

PEER REVIEW TEAM REPORT

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

This report represents the findings of the Peer Review Team that conducted a virtual visit to Santiago Canyon College from March 7, 2022 to March 8, 2022. The Commission acted on the accredited status of the institution during its June 2022 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Mary Gallagher
Team Chair

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**Santiago Canyon College
Peer Review Team Roster
TEAM ISER REVIEW**

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English Professor

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ADMINISTRATIVE MEMBERS

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Senior Dean of Planning, and Institutional Effectiveness

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ACCJC STAFF LIAISON

Dr. Catherine Webb

Vice President

* Persons who served as participants on the district review team are noted with an asterisk.

**Santiago Canyon College
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FOCUSED SITE VISIT**

Dr. Mary Gallagher, Team Chair
Los Angeles City College
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Senior Dean of Planning, and Institutional Effectiveness

ACCJC STAFF LIAISON

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Vice President

Summary of Focused Site Visit

INSTITUTION: Santiago Canyon College

DATES OF VISIT: March 7 and March 8, 2022

TEAM CHAIR: Dr. Mary Gallagher

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process conducted on October 7, 2021. The team conducted Team ISER Review (formative component) to identify where the college meets standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries of standards that the team would pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

In March 2022, four members of the peer review team conducted a Focused Site Visit to Santiago Canyon College on March 7 and March 8, 2022 for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations.

The Team Chair held a pre-Focused Site Visit meeting with the college CEO on February 23, 2022 to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 20 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team held two open forums, which were well-attended, and provided the College community and others the opportunity to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating the Focused Site Visit meetings and interviews, and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Team Commendations

Commendation 1:

The Team commends the College for strong participatory governance processes and structures, which are based on a regular and systematic cycle of assessment, provided a solid and strong foundation for the College to navigate the challenges successfully and seamlessly for continued delivery of high-quality education and services as well as support for faculty and staff, in the midst of a global pandemic and significant leadership changes. (I.B.7, IV.A.2, IV.A.5)

College Recommendations

Recommendations to Meet Standards

None.

Recommendations to Improve Quality

None.

District Recommendations

Recommendations to Meet Standards

None.

Recommendations to Improve Quality

None.

Introduction

Santiago Canyon College (“SCC” or “the College”) is a college of the 21st century in that it first became independently accredited in 2000 and has been evolving each year to meet the growing educational needs of its region. The College served a total of 19,132 credit students and 8,496 noncredit students during the 2019-2020 academic year, with 5,018 of the students taking credit courses also enrolled in nontraditional apprenticeship classes.

The College is part of a two-college district system, Rancho Santiago Community College District. The College’s name describes its natural landscape: it is founded in the canyon that stretches across the foothills of the Santa Ana Mountains. The College’s grounds have grown from its earlier 30 acres to 82 acres. Noncredit instruction is offered at “Orange Educational Center Provisional Education Facility” and the “College and Workforce Preparation Center”, both of which are in the same city that the College is located in - the city of Orange.

Today, the College provides general education, transfer-level, pre-collegiate level, and career and technical class offerings: 67 Associate of Arts/Associate of Science degrees, 27 Associate of Arts/Associate of Science degrees for transfer, 87 credit certificates, and 93 noncredit certificates. The College has one specialized/programmatic accreditation: Child Development Center program.

The region and the college are growing in population. Credit headcount has increased from 16,700 in 2014-15 to 19,132 in 2019-2020, demonstrating a 14.5 percent increase (constituting 3.3 percent enrollment increase) over the six-year period. Distance education enrollment and headcount have both tripled over the six-year period. Career Technical Education course enrollment has also increased slightly over the past six years with increases in course offerings. Non-basic skills courses are all credit courses deemed not to be at the remedial level, and enrollment has increased by 7 percent over the six-year period with increases in course offerings. The College has also experienced a surge in its dual enrollment program.

