees and the communications specialist at the college in developing graphics for a wide range of projects and applications. As time and expertise are available, each supports selected district-initiated requests.

Function 7: Graphic Communications, Publications, Public Relations and Marketing		
Function	**District**	**College (including Continuing Education)**
5. Marketing Facilitate exchange relationships with current and potential students.	Marketing responsibilities are collaborations between employees of the public affairs, graphic communications and other departments. These efforts primarily focus on advertising message and medium selection rather than employing the marketing discipline's full range (research through direct sales and customer satisfaction). Employees in the public affairs and graphic communications departments serve on the district's Marketing Committee. Public affairs communicators located at the district operations center support marketing assistance requests from district operations units.	Public affairs and graphic design professionals manage requests for marketing assistance originating with college-located managers. The communications specialists at the colleges identify marketing needs in consultation with department managers, ascertain budgets, develop appropriate messages and mediums, then coordinate collateral production and media placements. All such efforts are designed to increase program enrollments or stimulate sales of specific services.
6. Media Relations Seek third-party credibility through unpaid news, feature and editorial coverage in all mediums, print or electronic.	This responsibility is shared between public affairs communicators who are located at the district operations center and the colleges. Public affairs communicators located at the district operations center manage media relations having district-wide impact or for which the district takes chief responsibility such as administrative appointments, economic development programs, fiscal operations or board actions. Media relations planning and analysis is primarily guided and reviewed by public affairs administrators. Employees who receive press inquiries directly are requested to refer the callers to the public affairs department. Conversely, those seeking media attention for a program or service should contact the department's director of communications to plan and implement such efforts.	Communications specialists located at each college are responsible for managing relationships with the media involving college-related topics. They initiate coverage about college-oriented programs, services, students and achievements, actively soliciting story ideas from their colleagues at the college. They collaborate with public affairs staff located at the district operations center on issues and events that involve both entities. Employees who receive calls from reporters are requested to refer media representatives to the communications specialist at the college or to public affairs staff at the district operations center.
7. Publications Printed and photocopied materials that support instructional and other organizational communications goals.	The district's publications department provides reprographic and offset print products for administrative operations, public relations and marketing purposes. Employees throughout the district are encouraged to submit reprographic job requests electronically using the Web submission system.	The Publications Department provides reprographic and offset print products to the colleges for academic, administrative operations, public relations and marketing purposes. Faculty and staff are encouraged to submit reprographic jobs through the web submission system.
8. Sports Information Communicate the activities of the colleges' athletic programs, thus promoting interest in their academic offerings.	The district's communications director guides and reviews the work of sports information coordinators. This director interacts with athletics department administrators in resolving operational matters which affect the delivery of sports information services.	The sports information coordinators, one located at each college, provide this service for the athletics programs. Currently, this position supporting SCC is staffed by an independent vendor, due to the college's limited athletics program. Each coordinator also provides sports competition statistics support.

Certification of Compliance

CERTIFICATE OF ELIGIBILITY

1. Authority

The authority for Santiago Canyon College (SCC), the newest college of the Rancho Santiago Community College District (RSCCD), is the Board of Trustees. The Board derives its authority from California Education Code 70902 and from its status as the elected community entity who holds the institution in trust for the benefit of the public.

2. Mission

The current education mission of Santiago Canyon College (SCC) was revised and adopted by the Board of Trustees in February 2005. It is the responsibility of the SCC College Planning and Allocation Council (CPAC) to review the mission statement on an annual basis and make recommendations for its revision and updating.

The mission statement is included in the college catalog and class schedule, appears on all college meeting agendas, and is posted on the web site, in all classrooms, the library, and many other public locations. It appears in all other publications deemed appropriate, such as the quarterly college newsletter, The Courier, and a copy is given to students when they purchase books in the SCC bookstore.

3. Governing Board

Elected by the voters from the three trustee areas, the governing board of RSCCD consists of seven members who are responsible for the quality and integrity of the institution and who ensure the efficacy of the institution's mission.

The board exercises the right to be an independent policy-making body in accord with the California Education Code and reflects constituent and public interest in activities and decisions as reflected in the minutes of the regularly scheduled board meetings.

The Board of Trustees has adopted board policy # 9002 "Statement of Ethical Conduct" and annually reviews their compliance with this policy to ensure that none of the RSCCD board members have employment, family, ownership, or other personal financial interest in the district.

4. Chief Executive Officer

The Chief Executive Officer of Rancho Santiago Community College District is the Chancellor, Edward Hernandez; he has served in this capacity since 1997.

The chief executive officer of SCC is Juan Vázquez, the fourth CEO, who was appointed president of the college by the Chancellor of RSCCD and confirmed by the Board of Trustees in June 2002. He commenced his duties and responsibilities with SCC in August of 2002.

His primary responsibilities are to provide effective leadership to define the goals of SCC, develop plans, and establish priorities for SCC. He must ensure implementation of federal, state, and local statues and regulations as well as board polices. His other primary responsibilities are to effectively manage fiscal and human resources to provide noteworthy educational programs, and ensure communication and cooperation between SCC constituencies.

5. Administrative Capacity

Santiago Canyon College has sufficient staff, with appropriate preparation and experience, to provide the administrative services necessary to support its mission and purposes. A plan has been developed to provide adequate administrative support commensurate with the anticipated growth of SCC.

Since the last self study in l998-99, SCC has re-organized its administrative staff to include three additional instructional deans, a vice-president of continuing education, and promoted the director of administrative services to a vice president position. SCC has also added appropriate classified staff to support these new positions.

A new dean of the library and learning center will be selected in 2005-2006.

6. Operational Status

The annual enrollment growth rate of SCC has averaged two percent annually during each of the last five years. Classes are offered in the day, evening, and during weekend college and encompass a wide variety of lengths from four weeks to a semester. In fall 2204, 9910 full and part time students were enrolled in the credit programs, and approximately 10,000 full and part time students were enrolled in the non-credit classes, including inmate education classes. Additionally, students were enrolled in fee-based community service classes. All courses offered on the SCC main campus, the continuing education campus, and adjunct community facilities are listed in the schedule of classes in the SCC catalog and posted on the college's registration web-site. The community education classes are published in a separate class schedule.

7. Degrees

The SCC college catalog contains a listing of the 43 degrees and the 26 certificate programs offered, as well as course credit requirements, and the unit length of study for each degree program.

Degree requirements for specific degrees, as well as descriptions and explanations of courses offered, are provided in the catalog. In spring 2004, 1368 SCC students completed an AA degree, and 431 students earned a certificate.

8. Educational Programs

A wide variety of educational and vocational programs are offered for both credit and non-credit students.

For credit students, SCC offers general education, transfer, vocational programs, and certificates that are consistent with the missions of SCC, the RSCCD Board of Trustees, and California Community Colleges.

All courses are conducted at levels of quality and rigor appropriate to the degree offered. The college has identified the general education student learning outcomes and is in the process of identifying student learning outcomes at the program and course level. The completion of associate degrees, which requires a minimum of two years, meet high standards, and have resulted in valid articulation agreements with state and private four-year institutions.

Students may complete a high school diploma or a General Equivalency Diploma (GED) through courses offered by the continuing education (adult) division.

9. Academic Credit

Institutional policies and transfer requirements as well as the awarding of credit are clearly and accurately described in the SCC college catalog.

Specifically, SCC awards academic credits based on the Carnegie formula; one semester unit of credit is defined as one hour of recitation or lecture plus the required two hours of preparation for each class hour, or three hours of laboratory work each week for a semester.

10. Student Learning and Achievement

SCC conducts regular and systematic assessments of its programs. The Educational Master Plan, which is revised for publication every five years, the triennial program review, and the quadrennial course review all support this regular and systematic effort.

All programs and courses are moving forward in a planned, systematic manner to identify and link more specific student learning outcomes to already established, broader SCC general education student learning outcomes. A timeline to meet this objective has been created and was approved by the Academic Senate and the College Planning and Allocation Council (CPAC) in the fall of 2004. According to this expected time frame, by 2010, all courses and programs will have identified their respective student learning outcomes and assessment processes. Specialized training for faculty to ensure the completion of these SLOs will be an integral part of the Title III grant awarded SCC in fall 2005.

Administrators, faculty, and staff are working on an on-going basis with the district's institutional research department to facilitate and assess student achievement in specific programs as well as student achievement for the college-wide identified student learning outcomes.

11. General Education

SCC's philosophy and comprehensive general education student learning outcomes ensure that students acquire a breadth of knowledge and intellectual inquiry.

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

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

All of these academic areas, appropriate to higher education quality and rigor, have articulation agreements with the UC and CSU systems and various other private institutions of higher education throughout the US.

12. Academic Freedom

RSCCD board policy # 4201 addresses and ensures that SCC maintains an atmosphere in which intellectual freedom and academic independence exist, and ensures that the faculty and students at SCC are free to examine and test all knowledge appropriate to their disciplines as judged by the general academic community. Beginning in

the fall of 2004, a copy of this board policy was included in the fall and spring faculty packets and posted on the website. Beginning in fall 2005, the Academic Freedom policy was also placed in the college catalog.

13. Faculty

SCC has a sufficient core of qualified and experienced full-time and adjunct faculty to support its educational programs. Each of the faculty members meets the teaching and hiring requirements that demonstrate competency and sufficient knowledge to teach their assigned classes.

The responsibility of each faculty member to develop and review curriculum and use proper and adequate assessment systems is outlined in each job announcement. All faculty packets contain a clear statement addressing these facts, which includes the requirement to meet general education SLOs.

Between 1999 and 2004, 35 full-time and more than 100 part-time teaching positions were added to SCC to enhance support and commitment to existing and new programs and the increased student population. To continue to meet the growing student body, 13 additional full-time faculty members were hired for the 2004-2005 school year, and as resources permit additional full-time faculty will be added.

14. Student Services

A 30,000 square foot building, dedicated to student services and instruction, was completed and opened in the fall of 2004. This new building houses major admission, student services, and records functions, 10 classrooms, and 10 faculty offices.

Under the direction of the vice president of student services, the student services department provides a full range of services consistent with the characteristics of its highly diversified student population and the mission of SCC.

The characteristics of SCC students and their needs are carefully monitored on an on-going basis through multiple means, including regular research studies. Inasmuch as SCC's students are ethnically diverse and have a wide range of educational preparation for college readiness, special services are regularly evaluated and enhanced to serve these students.

The student services division now includes Admissions and Records, Counseling Center, Career Center, Matriculation, Transfer Center, and the Job Placement office. There are also extended opportunity programs and services (EOPS), CalWORKs, Disabled Student Programs and Services (DSPS), Financial Aid, Outreach and Retention Services, Student Activities, as well as a Health Center, Cross-Cultural Center, and the Re-entry Students/Women's Center.

Until spring 2005, when SCC was approved as an eligible financial aid institution and a director of financial aid hired, Santa Ana College's (SAC) financial aid office served as the Title IV center for federal processing of financial aid for both SCC and SAC. During the academic year 2005 - 2006, SAC continued to process all federal financial aid requirements. In or before fall of 2006, SCC's financial aid office will begin operating independent of SAC.

In the non-credit, continuing education (adult) division, student services include academic counseling, a career center, outreach department, and the "Passport to Your Future," program, designed to help students matriculate from non-credit to credit programs.

15. Admissions

Under the direction of the SCC registrar, hired in 2003, and the director of admissions, hired in 2004, SCC's admission policies are consistent with its mission and appropriate for its programs. SCC has an open enrollment policy for high school graduates, people in possession of a California high school proficiency certificate, people 18 years of age and older who can profit from instruction, and high school students who quality for the career advancement placement program. The qualifications for admission are clearly identified in the catalog as well as instructions of how to prepare for proper course placement and registration.

16. Information and Learning Resources

SCC has an adequate and expanding library as well as a Media Service Department, Tutoring Center, Math Study Hall, an Academic Computing Center, and a non-credit/credit Academic Success Center, located on the college campus to help students transition from non-credit to college credit classes.

Funding for a new 40,000 square foot Library/Learning Resource building has been approved by the state and construction began in spring 2005. The new building will house a large collection of books, periodicals, on-line catalogs, and databases, software, computerized learning facilities as well as the Tutoring Center, Writing Center, and the Math Study Hall.

The library staff offers bibliographic instruction, conducts orientations, and provides reference desk services for college credit and non-credit students, the faculty, and the community.

17. Financial Resources

RSCCD maintains a five percent reserve fund; this is two percentage points above the state requirement for California community colleges.

In spite of the economic uncertainty for community colleges during the past few years, and the need to continually update and revise its budget, SCC has maintained a reasonably stable funding base. More importantly, it has continued to plan for financial development by identifying and utilizing all available financial resources to support its mission and educational programs.

All constituents of SCC have agreed that the Educational Master Plan (EMP), implemented in 2002, will serve as the primary planning source for resource allocation. Based on annual evaluation components submitted by each of the departments, disciplines, and programs (DDPs), the EMP is updated annually and completely revised every five years.

The information from the EMP is used by College Planning & Accreditation Council (CPAC), who has budgetary oversight for SCC, to identify resource needs and ensure that the funds are appropriately allocated and distributed to meet SCC's goals and objectives that support its mission.

In 2002, 65% of the voters passed a $337 million Measure M capital construction bond for RSCCD. This new funding will permit the district to continue to improve current facilities and build new ones. The first building built on the SCC campus was the Student Services and Instruction building, which opened in the fall of 2004. A new continuing education facility, the Orange Education Center (OEC), was opened in January of 2005, about one mile from the previously rented facilities.

Approximately 60% of the funding for the current building project, the Library/Learning Resource building, came from a special state revenue bond, with the balance from the Measure M monies.

In the next five years, construction will begin on a Science and Math building, with other buildings scheduled during the following eleven years.

18. Financial Accountability

In all fiscal matters, SCC adheres to specific board-approved policies and procedures that govern the responsible allocation of funds to support all of its educational programs and support services.

The following board policies are samples of how the fiscal procedures of RSCCD are governed: General Money Management polices and procedures BP # 3300; Audit Regulations BP # 3104; Fiscal Powers BP # 3200; Budget Administration BP # 3204; Financial Reports BP # 3216; and Fiduciary and Legal Considerations BP # 3305.

The annual external financial audit is conducted by Macias, Gini & Company, LLP, using approved audits for colleges and universities as its guide.

19. Institutional Planning and Evaluation

At SCC, many committees and councils contribute to institutional planning and evaluation through regularly scheduled meetings.

Facility, faculty, program, and course needs are evaluated and updated on an annual basis through the Educational Master Plan. This "living" document is analyzed and revised annually, as appropriate, to assess the progress of the college toward achieving stated goals that support its mission.

Program reviews are conducted by all departments on a rotating basis, with each department, discipline, and program conducting a complete program review every three years. During this review, each entity reassesses its mission, educational objectives, quantitative/qualitative data, and their progress toward their respective goals.

Considerable progress has been made toward incorporating student learning outcomes (SLOs) into all courses and programs. In the 2002 -2003 academic year, a SLO Task Force, which became a permanent sub-committee of the Curriculum and Instruction Council in fall 2004, identified the general education SLOs, implemented workshops to train all faculty members, and began the on-going task of helping faculty write appropriate student learning outcomes. Funding from the Title III grant will ensure adequate and proper future training of staff to assist them to add SLOs to their respective courses, and a core of faculty will be trained to ensure implementation of SLOs into all future courses and programs.

20. Public Information

In the fall of 2005-06, SCC published its first independent catalog that contained accurate and current general information about its mission, courses, programs, and degrees, as well as student services offered.

The names and degrees of faculty members, a list of the governing board members, and other items relative to student attendance, honesty, ethics, and withdrawal are listed in the catalog. Additionally, the catalog gives necessary information for admission, student fees and

other financial obligations, degrees, certificates, academic, non-credit, and occupational programs, graduation and transfer requirements and all major polices that affect students.

These polices include academic regulations and honesty requirements, nondiscrimination, acceptance of transfer credits, grievance and complaint procedures, sexual harassment, and refund of fees. A listing of all related policies and procedures is also posted on the SCC web site.

21. Relations With the Accrediting Commission

The Board of Trustees assures the accrediting commission that Santiago Canyon Colleges demonstrates honesty, integrity, and consistent information to all constituencies, the public, and in its relationship with the accrediting association and all other external agencies.

Furthermore, SCC is proud to provide assurance that it adheres to the eligibility requirements and accreditation standards and policies of the ACCJC, and agrees to comply with all commission requests, directives, decisions, and policies, including making complete, accurate, and honest disclosures of its programs, staff, and activities in its self study report.

Standard I

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

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

I.A MISSION

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

Descriptive Summary

Santiago Canyon College (SCC) has a strong commitment to its students as demonstrated in its mission statement, revised in Spring 2005. The new mission statement is as follows:

Santiago Canyon College (SCC) is a diverse learning community dedicated to intellectual and personal growth. Our purpose is to foster a learning environment that helps students develop knowledge and understanding, critical thinking, sound decision making, cultural awareness, effective communication skills, and a commitment to local and global citizenship.

Santiago Canyon College offers a comprehensive curriculum that includes university transfer, associate degree and certificate programs. In addition, we provide community services, career education, continuing education, basic skills development, and a range of support services for full and part-time students, including those with family and career responsibilities. At SCC we encourage students to plan, implement, and evaluate their educational progress through meaningful reflection and interaction with both the college and community. (I.A-1)

This mission statement, which is evaluated by SCC on an annual basis and revised as necessary, clearly defines the educational purposes of SCC. It demonstrates that the college is committed to being a learning community dedicated to student growth by supporting all levels of learning, with appropriate educational opportunities and student support services for both college credit and non-credit (adult education/ continuing education) students. The mission statement is included in the college catalog and class schedule, appears on the agenda of all council and committee meetings, is posted in public areas on campus, and in all classrooms and student service centers, appears on the college website, and is included in all appropriate publications and publicity of the college. (I.A-2)

Self Evaluation

This standard is met. The mission statement of SCC, which is evaluated annually and revised as necessary, defines SCC's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Planning Agenda

None. The current process ensures that the mission statement is reflective of the goals of the college.

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

Descriptive Summary

SCC adheres to the Rancho Santiago Community College District (RSCCD mission statement which states "…to respond to the educational needs of an ever-changing community and to provide programs and services that reflect academic excellence. The district's two colleges promote open access and celebrate the diversity of both its students and staff as well as the community." (I.A-3)

Using the RSCCD mission statement as its basis, the mission of Santiago Canyon College states, in part, that it "offers a comprehensive curriculum that includes university transfer and associate degree and certificate programs. In addition, we provide community services, career education, technical certificate programs, non-credit courses, basic skills development, and a range of support services for (its) diverse student population for full and part time students…" (I.A-1)

The student population of SCC includes a majority of students who are seeking AA degrees or desiring to transfer to colleges and universities, the second largest population involved in apprenticeship programs in the state, a large adult education (non-credit) English as a Second Language population, and a number of personal interest and basic education classes. Eighty-two percent of all students work full or part time, and 94% have access to computers at home or at work. (I.A-4)

The college makes every effort to be responsive to the diverse needs of its changing population, which has grown nearly 14% since the last accreditation report in l999. Based on the demographics shown in the Introduction Section of the self study, SCC meets the needs of the community and student population by offering a wide range of educational programs including, but not limited to:

- AA degree programs
- Citizenship
- Transfer opportunities to four-year colleges and universities
- Career exploration and workforce training
- Apprenticeship Program
- Honors Program
- Forensics Program
- Adult Basic Education (ABE)
- High School Diploma Program
- General Education Development (GED) preparation
- English as a Second Language (ESL)
- Inmate Education Program
- Older Adults Program
- Parenting Education Program
- Community Services (established fall 2004)

The following student services programs have been established or expanded since l999:

- Academic Success Center (dual credit and non-credit enrollment)
- Math Study Hall (MASH)
- Tutoring
- Writing Center

- Counseling for credit and non-credit students
- Disabled Students Programs and Services
- Career Center
- Job placement services
- Transfer Center
- Intercollegiate Athletics
- Health Center
- Associated Student Body (I.A-5)

Self Evaluation

This standard is met. SCC has made tremendous progress in maintaining and establishing appropriate programs and services that reflect the needs of students and the community

Planning Agenda

SCC will continue to analyze the needs of its students and the community based on the growth of the student population, the demographics of the students and the reason they indicate they are coming to SCC, local labor and industry needs, and the make-up of the community. The institution will add new programs and services as needed.

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

Descriptive Summary

The Rancho Santiago Community College District (RSCCD) Board of Trustees approves all changes in the SCC mission statement after all constituent groups of the college, through the College Planning and Allocation Council (CPAC), have recommended such changes to the president of the college. Each newly adopted mission statement is published and widely distributed.

Self Evaluation

This standard is met. The latest revised mission statement of SCC was recommended to the president of SCC by CPAC in the fall of 2004 and approved by the RSCCD Board of Trustees in February, 2005.

Planning Agenda

None. There is no need to change the system by which the mission statement is formulated, reviewed, approved, or distributed.

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

Descriptive Summary

The annual review of the SCC mission statement begins through an analysis of the mission statement of the district and a collegewide dialogue that involves all constituencies. Based on the district's mission statement related to the quality of education, the following information is evaluated to determine whether changes in the mission statement of SCC are needed:

- Application process indicators
- Completion of degrees, certificates, basic skills courses, transfers, and student's success in reaching stated goals
- VTEA Core Indicators for vocational and career programs
- Campus and RSCCD research departments reports/surveys
- Department and program reviews
- Student interest surveys (potential students) (I.A-6)

The procedure for reviewing and revising, as necessary, the SCC mission statement is as follows:

- A committee appointed by CPAC reviews the mission statement on an annual basis and makes recommendations for changes, as needed.
- When necessary, these recommended changes are given to the institution's governance groups for review and recommendations. All constituencies have the opportunity to provide feedback to CPAC.
- The proposed revised mission statement is sent to the Academic Senate for review.
- It is returned to CPAC for final review and recommendation to the SCC president.
- The SCC president presents the revised mission statement to the Board of Trustees for final approval.

Self Evaluation

This standard is met. The process for analyzing the SCC mission statement on an annual basis and the procedures for recommending changes and gaining board approval are working well. The mission statement is widely distributed and is available to all faculty, staff, and students on a regular basis.

Planning Agenda

There are no plans to change the process at this time.

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

Descriptive Summary

At SCC, the college mission statement, which is closely related to the district's mission statement, is central to institutional planning and decision making. The mission statement is the foundation for the Educational Master Plan, which is the center of the governance structure of SCC.

The purpose of the EMP is as follows: "The Santiago Canyon College Educational Master Plan and its supplementary planning packets provide formal processes, procedures, timelines, and a consistent frame of reference for all college department, discipline, and program planning. In addition, the EMP is one of the primary planning documents used to guide resource allocations." The purpose of the EMP is further described: "As the foundation of our future, the Educational Master Plan supports all departments, disciplines, programs of the college, protects the integrity of collegial governance, shapes the mission of the college, positions the college proactively for the future, provides opportunity to create programs through constructive planning…" (I.A-7)

No decisions for growth and development are made by or for SCC unless the proposed concept is congruent with the EMP and supports the college's mission statement. All departments, disciplines and programs have their own vision and mission statements based on the college's mission statement. Thus, the institution's mission is implemented within each department as expressed in their respective goals and priorities.

Self Evaluation

This standard is met. The mission statement of SCC and the subsequent EMP provide the foundation for all planning and decision making of the institution. Whatever decisions are made, CPAC uses the EMP as the reference document. Eighty-two percent of the staff are aware or strongly aware of people using the mission statement as a guide when they plan, work, and make decisions (Staff Accreditation Survey – Fall 2004). (IA-8)

Planning Agenda

None. There is no need to change the process used to incorporate SCC's mission statement into the planning and decision making process of the institution.

EVIDENCE FOR I.A MISSION

Evidence Number	Evidence Document
I.A-1	Mission Statement of SCC
I.A-2	Samples of Mission Statement Use
I.A-3	Mission Statement of RSCCD
I.A-4	Student Satisfaction Survey
I.A-5	SCC Catalog
I.A-6	Student Interest Documents
I.A-7	Educational Master Plan
I.A-8	Staff Accreditation Survey

I.B IMPROVING INSTITUTIONAL EFFECTIVENESS

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

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

Descriptive Summary

Improvement of student learning is the subject of intense, on-going, self-reflective dialogue at SCC through its various councils, committees, program reviews, department meetings, administrative meetings, and interactive workshops. For the past three years, SCC has focused on improving student learning through the establishment of student learning outcomes in all programs and courses.

Among the activities at SCC that focus on improving student learning and institutional processes, including the establishment of Student Learning Outcomes (SLOs), are these:

Improved Student Learning

- College, department, council, and committee discussions related to student satisfaction, enrollment trends, and student retention and persistence data.
- Dialogue related to the accreditation process and overview of the accreditation standards during several college meetings.
- Discussions among the deans, the faculty, College Planning and Allocation Council, Educational Master Plan Committee, and various other councils regarding the organization and effectiveness of current processes.
- The use of technology to improve efficiency (e.g., the recently developed electronic format for maintaining the updates and additions to respective sections of the EMP for each Discipline, Department, and Program (DDP).
- President's update presentations during orientation days on growth, finances, accreditation process, and SLOs.

Student Learning Outcomes (SLOs)

- Faculty participation in workshops that focus on improving the student learning experience as well as the value of SLOs to the faculty and students.
- Multiple interactive workshops on enhancing instructional techniques, using technology in the classrooms, and the planning for implementation of SLOs into all programs and courses.
- Attendance at multiple conferences and workshops by faculty, staff, and administrators, including sponsoring a regional student learning outcome conference at SCC.

- The development of a philosophy of general education and creation of written general education SLOs as reflected in the 2005-2006 catalog.
- A series of emails to full and part-time faculty to promote awareness of the "why and how" of SLOs.
- Development of a SLO website to support on-going dialogue and provide appropriate access to information and tools (www.sccollege.edu/slo).
- Department meetings/training with full time and adjunct faculty on incorporating SLOs into curriculum and instructional planning.
- Development of a SLO Manual/ Toolkit for training faculty by the SLO Coordinator. (I.B-1)

Self Evaluation

This standard is met. The on-going dialogue, emails, workshops, and presentations have improved the collaborative spirit of the college and have made it easier to focus on the same vision, mission, and goals. These activities have also led to a better understanding of how the research conducted by the college and the district can be incorporated into the planning and allocation of resources. These activities have set a standard for working as a team to resolve issues through a more effective collegial governance process. There is now a general understanding of the value of SLOs to the student and the teaching process as well as logistics and timelines adopted by SCC for implementing SLOs into all programs and courses.

Planning Agenda

SCC will use appropriate activities, such as those listed above, to ensure that the collaborative spirit of the college continues and remains focused on the same priorities. At the same time, SCC will use its five-year SLO plan for training faculty and staff to develop appropriate SLOs for their respective programs and courses. The Title III funding received effective fall 2005 will help realize this plan by supporting the training of a core of teachers to assist with the development of SLOs for future programs and courses. (I.B-2)

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

Descriptive Summary

Using the mission statements of the district and SCC as its foundation, SCC completed its first Educational Master Plan (EMP) in 2002. The EMP includes the collegewide vision, mission statement and goals of SCC as well as measurable objectives, and serves as the center of planning and resource allocation for the college. Each disclipine, department, and program has a section in the EMP that reflects their respective vision, mission statement, goals, objectives, and expected future needs, such as staff, equipment,

and/or facilities, based on anticipated growth. Finalizing the EMP document ensured that there was open discussion among all faculty and staff regarding the goals of the college as well as the goals of their respective DDPs.

The EMP, which is updated annually, serves as a measuring tool to determine the degree to which college and DDPs goals and measurable objectives have been accomplished. (I.B-3) Other tools used to measure how well SCC is meeting its goals and objectives are the annual Student Satisfaction Survey, the Library Student Satisfaction Surveys, and critical statistical data on attendance, retention, grades, certificates and degree completions, and transfer data.

Self Evaluation

This standard is met. SCC is in the third year of its first five-year cycle using the EMP to set goals, measurable objectives, and plan for future expected needs. As noted, these college and DDPs goals, objectives and needs are revised annually. At this time, despite the on-going budget cuts, the use of the EMP by all DDPs for planning and assessment is working quite well and has, thus far, been an effective planning tool.

Seventy-seven percent of the staff, surveyed in the fall 2004 Staff Accreditation Survey, agree that the SCC educational master plan goals are regularly shared with all constituencies. (I.B-4)

Planning Agenda

None.

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

Descriptive Summary

SCC has established an ongoing and systematic cycle of evaluation and planning that assists the college in using its limited resources wisely. More importantly, the process, via the EMP, allows for coordination of multiple cycles of planning, needs assessment, resource allocation, implementation, assessment, re-evaluation, and revised planning.

As previously mentioned, the EMP is updated annually via individual DDPs and a major revision of the college-wide EMP is published every five years. This major revision is timed to be completed the year following each WASC accreditation so any and all recommendations by the visiting team can be considered, and, if appropriate, included in the revised 5-year plan.

In addition, the college maintains the following planning and evaluation cycle of critical processes, linked to the EMP, that includes both qualitative and quantitative data:

- Program review scheduled every three years (due '05-'06). (I.B-5)
- Program/course quadrennial reviews every 4 years (rotated by discipline). (I.B-5)
- Multiple relevant surveys and reports that assess institutional goals conducted on either a regular or as needed basis by the district's research department. These reports are used to evaluate student success and student service satisfaction. (I.B-6)
- Technical Advisory Committees for each vocational/occupational program held annually or more often to review workforce needs, the curriculum, and current use of technology in the field. (I.B-7)
- Annual budget planning and evaluation linked to the individual DDP or college EMP.
- Annual review of the Collegial Governance Structure by the College Planning and Allocation Council (CPAC). (I.B-8)

Self Evaluation

This standard is met. SCC's systematic cycle of evaluation, integrated planning, resource allocation, implementation, assessment, and re-evaluation, which is thoroughly implemented via the EMP, is working well.