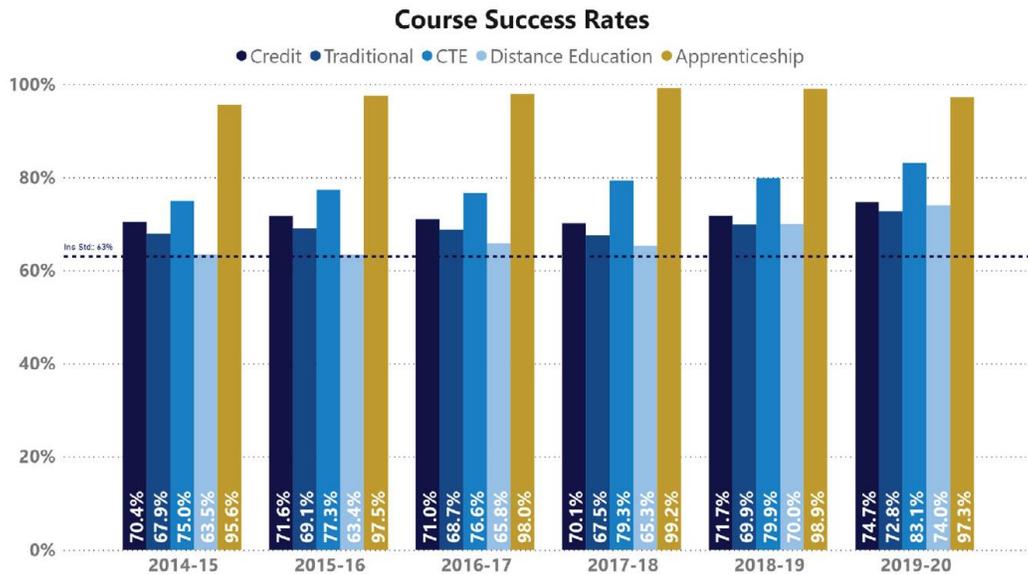
The College, though, has experienced a decrease in noncredit headcount and enrollment over the past six years – with nearly a 9 percent decrease – even though the College has increased such noncredit courses and sections over the past six-year period. Due to AB 705 Assessment and placement reform, the College has experienced a significant decrease in remedial course offerings and enrollment.

The College has the largest apprenticeship program in California with course offerings varying based on the training trusts that have oversight of each apprenticeship program. It also has a specialized accreditation for its Child Development Center program.

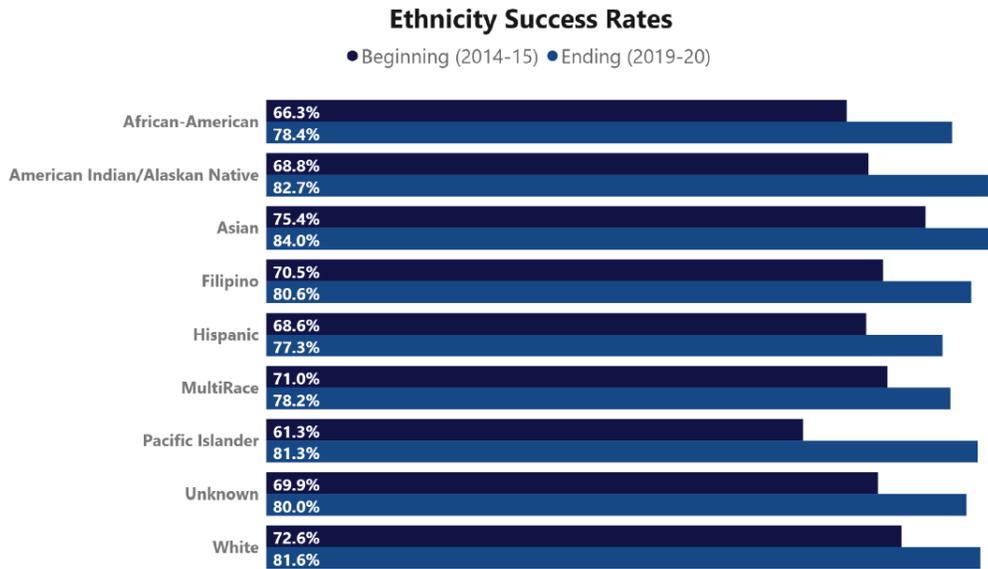
The greatest areas of growth in the coming years for the College will be in the portions of Anaheim and in the city of Tustin, as Orange County growth expands eastward. Population growth projections for Orange County suggest growth rates between 10 and 11 percent over the next twenty years – posing a tremendous opportunity for further growth for the College.

The Orange County population, in general, and the College’s service area population, more specifically, is growing more ethnically diverse and older. By 2040, the three largest groups are expected to be: Hispanic (38.4%), White (38.4%), and Asians (17.6%). The College’s employee ethnic demographics are similar for the classified staff and administrator employee groups, with a slightly higher proportion of Asian and Hispanic administrators. Approximately two-thirds of the College’s faculty are White, more than double the proportion reflected in the classified staff and administrator employee groups.

The College has relatively high student success rates, with the apprenticeship students historically performing very well when compared to credit, traditional, and Career Technical Education students.



The student success rates for students of color have increased significantly in the past few years, and the equity gaps are narrowing significantly, though still remain among certain ethnic groups.



The College has many notable, effective practices. It has a well-documented and well implemented planning process, including its governance process as reflected in its Governance Handbook. The College makes a concerted effort for continuous improvements in its process with regularized annual reviews and numerous surveys. The College has a very comprehensive *Santiago Canyon College Library Collection Management Policy and Procedures* manual to guide resource selection based on the expertise of librarians and educational equipment and learning spaces for student learning.

The College operates in a fairly integrated manner, despite the varying types of course offerings such as apprenticeship, career technical education, and noncredit apprenticeship. The College organizes itself in a comprehensive and rather seamless manner as evidenced by how it makes no discernable distinction between these programs in faculty hiring, faculty assignments, administrative hiring, library services, and the like.

The region’s population growth, the increased student interest in distance education, the robust apprenticeship program and other varying programs present unique challenges and opportunities for the College. Furthermore, the pandemic has presented its own challenges – not only with the college doing its comprehensive review during the pandemic but also operational matters such as employee evaluations that had to be suspended temporarily. The College is currently addressing the backlog of evaluations, for instance – an example of how the College in general is recovering from the changes it has experienced in the past two years.

All three of the College’s identified Quality-Focused Essays are relevant to the times (pandemic and equity) and reflect a deep commitment to student success through strategic efforts. They also involve all aspects of the College: Cultural Curriculum Audit Program, Peer Online Course Review Initiative, and Resilience-Focused Education Initiative.

Eligibility Requirements

1. Authority

The institution has authority to operate as a post-secondary educational institution and to award degrees by the ACCJC.

2. Operational Status

The institution is operational and has students pursuing degrees and certificates.

3. Degrees

The institution offers 67 associate degrees, 27 associate degrees for transfer, 87 credit certificates and 93 noncredit certificates.

4. Chief Executive Officer

The institution has a CEO who serves as the College's president. The CEO is appointed by the Chancellor of the Rancho Santiago Community College District and confirmed by the Board of Trustees. The CEO guides the College in defining its goals, fiscal management and long-range planning.

5. Financial Accountability

The institution has an independent auditor who conducts the annual external financial audits. The Rancho Santiago Community College District Board of Trustees receives and reviews the reports.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third-Party Comment

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third-party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

SCC meets the Commission’s requirements.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement
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	have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

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

Conclusion Check-Off (mark one):

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<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

SCC meets the Commission's requirements.

Credits, Program Length, and Tuition

Evaluation Items:

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if

	applicable to the institution). (Standard II.A.9)
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

SCC meets the Commission's requirements.

Transfer Policies

Evaluation Items:

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does

	not meet the Commission's requirements.
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Narrative:

SCC meets the Commission's requirements.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
<input checked="" type="checkbox"/>	The institution demonstrates regular and substantive interaction between students and the instructor.
<input checked="" type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
<input checked="" type="checkbox"/>	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
<input type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
<input type="checkbox"/>	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.

<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.
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Narrative:

SCC meets the Commission’s requirements. The College does not offer correspondence education.

Student Complaints

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

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

Conclusion Check-Off (mark one):

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<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

SCC meets the Commission’s requirements.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status. (Standard I.C.12)

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

SCC meets the Commission’s requirements.

Title IV Compliance

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been

	approved by the Commission through substantive change if required. (Standard III.D.16)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

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

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

SCC meets the Commission’s requirements.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Santiago Canyon College (SCC) demonstrates its commitment to its students through its mission, which articulates its educational opportunities available based on identified student and community needs. Through program review, planning, and resource allocation cycle, the College aligns its programs, services, and resources toward its mission and the communities it serves. The mission is reviewed on a regular cycle, updated, approved by the Board of Trustees, and communicated widely.