Planning Agenda

Prior to the next EMP revision, the college will evaluate its global progress toward meeting the established goals and objectives of the five-year plan (2002-2007).

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

Descriptive Summary

The Collegial Planning and Allocation Council (CPAC) is the primary decision–making body of SCC. It is composed of representatives of all constituencies of the college, including staff, students, faculty, and administrators. The members of CPAC use the EMP, which is based on the mission of RSCCD and SCC, as their reference guide to make sound decisions, provide a tight link to resource allocation, and serve as a strong collegial road-map for planning and mutual understanding. CPAC has the responsibility of evaluating and discussing all decisions and plans for the college and making recommendations to the president on budget items, technology, matriculation, and facility plans that affect the college's effectiveness. (I.B-8)

Moreover, all individuals and groups at SCC, including the ASB, are invited to attend any council or committee meeting to discuss recommendations that might affect institutional effectiveness.

Self Evaluation

This standard is met. The institution's commitment to maintaining an up-to-date, inclusive and effective EMP ensures broad-based participation in the improvement of the college and student learning opportunities. Ninety-five percent of the participants in the fall 2004 Staff Accreditation Survey agreed that SCC faculty and staff frequently engage in dialogue about improvement of the student learning process. (I.B-4)

Planning Agenda

None. No changes in the design for securing input by appropriate constituencies related to planning or allocation of resources is needed at this time.

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

Descriptive Summary

SCC relies heavily on research for information related to quality assurance, especially the extensive research supplied by the district research department. The institutional reports related to instructional quality of programs and services include, but are not limited to:

- Campus and district survey reports
- Transfer, degree, and certificate data
- State chancellor's reports and data
- Student Satisfaction Surveys
- VTEA Core Indicator reports
- EMP's evaluation components (I.B-9)

Through these various reports, appropriate constituents receive documented assessment of SCC's effectiveness. The information is communicated to appropriate constituencies via:

- Chancellor's report to the community
- Board of Trustee minutes
- Annual reports of the district and college
- SCC Courier Newsletters
- District publications
- Council and committee minutes
- SCC website
- Vocational / Occupational Advisory Committee minutes
- Collegewide meetings (I.B-10)

Self Evaluation

This standard is met. SCC is fortunate to have a fully staffed and active district research department that conducts surveys, analyzes longitudinal student data, and publishes and distributes reports on a regular basis. College and community constituents are kept informed about the effectiveness of SCC through these publications.

Planning Agenda

No changes are anticipated or needed at this time.

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

Descriptive Summary

As of this date, SCC has not completed the first five-year cycle of its EMP. Therefore, the effectiveness of its ongoing planning and resource allocation processes have not yet been systematically reviewed and/or modified, except on an annual basis. Informal discussions have resulted in slight modifications, such as a change of dates when annual activity information is due.

Examples of activities and research used to assess the effectiveness of the college programs and services include internal and district surveys, enrollment growth, community input, and the continued growth rate of success of students obtaining degrees and transfer completions, vocational certifications, and student satisfaction feedback. (I.B-11)

Self Evaluation

This standard is met. The use of the EMP as the guide for planning and resource allocation is a new process at SCC. It has not completed its first five-year cycle and has not been thoroughly evaluated. Thus far, there seems to be a great deal of satisfaction and confidence in it, and people are using it as their reference document for planning and allocation of resources.

Planning Agenda

Upon completion of the first five-year cycle of the EMP, a thorough evaluation will be made.

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

Descriptive Summary

Via the EMP, SCC has compiled and implemented a series of effective systems to review its educational competence and improve its courses, programs, and services on an annual basis. At the completion of the five-year cycle, the systems of the EMP will be thoroughly evaluated. This will take place after each WASC self study so that recommendations of the visiting team can be included in future planning.

This process is complimented by program reviews which assess all programs and student support services in a three-year cycle. (I.B-12)

Self Evaluation

This standard is met. The completion of the EMP in 2002-2003 provided an efficient system for all DDPs to annually survey their vision, mission, goals, and rate their respective success in meeting these objectives. This was further enriched by the formation of CPAC, which encompasses all the councils and committees of the College and meets on a regular basis to engage in discussions related to college needs, planning, and resource allocation.

Planning Agenda

In 2006-2007, SCC will engage in a collegewide dialogue to evaluate the effectiveness of the EMP during its first five-year cycle and to determine how the process affected the various departments, disciplines, and programs.

EVIDENCE FOR I.B IMPROVING INSTITUTIONAL EFFECTIVENESS

Evidence Number	Evidence Document
I.B-1	SLO Progress Report
I.B-2	Title III Document
I.B-3	Educational Master Plan
I.B-4	Accreditation Staff Survey
I.B-5	Planning Cycle Samples (PNA Timeline Calendar)
I.B-6	Sample Surveys and Reports
I.B-7	Technical Advisory Committee Minutes (sample)
I.B-8	Collegial Governance Notebook
I.B-9	Statistical Data
I.B-10	Reporting Samples
I.B-11	SCC Effectiveness Samples
I.B-12	Program Review Samples

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

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

II.A INSTRUCTIONAL PROGRAMS

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

II.A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, addresses, and meets the mission of the institution and upholds its integrity.

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

Descriptive Summary

The mission of Santiago Canyon College (SCC) states, in part, that it "offers a comprehensive curriculum that includes university transfer and associate degree and certificate programs. In addition, we provide community services, career education, technical certificate programs, non-credit courses, basic skills development, and a range of support services…" for SCC's diverse population. (II.A-1)

The number of SCC students receiving AA/AS degrees rose from 100 degrees in l999-00 to 465 in 2003-04, and the number of students receiving certificates increased from 13 in l999-00 to 212 in 2003-04. Eighty-five percent of the students who completed the annual SCC Student Satisfaction Survey rated the "effectiveness of their classroom experience" as good to excellent. (II.A-2)

As the SCC mission states, SCC "encourages students to plan, implement, and evaluate their educational progress through meaningful reflection and interaction with both the college and the

community," and that the purpose of the educational curriculum at SCC is to "foster a learning environment that helps students develop knowledge and understanding, critical thinking, sound decision making, cultural awareness, effective communication skills, and a commitment to local and global citizenship." (II.A-1)

Meeting these goals requires that all programs, disciplines, and courses be up-to-date and appropriate in order to meet the needs of students. A variety of systematic processes and procedures are used by the faculty and administration of SCC to ensure that all programs, disciplines, and courses are assessed for currency, teaching and learning strategies, and student learning outcomes. The systematic evaluation processes include the following:

- Educational Master Plan (EMP) (II.A-3)
- Program review (II.A-4)
- Annual research studies (II.A-5)
- Staff Development/training (II.A-6)
- Student Learning Outcomes training/ dialogue (II.A.7)

SCC relies heavily on the data provided by the research department of Rancho Santiago Community College District (RSCCD) regarding trends in the economy, vocational growth clusters, and growth occupations in Orange County in making recommendations for new programs and skill development. These emerging trends are given major consideration in career education program planning. (II.A-5) In addition to collegewide studies and surveys, faculty, program coordinators, and administrators may request specific studies or surveys for areas they coordinate.

Since the last accreditation, the RSCCD research department has conducted a wide variety of research studies and surveys that are used by SCC's administration and faculty to identify emerging student needs, to assess SCC's progress toward addressing those needs, and to make informed decisions about the varied educational courses and programs the college should offer to its students, regardless of where the course or program are offered or what learning modality is used. (II.A-5)

To ensure that all programs meet the mission of the institution and uphold institutional integrity, an Educational Master Plan (EMP), which is revised annually and will be reviewed in-depth and re-published every five years, was implemented in 2002 - 2003. Each discipline, department, and program (DDP) developed a set of individual goals and objectives that relate to the Board of Trustees, district, and collegewide goals; these are also revised annually. Quantitative information, provided by the district's research department, includes information about the community that SCC serves, its student population, and the faculty and staff. This research data is also used in the planning process by each discipline, department, and program (DDP). (II.A-8)

Other studies and surveys that aid SCC in determining a need for new programs or courses needed and/or the need to use off-site locations to meet specific student needs included the following:

Pathways of Student Persistence and Performance at SCC (August 2004). This data provided information regarding semester-to-semester persistence rates for each program, and demonstrated that "students with goals to transfer and/or earn an AA degree or vocational AA and vocational certificate persisted at higher rates (70%-75%) than students with other goals." (II.A-9)

A Student Satisfaction Study (August, 2004). This survey rated student satisfaction with their overall experience at SCC, the campus environment, faculty, staff, and campus safety. The majority (79% to 84%) rated these areas as good to excellent and 76% of the students expressed satisfaction with their classroom experiences. This study also gathered information on student learning outcomes as respondents rated their preparation in the 16 areas of skills and knowledge related to the seven categories of student learning. The highest ratings (good and excellent) were given for communication skills, and the lowest ratings for understanding and being aware of environmental issues. The information from this study assisted the Student Learning Outcomes Committee, faculty, and administration in the analysis, development, and preparation for implementation of SLOs at the classroom and program levels. (II.A-2)

From requested specific studies and surveys, conducted by the district's research department, individual programs are able to determine if adjustments are needed in their program. For example, the ESL department chair uses the results of the Student Progression in ESL/English Sequence Courses study to analyze grading and course expectations, to work with adjunct faculty on grading procedures, and to compare SCC students with students at our sister college, Santa Ana College. (II.A-10) In spring 2004, the math department faculty, who reviewed the data from the SCC Progress Through Math Courses study, determined that SCC math courses would be more productive if they were planned around student learning outcomes. The department began the process of developing SLOs for their department. At that time, they also considered the possibility of changing the sequence of classes to achieve a greater student success rate. (II.A-11)

These specific studies, as well as other studies and surveys, were used extensively to identify major institutional needs for the Title III proposal submitted in spring 2004. The identified needs include the following: establishment of a basic skills center, the development of a math study center, the enhancement of SCC's instructional program through the development of learning communities, and the development of on-going training for faculty groups so that all faculty can revise or develop programs and course outlines that integrate student learning outcomes. Using funding from the Title III grant, a five-year time line that begins fall 2005 has been established to ensure that all of these activities are part of SCC's on-going educational improvement plan.

The SCC continuing education (adult education) uses the information gleaned through the annual transition study to assess their success rates. The study also determines where an increase or decrease in services is needed, evaluates proper hours of operation, analyzes the impact of programs offered in the community, and decides if any new programs are needed. (II.A-12)

Self-Evaluation

This standard is met. SCC makes extensive use of research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes. The college is committed to remaining responsive to the needs of its students and the community by offering viable programs.

The specific fields of study offered at SCC are selected based on information from student surveys, community and unified school district demographics, and the employment outlook for Orange County and its adjacent areas.

Statistics gleaned from surveys and studies allow SCC to analyze and evaluate its offerings, ensure its stakeholders that all of its offerings fit the stated mission of the college, and are of the high quality appropriate to a community college.

Planning Agenda

None. As of fall 2004, all programs have been re-evaluated using the Educational Master Plan and the program review process and have been found to be current. The institution is in the process of implementing its established timeline for incorporating student learning outcomes into all programs and courses. Furthermore, each program and course is actively involved in the on-going assessment processes described in this standard.

IIA.1(b) The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

SCC strives to best serve its students and its community by using varied delivery systems and modes of instruction that accommodate the diverse needs of the population it serves. The college's curricula and programs are offered in a variety of traditional and nontraditional models. These include:

- Unique and innovative scheduling is offered through a Weekend College and a GR8WEEKS program. These scheduling options are designed for students who wish to make maximum use of their time to earn a degree or transfer to a university. The courses are offered in six, eight, or twelve week blocks during the weekdays, in the evening, and on weekends. (II.A-13)
- Distance Education includes a variety of delivery approaches, such as on-line delivery of classes, some in-class and some online hours of class, and online classes accompanied by an orientation meeting. These courses are of the same quality and meet the same standards as those provided to students enrolled in on-campus classes. In addition, interactive teleconferencing courses, with the course being offered live at one college and sent live to the other college via conferencing equipment, are also available. (II.A-14)
- The Honors Program at SCC offers transferable general education courses delivered in a seminar style. It is further characterized by close interaction with Honors Program faculty, small class size, and special projects and activities. (II.A-15)
- The Study Abroad Program provides unique opportunities for summer study abroad for students wishing to enhance their language skills. Faculty members may teach in foreign countries through this program. (II.A-16)
- Individualized instruction is available through the following programs:
  - Academic Success Center: provides one-on-one, small group, and computerized instruction for credit and non-credit students who need assistance with basic skills.

- Writing Center: staffed by English faculty and open to students in English composition classes who need assistance.
- Math Study Hall: staffed by math faculty; open to students who need additional assistance in mathematics.
- Academic Computing Center: an open lab available to all currently enrolled students working on college projects.
- Modern Language Lab: provides students enrolled in Spanish, Italian and French classes additional opportunities to use state-of-the art computers and innovative software to practice and enhance their language skills.
- Tutoring Center: staffed by learning assistants and learning facilitators to assist with one-on-one tutoring, test preparation, and small group work. (II.A-17)
- Independent study is open to any student who is concurrently enrolled in at least one other class at SCC. The program allows students to pursue projects under faculty advisement and supervision in the department or division of the student's academic major. (II.A-18)

- Continuing Education (adult education) serves more than 10,000 adults annually through open entry/ open exit classes in ESL, citizenship, high school subjects and GED, Adult Basic Education (ABE), vocational training, and courses for older adults. The classes are free and offered mornings, afternoons, evenings, and weekends at the Orange Education Center (OEC) and at many satellite locations throughout the community. In addition, SCC, through a Funds for Student Success (FSS) grant, established a continuing education (adult education) program on the credit campus to facilitate and enhance the transition of non-credit students into credit courses. Originally called the Transition Center, in spring 2005, the center became part of the Academic Success Center. (II.A-19)
- Community Services offers fee-based classes to meet the varied needs and interests of the community. Courses are advertised in a brochure mailed to all homes in the community. This program remains extremely flexible and responsive to its constituents. (II.A-20)
- The Apprenticeship Programs at SCC, in conjunction with various employers, trade unions, and the Division of Apprenticeship Standards, offers training in over fifteen programs. Under the guidance of skilled journeymen, students receive on-the-job training as well as the opportunity to receive related and supplemental instruction in the classroom. Students are eligible for a degree or a certificate from SCC. (II.A-21)

Any of these instructional delivery systems may incorporate traditional classroom lecture, discussion, electronically-mediated instruction, in-class instruction with web enhancement, tutorials, individual tutoring, laboratory experiences, field studies, and cooperative group work.

Self-Evaluation

This standard is met. SCC is committed to making education accessible to all of its students and the community it serves. To this end, different delivery systems and

modes of instruction are in place. Courses are scheduled at different times during the week, the semester, and the year, and at a variety of locations throughout the community. The college offers courses taught in a variety of modes to provide students the opportunity to develop educational plans that best meet their needs.

College faculty and administration work closely with the district's research and planning department to measure the effectiveness of SCC's delivery systems and modes of instruction. Data regarding student persistence, retention, grades, numbers of degrees and certificates conferred, and graduation and transfer rates is carefully reviewed and analyzed to identify new needs and trends and maintain planning that is responsive and flexible.

On an on-going basis, and as part of the program review process, department and discipline specialists assess the effectiveness of their programs. Faculty members are committed to examining the results of formal research to aid in making decisions about instructional delivery and modes of instruction.

Planning Agenda

None. The delivery systems and modes of instruction used at SCC are compatible with the objectives of the curriculum and appropriate to the current needs of the students as demonstrated in surveys and statistical data. The system is flexible enough to meet the needs of future students.

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

Descriptive Summary

SCC has established a five-year plan to identify SLOs for all disciplines, departments and programs, including the assessment strategies and tools. (II-A-22)

The Student Learning Outcomes section in this self-study describes the following activities, which have occurred as of Spring 2005:

- Numerous workshops
- Campus dialogue in chair and committee meetings
- Development of an SLO Committee, with a mission and measurable objectives
- On-going educational infomercial emails to all part and full-time faculty about the "who, what, when, where, and why of SLOs"
- Selection of a SLO Coordinator
- SLO website that contains a "Faculty Tool Kit," with general information, sample course outlines, and syllabi
- Development of a SLO Manual (II.A-23)

Funding from a Title III grant will ensure that current and future faculty are educated about SLOs and trained to write, implement, and use them in their respective courses. (II.A-24)

In spring 2004, some departments and individual faculty members began the process of reviewing their course outlines and syllabi to identify student learning outcomes for their specific discipline. For example, the math department has completed the SLOs for some of their courses, instructors in the human

development department are reviewing their syllabi for the inclusion of SLOs, and the English department is developing a model to be used by faculty in the development of their syllabi. In addition to the work done by the math and English departments, SLOs are being written at the course level in philosophy and history, and a new course outline form is being researched by the Curriculum and Instruction Council that will include SLOs. (II.A-25)

To further the study of assessment and SLOs, the SLO Committee is in the process of developing a Principles of Assessment document, which is expected to be completed in the fall of 2005. This document will be disseminated collegewide to help faculty understand what assessment is, how it will look at SCC, how it will be integrated into the SCC evaluation system, and how it will be used to determine integrity and appropriate use of SLOs. (II.A-26)

Self-Evaluation

The standard is partially met. SCC has sought to carry out the incorporation of SLOs in a deliberate manner and at a pace that will ensure faculty awareness, training, and support so changes are deeply rooted and faculty driven rather than superficially adopted. To this end, the college has taken several important steps toward the effective implementation of student learning outcomes and assessment of student achievement. The college is making good progress, or is ahead of the schedule described in the five-year plan.

As of spring 2005, the Student Learning Outcomes Committee has begun to focus to a greater degree on the issue of assessment of SLOs. This reflects a heightened emphasis on identifying the practical results of defined learning objectives on student performance and student enrichment.

Planning Agenda

SCC will implement the Title III five-year plan by meeting the timeline established in the 5-year SLO plan. This will ensure the systematic implementation of appropriate SLOs and assessment into all programs and courses. Following the steps outlined in the five-year SLO plan, SCC expects to have SLOs, including the assessment component, implemented in all course outlines and programs by 2010.

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

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

Descriptive Summary

The quality and improvement of curricula at SCC depends upon the collaboration of the campus Curriculum and Instruction Council, the discipline/department curriculum and instruction committee (faculty), the discipline department chair (faculty), the vice president of academic affairs, the SCC articulation officer, and the RSCCD Curriculum Council.

The initiation and revision of new programs and courses and the related approval processes are faculty-centered. The SCC Curriculum and Instruction Council assists faculty in developing and revising curricula. Paramount to this development and review process are the following documents:

- California Community Colleges Program and Course Approval Handbook, developed by the California Community College Chancellor's office. (II.A-27)
- Good Practices for Course Approval Processes, provided by the Academic Senate for California Community Colleges. (II.A-28)
- The SCC Curriculum and Instruction Council Handbook (II.A-29)

Santiago Canyon College uses statewide and local regulatory guidelines, applicable college and district surveys, applicable statistics, observations, and demographic information to assure that all instructional courses and programs:

- Meet or exceed SCC's college curriculum standards in accordance with state and local regulations.
- Meet curriculum expectations and needs of students and the community.
- Prepare students for transfer into institutions of higher education, for success in pre-collegiate basic skills, for employment, or enhancement of career opportunities, or for personal enrichment.

In addition, to ensuring the establishment of quality educational programs, SCC relies upon faculty to engage in:

- Quadrennial review of programs and courses (II.A-30)
- Regularly scheduled program reviews (II.A-31)
- Department meetings and department chair meetings related to curriculum
- Curriculum collaboration with its sister college, Santa Ana College
- New and revised curriculum development
- Review of annual student satisfaction surveys
- Annual evaluation and update of the needs of department/discipline/programs
- Evaluation of progress of across-the-curriculum programs as written in SCC's five-year Educational Master Plan (EMP) (II.A-3)
- Workshops, flex activities, and dialogue related to understanding and establishing program and course student learning outcomes.

Self Evaluation

This standard is partially met. SCC recognizes the central role of its faculty in monitoring quality and improving instructional courses and programs. The faculty has established and implemented the general student learning outcomes, but they are presently in the process of establishing student learning outcomes at all program and course levels.

Planning Agenda

SCC will follow its five-year SLO plan, which establishes student learning outcomes throughout the curriculum. (II.A-22). The SCC Curriculum Council and Student Learning Outcomes Committee will design a course outline that reflects written student learning outcomes in all courses.

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

Descriptive Summary

SCC is meeting the requirements of this standard in the following ways:

- A faculty-driven program review process that incorporates consideration and measurement of program student learning outcomes. (II.A-31)
- Establishment of advisory committees for all vocational programs; membership includes full-and part-time faculty in the respective discipline and community/business members currently working in related fields. These committees meet annually or as needed. The main discussion at these advisory meetings concerns the extent to which the curriculum meets the workforce needs of the respective industries. Advisory members also give input regarding various general education coursework that would enhance a student's ability to be successful in the workplace. (II.A.32)
- Curriculum that is competency based and often includes competency expectations set by outside agency requirements for certification and/or licensure in many SCC vocational and/or occupational disciplines. (II.A.32)
- Research data that includes student satisfaction surveys, student success from course to course in a program sequence, number of student completions in certificate and degree programs, and advisory committee member feedback from those who hire SCC graduates. (II.A-33)
- An SLO committee comprised of faculty who report to the Curriculum and Instruction Council, which is composed almost exclusively of faculty.

Self Evaluation

This standard is partially met. Progress needs to be made to establish student learning outcomes in all courses, general education, and vocational education certificates and degrees. At this time, the college relies primarily on the expertise of faculty and the input of advisory committees to identify measurable competency levels and exit skills necessary for students who complete any of the SCC vocational/occupational programs and/or certificates.

Planning Agenda

SCC has a five-year plan to establish student learning outcomes and assessment methods for all degree and certificate programs, including vocational/occupational programs. (II.A-22)

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

Descriptive Summary

At SCC, Title 5 requirements set forth by the State Chancellor's office and local standards of curriculum processes set forth by the SCC Academic Senate, as well as articulation agreements with other community colleges and transfer institutions, provide the necessary guidelines to faculty to ensure a curriculum whose breadth, depth, and rigor are appropriate to an institution of higher learning.

The SCC Curriculum and Instruction Council (CIC) has the responsibility of certifying the academic integrity of all credit and non-credit programs and courses. This Council, which includes faculty representatives from departments and disciplines in both credit and non-credit areas, monitors all courses and programs to ensure they are reviewed, and if appropriate, revised every four years. The Council also carefully monitors the the sequencing and scheduling of courses to ensure that students can complete a sequence of programs leading to a degree or certificate in a reasonable amount of time (approximately two years for a full-time student and four years for a part-time student). (II.A-34)

There is also a policy that any course not offered at least once every four years must either be offered or deleted. In preparation for the first SCC "stand alone" catalog for the 2005-2006 academic year, faculty has been diligent in ensuring that the SCC catalog reflect integrity and that all curriculum policies, standards, and articulation agreements are accurate and reflective of higher education standards. This has contributed to the integrity of SCC programs and ensures that the catalog is reflective of what is currently offered at SCC.

At the present time, activities used to assess the extent to which students and the community are exposed to high-quality instruction with appropriate breadth, depth, rigor, and time to completion include, but are not limited to:

- Research report Fact Sheet on Transfers (II.A-35)
- Articulation agreements with community colleges, California State Universities (CSU) and the Universities of California (UC), and many private colleges (including Chapman University, Pepperdine University, Occidental College, Berkeley, and the University of Southern California).(II.A-36)
- SCC Annual Student Satisfaction Survey (II.A-2)
- Transfer Student Success at the California State University (SCC Academic Performance Report) (II.A-37)
- Program review process (II.A-31)

Self Evaluation

This standard is partially met. Faculty play a significant and serious role in providing high-quality instruction and are committed to assuring appropriate breadth, depth, and rigor to all courses, certificates and programs. The curriculum process assures a cyclical review of programs that reflect appropriate scheduling of courses leading to reasonable completion times. With the added emphasis on the establishment and implementation of

student learning outcomes during the next five years, SCC will be better able to assess the synthesis of integration and application of learning of SCC students.

Planning Agenda

SCC will complete its five-year SLO plan to establish student learning outcomes at the program and course level and will relate the assessment component to the synthesis of learning for students in all programs. (II.A-22)

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

Descriptive Summary

SCC's faculty recognizes that students who attend SCC are diverse in many ways and have many different learning styles and needs. At SCC, these differences include varying employment schedules, heavy family responsibilities, and different age groups, those students with a fear of failure, those who are high achievers, and those for whom learning is a struggle. Students come with widely varying degrees of technical knowledge, experiences, and preparation for success in college coursework. As such, most faculty understand the importance of utilizing different delivery modes and teaching methods to meet the various differences students exhibit in their ability to learn.

To enhance the classroom experience and to ensure that the modes of instruction are compatible with course objectives and outcomes, faculty actively engages in professional development activities. Many workshops have been offered to SCC faculty in the past three years to provide information about the benefits of using a variety of delivery modes and teaching methods. These workshops have given faculty opportunities to dialogue about the student population at SCC and their various learning styles and generation differences, specifically characteristics of the "Net Generation" whose characteristics may impact current teaching methods. Other workshops have stressed how the brain learns (multiple intelligences) and how classroom assessment techniques can be used to help assess learning. Finally, the college has encouraged open dialogue about teaching and learning, identification of student learning outcomes, effective classroom management strategies and training in the use of classroom technology. (II.A-38) Many SCC faculty also recognize the importance of multiple methods of evaluation to provide various avenues for students to demonstrate their learning.

The following are examples of how SCC strives to provide multiple delivery modes, teaching methodologies, and scheduling of classes to meet the needs of our students:

- In-class instruction with web enhancement
- Complete on-line courses
- Hybrid courses (some in-class and some on-line hours of instruction)
- Interactive teleconferencing courses
- Combination credit/non-credit classes (basic skills)
- Unique scheduling patterns such as six, eight, and twelve week classes on week days and evenings as well as on weekends.
- A new HAWK (Hawks Accelerated Weekend Klass) program which offers six units in six weeks

- Open entry/open exit continuing education (non-credit) classes, which serve more than 10,000 students annually.
- Specialized methodologies for students enrolled in the DSPS program.
- Guest lecturers and artists, videos, internet access, digital media, power point lessons, applicable software support, collaborative student group work, student presentations, portfolios, essays, quizzes, tests, oral tests, pen and paper tests, field trips, Blackboard internet lessons, and classroom information.
- Different student learning styles are supported through additional instruction in the Math Study Hall, the Writing Center, and the Academic Success Center.

Self Evaluation

This standard is met. SCC is committed to providing and expanding effective modes of delivery and/or teaching methodologies that help students succeed, and will strive to be on the forefront of using the latest technology to enhance teaching and learning.

The college strives to provide multiple delivery modes and teaching methodologies to give all students a chance to demonstrate what they have learned and to lead them to successful course completion. Faculty staff development workshops center on teaching and learning and provide a forum for discussion of effective delivery modes and teaching methods.

Planning Agenda

Recognizing the growing importance technology has in education, the SCC technology committee will examine the potential for expanding on-line education and seek ways in which technology in the classroom can provide more diverse, effective teaching modalities to enhance instruction and provide for different student learning styles.

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

Descriptive Summary

As briefly discussed in II.A.2(a), the evaluation of all courses and programs is an integral part of the academic environment of SCC. Both credit and non-credit programs use established evaluation procedures to ensure systematic and thorough review of courses and programs. They include, but are not limited to:

- Quadrennial course and program review
- Full program review (every 3 years)
- Annual revision of department/ discipline/program plans
- Five year revision of the 2002-2007 Educational Master Plan (to be re-written in 06-07)
- Student evaluations
- Student satisfaction and needs research

These processes are part of the annual discipline/department/program needs assessment, and are monitored by the Curriculum Council. They are also measured through the Educational Master Plan (EMP) as part of its annual review. (II.A-3)

The quadrennial review process systematically relies on faculty discipline experts to review each course, including course descriptions, content, methods of instruction, and appropriateness of the required textbooks. Within the last five years, academic program reviews have been developed and implemented. Faculty in each department or program conduct a program review every three years to ensure that all courses are appropriate and current and meet applicable state and industry needs. To conduct the program review, faculty in respective programs are provided data such as characteristics of students in their courses, number of successful course and program completions, grade distribution data, transfer data, articulation agreements and, if appropriate, related labor market information and workforce trends in the community surrounding SCC.

Self Evaluation

This standard is partially met. While SCC evaluates all courses and programs through an on-going systematic review of relevance, appropriateness, currency, and future needs/plans, it is in the process of establishing and assessing student learning outcomes for all courses and programs. When completed, assessment of student learning outcomes will help the program review process be more accurate.

Planning Agenda

The student learning outcomes of the program review model will be enhanced to focus more on the achievement of SLOs.

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

Descriptive Summary

As discussed previously, program review and quadrennial review are the two primary methods used to promote on-going systematic evaluation and subsequent planning to assure currency and measure achievement of student learning for courses, certificates, and all programs at SCC. Program review takes place every three years across the college curriculum; this is supported by scheduled quadrennial review of every course, certificate and program by expert faculty in the discipline. These two major activities correlate with the annual review process of the related department/discipline/program plan in the EMP, where mission, vision, and goals are assessed and needs identified to improve student success.

The following activities and processes compliment the evaluation and planning of student learning described above:

- Surveys and statistical reports related to evaluation of certificates, courses and programs, such as the Student Satisfaction Survey. (II.A-2)
- Reports published in program and year-end curriculum reports to the Board of Trustees. (II.A-39)
- Department and advisory committee meetings to promote consistent and continual evaluation.

- Curriculum and Instruction Council meetings (II.A-34)
- Business/program surveys related to workforce needs (II.A-40)
- Articulation agreements (II.A-36)
- High School Articulation Council meetings (II.A-41)

SCC's evaluation of certificates, programs, and courses is used for improvement as evidenced in the annual changes and modifications of the various DDPs. Improvement toward program goals is based on information provided by the sources listed above, and program and student success is described in materials distributed to the public. These materials include but are not limited to individual program brochures, college website, SCC class schedule, SCC Courier, Rancho View, and numerous councils, college, and district meetings. (II.A-42)

Self Evaluation

The standard is partially met. SCC engages in many variations of on-going, systematic evaluation and integrated planning to assure currency for courses, certificates, and programs. At the same time, the college recognizes that SLOs need to be fully established and integrated at the program and course level to fully evaluate learning outcomes and to make planning for improvement more meaningful.

Planning Agenda

SCC will establish SLOs at the course and program level in the next five years in order to assess student learning based on identified, measurable outcomes. Those assessments will be used to improve student learning outcomes.

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

Descriptive Summary

The math department of SCC uses a uniform/standard final examinations in some of its courses. These exams were implemented after working with the research department to analyze the exams and analyze student course success and course curriculum sequencing. Additionally, the research department has conducted studies to compare the course success of math students placed in a course by placement test compared to students who progressed through sequential courses. Students who complete a series of math courses sequentially do better in the courses as well as on the final examinations than students who are placed according to placement testing scores. (II.A-43)

Self Evaluation

This standard is met. At this time, the SCC math department is the only department using department exams as a portion of the student's final grade. This department evaluates the effectiveness of their examinations and programs on an on-going basis.

Planning Agenda

As SLOs for math courses and programs are completed, the department will develop assessment criteria to measure the effectiveness of student learning.

II.A.2(h) The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with

institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

Course credit is based on established higher education course standards related to student success in meeting the objectives of the course as demonstrated by a grade of C or better. All courses are reviewed and approved by the Curriculum and Instruction Council and must meet appropriate rigor, breadth, and depth as well as State of California curriculum requirements. The official course outline reflects course content, instructional objectives, and methods of instruction. Units are based on required Title 5 regulations and the standard Carnegie unit formula.

All courses applicable to an associate degree and all transfer courses have articulated transfer agreements with surrounding four-year public and private colleges and universities.

Self Evaluation

This standard is partially met. At the present time, all courses meet the internal and external requirements of higher education and reflect appropriate rigor, breadth and depth with evaluation based on student success in learning the course material. Because most courses taught at SCC are based on learning objectives, student learning outcomes need to be established to fully meet this standard.

Student learning outcomes have been established in some math and philosophy courses and programs. Initial work has been completed in using various assessment methods to measure student achievement in stated learning outcomes. These programs are volunteer pilot programs that will provide the SLO assessment model for other disciplines and programs. SCC's long-term goal is directly related to having credit be based on student achievement of the stated learning outcomes.

Planning Agenda

SCC will follow its five-year SLO plan, supported by Title III funding, to establish SLOs within all courses.

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

Descriptive Summary

The college catalog clearly states the requirements for specific degrees and certificates. These requirements are based on a series of courses leading to each degree or certificate, and degrees and certificates are awarded only after the college has certified that a student has successfully completed all required courses. Successful completion of a degree or certificate indicates that a student has demonstrated competency in terms of understanding the various course objectives and ultimately met the established program goals. At this time, although the college has established its general education SLOs, a deeper, more meaningful determination of student learning is in the initial stage of development at SCC through the establishment of student learning outcomes at the program and course level. (II.A-44)

Self Evaluation

This standard is partially met. The college meets the minimum standards of awarding degrees and certificates based on the norms of higher education. Furthermore, SCC has identified and documented, in the college catalog, SLOs for its general education programs. However, the standard is not met in terms of the ability of all programs to correlate the awarding of degrees and/or certificates with achievement of program SLOs.

Planning Agenda

SCC will follow its adopted five-year plan to establish SLOs at the program level and will then award degrees and certificates based on student achievement of a program's stated learning outcomes.

II.A.3 The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in the catalog. The institution, relying on the expertise of faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students to complete, including the following:

II.A.3(a) An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social studies.

Descriptive Summary

The philosophy of SCC regarding general education requirements for awarding a degree is as follows:

"General Education requirements at Santiago Canyon College reflect the conviction that those who receive degrees must possess in common certain basic principles, concepts, and methodologies, both unique to and shared by various disciplines. General Education prepares the college student to comprehend and contribute to the modern world, to understand our regional, national, and international cultural diversity as well as our shared cultural heritage, to reinforce an awareness of self as well as others, and to instill an on-going intellectual curiosity and commitment to learning"

The subject matter of General Education courses is designed to be general, broad, and introductory rather than specialized, narrow, or advanced. General Education courses form a pattern of learning experiences designed to provide educational opportunities that lead to the following outcomes for students:

- Think – Critically, Creatively, and Reflectively
- Learn – About Self and Others, Academic and Professional issues
- Communicate – With clarity and Accuracy and in Diverse Environments
- Act – With Awareness of Self and Local and Global Community of Persons" (II.A-44)

All courses included in the general education requirements are approved by the college's Curriculum and Instruction

Council. Among general education offerings at SCC, the major areas of knowledge are included. There are currently nearly 60 courses in humanities and fine arts, 38 courses in the natural sciences, and 28 courses in the social and behavioral sciences. Introductory level courses cover fundamental theories and methodologies of their discipline and introduce students to relevant sub-specialties. Higher level courses allow students to concentrate on certain aspects of the discipline in greater depth. From these, students must complete at least three units in the humanities and fine arts, three units in the natural sciences, and 6 units in the social and behavioral sciences. (II.A-44)

Self Evaluation

This standard is partially met. As the SLOs are implemented into all programs and courses, the general education SLOs will become more closely integrated. SCC has come a long way since 2000 when it began studying SLOs. General education SLOs are in place. Some faculty members are beginning to write SLOs for their respective courses. These SLOs, on an individual trial basis, are being integrated into several courses. The SLO Committee is making progress on developing a course outline form that will help SCC evaluate how a course meets the general education SLOs. The SLO Committee has begun to research and test assessment models to evaluate the success of the general education SLOs. The Title III grant will enable SCC to compile a database of assessment strategies, do a baseline study of SCC students, hold workshops, and start intensive training of individual faculty beginning fall 2005. This is a faculty-driven model and many faculty members are working to make the process of integrating SLOs into the general education classes meaningful and of lasting value.

Planning Agenda

SCC will follow its adopted five-year plan to establish SLOs at the program and course level. When this is accomplished, the general education SLOs and the individual course and program SLOs will be fully integrated and compatible.

IIA.3(b) A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

The general education student learning outcomes state, in part, that students will be able to:

- 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.
- Communicate ideas in a clear and articulate manner.
- Communicate accurately to diverse audiences.
- Communicate in various formats using diverse technologies.

SCC requirements for an Associate Degree include successful completion of coursework in reading and mathematics as well as completion of an oral communication requirement, and a computer skills and applications requirement. Students also need a minimum of three units of English composition and three units of communication and analytical thinking. There are over 45 different courses that students can take to help satisfy these requirements. (II.A-44)

Self Evaluation

This standard is partially met. The SCC Student Satisfaction Survey (August 2004) indicated that respondents rated communications skills and critical thinking skills as the highest level of preparation they acquired while at SCC. Communications skills, such as the ability "to write in order to complete exams, papers and projects" was rated average or above by 83% of the respondents and "to articulate ideas and speak clearly to others" was rated at 60%. Critical thinking skills, such as the ability to "analyze, criticize and reach conclusions" were rated average or higher by 80% of the respondents, and "to locate information and to solve problems" were rated average or above by 75%. (II.A-2)

Respondents reported that their experience at SCC did not rate high in their personal ability "to use computers and technology" and "to understand the way science develops and analyzes data." (II.A-2)

Planning Agenda

SCC will continue to enhance the alignment among its general education outcomes in Plan A (SCC catalog) and general education courses.

IIA.3(c) A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

The general education student learning outcomes developed at SCC that address the issues of what it means to be an ethical human being and effective citizen include the following:

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

SCC requirements for an Associate Degree include a minimum of three units from a cultural breadth category that includes ethnic studies, women's studies, and international perspectives. Students also need a minimum of three units from a lifelong understanding and self-development category, where courses are designed to "equip human beings for

lifelong understanding and development of themselves as integrated physiological and psychological entities." There are currently 33 different courses in the cultural breadth category and 51 courses in the lifelong understanding and self-development category. (II.A-44)

Self Evaluation

This standard is partially met. The SCC Student Satisfaction Survey of August 2004 indicated that respondents were either not comfortable in rating some of these student learning outcomes or didn't think that they applied to their personal educational experience. More than 25% of the respondents chose not to rate these outcomes at all. Of those students who did rate these outcomes, 71% rated as average to high "to work with others and to develop leadership skills" and 64% rated as average to high "to understand other cultures." "To understand and be aware of environmental issues," however, was rated the lowest. Inasmuch as nearly 90% of SCC students have access to computers at home or work, the standard "using technology and computers" may not be important to the students. (II.A-2)

Planning Agenda

To help students develop an increased awareness of "understanding and awareness of environmental issues," as well as "understand the way science develops and to analyze scientific data," the college will ensure that these outcomes are addressed in appropriate courses.

IIA.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

In the 2005-2006 catalog, the general education requirements for the Associate Degree, designated as "Plan A," include 24 semester units spread over six general academic areas: Natural Science, Social and Behavior Sciences, Humanities, Language and Rationality, Lifelong Understanding, and Self-Development and Cultural Breadth.

All students seeking an Associate Degree from SCC must complete a minimum of 60 units. All degree programs include a focused study in at least one area of inquiry that encompasses a minimum of 18 units of study in a major of the student's choice, plus a minimum of 24 semester units of general education courses.

The degree requirements at SCC are listed in the catalog. The general education component of each degree program is clearly defined and specifies all courses that meet the general education requirements by academic department and course number.

In the SCC College Credit Instructional Programs section of the 2004-2005 catalog, disciplines arrange the courses of each field of study to clearly delineate a sequence of knowledge and/or skills from broad introductory to more focused or advanced. For many disciplines, the first course listed is a beginning or introductory course, followed by sequentially higher-numbered courses, which indicate increased difficulty. (II.A-44)

In terms of numbers of degrees and certificates that students can earn entirely at SCC, departments and programs have made significant improvement since the 2000-2001 academic year, when only 34% of SCC degrees and 24% of certificates programs could be completed by taking

coursework entirely at SCC. In the 2003-2004 academic year, these percentages rose to 58% and 38%, respectively. In 2004-2005, these percentages rose once again to 62% and 83%, respectively. As of 2005-2006, all degrees and certificates offered at SCC can be completed at SCC exclusively. (II.A-44, page 29)

Self-Evaluation

The standard is met. The Associate Degree model at SCC is traditional and straightforward, providing students with a solid foundation of knowledge and methods of inquiry which can construct a focused area of study.

The first independent SCC catalog, published for the 2005-2006 academic year, lists those courses which SCC offers that lead to degrees and certificates as well as to achievement of basic skills and self-improvement. This catalog further clarifies the focused areas of study or core of interdisciplinary knowledge attainable at SCC.

Planning Agenda

SCC will continue to increase the numbers of degrees and certificates which students can earn at SCC.

II.A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

In accord with the mission statement of SCC, which states that the institution will provide a comprehensive curriculum to include career education and technical certificate programs, SCC offers 42 vocational degree programs designed for comprehensive educational experience and/or possible transfer to four-year colleges and universities. (II.A-45)

Furthermore, SCC offers 72 certificate programs; 23 of these programs are specific to the Apprentice Program, which receives the second largest allocation in the State of California. Apprenticeship programs include Barbering and Cosmetology, Carpentry, Electricians, Operating Engineers, Power Lineman, and Surveying. Agreements between the district and the industry organizations that support the various apprentice programs ensure that the classes are conducted properly and that the courses of study, instructional staff, and records maintenance are executed properly. (II.A-45)

Vocational programs are designed with industry and businesses to provide students with skills and knowledge required for employment, licensure, and/or improvement of current levels of education. There is an on-going need to revise curriculum to reflect current skills needed in each vocational and apprenticeship program, as well as the non-credit business related courses offered at OEC. Each vocational and occupational program has an advisory committee where needed employment skills and changes in curriculum are discussed. Because the sole objective of the vocational and certificate programs is immediate employment in a specialized area, typically, the certificate programs include only those courses that have a direct bearing on specialized occupational competency. To help students select the proper certificate programs, the college web site provides individual web pages for Real Estate, Water Utility Science, and

the Cosmetology program, and provides links to licensing entities for the State of California. (II.A-45)

Professional/technical competency is demonstrated through grades earned, the ability to transfer to institutions of higher education, employment statistics, and student satisfaction. Another method of ensuring proficiency in the certificate program is that only courses in which the student earns a C or better grade are acceptable for completion of these programs.

At the SCC Orange Education Center, classes offered by the Business Skills department are introductory in nature and are based on industry surveys of the local area's business and industry sector. All continuing education courses are approved by the SCC Curriculum and Instruction Committee as well as the State of California.

Self Evaluation

This standard is met.

Planning Agenda

SCC's vocational and occupational programs will continue to work with advisory groups and the district's research department to analyze employment needs, and will adjust its course and program offerings as appropriate.

II.A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

II.A.6(a) The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

Transfer-of-credit policies are explained in the College Policies section of the catalog, which details the policies of SCC regarding granting of credit from other institutions and includes Advanced Placement with Credit, Career Advancement Placement with Credit, Credit by Examination, the College-Level Examination Program (CLEP) and the granting of credit for military service. (II.A-44)

Questions dealing with the equivalency of courses from other institutions are addressed by the admissions and

records evaluator and by the appropriate department chair and division dean. The college has established procedures and forms to facilitate the process of course acceptance.

Information regarding transfer to four-year institutions is provided in the Educational Options section of the SCC Catalog and in the Academic Planning section of the Schedule of Classes. (II.A-13) Courses that transfer to the CSU and UC systems, identified as Plan B and Plan C, are listed in the catalog and the class schedule. The Transfer to Other Colleges section of the catalog provides detailed information regarding the Transfer Center, the transferability of courses, California Articulation Number (CAN), course requirements for transfer students, admission, transfer, and general education requirements for CSU and UC systems as well as information regarding independent and out-of-state colleges and universities. Honors Program transfer agreements are also listed. All course descriptions in the catalog include the CAN to identify which courses are CSU and UC transferable. (II.A-44)

As described in the Curriculum Handbook, Sections 6–12, transfer polices are reviewed annually through the curriculum process and are revised on an as-needed basis. (II.A-29)

SCC has established an articulation committee with its feeder high school districts, with administration and faculty from both SCC and the Orange Unified School District meeting a minimum of once each year to share information and discuss articulation issues. Subcommittees composed of faculty from both institutions meet as needed throughout the year. (II.A-41)

The SCC Articulation Officer, hired in spring 2005, has the responsibility of comparing SCC course requirements with those of comparable courses at other similar and higher educational institutions.

Self Evaluation

This standard is met. Although information is made available through a wide variety of sources as noted above, student comments made in the recent Student Satisfaction Survey indicate that students "sometimes have difficulty finding the information they need or understanding the information they have received." (II.A-2)

Planning Agenda

The SCC Student Services Council will review, assess, and possibly revise the Transfer Planning Guide, and will analyze whether to incorporate this information as a section in the catalog. Requests will be made to include the cost of publishing extra copies of the Transfer Planning Guide to ensure that all prospective transfer students receive a copy. (II.A-46)

II.A.6(b) When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

The SCC polices to address either eliminating a program or changing one significantly are contained in the SCC Curriculum Handbook. (II.A-29) Section 31 addresses program elimination or discontinuance, and Sections 26–30b

address the procedures to correctly implement major changes.

Per Board Policy #6134, the process for eliminating a program or changing one significantly contains the following steps:

- Discipline faculty and the respective administrator working with the program identify aspects which apply to the specific program, using both qualitative and quantitative data.
- The department or discipline works internally for two years to review program goals and attempts to ameliorate the situation. There is a process that includes thorough research of the labor market and in-depth discussions in department, department chair, and dean meetings.
- At the conclusion of two semesters, a comparative study is conducted and a preliminary analysis of items related to the mission of the college, enrollment trends, workforce related issues, completion rates, articulation issues, course availability (both lower and upper division), and outside agency requirements are reviewed.
- This information is included in the formal notice sent to the college president, the vice president of academic affairs, the chair of the Curriculum and Instruction Council, and the president of FARSCCD (the faculty negotiating organization). (II.A-47)

Should program elimination or major changes become necessary, the vice president of academic affairs is responsible for ensuring that students are properly notified by their respective division dean and that adequate arrangements are made so that the affected students may complete their education in a timely manner with minimum disruption to their studies.

Self Evaluation

This standard is met.

Planning Agenda

None.

II.A.6(c) The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

SCC utilizes five primary methods of ensuring that enrolled students, prospective students, the public, and college personnel receive clear and accurate information. These methods include: (1) catalog, (2) schedule of classes, (3) college website, (4) individual course syllabi, and (5) brochures, flyers, and reports.

The catalog is published annually. To ensure that all information in the catalog is timely and up-to-date, it is reviewed and modified annually by the office of the vice president of academic affairs. A draft of the proposed catalog is sent to all vice presidents, deans, department chairs, faculty coordinators, and appropriate classified staff for review and necessary changes.

The college publishes three schedules of classes each academic year, one each fall, spring, and summer. Each division office works closely with faculty and the offices of the vice president of academic affairs and student services to present current and accurate information. (II.A-13)

The college website contains all information found in the catalog and in the schedule of classes and is updated as necessary during the year. The electronic representations of the institution are updated either by the faculty member, the department or discipline representative at SCC, or by college/district ITS personnel. Faculty have the capability of linking personal web page to their department web page to present accurate and up-to-date information regarding their individual classes.

Current course syllabi are housed in each division office. At the beginning of each semester, all faculty members are required to submit a copy of the course syllabus for each class taught. Additionally, some divisions (e.g., Career Education, Business, Math and Science) conduct staff development training on syllabi development.

Brochures and flyers are developed by individual departments and division offices to provide specific information regarding programs or services. The SCC Outreach Department produces a packet of information about the college for distribution to local high schools and the public. These materials are reviewed annually for accuracy and clarity. The continuing education division also produces a packet of relevant information about its programs and courses for distribution throughout the community via its student outreach department. (II.A-48)

Working in cooperation with the district office, SCC makes available to its constituents and the community information about its mission, programs, and services. Reports and information items that provide accurate and timely information about the college include:

- Report to the Community
- Rancho Vision
- SCConnections
- SCC Courier
- End of Year Report
- On-going news releases
- RSCCD research department distributes reports on such topics as student satisfaction, persistence and performance, degrees and certificates awarded, and college demographics. (II.A-5)

Self Evaluation

This standard is met. The institution engages in regular review of its publications, and SCC student services, programs, and academic departments update their respective web pages to ensure that the information is accurate and current.

In fall 2005, SCC published its first independent catalog. This catalog is the result of five years of planning and carefully sequenced curriculum activities by the Catalog Task Force Committee, who have ensured that the SCC catalog accurately reflected the college's courses, degrees, certificates, programs and services, and policies. (II.A-44)

Planning Agenda

None.

II.A.7 In order to assure the academic integrity of the teaching-learning process, the

institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7(a) Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

The specific Board policy concerned with academic integrity of the teaching-learning process and SCC's institutional commitment to free pursuit and dissemination of knowledge can be found in Board Policy #4201, Faculty Academic Freedom. (II.A-47) In l999, SCC's Academic Senate voted upon and accepted the Academic Senate for California Community Colleges adoption of the American Association of University (AAUP) Professional Ethics Statement. (II.A-49) The SCC Academic Senate held a forum for all faculty members in January 2004 on the subject of academic freedom, complete with handouts.

Moreover, these subjects are covered in Appendix B of the agreement between RSCCD and the faculty union (2004-2005), and are shared with the faculty during faculty orientations at both the district and SCC. (II.A-49) Beginning in the fall of 2004, the Academic Freedom policy was included in faculty packets distributed by SCC during spring and fall semesters to both full-and part-time faculty, and is included in the '05-'06 SCC catalog. (II.A-44)

Self Evaluation

This standard is met. Regularly scheduled student evaluations and classroom observations of faculty by peers and administrators have confirmed that SCC faculty members are fair and objective in their treatment of material taught.

Planning Agenda

None.

II.A.7(b) The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary

Students and faculty at SCC are made aware of and are committed to a fair and objective Academic Honesty Policy as stated in the college catalog and on the district website under the heading of "College Policies."

In addition, the importance of academic honesty is printed in the college catalog, and the same information is repeated on the individual academic discipline syllabi given to each student in all classes during the first week of each semester. It is also presented in department guidelines and in publications provided to students prior to their enrollment.

The consequences of dishonesty are stated in the SCC college catalog (II.A-44) and in Board Policy BP #5201, Standards of Student Conduct. (II.A-47)

Self Evaluation

This standard is met. SCC strictly adheres to the Student Code of Conduct (BP #5201), which is widely published and made known to all students. (II.A-47) This Board policy is reviewed and revised as necessary. Additionally, SCC has an established Academic Honesty policy, which is published in the catalog. (II.A-44)

Planning Agenda

None.

II.A.7(c) Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or seek to instill specific beliefs of worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

As a public institution, SCC imposes no specific beliefs of worldviews.

As discussed previously, the college has codes of conduct for its employees and for students, which include:

Academic Freedom	BP #4201
Free Expression	BP #5420
Civility Policy	BP #4137
Student Code of Conduct	BP #5201
Unlawful Discrimination	BP #4119
And Sexual Harassment	(II.A-47)

Self Evaluation

This standard is met. Current Board polices ensure that SCC imposes no specific beliefs of worldviews in either its publications or instructional settings.

Planning Agenda

None.

II.A.8 Institutions offering curricula in foreign locations to students and other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Not applicable to Santiago Canyon College.

EVIDENCE FOR II.A INSTRUCTIONAL PROGRAMS

Evidence Number	Evidence Document
II.A-1	SCC Mission Statement
II.A-2	Student Satisfaction Survey
II.A-3	Educational Master Plan (EMP)
II.A-4	Sample Program Reviews
II.A-5	Sample Research Studies
II.A-6	Sample Staff Development
II.A-7	SLO Training List
II.A-8	Planning & Needs Assessment
II.A-9	Pathways to Student Persistence and Performance at SCC
II.A-10	Student Progress in ESL/English Sequence Courses
II.A-11	SCC Progress through Math Courses
II.A-12	Continuing Education Class On Campus
II.A-13	SCC Class Schedule
II.A-14	Distance Learning Information
II.A-15	Honors Program Information
II.A-16	Study Abroad Program Information
II.A-17	Individual Instruction Information
II.A-18	Independent Study Information
II.A-19	Continuing Education Class Schedule
II.A-20	Community Service brochures
II.A-21	Apprenticeship Program Information
II.A-22	Student Learning Outcomes Five-Year Plan
II.A-23	Student Learning Progress Report
II.A-24	Title III Grant Information
II.A-25	Sample Student Learning Outcomes
II.A-26	Principles of Assessment
II.A-27	California Community College Program and Course Approval Handbook
II.A-28	Good Practices for Course Approval Process
II.A-29	SCC Curriculum and Instruction Council Handbook

II.A-30	Sample Quadrennial Review
II.A-31	Sample Program Review
II.A-32	Sample Advisory Committee Minutes
II.A-33	Demographic Information
II.A-34	Curriculum and Instruction Council Minutes
II.A-35	Fact sheet on Transfers
II.A-36	Sample Articulation Agreement
II.A-37	SCC Academic Performance Report
II.A-38	List of Faculty Training
II.A-39	Year End Report to Board of Trustees
II.A-40	Sample Workforce Needs Survey
II.A-41	Sample of High School Articulation Committee Minutes
II.A-42	SCC Courier, Rancho Visions, Report to Community, etc
II.A-43	Math Department Sequence (page 30 In SCC 05-06 catalog)
II.A-44	College Catalog
II.A-45	Vocational Degrees/Apprenticeship Program
II.A-46	Transfer Planning Guide
II.A-47	Board Policy Handbook
II.A-48	Sample Brochures & Flyers (Continuing (adult) Education)
II.A-49	Faculty Professional Ethics Statement

II.B STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning, and enhance achievement of the mission of the institution.

Descriptive Summary

Student access, progress, learning, and success are key components of the mission of Santiago Canyon College (SCC). When a student submits an application for admission to SCC, it is closely reviewed by the Admissions Office staff to determine the student's educational objective. It is the policy and procedure of the Admissions Office to strongly encourage a student to participate in the matriculation (assessment, orientation, and advisement) services if he/she declares any of the following educational goals:

- To complete 15 units (in current or future semesters)
- To enroll in math, reading, English, or English as a Second Language (ESL)
- To pursue an associate degree, certificate, transfer program, or new career
- Undecided about a major (II.B-1)

Upon completion of assessment in English, reading, and math, the counseling faculty provide group orientation, meet individually with students to interpret test results, make recommendations for a first semester educational plan that supports individual learning objectives, and refer individual students to the following support programs as needed:

- Adult Re-entry
- Career Planning Center
- CalWORKs
- Child Care
- DSPS
- EOPS/CARE
- Financial Aid
- Job Placement Office
- Transfer Center
- Tutoring
- Pathways to Teaching Program

SCC faculty and staff systematically review data to measure effectiveness of student support services through:

- Student persistence and performance rates
- Transfer rates
- AA Degree rates
- Certificates awarded
- Student satisfaction studies (II.B-21)
- Counseling Resource Center Point of Service Survey (II.B-27)
- Student Services faculty evaluations
- Reports from continuing (adult) education

- Tutoring Program Effectiveness Survey
- DSPS Program Effectiveness Survey
- EOPS Student Satisfaction Study (II.B-2)

As needed, recommendations for improvement are made through the following forums:

- Student Services Council
- Orange Unified School District/SCC Articulation Council
- District Assessment Committee
- Student Equity Plan Committee
- Educational Support Committee
- Department Meetings (Counseling, Outreach, DSPS, Admissions and Records, EOPS/CARE, CalWORKs, Financial Aid)

The administrators, faculty, and staff of SCC have developed a comprehensive complement of student support services. The carefully designed plans and a cycle of program review that have been implemented to ensure that the quality of student support enhances student learning and supports the SCC mission include:

- Matriculation Plan (II.B-31)
- EOPS Plan (II.B-14)
- Student Equity Plan (II.B-26)
- DSPS Plan (II.B-13)
- Transfer Center Plan (II.B-19)
- Educational Master Plan – Goals and Objectives (II.B-33)
- Program Reviews for student services departments and/or programs (II.B-3)

To assist in the evaluation of the services and programs of student support services, program reviews are scheduled on a three-year cycle that has been developed since the last accreditation visit. As of spring 2005, all but one program has completed a program review; this remaining program review will be completed in fall 2005.

In addition to the program reviews, student service personnel participate in various collegewide meetings, councils, and committees to maintain on-going dialogue about the effectiveness of the student service programs. The department/ program also carefully reviews studies conducted and analyzed by the district's research department.

Self Evaluation

This standard is partially met. In accord with the mission of SCC, the college has made great strides in meeting this standard. Student service programs are interwoven to compliment each other and are designed to provide services and resources that enhance the intellectual and personal growth of students.

Students are recruited through strategically planned outreach to the community and provided access to higher education through comprehensive support service activities and referrals.

In the August 2004, in the Pathways of Student Persistence and Performance at SCC study, conducted by the district's research department, it was reported that fall 2003 "matriculated" freshmen, with a goal of AA Degree or Transfer, persisted to a second semester at a rate of 76% versus 45% for non-matriculated students. In the same study, it also reported that freshmen who received services from EOPS and Financial Aid persisted to a second semester at rates of 92% and 91%, respectively. (II.B-4)

Planning Agenda

The student services departments/ programs of SCC will continue to participate in collegewide activities to

ensure that the programs and services they offer contribute to students' ability to successfully reach their educational goals.

II.B.2 The institution provides a catalog for its constituents with precise, accurate and current information concerning the following:

II.B.2(a) General Information

Page #

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution 1
- Educational Mission 4
- Course, Program, and Degree
  Credit 41-63, 65-136
  Non-credit 140-141, 153-162
- Academic Calendar and Program Length
  Credit 2
  Non-credit 139
- Academic Freedom Statement 20
- Available Student Financial Aid 14-15
- Available Learning Resources
  Credit 9-12
  Non-credit 147
- Names and Degrees of Administrators and Faculty 165-166
- Names of Governing Board Members 6

II.B.2(b) Requirements

- Admissions
  Credit 16
  Non-credit 42
- Student Fees and Other Financial Obligations
  Credit 18
  Non-credit 142
- Degree, Certificates, Graduation and Transfer
  Credit 28-39
  Non-credit 146-147

II.B.2(c) Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
  Credit 20
  Non-credit (Policies Governing Students) 148-150
- Nondiscrimination 7
- Acceptance of Transfer Credits 21-22, 26,31,33,34
- Grievance and Complaint Procedures
  Credit 19
  Non-credit 148
- Sexual Harassment 25
- Refund of Fees 18

(II.B-5)

The SCC catalog may be purchased in the book store or used by students in the SCC Library, Admissions and Records Office, or the Counseling Resource Center at no cost. The catalog is also online and may be accessed through the SCC website http://sccollege.edu.