Findings and Evidence:

The SCC mission relates the institution's broad educational purpose to offer "quality, accessible, equitable and innovative educational programs and services." The mission supports the student population pursuing educational, career, or personal development goals by offering associate degrees in the arts, the sciences, and transfer along with apprenticeships and certificates in career and technical education. The College demonstrates its commitment to student learning and achievement through its assessment of skills, knowledge, and behaviors acquired by students. (I.A.1)

SCC uses data from Student Satisfaction Surveys and program review to determine its effectiveness in accomplishing its mission. The introduction of the Institutional Self-Evaluation Report (ISER) listed other data such as enrollment, labor market, and student achievement data. The College's mission statement is reflected in planning documents and used for planning processes of councils, committees, groups, and task forces. Program Review uses data to determine how effectively it is accomplishing its mission. (I.A.2)

SCC aligns its programs and services with its mission through its program review and its governance structure (councils, committees, groups and task forces). Resource allocation requests are reviewed by the Planning & Institutional Effectiveness Committee which confirms alignment with the College's mission and goals. (I.A.3)

The mission statement is widely published via the College website and throughout the planning documents of the College. Revision of the mission statement first included surveying the students, staff, and faculty. The mission is regularly reviewed by the College Council, the Senate, and the Board, and was most recently approved in December 2017. (I.A.4)

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Santiago Canyon College (SCC) demonstrates a sustained and collegial dialogue about student learning and achievement, student equity, academic quality, and institutional effectiveness. SCC defines and assesses student learning outcomes for all instructional programs and student and learning support services. SCC establishes institution-set standards for student achievement that is appropriate to its mission, assesses how well it is achieving them, and publishes this information. SCC uses assessment data and organizes its institutional processes to support student learning and student achievement. The College's program review process is one of the venues to assess its accomplishment of its mission including its evaluation of goals and objectives, student learning outcomes, and student achievement.

SCC disaggregates quantitative and qualitative data by program type and mode of delivery. The Office of Institutional Effectiveness & Research assists in the analysis of student learning outcomes and achievement data for subpopulations of students. Strategies are implemented to address identified performance gaps and evaluate the efficacy of those strategies. Policies and practices are regularly evaluated across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of the mission. Results of its assessment and evaluation activities are broadly communicated so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. SCC engages in continuous, broad-based, systematic evaluation and planning. Program review, planning, and resource allocation are integrated into a comprehensive process that leads to the accomplishment of SCC's mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Findings and Evidence:

Academic Quality

SCC demonstrates a structured dialogue on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The dialogue occurs on a regular basis with the College community through department, division, and collegial governance meetings that are used to stimulate plans for improvement. (I.B.1)

SCC defines and assesses student learning outcomes for all instructional programs and student and learning support services. Learning outcomes assessments are the basis for the regular evaluation of all courses and programs. (I.B.2)

SCC establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this

information. There is a broad-based understanding of the priorities and actions to achieve institution-set standards. (I.B.3)

SCC uses assessment data to drive college planning to improve student learning and student achievement. Institutional processes are organized and implemented to support student learning and student achievement. (I.B.4)

Institutional Effectiveness

SCC establishes and uses program review processes that incorporate systematic, ongoing evaluation of programs and services using data on student learning and student achievement. These processes support programmatic improvement, implementation of modifications, and evaluation of the changes for continuous quality improvement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery. (I.B.5)

SCC disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When SCC identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies. SCC's resource allocation is driven by the program review process. (I.B.6)

SCC regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission. SCC has a regular review cycle for its policies and procedures and its institutional planning and evaluation processes to determine their efficacy. SCC regularly evaluates its program review processes and its resource allocation processes, as well as its governance structure and decision-making processes to determine their effectiveness. The Team found, at the Focused Site Visit, that the processes for ongoing evaluation employed by the College were understood and embraced by college constituents and practiced effectively. (I.B.7)

SCC broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. Institutional evaluation reports and program reviews can be accessed by constituencies. The strengths and weaknesses of SCC are clearly communicated to the College community and are used to set institutional priorities. (I.B.8)

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

Conclusions:

The College meets the Standard.

I.C. Institutional Integrity

General Observations:

Santiago Canyon College (SCC) demonstrates institutional integrity by adhering to policies and principles outlined in the Eligibility Requirements and Standards. Those policies are widely documented on the College's website, in the catalog, in the policy handbooks, and in the Rancho Santiago Community College District Board Policies.