II.B.2(d) Locations or publications where other policies may be found.

District and college policies are located in the Schedule of Classes, the Academic Planning Guide, and the Student Handbook & Planner. (II.B-6) The schedule of classes is mailed to community residences and the Academic Planning Guide is provided to students during New Student Orientation. The Student Handbook & Planner is widely distributed on campus the first few weeks of a new semester. Additionally, the narrative portion of the Student Handbook & Planner is online for easy access. Should a student or community member desire to see a policy not printed in the catalog, the schedule of classes, or the Student Handbook & Planner, they may go to the SCC Library

or any division office to acquire the needed information. (II.B-6)

Self Evaluation

SCC meets this standard. The 2005-2006 catalog, SCC's first stand-alone catalog, is the combined work of a number of SCC staff members. It is well laid out, and the information is accurate, comprehensive, and easy-to-locate. (II.B-5)

Planning Agenda

The catalog will be reviewed annually by the Catalog Task Force to ensure that it meets the needs and expectations of students and provides accurate and appropriate information, academic program requirements, and major policies affecting students.

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

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

Descriptive Summary

Student services administrators, faculty, and staff rely on data and various research studies provided by the district's research department to identify emerging learning support needs of students and to develop plans to meet those needs. Student services personnel use the following activities and documents to identify the learning support needs of students:

- College application
- Increase in student enrollment
- Orientation Needs Assessment and Advisement Form (II.B-7)
- Assessment results in English, ESL, math, and reading that are used to indicate the need for basic skills classes
- Transfer Center Interest Card (II.**-7)**
- Pathways to Teaching Program Interest Card (II.B-7)
- Outreach Department Interest Survey (II.B-7)
- Classroom visitations to determine interest in university transfer and career development services
- Information tables on campus staffed by program specialists
- Orientation and advisement sessions at both the credit and non-credit (adult education) sites
- Student demand for services, including:
    - Counseling appointments
    - Tutoring
    - EOPS appointments
    - Student inquiries
    - Job placement services
    - Health Center appointments
    - DSPS applications
    - Transfer Center
    - Financial Aid services

Through the High School Early Decision Program, a well-trained team of outreach staff and counseling faculty provide comprehensive pre-college services to high school seniors within the Orange Unified School District and other local area high schools. Services provided at the high school include:

- Information about college programs and services
- Assistance to complete the college application

- Financial Aid information
- Assistance completing the FAFSA, the Board of Governor's Fee Waiver (BOGFW), and the Cal Grant Form
- Scholarship applications for graduating high school seniors entering SCC
- Placement Testing (English, ESL, math, reading) (II.B-8)

Services for high school seniors provided at Santiago Canyon College include:

- "Cash for College" Financial Aid Event
- Parent Night
- Bilingual (Spanish/English) parent presentations
- Senior Day
- New Student Orientation and Advisement
- Early Registration
- Student Success Conference (II.B-9)

These types of programs assure SCC students equitable access to higher education and student learning support. In fall 2003, the High School Early Decision Program matriculated 1,197 students (46% Caucasian and 54% ethnic minority). In fall 2004, this program matriculated 1,255 students (46% Caucasian and 54% ethnic minority). (II.B-10)

"Passport to Your Future" is the term used to describe the outreach/matriculation effort that assists non-credit continuing education students transition to college credit classes. (II.B-11)

At the Orange Education Center (OEC) continuing (adult) education counselors regularly assess students' academic, career, and personal needs through counseling appointments, instructor referrals, and in-classroom visits to discuss available SCC services and programs. Placement tests in basic skills help counselors design an educational plan with the student.

The OEC also provides an Academic Success Center on the main college campus, for both non-credit and credit classes. The objective of this program is to help students make a smooth transition from non-credit to credit programs. (II.B-12)

DSPS, a state-funded program, provides a comprehensive range of instructional support services and reasonable accommodations to both credit and non-credit students with disabilities to help promote equal educational opportunities. Since the program received its first funding allocation in 2000-2001, the program has grown by 45.35%. (II.B-13)

EOPS/CARE, a state-funded program, provides special support services to students who are educationally and/or economically disadvantaged. Since the program received its first funding allocation in 2000-2001, the program has grown by 77%. (II.B-14)

CalWORKs provides instruction and student support services for participants with the short-term goal of employment and the long-term goal of taking active control of their lives and management of their careers. (II.B-15)

Financial Aid programs at SCC have been under the auspices of Santa Ana College's (SAC) since l985, with all funds processed through SAC's Financial Aid Office. SCC applied for and received its own Title IV Institutional Code through the U.S. Department of Education. In May 2005, a new director of financial aid was hired to supervise, plan, and implement an independent financial aid program for SCC. (II.B-16)

The Career Planning Center provides a variety of services designed to assist students in the career decision-making process. In 2003-2004, nearly 2,000 students received services. Students also receive services from the Job Placement Office. (II.B-17)

The Associated Student Body (ASB) provides students with the opportunity to become involved in campus and statewide committees and councils as student representatives. Students can also join one of the ten active student clubs and organizations. (II.B-18)

The Transfer Center and Pathways to Teaching Program provide students with resources and services designed to assist students with successful university transfer. In 2003-2004, 1238 students transferred from SCC to a UC, CSU, or private/out-of-state university. (II.B-19)

Student Health Services is funded primarily through a health services fee, which is levied at the time of registration. The Health Center provides students with on-site services, Monday – Friday for medical evaluation, psychological counseling, crisis intervention, and limited point-of-care testing. Since the program was first offered on campus in 1998 the student volume has increased by 69% in 2004. (II.B-20)

Although telephone registration is available for students, the use of online registration has increased dramatically since its inception in spring 2002. As reported in the Student Satisfaction Study, 73% of respondents reported using online registration during spring 2003 and 75% reported that they would register online in future semesters. The Student Satisfaction Survey also reported that 80% of all respondents accessed the SCC website to obtain "grades/transcript" and "class schedule/course" information. (II.B-21) When online applications became available in the spring 2004, 473 college applicants took advantage of this new service.

SCC recognizes the positive aspects that intercollegiate athletics provides to student athletes, and in response to the directives of the RSCCD Board of Trustees offers as complete an intercollegiate athletics program as current facilities and resources allow. The college has full membership in the Orange Empire Conference (OEC) as well as the Commission on Athletics (COA). The following summarizes the growth of competitive sports at SCC:

Fall 1999	Men and women's cross country teams
Spring 2000	Men's golf team
Fall 2000	Men and women's soccer teams
Fall 2001	Women's golf team
Spring 2002	Men and women's track and field team

SCC completed a comprehensive Gender Equity/Title IX review in February, 2002.

The college was found to be in full compliance. SCC also underwent a program review and site visit by the Orange Empire Conference in May 2003. The review committee commented very positively about SCC athletics. (II.B-22)

The SCC Scholarship Office annually prepares and distributes a comprehensive brochure containing information and guidelines for scholarship funds available to SCC's student body. Scholarships are available for continuing students, transfer students, continuing education (non-credit to credit) students, and incoming high school graduates who plan to attend SCC. Since its inception, the SCC scholarship program has grown from 27 awards made

in 1999 to a total of 89 awards presented at the 2004-2005 awards ceremony. (II.B-23)

In July 2004, the RSCCD's Community Services program was decentralized, which allowed SCC to provide targeted, fee-based classes to the community-at-large. (II.B-24)

Self Evaluation

This standard is partially met. As part of its commitment to the learning support needs of its students, during the last five years SCC has significantly increased the services offered through the student services departments and programs. The new 30,000 square-foot Student Services and Instruction Building now accommodates the needs of students using the services of the Testing Center, Admissions, Financial Aid, DSPS, EOPS/CARE, and CalWORKs.

Additionally, the need of SCC students for comprehensive university transfer services resulted in SCC hiring an articulation officer, providing expanded space for the Transfer Center, and hiring additional Transfer Center staff to provide essential services.

As demonstrated by the various student surveys described in the Descriptive Summary above, these services are rated highly by students. Additionally, in the 2004 Staff Accreditation Survey, 91% of those responding stated that "I am aware that support services of SCC enrich the educational experiences of students and help them grow." (II.B-25)

Planning Agenda

SCC will continue to expand and improve its student services to support the needs of current and future students by carefully analyzing and evaluating students' responses to the various types of student satisfaction surveys conducted by the district's research department and various student services departments.

Future plans include analysis and expansion of intercollegiate athletics to include additional sport teams for men and women.

With the hiring of the articulation officer and the acquisition of additional staff and space for the Transfer Center and the Pathways to Teaching program, expanded transfer services will be possible. Current plans include the development of course curriculum for future teachers, and the possibility of an associate degree in education is being studied.

The outreach department is currently making plans to expand its activities beyond high school and community outreach by working collaboratively with SCC's career education division to develop relationships with businesses and industries.

II.B.3(b) The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

Using information gleaned from Student Satisfaction Surveys, the Student Equity Plan, and program reviews, the departments of student services continually evaluate the intellectual, aesthetic, and personal development of SCC students. The purpose is to provide on-going improvement to ensure that SCC's academic and social environment encourages personal and civic responsibility for SCC students. Student

services engages in dialogue regarding the relationship of its services and the learning environment of SCC through the following forums:

- Curriculum and Instruction Council
- College Planning and Allocation Council (CPAC)
- Department Curriculum Committees
- Student Learning Outcomes Committee
- Student Success Council
- Student Equity Plan Committee (II.B-26)

To provide opportunities for students to learn and to engage in civic and personal responsibilities and learn leadership skills, SCC encourages students to actively participate in one or more of the following activities:

- Associated Student Body (ASB) and clubs.
- Publication and dissemination of the "Culture Flash" newsletter.
- Cross Cultural activities and specialized presentations.
- Learning opportunities offered through the Pathways to Teaching Program.
- Inter-collegiate athletics, forensics team, concert chorale, and/or college fundraising activities.
- Health and Safety Awareness Fairs sponsored by the Health Center.
- Cultural resources and events offered throughout the year.
- Student Leadership seminars

Self Evaluation

This standard is partially met. Student services is planning to add some new components in the near future. As the college enrollment grows and changes, student services programs and departments will re-evaluate their services and expand or modify services to meet the new environment. In the meantime, 85% of the respondents of the Staff Accreditation Survey agreed that "SCC students receive appropriate assistance in developing an educational plan designed to help them complete their educational goals." (II.B-25)

Planning Agenda

The college will strengthen its Cross Culture Resource center through the addition of additional staffing and funds as resources permit. Other areas targeted for further development in the next few years are: student leadership training, service learning opportunities, and health education events.

II.B.3(c) The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

In the spring of 2002, a dean of counseling and student support services was added to the administrative staff to develop and supervise a comprehensive counseling and student support program. A thorough program review was completed in spring 2003 by the new dean as part of a systematic evaluation of counseling and academic advising services. This helped to determine what student services were needed to appropriately serve the SCC student population, and the departments and programs were re-organized as necessary. The next three-year cycle review is scheduled for spring 2006.

Additionally, an annual Point of Service Counseling Resource Center Program Effectiveness Survey is conducted in the fall semester. (II.B-27)

All counselors and staff in the counseling and student support services department have been carefully selected and meet specific guidelines and minimum qualifications for their positions. They are regularly evaluated through peer, administrative, and student evaluations. (II.B-28) Numerous venues and improvement opportunities are provided to the counseling faculty and staff to help them upgrade their skills and knowledge. These improvement opportunities have included:

- College-sponsored staff development workshops on student learning outcomes and other specialized topics.
- Attendance at the University of California (UC) and California State University Academic Counseling Conferences (CSU).
- Department meetings and workshops.
- Technology training.

Self Evaluation

This standard is met. While the students have continually rated the quality of counseling programs and services as very good to excellent, until spring 2005, the department lacked adequate space for private counseling sessions as well as transfer and job placement services. With the construction of the new 30,0000 square-foot Student Services and Instruction Building, the counseling department was able to expand into space vacated by other student service departments, constructed five new confidential counseling offices, created ample space for the Transfer Center and the Job Placement Office, and provided an office for the new articulation officer.

The need for counseling services continues to increase with the increase in student enrollment and the overall growth of the college. Additional counseling faculty are needed to meet the increasing counseling needs of career education and financial aid students.

Planning Agenda

The counseling department has requested additional full-time contract counseling faculty and additional funding for hourly (part-time) counseling through its discipline, department, and program document, a component of the Educational Master Plan (EMP). (II.B-29)

II.B.3(d) The institution designs and maintains appropriate programs, practices, and services that support and enhance understanding and appreciation of diversity.

Descriptive Summary

Fall 2004 data indicated that SCC has a diverse college credit student population that consists of 46% Caucasian, 33% Latino, 2% African-American, 8% Asian, and 11% other. The income level of students ranges from near poverty to wealthy as the college serves the cities of Orange, Villa Park, and parts of Anaheim, areas that differ widely in income, education, and employment. (II.B-30) For example, the annual enrollment of more than 10,000 students who attend the continuing education (adult) division includes nearly 4,000 students who come from homes in which the primary language is other than English. (II.B-30)

The following services and programs have been implemented to promote understanding and appreciation of diversity at SCC:

- Multiculturalism component in course curriculums (II.B-30)
- EOPS/CARE and CalWORKs programs
- DSPS
- Hiring of diverse student services staff
- Student Equity Plan (II.B-26)
- Equal Opportunity Employment Officer on hiring committees
- Courses pertaining to various cultures and Women's Studies
- Student Clubs such as Italian, French, Spanish, and Students of Diverse Cultures
- International Student Fair sponsored by ASB
- Cross Cultural Resource Center
- Spanish Language Information Telephone Line (Assistance for Spanish speakers)

The effectiveness of diversity programs are measured through the following:

- College demographics
- Student access to culturally focused learning opportunities
- Student generated requests
- Student Satisfaction Study data

Self-Evaluation

This standard is partially met. SCC researches, identifies, and evaluates the learning support needs of its student population through a wide range of department/program and district surveys and provides comprehensive services to provide programs and services to promote understanding and appreciation of diversity. The 2004 Student Satisfaction Study, however, revealed that student engagement in extra-curricular college activities is low. For example, activities with the lowest percentages of reported participation were "participated in a student club, organization, or government" (24%) and "spent no time on campus for non-classroom activities" (46%). (II.B-21) These statistics appear to be consistent with a commuting student body in which 82% of all students work full or part-time.

Planning Agenda

The lack of student involvement in many of the college's special programs and services and enrichment activities will be re-evaluated and addressed by student services and instruction personnel.

II.B.3(e) The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

The district's research department establishes and maintains institutional research for evaluating efficacy of matriculation services, including placement instruments. On-going validation of placement tests (math, English, ESL, and reading) and study of disproportionate impact are conducted as well. (II.B-31)

Following Title 5 regulations on matriculation, SCC uses only placement instruments approved by the California Community College State Chancellor's Office. Assessment instruments included on the approved list minimize or eliminate cultural or linguistic bias, are normed on appropriate populations, yield valid and reliable information, and identify the learning needs of students. The SCC admission process is the primary vehicle by which students are referred to placement testing, which is administered by the Testing Center staff. (II.B-31)

Self Evaluation

This standard is met.

Planning Agenda

In summer and fall 2005, SCC will be revising and updating its current Matriculation Plan, which requires the evaluation of testing and course placement practices to ensure that its placement practices are as effective as possible.

II.B.3(f) 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 the release of student records.

Descriptive Summary

RSCCD Board Policy # 5117 and Administrative Regulation # 5117 address the policy and procedures for the storage, confidentiality, and release of student records. This policy is in accordance with Section # 54614 through # 54630 of Title 5 of California Code of Regulations and other applicable provisions of state and federal law. (II.B-32)

In July 2004, the SCC Admissions and Records Office assumed responsibility for storing all SCC applications and petitions in fireproof cabinets in the records room of the new Student Services and Instruction building until they are optically imaged. This system has its own server in the district's Information Technology Services Center where data is backed-up twice daily in two different formats: 1) copied on tape, and 2) copied on disc. Both copies are stored off-site and have a two hour recall if the college system fails.

Self Evaluation

The standard is met. The double-check system installed helps to assure the security and availability of all student records through the required retention time period.

Planning Agenda

None.

II.B.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

As highlighted throughout this standard, student services departments and/or programs rely on a variety of methods and resources to assist in the systematic and regular review of program effectiveness. One major resource is the extensive data and information provided by district's research department. This information includes written reports on enrollment trends and student characteristics, student persistence and performance rates, student satisfaction of programs and services, and degree, certificate, and university transfer rates.

Program-specific effectiveness surveys also assist in measuring the departments and programs effectiveness. For example, DSPS has students complete Program

Effectiveness Surveys each semester; EOPS conducts student satisfaction studies and student evaluations of its Summer Success Program; and, Counseling conducts a Counseling Resource Center Point of Service Survey each fall semester. (II.B-27) In most instances, the district's research department assists with the compilation of data and the production of a final report for these surveys. (II.B-2)

Knowledge of student needs is also a part of assessing program effectiveness and helps drive the analysis of program; it is incorporated into program planning. Some of the instruments and systems used to gather information include:

- College application
- Orientation Needs Assessment and Advisement Form
- Placement testing results
- Transfer Center Interest Card
- Outreach Department Interest Survey
- Student demand for appointments in student services programs
- Results of staff visitation to classrooms.

Finally, through the regularly scheduled program review, the Educational Master Plan, and the annual updating of the DDP document, staff and faculty establish annual priorities for program development and budgetary planning. Information gleaned from data, studies, and expressed student needs reveals the level of impact student support has on student learning and serves as a vehicle to improve services where needed.

Self Evaluation

This standard is partially met. The program review process for the areas of student services that have been completed yields valuable information about the impact of services, activities, and programs offered by its departments and programs. While the current data that shows a positive trend in student achievement is encouraging, student services personnel are cognizant that the departments/programs must continually evaluate and modify its offerings to meet the needs of changing student populations. As a new, developing college, student service departments and programs are charting new territory in developing comprehensive programs and services as space, funding, and personnel are available.

Planning Agenda

SCC student services departments and programs will continue to engage in on-going review of its programs and services to evaluate their impact on students. As appropriate, these reviews will be analyzed to determine their impact on student learning and will help determine where additional improvements and/or changes are needed.

EVIDENCE FOR II.B STUDENT SUPPORT SERVICES

Evidence Number	Evidence Document
II.B-1	Matriculation Process Samples
II.B-2	Student Survey Samples
II.B-3	Program Reviews
II.B-4	Pathways of Student Persistence
II.B-5	SCC Catalog
II.B-6	Schedule of Classes, Academic Planning Guide and Student Handbook & Planner
II.B-7	Sample Interest forms and surveys
II.B-8	High School Early Decision Program samples
II.B-9	Sample flyers
II.B-10	Matriculation Statistics
II.B-11	Passport to Your Future
II.B-12	Academic Success Center
II.B-13	DSPS services
II.B-14	EOPS/CARE services
II.B-15	CalWORKS services
II.B-16	Financial Aid Materials
II.B-17	Career Planning Center
II.B-18	Associated Student Body
II.B-19	Transfer Center & Pathways to Teaching Program
II.B-20	Student Health Services
II.B-21	Student Satisfaction Studies
II.B-22	Gender Equity Review
II.B-23	Scholarship Awards
II.B-24	Community Service Program
II.B-25	Staff Accreditation Survey
II.B-26	Student Equity Plan
II.B-27	Point of Service Counseling Review
II.B-28	Counseling Evaluation
II.B-29	Educational Master Plan
II.B-30	Diversity/Multicultural Data
II.B-31	Matriculation Title 5 Regulations on Placement Testing
II.B-32	RSCCD Board Policy on Student Records
II.B-33	Educational Master Plan

II.C LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1(a) Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support learning and enhance the achievement of the mission of the institution.

Descriptive Summary

A new 40,000 square foot Santiago Canyon College Library is under construction and is expected to be ready for occupancy in fall 2006 (II.C-1). When completed, it will house the Library, Tutoring Center, an advanced technology center for faculty development (center for learning and instruction), and a computerized classroom for bibliographic instruction.

The current library at Santiago Canyon College (SCC) is located on the second floor of the administration building and encompasses approximately 5,000 square feet. Additional learning support services are located throughout the campus and include the Academic Computing Center, Tutoring Center, Academic Success Center, the Math Study Hall, and the Writing Center. These centers are evaluated and maintained in accordance with the goals and objectives described in the related department, discipline, and program (DDP). (II.C-2) Library operations are under the administration of the vice president of academic affairs, with two librarians serving as department co-chairs. A dean of library and learning resources will be added in 2006 in anticipation of the new facility.

The present library is small, but is sufficient to support the educational programs at SCC and to provide limited print materials and services to the continuing education division. The library provides bibliographic instruction to students on how to use the library's services and resources.

The Educational Master Plan (EMP) is the vehicle used by the institution to plan and describe the vision, goals, and needs of library services, including staffing,

technology, and acquisition of resources. (II.C-2) In the EMP, the annual statement of library goals, DDPs, includes objectives for acquiring materials and educational equipment and reflects the relationship between collection development, the college mission statement, and the library mission statement in enhancing student learning outcomes relevant to information literacy and research skills. (II.C-3)

Materials for the library are selected with faculty guidance in accordance with selection/acquisitions policy guidelines. (II.C-4) To ensure that materials and services available through the library meet the needs of the students and their respective assignments, library faculty and staff are in regular contact with faculty members to supply library materials in appropriate currency, depth, and variety on a regular basis. The following interactions between library faculty and faculty from other divisions assist in this process:

- Library co-chairs attend both humanities, arts and social sciences, and business, math and science department chair meetings and part-time instructor meetings to receive faculty input and recommendations on the selection of new materials.
- A library faculty member is a member of the Curriculum and Instruction Council and regularly attends the bi-weekly meetings. All new course offerings are submitted to the librarian in order to ensure that the library holds sufficient materials in the relevant subject area.
- Instructional faculty and library faculty collaborate to customize bibliographic instruction classes to meet the specific research needs of students and support the implemented general education student learning outcomes (SLOs).
- Instructional faculty place materials on course reserve at the library for student use.

In addition to print and electronic resources, the library provides and maintains the following educational resources to support students:

- Student personal computers (PCs) used for research
- LCD (liquid crystal display projection) system and wireless keyboard for bibliographic instruction
- Palm pilots for recording requests for bibliographic instruction from instructors and for the annual library collection inventory
- Go-Print system used to collect monies for copying and printing
- UHF (ultra-high frequency) wireless microphone system for amplification
- Photocopier for student use
- Microfilm ScanPro for microfilm scanning
- Typewriters for student use (II.C-5)

Following guidelines established by Association of College and Research Libraries (ACRL), the SCC library has developed a selection and acquisition policy. (II.C-6) A reciprocal borrowing system with SCC's sister college, Santa Ana College (SAC), has been established. Library faculty members are committed to having all materials support intellectual freedom and the "Library Bill of Rights." (II.C-7)

As of spring 2004, the library held a total of 41,467 books, serials, and other types of information media, approximately 3.5 items per student. (II.C-8). Currently, the library maintains subscriptions to

the following databases: EBSCO, Info Trac, Newsbank, Books in Print, Literary Resource Center, CQ Researcher, Country Watch, and several other specialized databases, such as ERIC and Pubmed. Links to these online databases are featured prominently on the library's home page (www.sccollege.edu/library).

To guarantee that the quantity, quality, depth, and variety are sufficient to support student learning outcomes, library faculty members:

- Consult professional and popular review sources, such as Choice, Library Journal, and Booklist, and specific bibliographies, such as Best Books for Academic Libraries. Librarians continually update the collection by adding new materials and deselecting materials. (Unfortunately, with the budget at minimum levels, a trend has developed where in more materials are deselected than are added to the collection.)
- Utilize the collection analysis report, which generates a profile of the collection by the Library of Congress classification system and indicates specific use of the collection by subject area. (II.C-9)
- Utilize the collection aging report that indicates the currency of the library's collection. (II.C-10)
- Utilize an annual collection inventory that presents a snapshot of the collection, including lost materials. (II.C-11)
- Utilize monthly and annual reports that reflect circulation statistics on the use of the collection as well as the number of people who visit the library annually. In 2003-2004, 30,349 items were checked out, 5,465 items were browsed, and there were 76,925 visits to the library. (II.C-12)
- Collection standards: Association of College and Research Libraries (ACRL) recommendations for a single campus with 2510 FTE are as follows:

SCC Collection	ACRL Minimum Standard for 1,000-2,999 FTE:	ACRL Excellent Standard
41,394 volumes	40,000 volumes	
73 serial titles	300 serial titles	600 serial titles
789 videos/films	400 videos/films	800 videos/films
2,698 other items	5,100 other items	8,000 other items
44,954 total	45,800 minimum total	69,400 excellent total

(II.C-6, p.8)

Severe budget cuts during 2003-2005 reduced the library's book budget from $53,000 to $20,000 and the serials budget of $27,000 was completely eliminated. Some of the subscriptions were continued via a donation of $2,000. (II.C-13)

The collection aging report indicates:

- 7% of the SCC book collection was published between 2002-2004.
- 42% of the book collection was published after 1994.
- 38% of the book collection was published between 1984-1993. (II.C-9)

Library faculty members continually assess the effectiveness of the collection by evaluating whether the current materials are of sufficient relevancy and currency to meet the students' research needs. Other assessment tools used to determine that the materials are adequate to meet the research needs of students and to show the relationship between library use and student learning outcomes include:

- Annual library user satisfaction survey (II.C-14)
- Bibliographic instruction survey (II.C-14)

- Statistics indicating the quantity and usage of materials, including the audiovisual collection (CDs, DVDs, videos, and audio tapes) and special collections, such as best sellers and children's literature (II.C-15)
- Statistics for reciprocal borrowing of materials between Santa Ana College (SAC) and SCC (II.C-15)
- Number of inter library loans requested by faculty (II.C-15)
- California Library Statistics used as an assessment tool to determine how SCC compares with other academic libraries in staffing levels, materials, salaries, operating budget, circulation, inter library loans, and reference questions. (II.C-15)

Opportunities for on-going student instruction to gain competency in information literacy are available through the SCC library and other Santiago Canyon College learning support services. Additional resources and equipment and specialized one-on-one or small group instruction are available to students in the Tutoring Center, Math Study Hall, Writing Center, Academic Success Center, and the Academic Computer Center. The offerings of these separate centers are discussed in II.C.1(b).

Self Evaluation

This standard is partially met. The budget loss of approximately $60,000 has not been reinstated, but it is anticipated that nearly $700,000 for new materials will be available from the State to be used in the new library. In the meantime, the faculty and staff of the SCC library are dedicated to supporting the quality of instructional programs by providing the resources necessary for student research. The librarians' interactions with other college constituents, their judicious use of funds, and their ability to select relevant materials and deselect items no longer viable guarantee that the library collection is sufficient in depth, quantity, currency, and variety to support the educational system of the college.

Library faculty follow established guidelines and procedures to ensure that equipment and materials support student learning. Statistics from surveys and various reports, in addition to feedback from faculty members, form the basis of assessment and evaluation of the collection and equipment.

With the construction of a new facility and the hiring of a new dean, the library faculty and staff anticipate an increase in print and electronic resources and the installation of new technology. Until then, the library provides adequate access to resources and other learning support services.

Planning Agenda

Planning for the educational equipment and materials for the new building is an on-going staff project, and SCC is strategically positioned to offer state-of-the-art technology to its students, staff, and faculty. Staff is evaluating radio frequency identification technology (RFID) to improve materials management and security, and evaluating various "smartboard" technologies for the bibliographic instruction classroom and the technology training classroom.

Best Books for College Libraries (five volumes) has been purchased and the library faculty members plan to use it as a major tool to evaluate and build the library collection. In conjunction with the district's Information Technology Services (ITS) personnel, a proposal for a

wireless network throughout the college to facilitate use of personal laptops and wireless devices is being developed. Finally, librarians are committed to attending at least one professional conference during the next academic year to continue to explore new technologies that support student learning.

II.C.1(b) The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

ACRL guidelines for information literacy indicate that exemplary programs at the college level contain three overlapping levels of instruction: information literacy skills infused into multi-disciplinary courses; stand-alone information literacy courses taught by library faculty; and information literacy tutorials, which are self-paced and often in an online format. (II.C-6)

The library faculty at SCC strives to meet these guidelines by:

- Offering instruction to classes tailored to course content and emphasis. In fall 2004, the library faculty taught 59 classes (532 students) in a variety of disciplines from Anthropology to English. (II.C-15)
- Customized classes for Disabled Students Programs and Services (DSPS) were added in spring 2004, and outreach to continuing education centers was added in fall 2004. (II.C-16)
- The library's user surveys indicated that course content relating to Modern Language Association (MLA) and American Psychological Association (APA) citation guidelines was especially useful to students. (II.C-14)
- Adding a self-paced information literacy tutorial, Hawks Interactive Library Tutorial (HILT) to the library webpage (available to students, faculty and staff on-line). (II.C-17)
- Serving on the student learning outcomes committee to create writing prompts for information literacy skills to be included in course outlines and syllabi across the curriculum.
- Offering stand-alone courses in Library and Information Studies (LIS 100: Introduction to Library Research and LIS 103: Information Retrieval on the Internet). (II.C-16)

The library faculty also teaches these competencies in other ways by:

- Offering walk-in workshops, including "Writing a Research Paper," "Advanced Catalog Features," and "Remote Access." (II.C-18)
- Teaching workshops for faculty, including "Advanced Google" and "Literature Resource Center Database." (II.C-18)
- Conducting tours of the library for students in both credit and non-credit courses, including high school students, weekend college students, and pre-schoolers who attend the child development center at SCC.