Findings and Evidence:

SCC assures the clarity, accuracy, and integrity of information through the regular review of the catalog and schedule of classes. The Curriculum & Instruction Council, division deans, and the Catalog Task Force annually review the catalog. Department chairs, division deans, faculty coordinators, and classified staff review the schedule of classes and provide addendums, if necessary. Information regarding accreditation is posted on the website. (I.C.1)

SCC provides a physical and electronic catalog, with updates occurring annually. Term-based class schedules contain most of this same information. Specific information about the college, accreditation, program offerings, financial aid, services, administration, faculty, requirements, and policies and procedures are included. (I.C.2)

SCC has a very robust Institutional Effectiveness & Research webpage which is accessible for public use. Included in this page are multiple documented assessments of student learning, including outcomes and degrees/certificates earned. The Office of Institutional Effectiveness & Research creates these reports on an annual basis. (I.C.3)

SCC primarily uses the catalog to inform students of certificates, degrees, course content, and learning outcomes. Policies, procedures, and publication updates for the College are listed on a calendar posted on the College website. The catalog is reviewed annually. Through the office of Financial Aid, the College informs its students of the typical costs associated with attending a California Community College for residents and non-residents. (I.C.4, I.C.5, I.C.6).

SCC has a Board Policy (BP) and Administrative Regulation that supports academic freedom for its faculty. This policy is published in the catalog, policies handbook, and the Academic Senate web home page. The Student Handbook guarantees students the free exchange of ideas. (I.C.7)

SCC has procedures for academic honesty which are published in the catalog, College website, and in course syllabi. (I.C.8)

In BP 7001, all administrators, faculty, and staff are instructed to "not impose personal values, beliefs, and behaviors on others." BP 4030 which addresses academic freedom also requires faculty to use professional standards of the teaching profession while in the classroom. (I.C.9)

SCC does not seek to instill specific beliefs or world views to the campus community. (I.C.10).

SCC does not operate in a foreign location. (I.C.11)

SCC complies with public disclosure of accreditation related items by having all documents, reports, and timelines posted on the College website. SCC demonstrates honesty and integrity in its relationships with external agencies. It communicates any changes in accredited status to the Commission, students, and the general public. Information on SCC's accreditation status is found in the College catalog and on the College website. (I.C.12, I.C.13)

SCC does not operate as a private institution for profit. Additionally, the College has two distinct BPs, 7001 and 2715, which mandate all "persons" to avoid conflicts of interest and to maintain behavior that promotes "trust, confidence, and integrity." (I.C.14)

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Santiago Canyon College offers programs in fields of study that align with their College mission, are appropriate to higher education, and lead to student achievement of learning outcomes, degrees, certificates, employment, career preparation/advancement, and transfer. The College has processes in place that allow for continual program improvement, ensuring that students are provided opportunities to successfully complete high-quality, innovative educational programs that prepare them for career or transfer.

Findings and Evidence:

Santiago Canyon College (SCC) offers a wide range of instructional programs which are consistent with their mission and appropriate to higher education. The team reviewed materials describing several programs (such as the catalog addendum and program brochures) offered by the College. In addition, the team reviewed the online Catalog of classes. The team found that the College's programs are offered in fields of study that are consistent with their mission. SCC reviews existing and new program proposals through existing processes such as their 5-year curriculum review (as demonstrated by the Quinquennial List provided) and 3-year program review processes (as depicted in the Cycle of Planning flow chart provided), ensuring that programs continue to align with the College's mission. (II.A.1)

The faculty demonstrate collective ownership over the design and improvement of the learning experience through systematic and inclusive program review. The team reviewed agendas for SCC's Joint Chairs committee and found that this group of faculty discuss student learning outcomes, program review achievement data, implementation of student support initiatives, and program planning efforts. The team also reviewed Minutes from Technical Advisory Committees and found that these groups, comprised of faculty members and business/industry professionals from the field of study, meet together to review and discuss curricular needs and student achievement and preparation for employment. In efforts to include adjunct faculty into these conversations, SCC offers professional development opportunities through their formal Flex Week scheduling, inviting individuals to engage in conversations about best practices, innovative teaching methodologies, updates on federal, state, and local policy, and program review processes and resource allocation. Evening Flex Week sessions were offered, inviting adjunct faculty members to meet. Finally, the team reviewed the mission and responsibilities of the Curriculum and Instruction Council (CIC) and Educational Master Planning Committee and found that the College has an established structure for continuing systematic discussions about program design and improvement. (II.A.2)