To evaluate the effectiveness of the bibliographic instruction offered, library faculty use a bibliographic instruction survey, one-on-one reference interviews with students, feedback from instructors, and the student scores on the written library assignments that are part of bibliographic instruction. (II.C-14) A library advisory committee, composed of faculty, staff,

and students assist the library faculty with special projects, development of new policies, and advice on library services, including bibliographic instruction.

The Tutoring Center, Math Study Hall, Writing Center, Academic Success Center, and the Academic Computing Center offer a variety of services to enhance skills in information competency. Adaptive equipment and software are available to assist disabled students in the learning process. Ramps and elevators provide access to all buildings, classrooms, and offices on campus.

Print resources at the Tutoring Center include textbooks and handouts for study skills in at least thirty different subjects, including high school subjects. The equipment in the Tutoring Center includes twelve desktop computers, as well as a computer and scanner suitable for disabled student use and a shared-use printer. Students may visit the center for walk-in assistance or arrange for on-going appointments throughout the academic year. Currently, twenty tutors staff the SCC Tutoring Center.

The Academic Computing Center is equipped with 32 desktop computers that provide internet access, word processing, spreadsheet, database, and web design capability, as well as specialty programs designed to support specific courses, such as astronomy, health/nutrition, economics, accounting, and math and computer programming. The center also provides training and on-going support in the use of many computer applications and specialty programs designed to work hand-in-hand with college classes. Knowledgeable assistants with expertise in a wide range of computer applications staff the center to provide help. Drop-in students are welcome.

In the Math Study Hall (MASH), math instructors and student tutors are always available to help students with homework assignments and to encourage and support students in their studies. Computers and math software are available in the center, in addition to graphing calculators, instructional videos, textbooks, and computer tutorial programs.

The Writing Center is staffed by faculty from the English department and open to students enrolled in SCC English composition classes who need one-on-one assistance.

The Academic Success Center, which opened in spring 2005, provides basic skill instruction in reading, ESL, English, and math in an open-entry, open-exit format. Students may enroll in either credit or non-credit classes or both.

Hours of operation and a description of services for each center and the study hall are posted on the college website.

Self Evaluation

This standard is met. Information competency skills training is provided formally in scheduled library group experiences, as well as informally in drop-in, one-on-one classroom assignment focused sessions as listed above. Planned and drop-in tutoring is available campus-wide through many departments and student assistance resources.

Planning Agenda

When the new dean is hired, policies, procedures, and programs will be reviewed in order to assess whether additional services need to be offered to students, staff, and faculty. Additionally, library faculty will begin to develop specific student learning outcomes designed for structured library bibliographic instruction sessions.

II.C.1(c) The institution provides students and personnel responsible for learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

SCC library faculty and staff are dedicated to providing services, materials, training, and educational programs to all students and faculty regardless of location, special need, or type of program. This includes continuing education and DSPS students and those enrolled in vocational and apprenticeship programs. Special services include access to closed captioned videos (II.C-19) that meet Section 508 of the Rehabilitation Act (II.C-19), special computer stations and equipment for the disabled, an adult education collection with lower reading level materials for English as a Second Language (ESL) students, customized library instruction, and access to library websites and on-line information from any computer on the SCC campus or the continuing (adult) education center. Furthermore, SCC library faculty members offer library orientation to continuing education faculty, and continuing education (adult) students have full usage/borrowing privileges at the SCC library.

During regular library hours, students may visit the library or telephone or email library faculty members for research assistance. Additionally, a 24/7 reference service enables faculty and students to contact a librarian for research assistance when the library is closed. (II.C-19)

Online databases that support academic programs on campus and at remote locations are carefully chosen to meet the research needs of students and faculty. The new library will host the first wireless "hotspot" on campus to accommodate students' laptops and handheld devices, thereby maximizing access to the databases and other on-line resources. The library provides a user ID and password for remote access to subscription databases. (II.C-20)

Additionally, the library home page for Santa Ana College (SAC) can be accessed from the SCC library home page, broadening the scope of materials available to students. Materials borrowed from SAC are delivered to SCC via courier. Students may use the library and the services at SAC, and SCC also maintains reciprocal borrowing agreements with both California State University Fullerton and Long Beach, enabling students to borrow materials from either institution. (II.C-21)

In March 2005, the Orange Education Center (continuing education (adult) division) applied for a Library Services and Technology Act (LSTA) grant. If approved, the OEC will convert a classroom into a small library to allow non-credit students access to a large array of on-site library services and resources.(II.C-22)

Self Evaluation

This standard is met. With the completion of the new library facility, these services will be enhanced by the addition of a technology center for faculty development and training. Librarians will also be able to use the technology center to conduct one-on-one research sessions with students.

Planning Agenda

The significant increase in bibliographic instruction sessions highlights the need for additional librarians as well as for extended coverage at the reference desk during evening hours when a bibliographic instruction session has been scheduled.

The hiring of an additional librarian in fall 2005 will be a key factor in initiating dialogue about innovative scheduling that will best benefit students. In addition, librarians need to continue to use the library's DDP as a vehicle for charting and documenting the need for additional librarians.

In an on-going attempt to improve services and provide adequate resources in a fluctuating economic climate, librarians will continue to explore grant opportunities. This will entail research on grant writing, attendance at grant writing seminars, and mentoring by other faculty members.

In order to better inform the campus community about the scope of library services and library resources, librarians will develop a template for use in bibliographic instruction. Such a template will ensure consistency in the delivery of instruction and will be developed collaboratively with faculty from other departments.

II.C.1(d) The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

A 3M (Minnesota Mining and Manufacturing) Model 3800 Detection System with security gates at the entrance monitors materials taken from the library, while 3M Tattle-Tape Security Strips protect print media, non-print media, and non-magnetic pieces of equipment. Additionally, there are four monochrome security cameras installed that monitor the quadrants of the library, and a 3M Video Security System, with a 24-hour video documentation unit. (II.C-23)

Fire safety measures are in effect for the library. In April of 2004, the fire alarm system was updated, and fire extinguishers are available in staff and public areas. Emergency exits are accessible to all patrons and staff and evacuation plans are prominently displayed. Students, staff, and faculty routinely participate in campus-wide fire drills. (II.C-23)

The Go-Print and UNIX server in the library are on maintenance contracts enabling corresponding parts and hardware to be replaced without additional charge. District ITS technicians and a library systems specialist maintain student and staff computers (hardware and software) and update all the software and security packages. The current library computers will be replaced with new PCs in the new facility; this was a need voiced by students in the user survey. (II.C-14) Media Services is responsible for maintaining the audiovisual equipment in the library, including televisions, DVD players, and VCRs. All of the equipment is secured to tabletops to prevent theft. (II.C-24)

At present, recent budget cuts have negatively impacted the college's ability to maintain the current library facility. However, this concern is expected to be alleviated when the new library is completed.

Self Evaluation

This standard is met. On-going dialogue with the vice president of administrative services regarding the maintenance requirements for the new building ensures that all future plans for maintenance will address the unique demands of environmental hygiene, safety, and security. This will provide an atmosphere conducive to student learning and success.

Planning Agenda

The increase in the number of computers and users in the new facility will necessitate enhanced security measures to protect the privacy of the user and to protect the library from inappropriate use of the computers. Options being considered by the library include installing a system requiring students to swipe an identification card to activate computer access.

II.C.1(e) When the institution relies on collaboration 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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual agreement.

Descriptive Summary

The following chart lists the contracted services used by the library and describes how each service is evaluated:

Contracted Services	Method of Evaluation
OCLC (On-line Computer Library Center) allows catalogers to share bibliographic records with member libraries	Quality bibliographic records; monthly statistics regarding use of OCLC services; successful interface with catalog during reference interviews with students
Endeavor Information Systems Inc. provides support and updates of the Integrated Library Software Voyager System including: Cataloging, Circulation, Reserves, OPAC (Online Public Access Catalog), Acquisitions, System Administration, and Reporter modules	Response time from Endeavor Technical Support Division; continuous access by students, faculty, and staff with little "downtime;" monthly statistics
Library Technologies, Inc. provides authority control over the bibliographic database	Consistency and clarity of bibliographic records; student comments; reference librarians' comments

(II.C-25)

Self Evaluation

This standard is met. SCC maintains fully automated circulation and cataloging systems. The library catalog is on-line, providing access to books and audiovisual materials. On-line subscription databases provide access to articles, statistical information, and reference sources, such as dictionaries and citation guides. All services are available on campus, with catalog access and some subscription databases also available off campus.

Planning Agenda

The SCC library will maintain appropriate contracts and remain aware of possible new technologies that will require additional contracted services.

II.C.2 The institution evaluates library and other learning support services to assure their

adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Library faculty and staff rely on five surveys to evaluate the services of the SCC library:

- National Center for Education Statistics (NCES) Academic Libraries Survey (II.C-14)
- Annual student satisfaction survey conducted by the district's research department (II.C-14)
- Annual library user satisfaction survey (II.C-14)
- Bibliographic instruction survey (II.C-14)
- Transfer survey of 2004 (II.C-14)

In fall 2004, the library completed its first program review since SCC became a separate college in 2000.

Analysis of surveys and other sources of input indicated the on-going need for specialized materials of adequate currency and depth. In response to this need, the library has recently enhanced its collection through the addition of:

- A small core collection of children's books, including Newbery and Caldecott Medal winners that supports Children's Literature (English 270), human development classes, English classes, and the on-campus child development center.
- Health related periodicals that support curriculum development and student assignments in the nutrition program.
- Updated, subject-specific encyclopedias and other specialized reference materials that support curriculum development and student assignments in the Water Science program.
- French language collection that enhances foreign language proficiency and cultural studies.

SCC utilizes usage statistics from the learning centers, internal satisfaction surveys, and annual data surveys requested at the state and national levels to evaluate its learning support services (Tutoring Center, Math Study Hall, and Writing Center). The effectiveness of these learning centers can largely be determined on the basis of these usage statistics. These statistics indicate the extent to which students rely on these campus services and the centrality of these services to the students' academic needs and progress. In addition, the Tutoring Center distributes its own in-house user satisfaction survey that addresses student learning outcomes. Department and division meetings, flex activities, and the regular schedule of campus committees and Academic Senate ensure frequent opportunities for input from faculty, staff, and students regarding the effectiveness of the learning support services on campus. These learning centers also receive regular feedback from librarians about their usefulness and effectiveness in successful student learning outcomes during the research process. The current liaison between the Library, the Tutoring Center, and the Writing Center has also led to the proposed placement of these units in the new library.

Self Evaluation

The standard is met. Evaluation of library and other learning support services provides evidence that these services contribute to the achievement of the college's general education SLOs, including learning, acting, thinking, and communicating. In the SCC library satisfaction survey of 2004, student comments provide evidence that the library provides services that result in the achievement of these four SLOs. (II.C-14)

1. Response to survey questions about attendance at library bibliographic instruction sessions yielded these statistics:
    - 64% of the respondents reported that the sessions helped them with their assignments.
    - 43% of the respondents reported that the sessions taught them something new about the internet. (II.C-14)
2. Response to survey questions about the quality of reference service yielded these statistics:
    - 96% of in-person and 69% of on-line respondents reported that the reference librarian made sure they got the information they needed.
    - 96% of in-person and 73% of on-line respondents reported that the reference librarian made them feel comfortable.
    - 45% of in-person and 46% of on-line respondents reported that the reference librarian gave them some insights and helpful suggestions. (II.C-14)
3. Response to survey questions about the suitability of print and on-line resources yielded these statistics:
    - 55% of in-person and 54% of online respondents reported they are always able to find adequate print materials for their research needs.
    - 96% of in-person and 98% of on-line respondents reported that the library website was easy to navigate. (II.C-14)

Planning Agenda

None. The SCC library will continue to conduct surveys on a regular basis to ensure that services meet the needs of faculty and students.

EVIDENCE II.C LIBRARY AND LEARNING SUPPORT SERVICES

Evidence Number	Evidence Document
II.C-1	LPA blueprint for new library facility
II.C-2	Educational Master Plan (DDP)
II.C-3	Library vision statement; mission statement
II.C-4	SCC library selection and acquisitions policy
II.C-5	5.a SCC Computing Equipment Status
	5.b LCD projector and wireless keyboard
	5.c PDA for inventory purposes
	5.d. GoPrint user overview and instructions
	5.e UHF wireless microphone system
	5.f. Xerox photocopier
	5.g Microfilm ScanPro
	5.h Typewriters for public use
II.C-6	ACRL standards/community college learning resource programs
II.C-7	Library Bill of Rights
II.C-8	Voyager record counts
II.C-9	Collection analysis report
II.C-10	Aging report
II.C-11	Inventory log
II.C-12	SCC library annual report
II.C-13	Library budget 2004-2005
II.C-14	Survey results
	14.a Academic libraries survey
	14.b Library Satisfaction Survey
	14.c Library Instruction Survey
	14.d Annual student satisfaction survey
II.C-15	Statistical Reports
	15.a California library statistics 2003
	15.b Transfer Survey
	15.c Bibliographic Instruction statistics
II.C-16	Spring 2005 SCC class schedule
II.C-17	Hawks Interactive Library Tutorial (HILT)
II.C-18	Workshops Offered
II.C-19	Special Equipment/Supplies/Services
	19.a Video recordings for the hearing impaired
	19.b Section 508 of the Rehabilitation Act
	19.c Assistive computer technologies
II.C-20	Reference Question Solutions
II.C-21	Agreements
II.C-22	Continuing Education Library Grant
II.C-23	Security
II.C-24	Maintenance Agreements
II.C-25	Contracts/Agreements

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad, educational purposes, including stated learning outcomes, and to improve institutional effectiveness.

III.A HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1 The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1(a) Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty includes knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Santiago Canyon College (SCC) employs qualified academic and classified personnel in accordance with state and district hiring policies and procedures to ensure that physical, technical, and financial resources are appropriately and ethically utilized to achieve the highest levels of student learning.

The college follows the guidelines established in Board Policy of Rancho Santiago Community College District (RSCCD) as well as the district's Administrative Regulations and the Board of Trustee's approved hiring guidelines for classified and academic employees. (III.A-1) This ensures a districtwide 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.

To ensure that new requests for full-time faculty positions are properly prioritized and advertised, the following policies and procedures have been established:

- Departments and divisions determine hiring needs and document the full-time faculty requests within their respective Department, Discipline, Program plans (DDPs). (III.A-2)
- Full-time faculty positions are accepted and ranked in a priority order by the Academic Senate, submitted to the College Planning and Allocation Council (CPAC), and then to the college president. (III.A-3)
- The college president submits his final recommendation for new faculty to the district chancellor for districtwide prioritization. (III.A-4)

High integrity and performance of faculty are ensured by adhering to the following requirements:

- All faculty must meet the qualifications listed in the Minimum Qualifications for Faculty and Administrators in California Community Colleges adopted by the Board of Governors. (III.A-5)
- The Equivalency Committee of the SCC Academic Senate determines equivalency of minimum faculty qualifications. (III.A-6)
- The district human resources department (HR) assists colleges with each step of each hiring process.
- HR conducts training for managers and is available for assistance with all personnel processes.
- HR provides new faculty orientation at the beginning of all semesters.

Full-time faculty hiring includes the following requirements:

- In accordance with the faculty hiring policies of the RSCCD's Human Resources Department, vacancy notices for all positions contain minimum qualifications and educational requirements. (III.A-7)
- Positions are advertised via mailed announcements, major newspapers and discipline specific journals, the community college registry, and job sites via the web, including the district and SCC websites.
- Job announcements contain required and preferred qualifications as well as the selection process. Beginning September 2005, some job descriptions contain notification that faculty are expected to incorporate student learning outcomes into their course outlines and syllabi. (III.A-7)

Selection of qualified full-time faculty is attained through:

- Consultation with the department chair to determine desired qualifications above minimum requirements, which must be approved by district discipline faculty and certified by the Academic Senate President.
- Screening Committee orientation for all members of the selection committee.
- Direct involvement of faculty within and outside the respective discipline in the selection process.
- Teaching demonstration as part of the selection process.
- Reference checks conducted by the selection committee.

- Degree checks completed by the human resource analyst.
- A certified, translated copy of a candidate degree, with foreign credentials evaluated by a certified evaluation service. (III.A-8)

High integrity and performance of managers and classified staff are ensured by adhering to the following procedures and requirements:

- Classified positions and job descriptions are evaluated and revised as applicable on a five-year-cycle by an outside consultant firm, the Hay Group.
- Position descriptions and educational requirements exist for all positions.
- All new employees must meet qualifications as stated in job descriptions.
- President's Cabinet develops a prioritized list of classified and administrative requests for new positions.
- The College Planning and Allocation Council reviews the recommended prioritized classified and administrative hiring requests and makes a final recommendation to the college president. (III.A- 9)

Assurance of the selection of qualified full-time classified and administrative personnel is obtained through

- Formal applications, review, and interview processes, through which decisions are made based on established job qualifications.
- Five occupational clusters of classified bargaining unit positions, with one cluster reviewed each year by an outside consulting firm.
- Classified and administrative job descriptions approved by the Board, with criteria, qualifications, and procedures for selection of personnel clearly and publicly stated in job descriptions/announcements.
- Reference checks conducted by the selection committee. (III.A-10)

Self Evaluation

This standard is met. Santiago Canyon College assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. The college follows the district guidelines for hiring classified and academic personnel.

Planning Agenda

None. The college will continue to meet federal, state, and district hiring requirements and procedures.

III.A.1(b) The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

At SCC, there are established written policies and procedures for evaluating all faculty, administrators, and classified employees on a regular, timely basis. The specific formal process used varies depending on the employee group.

- The bargaining unit agreements for both faculty and classified employees specify every three years evaluation intervals for the employees, using evaluation criteria that are standardized. The agreements also specify the manner in which actions may be taken after the evaluations are formally conducted and documented. (III.A-11)
- Board policy and administrative regulations specify the procedures for management evaluations and documentation. (III.A-12)
- Evaluation of faculty includes assessment of subject mastery, preparation for teaching, classroom instruction, coaching/counseling skills, and college and district involvement. (III.A-1)
- The faculty tenure review process was re-organized and approved in fall of 2003; this document provides specific evaluation procedures. (III.A-13)
- Assessment of counselors effectiveness includes development and implementation of student services, professional counseling skills, subject mastery, interpersonal and personal skills, and college and district involvement. (III.A-14)
- Assessment of administrators' effectiveness includes performance standards, leadership/supervision skills, motivation skills, professional performance, interpersonal skills, knowledge base, contributions to the college/community, and professional development. Evaluations are supplied by peers, employees, and/or manager evaluations, and a self-evaluation from the administrator. (III.A-15)
- Division offices maintain the evaluation schedule for their respective full-time and part-time faculty.
- HR sends evaluation forms and reminders to supervisors at the stated intervals. (III.A.16)

Self Evaluation

This standard is partially met. Written criteria exists for evaluating all personnel, including evaluation of performance of assigned duties, participation in institutional responsibilities, and other activities appropriate to their assignment. There is no concrete evidence, however, that all supervisors complete their assigned evaluations in a timely manner even though numerous reminder notices are sent by the district's HR department.

Planning Agenda

A workshop on the purpose and proper implementation of evaluations will be held to help ensure that all supervisors adhere to the completion of evaluations according to timelines established through Board policy, administrative regulations, and the contracts of various employee groups.

III.A.1(c) Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

The college is making excellent progress toward the implementation of student learning outcomes into all programs as outlined in the section on SLOs in the Introduction. SCC faculty and administration are committed to teaching excellence and are aware of the value and necessity of incorporating student learning outcomes, including an assessment component, into all programs and courses.

Learning outcomes for general education have been established. A permanent SLO Committee is now a sub-committee of the Curriculum and Instruction Council, and a time frame has been established for adding student learning outcomes into individual programs and courses. Furthermore, an SLO Coordinator has been selected to assist in implementing SLOs into all programs and courses, and the training of faculty is assured by funding from a Title III grant. All programs and courses are expected to have formal student learning outcomes by 2010. (III.A-17)

Self Evaluation

This standard is partially met. Although faculty and administration directly responsible for assessing student progress toward achieving stated student learning outcomes have been involved in the dialogue necessary to incorporate student learning outcomes into the educational process, evaluation of student learning outcomes progress has not yet become a component of the formal faculty evaluation process.

Planning Agenda

SCC will continue to address SLO topics and the role faculty, staff, and administration play in incorporating student learning outcomes into the evaluation process.

III.A.1(d) The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

Rancho Santiago Community College District (RSCCD) has a number of Board and administrative regulations as well as policies that dictate appropriate conduct for its employees, including:

- Statement of Ethical Conduct- Board Policy (BP #2002)
- Ethics Code for all Employees BP #7020 (established 2005)
- Free Expression – BP #5420 (students)
- Academic Freedom – BP #4201 (faculty) (III.A-1)

There are established Board policies that cover nondiscrimination and equal opportunity, workplace violence, employment of relatives, duties and responsibilities of staff, and faculty. In l999, SCC's Academic Senate voted to accept the California Community College's Academic Senate's adoption of the Professional Ethic Statement of the American Association of University Professors (AAUP) for faculty. (III.A-18)

Self Evaluation

This standard is met. Santiago Canyon College upholds a written code of professional ethics for all of its personnel as directed by Board polices and ethics codes.

Planning Agenda

None. RSCCD and SCC have established adequate and appropriate codes of ethics for all personnel.

III.A.2 The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

As noted, SCC has experienced rapid student growth during its five-year history as a separate college of the RSCCD. To meet student needs, SCC has made significant progress in its attempt to provide full-time faculty in the correct proportion to meet this growth pattern by requesting funding to support new staff and contract faculty positions through the district's allocation process. The district was able to maintain its full-time faculty hiring obligation for SCC until significant reduction in its resources necessitated a hiring freeze in 2003-2004.

Nevertheless, from l999 to 2004, more than 35 full-time faculty and 100 part-time faculty have been added to the staff of SCC. Fourteen new faculty members were selected in the fall of 2004 and another 12 will be added for fall of 2005. However, the continuing education (adult education) division, which serves approximately 10,000 adults annually, has experienced a net gain of only one full-time faculty member during this time period. This has resulted in an ever-increasing work load and heavier responsibilities for the existing full-time, non-credit faculty of the continuing (adult) education division.

Since 1999, the credit program has added three deans, a registrar, and a vice-president, and non-credit (continuing (adult) education) has added a dean and a vice-president position. Each of these new faculty members and administrators were selected based on their appropriate knowledge and experience to support the institution's mission and goals.

In the spring of 2005, SCC employed the following personnel in the credit and non-credit divisions:

11	full-time counselors
18	part-time counselors
92	full-time classroom faculty
435	part-time classroom faculty
4	full-time librarians
4	part-time librarians
83	full-time classified
83	part-time classified
19	administrators, managers, and supervisors

Self Evaluation

This standard is partially met. With the exception of the continuing (adult) education division, Santiago Canyon College maintains a sufficient number of qualified faculty with full-time responsibility to the institution. When hiring is completed in fall 2005, the institution will have sufficient number of staff and administrators with appropriate preparation and experience to provide the educational services necessary to support the institution's mission and purposes.

Planning Agenda

Based on current and anticipated future needs of both the credit and non-credit divisions of the institution, SCC

will review the needs of its growing and changing student population annually to provide appropriate hiring recommendations to the district. Additional emphasis will be placed on ensuring that the non-credit division has adequate full-time faculty.

III.A.3 The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3(a) The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Employment procedures and policies of RSCCD conform to appropriate state and federal laws. The Board of RSCCD adopts the personnel polices, which are public knowledge and available to all constituencies. These personnel policies are divided into the following categories:

- Personnel – Faculty
  BP #4200 – 4208
- Personnel – Classified
  BP #4300 – 4303
- Personnel – Supervisory /Confidential
  BP #4400 – 4425
- Personnel – Administrative
  BP #4500 – 4525

Administrative Regulations (AR) that govern personnel matters include:

- Personnel – AR Personnel
  4000 – 4524 (III.A-1)

These policies and procedures are the responsibility of the HR Department of the district and are equitably and consistently administered. New or modified policies are previewed by the district's Human Resource Council before presentation to the Board of Trustees. Personnel policies and procedures distributed by the district are clearly stated, regularly reviewed, and published to ensure their fair and equitable application.

SCC adheres to the employment practices established by RSCCD, which are described in the Board Policy Manual and available on the district intranet. Oversight by college administrators and the district human resources staff ensures that employees follow established policy and protocol. Information on new policies and policy changes is emailed to all managers whenever there is Board approval of such actions. Input related to personnel policy and/or procedure is also relayed through the Academic Senate and CPAC.

Self Evaluation

This standard is met. Santiago Canyon College adheres to written policies ensuring fairness in all employment procedures as designed and developed by the district and administered by the district's Human Resources Department.

Planning Agenda

None. The college will follow district policies and regulations to ensure fairness in all employment procedures.

III.A.3(b) The institution makes provision for security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

RSCCD records are maintained in a secured file room, which contains locked file cabinets that are available only to the respective employee and appropriate administrative staff. Records are maintained and protected in accordance with California Education Code Section 87031 (rights of employees to access personnel files), US Government Code Section 6254 (guaranteeing privacy of personnel files) and Civil Code Section 1798.24 (limiting disclosure of personnel information by agencies), and reflective board policies. (III.A-19)

These regulations and the procedures are followed by the district's human resources department personnel. They ensure the security and confidentiality of all employees records and provides proper access to these records.

Self Evaluation

This standard is met. Per district policy, Santiago Canyon College provides for security and confidentiality of personnel records by sending all confidential personnel related materials directly to the district's HR department. At the district office, each employee has proper access to his/her own personnel records.

Planning Agenda

None. The college follows board policy and forwards all confidential personnel records to district HR.

III.A.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4(a) The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

SCC demonstrates its commitment to equity and diversity by offering to its classified and academic employees a wide range of training and professional development opportunities, including:

- Sexual Harassment training
- Technology training
- Hiring Practices workshops
- Leadership Training
- Equal Employment Opportunity training
- Management training on employment and personnel issues

A district-trained Equal Employment Opportunity (EEO) representative is present on all hiring committee for managers, faculty, and staff to ensure that all members of the committee understand and follow EEO guidelines mandated by law and district policy.

The following intra-cultural events demonstrate SCC's recognition of the diversity of its student body:

- An annual Celebrate Diversity cultural fair
- Culture Flash newsletter
- Celebration of Native American Heritage Month, Black History Month, Hispanic Heritage Month, Asian American Month
- Inventory of books and music, which are culture specific, available for check-out at the Cross Cultural Resource Center

- Intellectual Community forums in ’03-‘04
- Presentation “Understanding the Muslim Student” during staff orientation. (III.A-20)

Self Evaluation

This standard is met. Santiago Canyon College creates and maintains appropriate programs, practices, and services that support its diverse personnel. According to the most recent Student Satisfaction Survey (spring 2004), 44% of the students stated that they were “learning the skills and knowledge needed to understand other cultures,” and 45% of the students stated that they were “working with others and developing leadership skills.” (III.A-21)

Planning Agenda

The college will create and maintain appropriate programs, practices, and services that support its diverse personnel.

III.A.4(b) The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

The college and the district’s research department maintain and evaluate records describing the diversity of SCC employees. A chart depicting the diversity of students, faculty, and administrators in fall 2004 is included in the demographics section in the Introduction of the self study.

Self Evaluation

This standard is met. The district research department regularly assesses SCC’s employment equity and diversity to determine its consistency with the mission of the institution.

Planning Agenda

The district’s Human Resource Department will assess the college’s personnel to ensure employment equity and diversity consistent with the district mission. SCC will continue to promote diversity of faculty and staff according to its student population.

III.A.4(c) The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary

One of the primary goals of RSCCD is to “Maintain a positive, productive working environment for employees, recognizing and embracing diversity.” The district demonstrates its concern for the integrity of the students, faculty, staff, and administrators by providing board polices that protect their respective rights. These board policies include, but are not limited to:

- Unlawful Discrimination BP #4102/4119/4131
- Sexual Harassment Policy BP #4119
- Civility BP #4137
- Academic Freedom BP #4201
- Definition of Classified Service BP #4301
- Salary Payments BP #4302
- Bereavement Leave BP #4404
- Family & Medical Leave BP #4405
- Personal Necessity Leave BP #4408
- Sick Leave BP #4410
- Dismissal / Discharge BP #4415
- Americans W/ Disabilities BP #4416
- Grievance Procedures BP #5551
- Student Confidentiality BP #6124
- Standards of Student Conduct BP #6132 (III.A-1)

Self Evaluation

The standard is met.

Planning Agenda

None.

III.A.5 The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teach and learning needs.

III.A.5(a) The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

Based on the mission of SCC, the teaching needs of the faculty, and to improve the skills of the classified staff, professional growth opportunities are offered to the staff and faculty on a regular basis.

Professional development activities for faculty at SCC are planned by faculty and administration and are designed to meet the needs of the faculty. Each activity is planned to meet one of the following criteria:

- Improvement in student services
- Development and evaluation of program/curriculum
- Instructional training and improvement
- Introduction to new programs, services, technology, campus activities
- Improvement of work environment
- Staff awareness of district policies and procedures (III.A-22)

Professional development activities are offered during the staff development days (flex week) prior to fall and spring each semester. Attendance is mandatory at a number of these activities for both full and part-time faculty. These activities have as their goals:

- Collegiate dialogue among the faculty on subjects specific to teaching and learning needs.
- Information about new technology, educational advancements, SLOs, new programs, and curriculum changes.

Classified professional development activities are planned by a committee of classified employees. Activities are planned to support the college mission and goals and to improve the skills of employees. All staff development activities include an opportunity for participants to evaluate the activity and make suggestions for improvements, modifications, or future workshops. (II.A-23)

The district subscribes to the Southern California Community College Districts Employment Relations Consortium, which offers a series of workshops related to labor and employment law. These workshops are available to all administrators and managers of the district. Additionally, the human resources department provides several workshops per year addressing a variety of HR related topics such as:

- Understanding the CSEA/FARSCD Agreements
- Evaluation and Discipline
- Classified Hiring Guidelines (III.A-24)

Self Evaluation

This standard is met. SCC provides all personnel with appropriate opportunities for continued professional development activities.

Planning Agenda

The college will offer appropriate staff development activities for classified and academic staff that will ensure they are kept informed of up-to-date policies and procedures, as well as workshops and seminars that improve the work environment, support the college mission and goals, improve the skills of employees, and continues the dialogue regarding the infusion of student learning outcomes.

III.A.5(b) With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Participants taking part in professional development programs evaluate the contents and presentation of each activity at the conclusion of the respective program. The Professional Development Committees review the evaluations after the event to determine future needs of the group as well as how to improve activities for the future. (III.A-25)

Self Evaluation

This standard is met. Santiago Canyon College provides participants in staff development activities with opportunities to evaluate professional development events and uses these results as a basis for the continuous improvement cycle.

Planning Agenda

None.

III.A.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The strategic planning tool of SCC, the EMP, which is reviewed annually, identifies goals for human resource use and growth for each department, division, and program as an integral part of the development of the college. These findings are used by the College Planning and Allocation Council (CPAC) to determine what staff, faculty, or administrative positions may be needed. (III.A-2)

Each year, as the budget permits, the chancellor asks the college for requests for personnel. Those requests are evaluated and prioritized to meet state requirements and fulfill the mission of the district and the college. At SCC, the information submitted to the chancellor by the college president is compiled from data presented by the Academic Senate, CPAC, the deans, the executive council, and information gleaned from the EMP. (III.A-26)

Since 2000, SCC has added two vice presidents, five deans, two full-time counselors and more than 35 full-time faculty as well as the classified support staff to support these positions. Additionally, more than 100 adjunct faculty have been added as well as a plant manager, director of admissions and records, registrar and associate registrar, and a financial aid director.

Self Evaluation

This standard is met. SCC follows current district policies and procedures, and the regularly updated EMP, which integrates human resource planning with institutional planning, to ensure that the human resources meet the needs of the college. Both the college and the district systematically assess the effective use of the human resources and use the results of these evaluations as the basis for improvement.

Planning Agenda

None.

EVIDENCE III.A HUMAN RESOURCES

Evidence Number	Evidence Document
III.A-1	RSCCD Board Policy Book & Administrative Regulations
III.A-2	Educational Master Plan
III.A-3	Collegial Governance Structure
III.A-4	SCC New Faculty Positions/Ranking
III.A-5	California Community College Minimum Qualifications
III.A-6	SCC Academic Senate Handbook
III.A-7	Sample Job Announcement
III.A-8	Full-time Faculty Selection Process
III.A-9	Classified Selection Process
III.A-10	Full-time Classified and Administrators Selection Process
III.A-11	Agreement between RSCCD and Faculty Union
III.A-12	Sample Faculty Evaluation Sample Counselors Evaluation
III.A-13	Tenure Review Process
III.A-14	Counselor Evaluation Process
III.A-15	Administrator Evaluation Process
III.A-16	Sample Reminder Notice
III.A-17	Student Learning Outcomes Progress
III.A-18	Academic Senate – Professional Ethic Statement
III.A-19	California Education Code US Government Code
III.A-20	Sample Flyers for diversity events
III.A-21	Student Satisfaction Survey ‘04
III.A-22	Personnel Development Criteria
III.A-23	Sample Classified Professional Development
III.A-24	Sample HR Staff Development
III.A-25	Sample Evaluation form
III.A-26	Sample Personnel request form

III.B PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1 The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1(a) The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

The Educational Master Plan (EMP) is the main document wherein departments and programs evaluate their physical needs and request facilities and equipment. (III.B-1) For physical plant changes, additions, or modifications, the planning and needs assessment process includes the annual updating of the EMP.

As part of the on-going process, the SCC Facilities Committee identifies facility needs for each department and makes recommendations to the College Planning and Allocation Council (CPAC). In turn, it is the responsibility of CPAC to review and forward recommendations to the college president for effective utilization of the physical resources of the college. (III.B-2)

The new Facilities Master Plan, developed by the Facilities Committee in 2003-2004, is expected to be a dynamic plan that will be revised as circumstances change. (III.B-3) At this time, classrooms on the campus are well utilized in the morning and evening hours, Monday through Thursday. With the increase in student population, more classes are being scheduled in the afternoons, on Friday, Saturday, and Sunday. Weekend College is being held on a six to eight-week class schedule during the entire year.

Since its inception as a separate college, SCC has:

- Added two more permanent buildings. The Student Services/Instruction building (dedicated fall 2004).
  This building provided space on the first floor to accommodate growth in admissions and records, cashier's officer, financial aid, DSPS, and EOPS. Ten additional classrooms as well as office space for faculty were created on the second and third floors. (III.B-3)
  In January 2005, the college opened the new Orange Education Center (OEC) for its continuing (adult) education programs at 1465 N. Batavia Street, Orange. The facility provides advanced classroom features such as overhead projection systems and ergonomic furniture systems. This 92,000 square foot center not only replaces the much smaller leased facility on Lemon Street, but also houses the district's publication center, warehouse, and a child development center. (III.B-4)
- Added a number of portable buildings to be used for classrooms, labs, and administrative space. (III.B-5)
- Enlarged the bookstore, remodeled the health center and food service areas. (areas identified in student surveys as needing improvement.) (III.B-5)

- Completed a new parking lot in the summer of 2004. (III.B-5)

The SCC campus now has five major permanent buildings, including the building for the child development center. There are 35 portable buildings, two soccer fields, and parking for approximately 1700 vehicles. The present construction project is the two-story 40,000 square foot Library/Learning Resource Center, which is expected to open in fall 2006.

Self Evaluation

This standard is met. Careful utilization of existing physical resources and the gradual addition of new portables and permanent buildings has enabled SCC to meet the needs of its ever-growing student population and ever-changing programs and services.

Planning Agenda

To follow the facilities plans of the district and SCC to continue to build-out the SCC campus to meet student and staff requirements as the enrollment increases.

III.B.1(b) The institution assures that the physical resources at all locations where it offers courses, programs, and services, are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

The Safety Committee and the Facilities Committees of SCC meet on a regular basis to address issues of proper access, safety, and security. It is their responsibility to make recommendations for any solutions that would lead to a more healthful learning and working environment. (III.B-6)

Prior to the beginning of each semester, the vice president of administrative services and his staff review the existing facilities and identify room use and effective utilization of the college buildings and grounds. (III.B-7) This information is compiled annually into a district facilities utilization report and forwarded to the state chancellor's office. (III.B-8)

Under the direction of the plant manager, SCC conducts regular inspections of all facilities. (III.B-9)

In 2003, SCC, with the district's assistance, participated in an American Disabilities Act (ADA) barrier removal project to ensure that all restrooms, doors, outdoor railings, and walkways met ADA standards. The disabled students program also provides guidance and coordination for other services related to the needs of these students. In addition, during 2004, a new central fire alarm system was installed throughout the campus to better identify the location of an activated detector or pull box.

The insufficient parking problem on the SCC campus was temporarily resolved with the opening of a new parking lot in fall 2004; however, the new Library/Learning Resource Center project eliminated 75 parking spaces. The campus roads are well lit and maintained and provide secure passage for all drivers and pedestrians. In addition, a city bus comes onto the campus during the day and evening for students needing public transportation.

Security for SCC is maintained by district security officers assigned to the campus to provide professional services and safety assistance to students, faculty, and staff. Other security needs are provided by the district on an as-needed basis.

The following systems help identify and evaluate the safety of SCC facilities:

- Local fire department conducts an annual inspection of the facilities.
- District Safety Department conducts safety inspections on a regular basis and notifies SCC of any unsafe conditions that require corrective action.
- The RSCCD research department conducts an annual Student Satisfaction Survey to help identify facility issues.
- New buildings and major remodeling of on-campus buildings are designed to meet all applicable state and local codes.
- Construction projects involving credit course facilities are also reviewed by the Division of State Architect.
- College credit classes held at off-campus sites must meet the standards of the Field Act.
- Emergency drills are usually conducted each semester so that staff and students know what to do in the event of an emergency, such as earthquake or fire.
- The SCC Safety Committee collects information for all facility evaluations and addresses any safety problems associated with equipment or unsafe practices taking place at both on-campus and off-campus sites. (III.B-10)

Off-campus, non-credit classes are housed in public and privately owned buildings that meet most of the same stringent local and state codes as the on-campus college site. The Anaheim Hills Center, which houses credit and non-credit classes, is located in a new church facility that incorporated into its architectural design information supplied by the district on safety regulations. (III.B-11)

Self Evaluation

This standard is partially met. To maintain its state apportionment funding, much of the emphasis of Rancho Santiago Community College District (RSCCD) has been on growth and development of enrollment. Therefore, most new income goes toward full and part-time instructors. This has resulted in the college having to reduce expenses in other facility services and purchases. For example, parking lots have not been re-surfaced and striped and are deteriorating. Funds normally set aside for this purpose have been used for regular maintenance of the new parking lot.

Lack of funds for additional operating costs for new buildings, (e.g., classroom equipment, custodians, utilities, supplies, and landscape maintenance) is an on-going problem because the college has capital funds for building, but there has been no increase in general funds.

Even with the addition of the new parking lot in 2004, parking is only adequate. On the street parking is not permitted; therefore, alternatives are limited. When the Library/Learning Resource Center is completed, additional parking will be needed.

Nevertheless, despite a significantly reduced budget, the plant manager and his staff have established and maintain effective procedures to ensure that the selection, maintenance, inventory, and replacement of faulty and/or needed equipment are accomplished in a systematic manner that supports the programs and services of SCC's staff and students.

The current maintenance and custodial staff work diligently to ensure that the buildings are kept safe and clean and that all extra curricular activities are provided with the equipment and services needed

at both credit and non-credit campuses. Unfortunately, regular maintenance operations and custodial services have been limited because of the budget shortages, and there is a significant need for more custodial and maintenance personnel.

The new Orange Education Center (OEC), a spacious, attractive facility is meeting the educational needs of students, faculty, and staff. The current challenge is to provide easier access to the facility for those using public transportation. Currently, there is no bus service on the street in front of the OEC and there are no sidewalks from the closest major intersection where bus service is available.

Planning Agenda

The college president and vice president of administrative services will continue to request additional funds to support the new facilities and expected enrollment growth. This effort needs to be supported by all SCC constituencies, especially the college representatives on the Budget Allocation and Review Committee (BAPRC).

The district and SCC administrators need to continue their efforts with the City of Orange and Orange County Transit Authority (OCTA) to provide a sidewalk to the OEC and bus service on Batavia Street. The goal is to have a sidewalk constructed on Batavia Street by the end of the 2005 calendar year. Initial contacts with OCTA have been made and additional efforts will be made throughout the year until a satisfactory public transportation solution is reached.

III.B.2 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2(a) Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

The new Facilities Master Plan, approved by the district in 2004, was developed by the SCC Facilities Committee and approved by CPAC. Because the Facilities Master Plan is based on the EMP, which contains the mission, vision, and goals of each department and discipline, there is a direct link between facilities and the college's educational goals.

This Facilities Master Plan constitutes the long-range capital plans for improvement at SCC and includes the new buildings to be built with Measure M bond monies. When SCC makes major decisions about facilities and equipment, in cooperation with the district facilities planning department, the formula for determining "total cost of ownership" includes such items as:

- Capital investment
- Operating Costs
- Short and long term requirements of the facility or equipment
- Debt service, if any
- Ownership of equipment or facility vs. renting or leasing
- Useful life and salvage value (III.B-2)

Additionally, each year SCC prepares and submits a prioritized list of scheduled maintenance needs that must be

coordinated with other district plans and submitted to the state of California by the district facilities planning department. It was through this process that the college secured funding for roof replacements.

Self Evaluation

This standard is partially met. Although the long-range capital plans are assured, there is still a need to find the funding needed to assure the effective use of the planned new facilities. Equipment, furniture, extra technology, and supplies are not always included in the plans for new buildings.

Planning Agenda

The college will continue to seek supplemental funding to ensure that all new buildings have the equipment and supplies needed.

III.B.2(b) Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The SCC campus facilities planning is under the guidance of the SCC Facilities Committee and the Safety Committee. Membership of the Facilities and Safety Committees is composed of representatives from Academic Senate, students, and the classified Hawks advisory group for long-term basis, and members of specific departments, as appropriate, for short-term planning. Both committees meet regularly with the vice president of administrative services to review all major facility decisions before a recommendation is submitted to CPAC. These groups usually have a minimum of two opportunities to review major physical resource proposals before major decisions are made. (III.B-5)

The EMP of SCC provides a roadmap for development that ensures program and instructional needs are being met with proper physical resources. Each department identifies its needs and prioritizes them for approval by CPAC. In recent years, however, the majority of equipment purchases have been dependent on supplemental funds, such as the State's Equipment Allocation Fund. (III.B-1)

Using the adopted Planning and Needs Assessment (PNA) process, each department assesses their needs on an annual basis and makes modifications to their prioritized needs. Department requests and needs, which are an integral part of the EMP of SCC, are revised annually and re-published every five years. (III.B-1)

Self Evaluation

This standard is partially met. Before any recommendation concerning physical facilities is approved, it is the responsibility of CPAC to ensure that resource planning for SCC, present and future, is integrated with institutional planning and is consistent with the needs and plans of SCC.

In general, there has been good participation by college constituents in the development and periodic review of the 2004 Facilities Master Plan. The college president and the chancellor have been supportive of recommendations submitted by the SCC Facilities Committee and CPAC. For example, the new Orange Education Center and the Student Services/Instruction building both exhausted budgeted bond funds before

they were completed, but neither project was downsized significantly.

With the continued implementation of the approved Facilities Master Plan, funding for new buildings will present a significant financial challenge for SCC because construction costs are increasing at a faster rate than originally predicted. The college will not be able to build out all the facilities as originally planned unless there are additional revenue sources, such as state funding or another local bond measure. At this time, the SCC Facilities Committee supports the concept of completing each project as originally planned and will request that the district seek other sources of funding.

Another issue to be addressed is the need to develop short and long-term plans for ancillary services such as quick copy service, computer labs, mail service, media services, and administration offices to support new enrollment and staff.

Also, transition plans need to be developed as space becomes available when various programs and services move into new buildings. The Measure E schedule currently has renovation of existing buildings taking place sometime after 2010, but in the meantime, existing buildings need to be effectively utilized.

Planning Agenda

The SCC Facilities Committee has initiated the process of looking at short and long-term plans for the ancillary services. The committee has also initiated the development of interim plans for space as it becomes available when constituencies move out of their existing facilities into a new building. It is the goal to have these plans completed and submitted to CPAC by the fall of 2005.

Working in cooperation with the district and SCC's master plan architect, the Facilities Committee will explore alternatives that would provide additional parking during the major construction period of the next five to ten years.

EVIDENCE III.B PHYSICAL RESOURCES

Evidence Number	Evidence Document
III.B-1	Educational Master Plan
III.B-2	Planning and Needs Assessment
III.B-3	Facilities Master Plan
III.B-4	Orange Education Center Plan
III.B-5	List of SCC's Facility Acquisitions
III.B-6	Notes/Minutes – Facility and Safety Committees
III.B-7	SCC Room Use Book
III.B-8	RSCCD Facilities Utilization Report
III.B-9	Plant Manager Inspections
III.B-10	Facilities Safety and Maintenance Inspections/Plans
III.B-11	Anaheim Hills Information

III.C TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1 The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1(a) Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Santiago Canyon College (SCC) receives its technical services from the Rancho Santiago Community College District's Information Technology Services (ITS) department under the guidance of the director of academic support for SCC. (III.C-1) The SCC academic support director has four technical support staff housed at SCC and two technical support staff housed at the college's continuing (adult) education facility, the Orange Education Center. (III.C-2)

SCC provides office space on its campus for the director of academic support and a support staff to help faculty and staff receive the best technology support possible. The director serves as a member of several college committees to assist the college improve current technical operations, plan for future technological needs, and enhance communication to create more effective student learning and teaching opportunities.

The district's ITS network operations staff maintains the daily operational support needed for administrative servers and network infrastructure. The development staff of the district's ITS department maintains a list of software projects that involve both colleges and district operations and provides reports and status to college personnel.

The SCC ITS team maintains the daily operational support needs for the academic servers and desktop support and interacts with the college media department and instructional divisions to ensure a useful and appropriate link at the college level. The on-site team interfaces with other ITS district staff to ensure district hardware and software standards are met.

The central systems of RSCCD are well maintained with large Uninterruptible Power Supply (UPS), fire suppression systems, and environmental control systems within the data center. All SCC systems are backed up using a high speed fiber channel to a central network storage area. All data in the data center is backed up by the operations staff using a high-speed magnetic tape system stored off-site.

To ensure that technology planning is a primary focus at SCC, a Technology Committee, consisting of representatives from each division and governance group, holds regularly scheduled meetings to develop technology plans and make recommendations for on-going revisions and assessments to technology support for staff and students. (III.C-3) The committee uses the SCC Educational Master Plan (EMP) as its primary source to coordinate and define the hardware and software needs to maintain and/or upgrade current technology. (III.C-4)

In the spring of 2005, the technology committee surveyed faculty and staff to determine their technology needs. Based on the results of this staff survey, a schedule was created to offer workshops that provide training at various levels of technology application. (III.C-5)

Additionally, at the beginning of the 2004 academic school year, the Academic Senate created a list of their technology issues that was submitted to the technology committee. (III.C-6)

The technology support team at SCC has made significant accomplishments during the past five years in the areas of equipment, capability, and software. These include, but are not limited to:

- High speed internet access
- CSAT satellite system
- Upgraded video conferencing system
- High speed network infrastructure
- Web-based instruction for foreign language labs
- Initial ASP.net Application for some classes
- Implementation of Microsoft Windows XP operating system using Office XP
- Implementation of Web Editor for staff to modify web content
- Use of web based programs and teaching aids
- Web Based online registration and other applications
- Online Grade Submission
- Addition of two instructional servers on the main campus
- Addition of two instructional servers at the Orange Education Center (OEC) (continuing (adult) education), as well as other technology and equipment.
- Scanning and digitalization of student records

To maintain a high degree of efficiency for the college by providing greater capacity and speed, the Cisco network was updated in 2003 and two new Dell servers were acquired. One is used as a-pay-as-you-print system in the library and the other is located in the Academic Success Center that opened in spring 2005.

Media service supports instructional classrooms by providing media equipment, equipment repair, and computers for presentations. The equipment and support services for the library are discussed in detail in Standard II-C.

The ITS staff at SCC make every effort to protect the software and equipment on all of its computer systems. Computer workstations are installed with the current Norton anti-virus software, and administrative computers are configured to download updated versions whenever new software is released. The academic computers in classrooms contain anti-virus software. When new software is required, a new image is created and tested before downloading it. Additionally, district ITS maintains a software product (Anti-gen) that blocks all incoming viruses from email accounts running on the Microsoft Exchange server and maintains an Intrusion Detection system that stops many of the incoming pornographic and spam emails.

To expedite the purchase of technology, the college has adopted a centralized model whereby faculty and staff research their specific needs and discuss them with the director of academic support for SCC. This consultation requirement helps SCC purchase the proper items and promotes consistent standards for ease-of-use in teaching, learning, and research. The director reviews all purchase requests to ensure conformity with campus standards for network, software, and hardware

specifications and compliance with section 508 of the Federal Rehabilitation Act and the Americans with Disabilities Act (ADA). (III.C-7)

Recent examples of technology that has provided a method for faculty and staff to become more efficient include these improvements:

- The EMP is in an electronic, easy-access format that allows individuals to upgrade, add, delete, or evaluate department/programs needs assessment. This electronic format is database driven and allows for collating specific data in multiple ways and creation of reports.
- The process of recording final grades for student transcripts has been significantly enhanced so faculty can submit grades on-line.
- Faculty members may post their assignments, handouts, and syllabi on the college website for students to access.
- Online assessment tools and testing are available to students and faculty.
- Continuing (adult) education counselors and staff can access student records online.
- The catalog of teaching resources for continuing education is online.
- Outreach request forms for continuing education are online.

Self Evaluation

This standard is met. SCC provides appropriate technology support to faculty for research purposes, to students for learning activities, and to the support staff for the performance of their job duties. SCC's ITS department provides a wide variety of services and support to enhance the operation and effectiveness of the college. Despite all of the new technology and technical improvements, a few of SCC constituents do not feel that SCC is providing adequate technology or moving rapidly enough to purchase new equipment or software. However, 75% of the constituencies believe that "SCC maintains, upgrades, or replaces its technology infrastructure and equipment to meet instructional and staff needs," and 93% agree that "SCC technology planning is coordinated with SCC master planning." (2004 Staff Accreditation Survey) (III.C-5)

Planning Agenda

None.

III.C.1(b) The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Training in technology is an on-going service offered to the faculty and staff of Rancho Santiago Canyon Community College District (RSCCD). When new software is introduced to facilitate fiscal, purchasing, or any district/college process, a thorough training plan for the college staff is implemented by district experts. This training is offered in groups or on an individual basis, as appropriate.

SCC's administration and the ITS staff are committed to on-going, quality training through flex activities and other staff development opportunities provided throughout the year. SCC provides training to faculty and staff as new software or equipment is installed and/or as requested. This training is provided by various staff members, including faculty or classified staff with given expertise, the media staff members, and/or the ITS staff. For

example, on-going training is given on Microsoft Office as it is the district's standard software for all administrative computers and is installed on every college computer. New instructional software is frequently purchased with training agreements from the vendor. Web training can be obtained in several methods, including a one-on-one meeting with the ITS application specialist or through the weekly scheduled training session.

To support online classes, SCC trains faculty to use Blackboard, a course management system. This system is also available for faculty members who prefer to incorporate Blackboard tools into their traditional classroom teachings. Some SCC faculty members now offer online materials in conjunction with their classes for subject enhancement. (III.C-8)

In addition to other sources, SCC utilizes funds allocated from the California Community College Chancellor's Office via the Telecommunications and Technology Infrastructure Program (TTIP) to assist with technology training for faculty and staff.

In all areas of technology, SCC's administration and faculty are cognizant of the responsibility to support student training in effective application of current and new information technology. The Academic Computing Center, the Anaheim Hills Center, and the new Orange Education Center provide support services to assist students with many aspects of technology. Also offered are short-term day, evening, and weekend classes designed to help students enhance specific computer technology skills.

The library faculty at SCC provide individual and group training for students seeking to learn how to access and use the various information/research databases that are available from either home or on-site college computers.

The SCC Disabled Students Programs and Services (DSPS) faculty modifies teaching materials for use with disabled students and assists with campus-wide communication and college-wide events, such as commencement. DSPS offers workshops and individual training sessions for faculty to make online and traditional course material compliant with section 508 of the Federal Rehabilitation Act and with the ADA.

DSPS conducts on-going assessment of needs related to specialized technology and works in collaboration with the college community to ensure ADA access compliance.

Several forms of assistive technology are available throughout the campus to ensure that students with disabilities have equitable access to electronic and print information. Site licenses have been secured for core assistive software programs and computer stations equipped with these specialized programs are available in the Library, Computing Center, Tutoring Center, Counseling Resource Center, Academic Success Center, the Language lab, the Testing Center, and in the Disabled Students Programs and Services Center.

The DSPS alternate media specialist maintains assistive computer stations, converts printed materials into required alternate formats, including audio, Braille, tactile graphics, large print, or electronic text, and provides individual and small group training on how to use assistive resources. The alternate media specialist also offers training workshops to faculty and staff on how use assistive technology

and make electronic information accessible to students with disabilities.

Self Evaluation

This standard is met. At SCC, every effort is made to ensure that appropriate training is available to all students, faculty and staff who need assistance to provide maximum utilization of all of the available technology support. The goal is to provide effective and quality training to students who use technology in their courses or research work, including a wide array of services to students with special needs. Staff training is extensive and offered in a large number of modalities.

In the 2004 Staff Accreditation Survey, staff and faculty requested more technology training although 84% of SCC constituents agree that "SCC provides technology training for staff and faculty." (III.C-5)

Planning Agenda

The college is working on a plan to determine the best use of the remaining TTIP training dollars. This is to be completed in fall 2005. Additional training sessions to assist instructors with advanced technology are also being planned.

Furthermore, many SCC students are using the Web more frequently for their information and services requests. Therefore, the Web Task Force will continue to meet with faculty and staff to discuss the enlargement and enhancement of web usage.

III.C.1(c) The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

The district's ITS Department and SCC work closely together to meet the technological needs of SCC using a variety of funding sources. As a team, they work diligently to maintain a high quality technological program, with appropriate services for staff and faculty.

In 2002-2003, SCC used a one-time allocation of funds for new colleges from TTIP to:

- Upgrade the network infrastructure and to purchase new Dell computers for staff and faculty.
- Install Cisco network equipment; this new network equipment provided increased bandwidth and reliable equipment.
- Purchase additional equipment for replacement units to be used when installed equipment fails.

In January 2004, a new video conferencing system, funded by TTIP, was installed. The Polycom iPower 9800 IP system allows easier and more reliable connectivity to other California community colleges, the district operation, Santa Ana College, and all other IP video conferencing systems. This system uses up-to-date technology and allowed the college to eliminate three costly-to-operate IDSN circuits. (III.C-9)

During the Summer of 2004, the district's ITS network operations staff implemented a high speed internet connection connecting the campus to the central student information system, fiscal services systems, Outlook (Exchange) accounts, and network storage. This provided an increase in the wide area network bandwidth, a boost to network performance and improved security.

In this same time frame, district bond Measure E funds were used to outfit the new Student Services and Instruction Building, which opened in fall 2004. New Dell computers and HP printers were installed in Admission and Records, Financial Aid, EOPS, DSPS, and classrooms. Additional Measure E funds were used to install the latest models of Cisco network equipment to maintain currency with the existing infrastructure needs of the college. For the fall 2004 semester, the graphic design instructional program purchased 26 new G5 Mac computers, with 17" monitors.

In the fall of 2004, the college website was moved to a common districtwide platform. This improved the website as it uses Microsoft technology with a database storage area and a basic Web Editor. Departments and faculty can now easily create or edit their own web pages within the college's website from their office or home. (III.C-10).

At the same time, the district's network operations staff implemented a new service to allow for a single remote (remote.rsccd.org) access for faculty and staff to access their email, network drives (H drive or data files), district intranet, and other resources via a secure access. (III.C-10)

To enhance the opening of the new Orange Education Center in January 2005, new network equipment, computers, printers, and projectors were purchased using Measure E bond dollars. This included:

- More than 400 Dell computers
- 66 HP printers, four scanners
- 27 Infocus projectors, with 25 mounted in the ceiling. The projectors are connected to the network and can be managed remotely by technical staff.
- Cixco network equipment and cabling, costing approximately $250,000. The installation of the equipment and cabling provided the infrastructure of the OEC facility. Current standards are used on every computer and telephone workstation.
- A high speed wide area network exists from OEC back to the data center where all central services are located.

In the fall of 2004, a physical inventory was taken of all administrative and academic computers and printers. The data was entered into a Microsoft Access database for easy retrieval and reporting. The data can be organized by academic versus administrative computers, along with many other selections depending on the specific need. This inventory data will provide an efficient and effective tool to create reports and charts to identify equipment that is outdated and will help plan future purchases.

Self Evaluation

This standard is partially met. It is the philosophy of SCC's administration that classrooms where technology is taught or used should maintain current hardware and software to stay up-to-date with the learning needs of SCC students.

When the new Student Services and Instruction Building was opened, current Cisco networking equipment was purchased to be compatible with existing hardware. Networking equipment, however, that is similar to that of micro computers, has approximately a five-year life span before it needs to be replaced. Because SCC used its one-time special funding to purchase hardware, including computers, academic file servers, and network equipment, there will be a need for funding in the future to

replace these items. Funding sources for future technology hardware have not yet been identified.

Planning Agenda

The director of academic support will create a plan identifying specific hardware that needs to be replaced, with a timeframe that will ensure the college is keeping its infrastructure maintained and current. The plan will include upgrading or replacement of administrative computers, classroom computers, academic file servers, and network equipment. It will also include a proposed budget amount for yearly planning purposes.

The college will continue to seek alternative funding sources to assist SCC complete its plans for upgrading or replacing current technology.

III.C.1(d) The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

Sections b and c (above) have explained the upgrading and purchasing of technology resources that have been made in the last five years to support the development, maintenance, and enhancement of SCC's programs and services. Additionally:

- All computers on the SCC campus are automatically updated with Microsoft software update services to ensure security patches, service packs, and virus protection.
- The district data center operation backs up data nightly on many systems and maintains copies at an off-site area.
- The current district Student Information System (SIS) is maintained by existing staff. Staff can access the system from their desktops using a software package to view or update data. Reports are generated centrally and distributed.
- Human resources data is located on the same mainframe computer as the Student Information System.
- Fiscal data is on its own system, and is located in the centralized data center. Staff can perform queries on this data to formulate specific reports.

The college's curricular commitments for distance learning programs and courses are accommodated through the use of Blackboard software in partnership with the California Virtual College (CVC) and the Foundation for California Community Colleges (FCCC), using the special funding program established by these entities. This partnership allowed SCC to provide distance education during a time of immense fiscal restraints. The contract with CVC includes a provision for their technical staff to maintain the hardware and software, thereby freeing up the limited SCC technical resources to focus on other issues.

Priorities for maintaining, upgrading, or purchasing new software are dependent on college/department identified goals and the annual needs assessment found within the EMP, which is updated annually. Whenever possible, SCC faculty and administration endeavor to partner and share both hardware and software technology resources. This has added greatly to the ability to use resources as widely and efficiently as possible.

The district's ITS department purchases the licenses for computer workstations to use Microsoft Windows operating system and Microsoft Office suite of products using the Microsoft Campus Agreement from FCCC. When possible, SCC uses FCCC for all purchases of software licenses. This allows the college to use its funding for specific software applications that support the curriculum. In addition, the FCCC has created a program for students and staff to purchase personal copies of software at a reduced rate, and Dell and Apple offer discounts to staff on their products via the web.

The district's network operations staff worked very closely with CENIC (Corporations for Education Network Initiatives in California) to install a high speed internet connection that is essential to the growth of online classes, web applications, and access to all centralized computer systems.

Self Evaluation

SCC partially meets this standard. By using and distributing technology resources to support, develop, maintain, and enhance college programs and services, SCC and the district remain reasonably up-to-date technologically. There is a need for more improvements, however. The current Student Information System is out-dated and doesn't provide the access students and staff need. Students are unable to use the system 24/7 as some requested in the 2004 Student Satisfaction Survey. (III.C-11)

The district is preparing to implement a new integrated SIS, HR, and financial system, which represents a significant advance in technology for the district.

Blackboard, a course management system, is currently adequate. However, the anticipated growth of the college and distance education will necessitate evaluation of SCC's partnership with CVC. This need is currently being researched by the district's ITS department.

Planning Agenda

The college will continue to use FCCC for its software licenses and purchases when possible, but because FCCC doesn't offer all the products the college needs, other sources must be used as well.

ITS will continue to provide SCC with the standard Microsoft products, but will allow other licenses that are useful to SCC.

The district will continue to monitor the technology needs of SCC.

III.C.2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the result of evaluation as the basis for improvement.

Descriptive Summary

At SCC, serious consideration is given to the technology planning process, with the understanding that technology is an expensive resource appropriation. The Technology Committee has as its primary mission to evaluate and recommend appropriate use of technology equipment for both administration and classroom enhancement and efficiency.

The EMP, which provides for the annual formal evaluation of progress toward college and departmental program goals,

includes goals dependent on the use of technology and goals that have been tied to enhancing student learning through the use of technology. Verification that the effectiveness of the technology is commensurate with the expenses involved must be provided with all requests for upgrading or additional equipment and software, and to ensure that the purchases support institutional planning. (III.C-5)

New and upgraded software is approved through the annual EMP driven assessment, the research of the Technology Committee, and the recommendation of the director of academic support for SCC.

Self Evaluation

This standard is partially met. Technology planning is performed at many levels within the college to ensure that the proper technology (software and hardware) are available. A system has been developed to ensure that all requests for additional equipment or software are equitably researched and analyzed.

A systematic plan is needed that will assess the effective use of technology resources and use the results of this evaluation as the basis for improvement.

Planning Agenda

The college has requested that the director of academic support create a plan that identifies all computing systems and the timeframe for replacement or enhancement. This will help the college keep its computers maintained and current while providing a necessary budget amount for yearly planning. As a part of this plan, there will be a section to assess the effective use of current technology resources. This section will be used as a basis for improved used of technology resources.

Furthermore, as new buildings are being designed, the technology infrastructure will be part of the design.

EVIDENCE III.C TECHNOLOGY RESOURCES

Evidence Number	Evidence Document
III.C-1	Diagram of District ITS Managers
III.C-2	Diagram of SCC ITS Staff
III.C-3	Technology Committee Members
III.C-4	Technology Committee Plan Educational Master Plan
III.C-5	Staff Accreditation Survey
III.C-6	Academic Senate Requests
III.C-7	Form for requesting technical equipment
III.C-8	Emails Announcing Training using Blackboard
III.C-9	Copy of PO to Wire One Technology
III.C-10	Email to staff on Web Training
III.C-11	Student Satisfaction Survey

III.D FINANCIAL RESOURCES

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

III.D.1 The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1(a) Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

The mission statement for SCC is reviewed annually and updated as needed to meet current goals and expectations of the college. (III.D-1) The Educational Master Plan (EMP), first implemented in 2002-2003, is founded on the mission and goals of SCC and the Board and serves as one of the primary foundations for college financial planning at SCC. (III.D-2) This comprehensive document and its supplemental planning packets provide formal processes, procedures, timelines, and a consistent frame of reference for all college department, discipline, and program (DDP) planning. In this living document, each department, discipline, and program has an individual vision statement, mission statement, current description, set of goals, a plan for future growth and development, and a list of potential obstacles. To maintain a proper relationship between financial planning and institutional planning, the EMP is updated on an annual basis by each department, discipline and program and re-published every five years.

Institutional plans, both current and future, are linked closely to the financial plans at SCC. Future needs projects, an integral part of the EMP, are recorded in the Planning and Needs Assessment (PNA) component of the EMP and are, therefore, predictable. (III.D-3) The PNA allows each DDP to prioritize its current and future needs on an annual basis. As the budget permits, these needs are considered for funding. In this way, adequate funding permitting, academic affairs, student services, continuing (adult) education, and administrative services are able to establish their respective priorities. The College Planning and Allocation Council (CPAC), which meets twice per month, reviews and recommends the proposed budget to the college president. (III.D-4)

The district is responsible for budgeting and the disbursement of all fixed income including full-time instructors, full-time staff, and part-time on-going staff. (III.D-5) SCC budgets for its part-time instructors and short-term hourly staff through its discretionary funds. During the current state-wide budget crisis, a great deal of effort has been expended to maintain the growth and integrity of the college to ensure that long-term goals will be met when additional funding becomes available. Consequently, more financial resources have been allocated toward additional full-time instructors and a greater percentage of the college's discretionary fund has been directed

toward part-time instructors. This has resulted in a reduction of funds for operational expenses such as supplies, contract services, equipment, maintenance, and operations. At the same time, SCC has experienced increased enrollment, additional facilities, and an increased need for support costs, such as computers, furniture, and supplies that are associated with the addition of full and part-time instructors.

The RSCCD Board of Trustees is aware of the SCC EMP and recognizes this document as the platform for SCC's mission and goals. The Board is kept abreast of financial planning and allocation through regular reporting by the SCC President. These reports, for the most part, are based on the recommendations of the CPAC meetings.

Additionally, SCC is the recipient of both state and bond Measure E funding to assist with the construction of new buildings on the SCC campus. These funds are allocated according to a list approved by the voters of the areas, and are under the direction of a districtwide bond oversight committee who ensures the proper allocation of bond funds. (III.D-6)

Self Evaluation

This standard is partially met. As discussed, funding needs for new programs and projects are identified as a part of the EMP, but to avoid faculty and staff layoffs during the recent state budget shortfalls, it has been difficult to meet all of the educational improvements identified in the EMP. Nevertheless, the college has been able to preserve its status quo and support the construction of a new Student Services and Instruction Building and the new 92,000 square foot Orange Education Center (OEC), a continuing (adult) education facility, and is currently constructing a 40,000 square foot Library/Learning Resource Center. As funds become available, the educational improvements identified in the EMP will serve as the guideline for improvements.

Planning Agenda

None.

III.D.1(b) Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

Since its last accreditation report, SCC has continued to develop and implement appropriate processes and procedures to reflect realistic assessment of financial resources and expenditures through its administrative services department.

The 2004-2005 general fund budget for SCC was $21.2 M. (III.D-7) Of this amount, $6.9 M was under the direct control of SCC, and the remaining $14.3 M was managed by the district office of RSCCD to pay for fixed costs, which includes salaries and benefits of full-time and part-time on-going staff. The majority of the $6.9 M managed by SCC was used for part-time instruction, summer school instruction, and instructional agreements for cosmetology and the inmate education programs. (III.D-4)

On a regular basis, information about financial resources, expenditure requirements, and the status of the budget are compiled and distributed by the administrative services department to all constituents through administrative meetings, chair meetings, and CPAC.

During the recent fiscal crisis, many meetings were held with staff and faculty, at both the credit and non-credit campuses, to explain the necessity of cuts and to seek input on ways to continue to offer quality education with less financial resources.

To supplement the shortfall in funding, the district and the college have pursued other alternatives. These have included

- Successful passage of bond Measure E for capital projects.
- Aggressive participation in the state's scheduled maintenance program.
- Applying for and receiving a Title III grant. (III.D-8)
- Partnership with the Irvine Land Company for the donation of land.
- Developing a working relationship with water agencies to secure contributions for the college's water utility science program.
- The establishment of SCC's independent financial aid operation to increase the amount of financial aid funds for students.
- An increase in funds raised by the SCC Foundation in order to increase the amount of financial assistance available to SCC students.

Self Evaluation

To the best of its financial capability, SCC has met this standard. Through CPAC, SCC makes every effort to establish funding priorities to help departments achieve their educational and financial goals. While this has been extremely difficult during the past few years with the emphasis on a much lower, but balanced budget, all the systems are in place to achieve the expectations and needs of the DDPs.

The 2004 Staff Accreditation Survey indicated that the majority believe that "the processes and procedures currently in place are appropriate and meet the needs of DDP's under normal circumstances." (III.D-9)

Planning Agenda

SCC will continue to seek outside sources to assist SCC develop additional financial resources to meet its expenditure requirements, especially in regard to equipping and furnishing new facilities.

III.D.1(c) When making short-term financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

Over the past several years, Rancho Santiago Community College District has been able to meet and exceed its five percent reserve fund target. This makes it a financially stable community college district despite the on-going series of recent funding cuts by the state. (III.D-7)

In addition to regular full-time and part-time salaries, long-term liabilities are also considered as fixed costs, with funds set aside by the district prior to allocating funds to the colleges. Included are such expenses as health and welfare benefits, retirement funds, disability insurance, state unemployment insurance, workers' compensation insurance, long-term leases, utility expenses, and debt payments. (III.D-5)

Before funding is appropriated to various other needs, such as instructional agreements, facility rentals, and debt payments, SCC sets aside funds for contractual obligations. (III.D-4)

Thus far, the cuts caused by the reduced college budget have primarily affected routine maintenance and repairs.

Self Evaluation

SCC has a viable Facilities Master Plan, which was accepted and approved by the District Board in 2004.

With the opening of the Student Services and Instruction Building in Fall 2004 and the construction for the 40,000 square foot Library/Learning Resource Center in progress, the next funds will be spent to ensure that the current infrastructure supports the number of students using current and future facilities. (III.D-10)

Planning Agenda

None.

III.D.1(d) The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

The process for financial planning, budget development, and appropriate control mechanisms at the district level and at SCC are in accord with Board Policies (BP) for Business Financial support (BP #3000 – BP #3405, especially BP #3202). (III.D-11)

The process is as follows:

District Level

- The Budget Allocation and Planning Review Committee (BAPRC) is a districtwide committee with representatives from both colleges and the district office. SCC has two faculty representatives, three administrators, a classified representative, and a student representative. The committee is responsible for proposing an annual budget to the chancellor who then forwards it to the Board of Trustees for approval.
- In fulfilling this responsibility, BAPRC is kept informed by district fiscal services of projections and speculations as the governor develops the budget for the coming fiscal year as announced it in January.
- When the governor announces the budget, district fiscal services proposes a districtwide budget based on the budget allocation model. This initial budget is reviewed by BAPRC.
- The colleges and the district office distribute budget worksheets in late March-early April. Colleges submit completed worksheets to fiscal services by mid-April.
- Changes in the budget may be necessary if the governor's May revision is significantly different from the proposed January budget.
- The tentative budget is then reviewed by BAPRC and a recommended budget is forwarded to the chancellor. The chancellor presents this tentative budget to the Board of Trustees in June for approval.
- After the state legislature and the governor approve the final state budget, the district budget is once

again reviewed by BAPRC, who recommends an adopted budget to the chancellor. The chancellor then submits it to the Board of Trustees in September.

- In addition to the development of a budget proposal, the BAPRC regularly reviews expenditures to assess whether there are any problem areas, and, as necessary, submit recommendations to the Board of Trustees. (III.D-12)

SCC Level

- During the first quarter of the calendar year, CPAC receives a preliminary view of the college allocation for the coming fiscal year, which provides basic information about expected financial resources.
- College constituencies begin identifying financial resource requirements and establishing priorities.
- In March, the college receives a specific allocation from the district. Departments are given an opportunity to re-allocate funds, with the exception of full and part-time salaries and summer school faculty expenses. The budget is consolidated by SCC administrative services department and submitted to CPAC for review. CPAC then recommends a budget to the college president for approval.
- In April, the SCC requested budget is forwarded to the district.
- Supplemental funds, such as state equipment funds, are reviewed by CPAC. Departments prioritize equipment needs, submit them to their deans for further prioritization, and next to their respective vice presidents for consolidation. CPAC then recommends allocations to the college president for approval.
- Monthly expenditure reports are made available by administrative services department so that other departments can make the necessary adjustments to their budgets. (III.D-13)

On an annual basis, via the EMP, all college departments and organizations are asked to identify their financial resource requirements for the coming year. (III.D-2) Additionally, SCC frequently holds open meetings to discuss budgeting and to gather as many ideas as possible from all constituencies to ensure that all opportunities to increase resources are explored, and, as necessary, budget reductions and proposed cuts explained.

All staff members are encouraged to get involved in the development and updating of their department's EMP. In addition, all CPAC meetings are open to all constituents. These meetings are often attended by college faculty, staff and/or students who want to ensure that their special project or interest is fully represented. The EMP and CPAC minutes and budget information are available on the college website. (III.D-14)

Self Evaluation

Eighty-seven percent of the staff and faculty who responded to the Staff Accreditation Survey agreed that "All constituencies at SCC have an appropriate opportunity to participate in institutional plans and budgets." (III.D-9) Furthermore, SCC constituents appreciate the support provided by the chancellor and the Board of Trustees to give their approval for a high number of additional full-time credit faculty over the past few years as well as the allocation of Bond Measure E funds to the college. There is some concern by the faculty at the Orange Education Center

that their continuing education (adult) programs need additional full-time faculty.

Moreover, the distribution of state apportionment funds utilizing the district budget allocation model continues to generate questions and concerns at SCC based on these facts:

- The district manages the funds for all fixed costs in addition to a 16.1% allocation to the district from the district's apportionment. The remainder of the monies are given to the colleges, but of this amount, SCC receives only about 25%. This is not sufficient to maintain the rapid growth of the student population.
- The budget allocation model does not provide additional funds for expansion of programs, but essentially maintains the status quo.
- Extra funds are not available to support costs, such as furniture, computers, and maintenance when new buildings are built.

The question frequently raised by SCC constituencies during budget and planning meetings is this: Is the current district budget allocation model the fairest method to use to distribute funds?

Planning Agenda

CPAC is the forum where constituents are involved in major recommendations that are forwarded to the college president. Consequently, it the responsibility of CPAC representatives to ensure that all decisions are in alignment with the EMP or to be aware of any deviation from the EMP that is being proposed because of lack of funds. If necessary, CPAC needs to request additional funding from the district to help it meet the DDP expectations outlined in the EMP.

SCC representatives on BAPRC must continue to pursue answers to the budget concerns and questions raised by SCC's constituents. The BAPRC representatives will strive to improve the budget process to ensure that SCC can continue to offer high quality educational programs.

The college will conduct open forums on budget concerns to ensure that there is widespread opportunity for discussion, input, and understanding of the budget. Every effort will be made to help further solidify a cooperation and consolidated effort to meet financial goals and targets.

III.D.2 To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2(a) Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

The annual budget of the district and the district's finances and expenditures are reviewed annually by external auditors. The 2002- 2003, and 2003-2004 audits reported "no deficiencies." (III.D-15) There has been no need to respond to exceptions

and advice during this time period. Prior to 2002-2003, the district did respond to exceptions and advice in a timely manner.

Self Evaluation

This standard is met.

Planning Agenda

None.

III.D.2(b) Appropriate financial information is provided throughout the institution.

Descriptive Summary

Financial Reports are provided throughout the institution and to the public per Board Policies #3216 (Financial Reports) and BP #3220 (Quarterly Financial Reports). Board Policy #3201 (Budget Development Process) also includes directions for the college to share financial information publicly. (III.D-11) All of the district budgets are public knowledge and available to the pubic through the Board docket distributed at Board of Trustee meetings and are widely distributed on both the credit and non-credit campuses to interested constituents. (III.D-16)

Furthermore, SCC's budget is often distributed during Common Days (semester beginning orientations) to faculty and staff. Several times during recent years, there have been special budget-related open meetings to distribute information about the state's financial status and its impact on community colleges, in general, and SCC in particular.

Self Evaluation

This standard is met.

Planning Agenda

None.

III.D.2(c) The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The primary sources of RSCCD funding are through general apportionment and funds from categorical programs. RSCCD sets aside funds for fixed costs, including on-going obligations. It also sets aside a 5% reserve fund for emergencies. (III.D-5) Any general funds not spent by the district or the colleges are placed in the district's ending balance at the end of the fiscal year. Using the district's current budget allocation model, these funds have been redistributed the following year.

The district's ending balances for the past three years have been as follows:

2001-2002	$ 8.96 M	
2002-2003	17.05 M	
2003-2004	14.86 M	(III.D-17)

As of this date, RSCCD has been able to maintain sufficient insurance coverage, with specific insurance categories being insured by the district. These categories include:

- Workers' Compensation
- Property and Liability
- Vehicle Insurance

To comply with Board policy, the district has a risk management department to ensure that its risk management program meets all legal requirements and provides protection and/or insurance against loss, damage, or disability in accordance with California Education Code and any other

applicable state codes. This would include loss and damage to property, liability of the district, the Board and employees, workers' compensation, and providing health and welfare benefits to employees.

Self Evaluation

This standard is partially met. After funds are set aside for fixed costs, the year-end reserve, and district allocations, the balance is allocated to the colleges using a FTES-based allocation model. The portion allocated to SCC is not sufficient to provide the necessary funds for providing furniture and equipment to new facilities.

Additionally, there is concern that the continuing escalating cost of all types of insurance could have a negative impact on the district in the future if the state continues to have an educational financial crisis.

Planning Agenda

SCC representatives on BAPRC must continue to pursue answers to the budget concerns and questions raised by SCC's constituents. The BAPRC representatives will strive to improve the budget process to ensure that SCC can continue to offer high quality educational programs.

III.D.2(d) The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contracted relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

Oversight of RSCCD's finances includes the following processes:

- The BAPRC of the district meets regularly to review the budget status and distribute information prepared by the district's fiscal services department. (III.D-18) SCC administrators also review the budget monthly expense/balance report prepared by the SCC administrative services department.
- Board Policy #3104 provides for an annual audit of all funds. (III.D-11)
- The resource development department oversees all financial compliance related to grants.
- Foundation funds are managed by a director with the assistance of an accountant, and review by the Foundation's Board of Directors. External audits of the SCC Foundation during the past three years have found "no irregularities." (III.D-19)

Self Evaluation

The standard is met. The district's fiscal service division adhere to standard accounting practices to maintain the fiscal integrity of the district. For the past three years, the external audit of the district has shown no irregularities. This is primarily because the internal auditor of the district and the fiscal services staff of RSCCD are diligent in identifying problem areas and making the necessary corrections on an on-going basis.

Planning Agenda

None.

III.D.2(e) All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

The district's Board Policy #3222, Auxiliary Services Accounting Systems and Internal Control, covers all procedures for practicing effective oversight of external auxiliary funding. Board Policy #3204, Budget Administration, regulates district and college use of funding. (III.D-11)

All discretionary funds, special funds, and funds from grants are sent to SCC through the auspices of the district. The district conducts regular audits of practices to determine if there are any deviations from procedures. (III.D-20)

SCC strives to link all resources, including auxiliary activities, fund raising, and grants to the mission and goals described in the SCC Educational Master Plan.

Self Evaluation

The standard is met.

Planning Agenda

None.

III.D.2(f) Contractual agreements with external entities are consistent with the mission and goals of the institutions, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Using Board Policy #3300, Purchasing General Policy Statement and Board Policy #3307, Competitive Bidding and Quotation Polices, RSCCD has established a series of polices and procedures for the use of external contractual agreements. (III.D-11)

Because contracts with outside vendors require the approval of the Board of Trustees, the district has a contract expert who not only reviews proposed contracts, but provides assistance to the college during negotiations. There is also a district internal auditor who conducts reviews of practices at the colleges to assure they are in conformance with board policies and administrative regulations. Many contracts are governed by federal and state codes and regulations, which are strictly adhered to by the district.

On small projects, SCC plays a major role in determining which contractors will provide the best services and are consistent with SCC's mission and goals. All contractors must meet the insurance specifications required by the district purchasing department policy.

Only in an emergency does the college have approval to directly hire a contractor, selected from a district supplied list of approved contractors. (III.D-21)

Self Evaluation

Contractual agreements at SCC range from the provision of software and athletic supplies to landscape maintenance and food services. The rigorous guidelines established ensure that the best price is obtained and that the district is protected from contractor negligence or incompetence. (III.D-21)

Planning Agenda

None.

III.D.2(g) The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

Both the district and SCC have procedures to evaluate financial management processes. BAPRC not only looks at budget data, but also reviews the allocation process and makes adjustments when necessary. The SCC budget process is reviewed by CPAC and recommendations for changes can be make if the members so decide. (III.D-5)

In addition, the district uses an annual external audit to provide feedback and a written report to the Board of Trustees on the efficiency and effectiveness of district processes and procedures. (III.D-15)

SCC uses an external audit for its Foundation to ensure compliance with all district policies and procedures and to report the efficiency and effectiveness of foundation fiscal management processes. (III.D-19)

Self Evaluation

Despite the budget reductions, the district has been successful in ending the past fiscal years with reasonably good balances without having to resort to layoffs.

State budget problems and increases in fixed costs, however, continue to make it more difficult to maintain funds for operating expenses and nearly impossible to have the necessary funds to support costs associated with growth.

Planning Agenda

An end to the state budget crisis does not appear imminent. Therefore, the college and district must continue to look for alternate ways of operating more efficiently as well as pursue alternate sources of revenue, including partnerships and additional grants. Efforts have been taken in this area, but need to be enhanced and sustained for the next few years.

III.D.3 The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

At both the college and district levels, Board Policies #3000 – #3405 regulate the effective use of financial resources. (III.D-11) At the individual college level, there are a series of processes and reviews to assess and modify systems to ensure the effective use of financial resources. (III.D-5)

Initially, the Planning and Needs Assessment (PNA), conducted by each DDP, evaluates if fiscal needs are being met for individual departments, disciplines and programs. These evaluations are also evident in the program reviews conducted by individual departments. These groups may request process changes through CPAC if they are deemed appropriate. (III.D-2)

Finally, both the district BAPRC and SCC's CPAC review fiscal planning on a regular basis and determine if process changes are needed to improve the method for meeting fiscal needs. (III.D-5)

Two other significant issues have also forced the college to severely limit its capability to grow, and, in some instances even maintain the status quo. First, because of the state budget problem that hit the community colleges with mid-year cuts in 2002-2003, only during the past year has RSCCD begun replacing personnel lost through attrition during the district's hiring freeze. Since that time, programs, services and operational needs have expanded, but there are less funds to allocate. The second issue is the need to generate more FTES in order to maintain the current level of apportionment and

strive to obtain additional growth funds from the state. This current budget format dictates that SCC must allocate close to 70% of its funds toward salaries of part-time instructors.

Self Evaluation

This standard is met. Nevertheless, the college has found it necessary to rely heavily on special funds such as the State Equipment Block Grant and categorical funds to pay for re-occurring equipment and services that would normally be funded with general funds. This has caused serious concern to the SCC administrators and has impacted EMP requests.

Planning Agenda

To alleviate any mistrust on how funds are expended, CPAC will continue to allocate a portion of each meeting specifically to review the college budget and ensure there is consensus on how funds are allocated and spent within the college. This will also help to ensure budget planning is consistently in alignment with the EMP.

EVIDENCE III.D FINANCIAL RESOURCES

Evidence Number	Evidence Document
III.D-1	SCC Mission Statement
III.D-2	Educational Master Plan
III.D-3	Planning and Needs Assessment Guide
III.D-4	2005-2006 Proposed SCC Budget
III.D-5	RSCCD Budget Allocation Model
III.D-6	Bond Measure E Projects
III.D-7	2004-2005 RSCCD Adopted Budget
III.D-8	Title III Grant
III.D-9	Staff Accreditation Survey Student Satisfaction Survey
III.D-10	Facilities Master Plan
III.D-11	Board Policies
III.D-12	RSCCD Budget Process
III.D-13	SCC Budget Process
III.D-14	CPAC Minutes
III.D-15	2002-2003 RSCCD External Audit 2003-2004 RSCCD External Audit
III.D-16	RSCCD Board of Trustees Dockets RSCCD Board Minutes
III.D-17	2002-2003 RSCCD Adopted Budget 2003-2004 RSCCD Adopted Budget
III.D-18	BAPRC Reports and Minutes
III.D-19	SCC Foundation Cash Flow Process Past SCC Foundation External Audits
III.D-20	RSCCD Internal Audits
III.D-21	RSCCD Purchasing Guidelines

Santiago
Canyon
College

STANDARD IV: LEADERSHIP AND GOVERNANCE

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

IV.A DECISION-MAKING ROLES AND PROCESSES

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

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

Descriptive Summary

The institutional leaders at SCC have created an environment for empowerment, innovation, and institutional excellence to:

- Ensure a successful educational program for students.
- Provide a participatory environment where all stakeholders can work together in a collaborative manner to effectively and systematically improve institutional excellence.
- Improve a student's learning experiences and outcomes through a variety of educationally focused activities.

The Educational Master Plan (EMP) of SCC, which is the primary instrument of planning, is based on both the missions of the district and the college. The EMP is reviewed annually, revised as needed, and re-published every five years. The next published update will be spring 2007. SCC's goals and objectives are a vital part of the EMP, and they are discussed at the orientations for faculty and staff held at the beginning of each semester at both credit and non-credit campuses. (IV.A-1)

College Planning and Allocation Council (CPAC) meetings are held twice monthly and include representatives of all committees and councils as well as programs, disciplines, departments, and constituencies, including the Associated Student Body, the Academic Senate, program administrators, and the Classified Advisory Group. There is also a monthly meeting of the Classified Advisory Group, chaired by the college president, to maintain open lines of communication and ensure that all activities of the college are fully understood by the support staff.

Furthermore, the college president meets weekly with the president of the Academic Senate to discuss the

concerns and requests of faculty. The deans have a twice-a-month meeting to ensure continuity and cooperation among divisions of the college. Additionally, there is a joint credit department chair meeting each month as well as monthly meetings for individual departments, disciplines, and programs. (IV.A-2)

In the continuing education (adult) division, the vice president meets monthly with the full-time faculty and weekly with the classified staff to share information and discuss operational issues. (IV.A-2)

Other sources of data and information are used as well to help faculty, staff, and students stay informed about activities, policies, and processes. To help each group assess their programs and services to make needed improvements or request changes, the following information is used:

- Individual discipline, department, and program plans (DDPs)
- Course completion rates
- Student grades
- Related student/staff data from the district research department
- Enrollment Management Information (IV.A-3)

The information gleaned from the sources and reports listed above are utilized by each department, discipline, and program (DDP) to evaluate its individual progress and to update and modify their respective sections of the EMP. The use of the every three-year program review process within the EMP also assists to identify the strengths and weaknesses of each program. The Planning and Needs Assessment (PNA) portion of the EMP provides a viable vehicle for individual DDPs to communicate their ideas for institutional improvement. (IV.A-4) Suggestions for improvement can also be presented in department meetings, at council and committee meetings, and via the Academic Senate.

A portion of the job description of the SCC president includes the responsibility for leadership of the college programs, assurance that college facilities are safe and well maintained, as well as leadership for the long-range plans of the college and its short and long-term goals and objectives. (IV.A-5) The activities of the college and any new changes are reported in the Weekly Report issued by the president's office. (IV.A-6) To assist the president accomplish the tasks indicated by his responsibilities, SCC has gradually built a strong leadership team.

Self Evaluation

This standard is met. The faculty and staff at SCC have ample opportunities to be aware of the goals and objectives of the college. The commitment of the administration to keep all constituents involved in the decision making processes through the various councils, committees, and organizations as well as through CPAC and classified meetings ensures effective discussions, planning, and implementation.

The EMP, which is used for educational and financial planning of all disciplines, departments, and programs, is only in its third year. Therefore, the process for modifying the EMP and the Planning and Needs Assessment (PNA) process is in the developing stage and is being amended as needed. Nevertheless, the use of the EMP for planning and assessment has received wide approval from faculty and staff.

While the information shared at the college level is plentiful and the systems for participatory governance are efficient,

SCC may request the addition of a system to streamline the format by which information disseminated by the Board of Trustees reaches the constituencies at SCC. Only 55% of those who responded to the fall 2004 Staff Accreditation Survey felt that "first hand information regarding decisions of the Board of Trustees and the district office is received by SCC constituencies in a timely and efficient manner." At the present, such information is brought back to the college by the college president, Academic Senate representatives, the vice president of administrative services, and others who attend the Board meetings. Information is discussed at various council and committee meetings, but there is no formal way to share the same information with all constituencies. (IV.A-7)

Planning Agenda

With the exception of how information is transmitted to SCC constituencies from the Board of Trustees meeting, there is no need to change the current format of participation and decision making processes. The president will develop a system for enhancing his weekly reports to the college to include important Board information and decisions.

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

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

Descriptive Summary

In 2002 - 2003, SCC completed a major revision of its Collegial Governance Framework. This new framework outlines a flow of communication among and between all constituency groups to ensure that all stakeholders are well represented in all of the governing committees of the college, and ensures that the constituent groups the right to participate effectively in RSCCD and SCC governance. All constituency groups are allowed equal and ample opportunity to participate fully in governance activities and are encouraged to do so by making certain that the meeting times for all councils and committees accommodate the schedules of faculty, staff, and student members. All such meetings are held on a regular basis, have a published agenda, and are open to the community to allow for public comments. (IV.A-2)

A Collegial Governance Handbook was developed to explain the principles, organizational structure, operating procedures, and membership of the various SCC constituency groups. Each council and committee has developed its own mission statement, a list of responsibilities, and a designated membership formula that

meets its specific needs. The handbook was approved by the Academic Senate, CPAC, and the Board of Trustees in spring 2003. On-going revisions to the Collegial Governance Handbook are made as needed. (IV.A-8)

Self Evaluation

This standard is met. The new governance structure is working well at SCC. It is the responsibility of all councils and committees to gather information, deliberate, report, and formulate recommendations regarding policies and procedures, and they have assumed this responsibility. In the Staff Accreditation Survey (fall 2004), 90% of the respondents thought that "the collegial governance structure of SCC follows an organized process," and 62% stated that "I know how to participate in the SCC collegial governance process." (IV.A-7)

Planning Agenda

None. The Collegial Governance Handbook will be reviewed annually by the Academic Senate, the Classified Advisory group and CPAC, and will be updated as needed.

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

Descriptive Summary

Opportunities for faculty and staff to give input on student learning outcomes, programs, budget, and expenditures, as well as other educational matters such as faculty and staff needs are outlined in:

- Board/Academic Senate Agreement (IV.A-9)
- Academic Senate's Policies and Procedures Manual (IV.A-10)
- Mission, vision, and goal statements of all constituent groups (IV.A-1)
- Collegial Governance Handbook (IV.A-8)
- Educational Master Plan (IV.A-1)
- Planning and Needs Assessment Program (IV.A-4)
- Program Reviews (IV.A.-11)
- Curriculum and Instruction Council (IV.A-12)
- Student Learning Outcomes Committee (IV.A-13)

In addition, the Academic Senate has the primary responsibility for making recommendations to the president and the Board regarding the following academic and professional matters:

- Curriculum, including establishing prerequisites and placing courses within disciplines.
- Degree and certificate requirements
- Grading policies.
- Standards regarding student preparation and success.
- Policies for faculty professional development activities. (IV.A-10)

Self Evaluation

This standard is met.

Planning Agenda

None. SCC will continue to provide adequate opportunities and processes to ensure that faculty and academic administrators have proper forums for making recommendations about student learning programs and services.

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

Descriptive Summary

Sections IV.A.1 and IV.A.2 above give a detailed explanation of the various governance structures of SCC as well as the processes that have been developed to ensure effective communication, the sharing of ideas, and collegial governing among the SCC constituents.

As previously described, SCC's Collegial Governance Handbook outlines the structures, processes and practices of the councils and committees, all of whom are members of CPAC. This handbook provides the formal avenues used to ensure on-going, regularly scheduled discussion of ideas and effective communication at SCC. (IV.A-8) The Associated Student Body is also invited to participate fully in the governance of SCC. (IV.A-14) Students are represented on the five SCC councils, and a student representative serves as a liaison to the Academic Senate and sits on the Board of Trustees and the Chancellor's Council. The classified staff utilize the monthly meeting of the President's Classified Advisory group to receive pertinent information and discuss issues of collegial interest. (IV.A-15) The president also meets weekly with the president of the Academic Senate to discuss the concerns of faculty and to share information.

During each spring term, when planning activities for the next school year take place, the collegial governance structure and the Curriculum Guidelines encourage faculty and students to bring up new ideas to their councils and committees regarding student, educational, or student service activities. (IV.A-16) During this period, all DDPs also review and update their mission and goals, and make requests for future staffing and equipment needs through the Planning and Needs Assessment Program, which updates this component of the Educational Master Plan.

Self Evaluation

This standard is met. Through the organization and schedules of the governance structure, all councils and committees meet regularly, communicate freely, and collaborate to ensure needed improvements for SCC. These ideas are finalized and recommended to the president during CPAC meetings, with the minutes of each meeting prepared and distributed widely by administrative support personnel.

Planning Agenda

None.

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

Descriptive Summary

The Accreditation Committee, as agreed upon by the Academic Senate and the administration, is a sub-committee of Curriculum and Instruction Council. It was the Accreditation Committee's task to ensure that the self study process included all college constituent groups, fostered an open and supportive environment for input, and met the Commission's requirements for public disclosure, inclusive self study, and review of previous recommendations.

Representatives of all of the constituents of SCC (students, faculty, staff, administration and some community representatives), Board members, and the district support staff have taken an active and conscientious role in preparing the current self-study. Carefully adhering to the new format for the standards and other commission guidelines for the self study, the SCC steering committee, under the guidance of the vice president of academic affairs, who serves as the accreditation co-chair, has provided the leadership to collect evidence of the current status of SCC, assess which areas need improvement, and develop a planning agenda for the future. Every effort has been made to comply with all Accrediting Commission standards, policies, and guidelines as well as the requirements for public disclosure. Furthermore SCC met and/or exceeded all of the recommendations made by the previous accreditation committee.

In spring 2003, planning for the self study formally began, committees were formed, administrative/faculty co-chairs were selected, staff and faculty accreditation report writing training commenced, and the college began its preparations to conscientiously gather evidence that would support its self study report. This process continued through the fall of 2003 and the spring and fall of 2004, with committees for the four standards meeting on a regular basis to discuss the process and share ideas and concerns. The administration, faculty, staff, and students expeditiously gathered evidence to support their current findings. Materials pertinent to the self study were posted on the college website (IV.A-17) as the study was in progress so it could be reviewed by all college stakeholders. The timeline, committee composition, process and procedures for implementing and completing the self study were conveyed to the Board of Trustees on a regular basis by the college president and the vice president of academic affairs. (IV.A-18) The Board of Trustees approved the final written edition of the self study in July 2005.

SCC complies with all polices and guidelines of the WASC Commission. In spring 2005, a Substantive Change Proposal for the change of location for the continuing education (adult) division was prepared and submitted to ACCJC. The proposal was subsequently reviewed by the ACCJC Substantive Change Committee and approved. (IV.A-19)

SCC has always been forthright in its dealings with the U.S. Department of Education and all other local and state governmental agencies. In 2003, SCC filed the necessary paperwork to receive a Financial Aid ID number and completed its report for an independent financial aid office. (IV.A-20) Effective fall 2005, Title III was implemented, with a portion of the grant to be used for SLO training and implementation. (IV.A-21)

Self Evaluation

This standard is met. When completed, this latest self study report presented to the public a vital, serious, and accurate report of the status of SCC and its plans for future improvements related to the accreditation standards.

Planning Agenda

None. SCC will continue to advocate and demonstrate honesty and integrity in its relationship with external agencies and the accrediting commission.

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

Descriptive Summary

As previously noted, in 2002-2004, SCC revamped its collegial governance framework to ensure that all constituents have access to and are an integral part of the decision-making structures and processes. The results of the work of CPAC are reported to the campus community monthly via council minutes posted on the SCC website. The collegial governance framework is a living document that is updated and changed as necessary.

SCC regularly evaluates its governance and decision-making process. The institution has demonstrated a willingness to make changes to improve SCC's effectiveness based on the annual evaluation of structures and procedures. For example, in spring 2004, the Student Learning Outcomes Committee became a permanent part of the Curriculum and Instruction Council, and a SLO Coordinator was selected to develop an SLO Manual and to ensure that the SLO training of faculty was completed effectively. In spring 2005, CPAC reviewed the established timeline for requesting new full-time faculty, classified staff, and administrators. Based on input from the Academic Senate, CPAC agreed to revise the timeline to begin the hiring process for all positions during the fall semester. This will provide more time to discuss and prioritize the staffing needs of the college as a whole.

Self Evaluation

This standard is met. In spring 2005, a Staff Accreditation Survey was conducted at SCC by the district's research department. The survey included responses from faculty, staff, and administrators on the role of leadership, institutional governance, and decision making structures and processes. The survey results disclosed that there is a strong consensus from faculty and staff that SCC is meeting the standards of the self-study and that the collegial governance process works. Ninety-six percent of those surveyed agreed that "The collegial governance structure at SCC follows an organized process," and 94% felt that "... planning processes at SCC are reviewed to identify needed areas of improvement." (IV.A-7)

Planning Agenda

None.

EVIDENCE IV.A DECISION MAKING ROLES AND PROCESSES

Evidence Number	Evidence Document
IV.A-1	Educational Master Plan
IV.A-2	College Planning and Allocation Council Structure
IV.A-3	Reports and Research 3.a Department reports 3.b Course Completion Rates 3.c Grades 3.d Student/Staff ratio 3.e Enrollment Management
IV.A-4	Planning & Needs Assessment Program
IV.A-5	President's Job Description
IV.A-6	Sample Weekly Report
IV.A-7	Staff Accreditation Survey
IV.A-8	Collegial Governance Handbook
IV.A-9	Board/Academic Senate Agreement
IV.A-10	Academic Senate Manual
IV.A-11	Program Reviews
IV.A-12	Curriculum and Instruction Council Manual
IV.A-13	Student Learning Outcomes Committee documents
IV.A-14	Associated Student Body Minutes
IV.A-15	Classified Advisory Group Minutes
IV.A-16	Curriculum Guidelines
IV.A-17	SCC website information
IV.A-18	Accreditation Study 18.a Organization 18.b Timeline
IV.A-19	Substantive Change Proposal from Orange Education Center
IV.A-20	Financial Aid documents
IV.A-21	Title III Grant Timeline

IV.B BOARD AND ADMINISTRATIVE ORGANIZATION

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

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

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

Descriptive Summary

The governing board of Rancho Santiago Community College District (RSCCD) is the Board of Trustees, composed of 7 local residents, elected at large. Any registered voter living in the RSCCD district can vote during a trustee election, which is held in November at the same time as general elections. Each trustee is elected for a staggered four-year term as described in Section 9000 of the Board policies, specifically Board Policy #9003, which dictates the membership of the Board. In addition, each college selects a student trustee to serve as an advisor to the Board. (IV.B-1)

Board bylaws which reflect directly on the conduct of trustees include the following Board Policies (BP):

- Statement of Ethical Conduct BP #9002
- Filling Vacancies BP #9005
- Training for New Trustees BP #9028
- Duties of the Officers BP #9008
- Board of Trustees Political Activities and Solicitation of Political Contributions BP #9027
- Alcohol Consumption BP #9021 (IV.B-1)

It is the policy of RSCCD that no Board member may be an employee of the district or have financial interest in the district.

The Board of Trustees is governed by a set of bylaws, set forth in the Board Policy Manual, that mandate how, when, where, and in what manner the Board shall govern the district's two colleges. Construction, evaluation, and revision of policies are governed by several established policies, including:

- Setting Policy BP #9001
- Approval of New Board Polices or Changes to Existing Board Policies BP #9023

The Board, as a group, takes action only when there is a majority decision of members. (IV.B-1)

Statements reflecting expectations for quality of program, institutional integrity, and effectiveness of student learning programs are found in the vision, mission statements, and the goals of the Board of Trustees. (IV.B-2)

The procedure of RSCCD for selection of its chief administrator is as follows: "The Board of Trustees shall appoint a properly qualified person to be chancellor. The chancellor shall be accountable to the Board for the administration of all district activities not reserved by the Board or by the education code." Board Policy (BP) #2110 concerns the duties of the Chief Executive Officer, BP #2112 relates to the Chancellor's Prerogatives, and BP #2113 governs the Evaluation of the Chancellor. (IV.B-1)

Each Board docket agenda provides for public presentations and for staff reports as appropriate at the twice-per-month (once per month in summer and December) Board meetings. The Board also meets in closed sessions to discuss personnel and litigious issues. Board policy requires the keeping and preserving of minutes of all Board meetings. (IV.B-3)

Self Evaluation

The Board of Trustees of Rancho Santiago Community College District (RSCCD) have developed clear policies and practices to ensure the quality of student learning and protect the district from undue influence or pressure. (IV.B-1)

Planning Agenda

None.

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

Descriptive Summary

"The mission of the Rancho Santiago Community College District (RSCCD) is to serve the educational needs of its multifaceted communities." Primary goals of the district are to respond to the educational needs of an ever-changing community, to provide programs and services that reflect academic excellence, and to ensure that the district's two colleges promote open access and celebrate the diversity of both its students and staff, as well as the community. (IV.B-2) The Board annually reviews its mission and goals to ensure quality in student learning and programs.

The mission and goals of the Board are accomplished through its two colleges, Santa Ana College (SAC) and Santiago Canyon College (SCC), which provide comprehensive programs and services in:

- Lower division transfer curricula
- Occupational and technical curricula
- Community services
- Basic skills development
- Economic development

Through these programs and services, the district seeks to "enrich the lives of its residents by preparing them to become productive citizens in a global society." RSCCD is committed to quality, innovation, and diversity in the pursuit of this mission. (IV.B-2)

To ensure that the instruction at the two colleges is consistent with the mission statement, Board Policy #6000 Instruction provides that the courses of instruction and educational programs are prepared under

the direction of the Board of Trustees and submitted to the Chancellor's office of the California Community Colleges for approval. (IV.B-1)

The Board has established a 5000 series (BP #5000-5999) entitled "Students & Student Personnel Services" to govern support services to students. (IV.B-1)

Self Evaluation

This standard is met. There are sufficient Board policies consistent with the district's mission and goals. Board polices are reviewed periodically and updated and/or revised as necessary.

Planning Agenda

None.

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

Descriptive Summary

The Board of Trustees receives regular reports and presentations concerning the status of various educational programs, strategic fiscal planning, and formal budgets. These reports are presented in public meetings and via written reports given to trustee members on a weekly basis. These reports are also part of the docket packet prepared for each Board meeting. (IV.B-3) Suggestions for improvement, if necessary, are identified and given to the proper college administrative staff member.

The Board ensures the fiscal integrity of the district through commission and review of an annual audit by an independent audit firm and a minimum requirement of a 5% reserve. The Board also oversees the budget allocation to the two colleges based on full-time equivalent students (FTES), the growth pattern of the colleges, and the specific needs of each college. (IV.B-4)

Self Evaluation

This standard is met.

Planning Agenda

None.

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

Descriptive Summary

The Board of Trustees is governed by a set of Board Policies that specify the Board's size, duties, responsibilities, structure, and operating procedures. These Board policies are the 9000 series (BP #9000-9999) of the district's Board policies. Board Policy #9003 specifies Membership, BP #9008 Duties of the Officers, BP #9009 Committee Structures, BP #9005 Vacancies, BP #9017 Order of Business, BP #9018 Parliamentary Procedure, BP #9019 Discussion and Debate, and BP #9023 Approval of New Board Policies or Changes to Existing Board Policies. (IV.B-1)

Board policies and administrative regulations are available through the district intranet. The Board policies are updated as necessary based on information supplied by the Community College League of California.

Self Evaluation

This standard is met.

Planning Agenda

None.

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

Descriptive Summary

As stated previously, the Board of Trustees operates under RSCCD Series BP #9000, Bylaws of the Board, and the related state education and administration codes. Minutes and resolutions of the RSCCD Board reflect that it consistently acts according to its policies and bylaws.

The Board reviews its policies on an annual basis during the Board training day, and updates and revises the policies as necessary. Since the last accreditation cycle, numerous policies have been approved and/or revised according to BP #9023, "Approval of New Board Policies or Changes to Existing Board Policies." There is also a series of administrative regulations, which give definitive instructions for these policies. (IV.B-1)

Self Evaluation

This standard is met.

Planning Agenda

None.

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

Descriptive Summary

Board Policy #9003 provides the guidelines for ensuring continuity of Board membership and staggered terms of office. As noted previously, each trustee is elected for a staggered four-year term by all of the voters of the district.

Board Policy #9028 describes "Training for New Trustees." New trustees are given essential state legislative materials, education codes, and other legal documents as well as a thorough orientation to the policies, procedures, and goals of the district.

In addition to attendance at a wide variety of state and national trustee conferences, a formal training session, Board Planning Retreat and a Budget Workshop are held annually for all RSCCD Board members. These activities provide an update on the programs, services, and the budgetary status of the district. New trustees are also encouraged to visit each college campus to meet with the president, academic senators, and students. (IV.B-1)

Self Evaluation

This standard is met.

Planning Agenda

None.

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

Descriptive Summary

Board Policy #9022, "Evaluation of Trustees" describes how the RSCCD Board of Trustees will perform a self-evaluation process to ensure that it acts

according to its published bylaws. This self-evaluation must be completed by September 1 of each year. (IV.B-1) The Board's most recent self-evaluation was held on August 30, 2004. The minutes of the self-evaluation reflect that there was consensus that all trustees work well together and deal with issues in an appropriate and collegial manner. (IV.B-5)

Self Evaluation

This standard is met.

Planning Agenda

None.

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

Descriptive Summary

The code of ethics for the Board of Trustees of RSCCD is clearly defined in Board Policy # 9002, "Statement of Ethical Conduct," which was reviewed and updated in March 2005. (IV.B-1)

Self Evaluation

This standard is met.

Planning Agenda

None.

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

Descriptive Summary

Since the inception of the current accreditation self study process at SCC, the Board of Trustees for RSCCD has been kept abreast of the accrediting process through on-going reports at Board meetings given by the president of the college, the vice president of academic affairs, who is the accreditation liaison officer, and the president of the Academic Senate.

To gather accurate and timely information for the self study, the President of the Board of Trustees and another trustee were interviewed by several members of the Standard IV Committee. The Standard IV committee members obtained direct input for completing the self study report, shared the depth and complexity of the self study with the Board members, and provided them with a deeper understanding of the new accreditation standards, including those that apply to the Board itself. This provided the standard committee members an opportunity to discuss with the Board members the importance of SCC meeting the recommendations issued by the 1999 visiting team and the accrediting association.

The commitment of the Board to ensure that the self study was well done and involved all constituencies is shown in their agreement to provide resource allocations necessary to conduct a thorough and accurate self study. The final draft of the SCC self study had the approval of the Board of Trustees prior to the report being sent to the accrediting commission.

Self Evaluation

This standard is met.

Planning Agenda

None.

IV.B.1(j) The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor)

in a multi-college district/ system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

Board Policy #2113 describes the "Evaluation of the Chancellor," which is the responsibility of the Board of Trustees. As noted previously, the procedure of RSCCD for selection of its chief administrator is as follows: "The Board of Trustees shall appoint a properly qualified person to be chancellor. The chancellor shall be accountable to the Board for the administration of all district activities not reserved by the Board or by the education code." Board Policy #2110 concerns the duties of the chief executive officer, and Board Policy #2112 relates to the chancellor's prerogatives. In turn, the chancellor is given responsibility for evaluating the president of each college. The evaluation process was approved by the Board and includes staff evaluation forms sent from the chancellor's office to faculty, classified, and administrative staff at the colleges. Using staff input as provided, the chancellor evaluates the college president and reports his findings to the Board. When a vacancy exists at the president's level, the chancellor directs a search, oversees the selection process, evaluates the recommendations of the search committee, and may authorize site visits for candidates at the final interview level. The chancellor then makes a presentation to the Board for their approval. (IV.B-1)

Self Evaluation

This standard is met.

Planning Agenda

None.

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

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

Descriptive Summary

The president of SCC has expanded the size of the administration of SCC and improved the institution's ability to provide appropriate services that reflect its mission and increased growth. He assigns

responsibility to his team of administrators and managers consistent with their assigned responsibilities. (IV.B-6)

Self Evaluation

This standard is met.

Planning Agenda

None.

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

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

The president of SCC keeps abreast of all data and analyses of SCC's performance through information regularly supplied by the district's research department and on-going evaluations and surveys conducted on campus by the library, counseling, and tutoring centers, as well as data supplied from the continuing education division. Additionally, he has instituted several forums that have assisted the college, as a whole, develop a successful collegial process that sets values, goals, and priorities. This ensures that educational planning is integrated with resource planning and distribution to achieve student learning outcomes and establish systems and processes to evaluate overall institutional planning and implementation efforts. (IV.B-7)

The president meets with all vice presidents weekly to ensure that the college is meeting the needs of students effectively and efficiently through scheduled maximum classroom utilization that support maximum generation of state funding. He supports a college focus on student learning as demonstrated by his support of the EMP process and the student learning outcomes process described in the Introduction. A bi-weekly report from all of the collegiate governance planning councils helps him keep abreast of activities that focus on student learning, and he meets on a weekly basis with representatives from the Academic Senate to keep in touch with faculty needs.

Self Evaluation

The president actively participates in collegial governance processes and provides guidance for instruction and establishing procedures that make the college function at a high level of effectiveness and efficiency. The Staff Accreditation Survey demonstrated that 92% of the staff agree that the president of SCC provides effective leadership. Ninety-eight percent of staff agree that the SCC president delegates authority to appropriate personnel, and 88% agree that the president communicates on a regular basis with all constituencies. (IV.B-8)

Planning Agenda

None.

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

Descriptive Summary

The SCC president is a regular participant in the Chancellor's Cabinet and Board of Trustee meetings, and co-chairs the College Planning and Allocation Council on a twice-per-month basis to bring important and pertinent regulatory information to all constituents, including students, faculty, classified staff, and managers. He also attends other meetings at the district office to ensure that the college is in compliance with statewide and district mandates regarding budgets, policies, procedures, and actions.

Self Evaluation

The SCC president places a strong emphasis on continuous collegewide dialogue related to the values, goals, directions, and progress of the college toward achieving SCC goals. He encourages the collection and analysis of survey information from the district and various collegiate entities that will assist in maintaining a high quality of education.

Planning Agenda

None.

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

Descriptive Summary

The president, vice president of administrative services, the vice president of student services, two representatives from the Academic Senate and one classified staff member attend and participate in the district's Budget Allocation Planning and Review Committee (BAPRC). This group is responsible for advising the chancellor and the Board of Trustees regarding districtwide budget and planning items. (IV.B-9)

The SCC president meets regularly with the vice president of administrative services and other vice presidents, Academic Senate representatives, CPAC, and the Classified Advisory Group to discuss budget needs and determine how to best allocate the college's limited funds. Additionally, he holds meetings for all faculty and staff to communicate budgetary information and to request input on final recommendations for use of funds.

The SCC president participates in the development of all final district budget recommendations after making presentations that represent the priorities of SCC, using information established through the SCC shared governance process. He also regularly attends the Board of Trustees meetings.

Self Evaluation

The Staff Accreditation Survey demonstrated that 92% of the staff agree that the president of SCC provides effective leadership, which includes meeting with many constituencies for input and decision-making concerning the use of the college's limited funds. (IV.B-8)

Planning Agenda

Collegewide budget meetings will be held twice each year to communicate expenditure and revenue information to the college constituents.

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

Descriptive Summary

The SCC president interacts with the communities served by SCC through a variety of activities and presentations. He enhances the recruitment of freshman students for the college by interfacing with officials from the local school districts and attends special days set aside for high school seniors, K-12 students, and parents. He serves on the Board of Directors of the Orange Chamber of Commerce and is a member of the Foundation of the Orange and Anaheim Chambers of Commerce. He has met with several homeowners groups to discuss the impact of the growth of the college on the neighborhood, and served as Principal for A Day for a local elementary district.

Self Evaluation

The president is an active, community-oriented individual who is very visible in the community and assists with student recruitment and information dissemination.

Planning Agenda

None.

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

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

Descriptive Summary

In fall 2004, the district began the development of a "RSCCD Functions/ Mapping of Responsibilities" project to delineate, in matrix format, the district and college responsibilities in the following functions:

Function 1	Instructional Programs
Function 2	Student Services
Function 3	Human Resources
Function 4	Fiscal & Administrative Services
Function 5	Educational Services
Function 6	Governance
Function 7	Governmental Relations, Public Relations, Communications and Publications

This function mapping project was approved by the Chancellor's Cabinet in late 2004. It is the roadmap to distinguish

responsibilities of functions for the district office and the colleges to assist communication and continue multi-college transition planning. (IV.B-10)

Self Evaluation

The district's completed Function Map clearly defines the operational responsibilities of all district constituents in an easy-to-read and understand format.

Planning Agenda

None.

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

Descriptive Summary

RSCCD provides information management, human resources, and all business services, including payroll, purchasing, warehousing and delivery for both colleges. The district also manages the portion of the budget used to pay full-time faculty and staff. The district's Educational Service division provides research and the resources for development, planning, economic development programs, and child development services. (IV.B-10)

Self Evaluation

This standard is met.

Planning Agenda

None.

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

Descriptive Summary

RSCCD distributes funds based on a system wherein the district assumes responsibility for fixed costs and the colleges receive funding for part-time faculty, summer school expenses, and the necessary operation costs. As discussed in Standard III-D, the district uses an FTES Producing Model for determining distribution of funds to the colleges.

Each year SCC's allocation is based on the budget of the preceding year and its student population. The system of dividing funds and the ratios for operations of each college has been changing annually as SCC grows. In the past, the district provided an annual 1.18% in discretionary income to SCC to compensate for its rapid growth. In 2004-2005, the Budget Planning Allocation Review Council sent a workgroup recommendation to the chancellor to terminate this special allocation. This recommendation was accepted by the Board.

Using funds from the Measure E bond measure, the Board requested and received a list of desired projects from both colleges and the district office. Based on this list, the district allocated a share to SCC for a land purchase at the main campus site, land purchase for the Orange Education Center (a non-credit adult education center), as well as new facility improvements on the main campus of SCC. [See Section III-B for details.]

Self Evaluation

This standard is partially met. Despite the recent community college funding emergencies throughout all state colleges, RSCCD has managed to remain fiscally sound through conservative and moderate means of using its funds. There was a temporary hiring freeze from fall 2003

to spring 2004, but each year for the past three years, in spite of serious cutbacks, the district has ended the year in a positive financial status by having each college return its surplus discretionary monies to the district. These funds provided part of the allocation given to the individual colleges at the start of a new fiscal year.

There is on-going concern by many SCC constituencies that the current allocation model needs to be revised to provide the necessary funds to meet SCC's continued growth in student enrollment and to provide funding for equipment and furniture for the new buildings that are being built.

Planning Agenda

SCC's leadership team will work through BAPR to seek changes in how district allocations are decided to ensure that SCC has the fiscal support it needs to sustain its anticipated growth and development. As state funds allow, SCC will request a larger proportion of the district funds allocated to the individual colleges.

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

Descriptive Summary

Board policy charges the chancellor with directing the staff in the development of a budget under the direction of the Board of Trustees who are responsible for establishing the guidelines.

Audits for the last three years have found that the systems used by the district have been satisfactory and have successfully controlled expenditures, although budgeting has been especially challenging during the past few years. (IV.B-4)

Self Evaluation

The financial control systems in RSCCD and SCC are as follows:

- Board of Trustees
- Budget Allocation and Planning Review Committee (BAPRC)
- College Planning and Allocation Council (CPAC)
- Divisions (Credit and Non-Credit)
- Departments, Disciplines, and Programs (DDPS)

This system has proved to be quite satisfactory for controlling expenses while operating two successful colleges.

Planning Agenda

None.

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

Descriptive Summary

The Board of Trustees delegates to the chancellor the task of providing leadership for planning, setting priorities, managing resources, ensuring compliance with state statutes and regulations, and implementing all Board Policies. In turn, the chancellor of RSCCD delegates the authority for SCC administration and operations to the SCC president. To ensure that these responsibilities are carried out effectively and efficiently, the SCC president and the chancellor meet weekly and communicate more often to discuss matters of importance. The SCC president

also attends the weekly meeting of the Chancellor's Cabinet.

Self Evaluation

This standard is met.

Planning Agenda

None.

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

Descriptive Summary

Information flows among the colleges via the following mechanisms:

- Monthly District Management Council Meeting Information flows among the Board, the district, and the colleges via the following mechanisms:
  - Twice-a-month Board of Trustee meetings with the SCC president presenting a short report on SCC activities and progress
  - Minutes of the Board Meetings to all faculty and staff
  - Weekly Chancellor's Cabinet meetings
  - Individual program presentations at Board meetings

Additionally, members of the Board of Trustees visit the colleges to meet with faculty, students, and staff, and attend many college events and presentations.

Self Evaluation

This standard is met.

Planning Agenda

None.

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

Descriptive Summary

Because RSCCD is a relatively new multi-college community college district, it is continually evaluating and developing its governance and decision-making structures. Over the past five years, many changes have been made as a result of the on-going evaluations. (IV.B-1)

Self Evaluation

The new Delineation of Functions Map will also assist the district to continue to define role delineation, governance process, and decision-making systems. (IV.B-10)

Planning Agenda

None.

EVIDENCE IV.B BOARD AND ADMINISTRATIVE ORGANIZATION

Evidence Number	Evidence Document
IV.B-1	RSCCD Board Policies
IV.B-2	RSCCD Mission, goals and objectives
IV.B-3	Sample Board docents, minutes and weekly packets
IV.B-4	RSCCD Budget/Audit
IV.B-5	Minutes of Board Self-Evaluation
IV.B-6	SCC Administrative Structure
IV.B-7	SCC Collegial Governance Structure
IV.B-8	Staff Accreditation Survey
IV.B-9	Budget Allocation and Review Committee (BAPRC) Structure
IV.B-10	Delineation of Functions Mapping