Faculty and staff of Santiago Canyon College engage in the assessment of student learning outcomes as part of their 3-year program review. The Quinquennial List and Cycle of Planning

documents provide evidence of this systematic review schedule. The team also reviewed samples of course syllabi and course outlines of record and found that the College demonstrates evidence of student learning outcomes being communicated to faculty and students through these key documents. (II.A.3)

SCC offers multiple paths from pre-collegiate to collegiate level coursework through both credit support courses and noncredit coursework, allowing students to select the level of support that meets their needs. The team reviewed both the Math and English pathways, data analysis of these pathways, and sample Course Outlines of Record. The team found that the College has created pathways that support students in their pursuit of advancing and succeeding in college-level curriculum. Course numbering and course descriptions published in the college catalog differentiate pre-collegiate courses from collegiate courses. In addition, student learning objectives and student learning outcomes, as articulated in the course outlines of record and on individual course syllabi, clearly distinguish pre-collegiate coursework from collegiate coursework in both credit support classes and noncredit preparation classes. (II.A.4)

Evidenced by Santiago Canyon College's Catalog of Classes, the College offers degrees and programs that are in alignment with those common to American higher education. SCC's programs are at the expected associate level. Minimum degree requirements are 60 semester units. The team reviewed Santiago Canyon College's Curriculum and Instruction Handbook and found that the College provides clear guidelines for members of the Curriculum and Instruction Council (CIC), facilitating the Council's understanding of, and compliance with, existing Board Policies which ensure that degrees and programs remain in alignment of these expected levels. (II.A.5)

The College provides its students with schedule options that allow for the completion of certificates and degree programs within a timeframe that is consistent with established expectations for higher education. The team reviewed SCC's Enrollment Management Plan and found that the College has identified and articulated specific planning goals to meet the needs of their community. Data are used to inform their scheduling decisions, meeting student demand while striving to reach their identified enrollment goals. The team also reviewed the sample proposed course offering worksheets for English and the Honors Program. These worksheets reflect SCC's two-year planning, evidencing their attempt to provide students with required courses at least once during a two-year cycle. These worksheets allow for counselors and students to develop clear student educational plans which provide students with the ability to plan their two-year course taking based on planned course-offering schedules. (II.A.6)

SCC uses a variety of delivery modalities, teaching methodologies, and learning support services to deliver courses that reflect the diverse and changing needs of their student population. As a member of the California Virtual Campus Online Education Initiative (CVC-OEI) consortium, the College is able to offer 24/7 online tutoring to all their students. In addition, SCC offers online counseling, and access to an online first-year support center and discipline specific help centers. The team reviewed the DE Faculty Handbook and found that the College values distance learning opportunities and supports their faculty who provide educational opportunities via distance education. SCC's Quality Focus Essay demonstrates their commitment to providing

students with the highest quality distance education courses grounded in high impact practices that are built around equity. (II.A.7)

While the College does not offer department-wide program examinations, processes are in place for students to request and/or receive credit for prior learning in accordance with District Board Policy and Administrative Regulation 4235. The team reviewed these regulations and the information shared with students through excerpts of the Catalog. The team found that SCC clearly articulates its processes for how students can receive credit for coursework earned via Credit by Exam (CBE), Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP). In spring 2014, the College's Academic Senate adopted the Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) Reciprocity, Course Substitution, External Exams, and Credit by Exam Policy resolution facilitating the transfer of credit from other California Community Colleges towards an Associate Degree for Transfer major and/or general education requirements. (II.A.8)

The team reviewed curriculum and student learning outcomes documentation and found that SCC awards course credit, degrees, and certificates based on the students' attainment of learning outcomes, reflecting generally accepted norms or equivalencies in higher education. Credit hour assignments and degree program lengths are within the range of good practices typical in higher education for courses, laboratory classes, distance education classes, and courses that involve clinical practice. Student learning outcomes (SLOs) are identified in the Course Outlines of record and are articulated to the students via each course syllabus. Course-level SLOs map up to the program-level, allowing the College to assess student-attainment of learning outcomes through the completed course assignments, integrating SLOs into the awarding of course credit, degrees, and certificates. (II.A.9)

In addition to communicating SLOs to students, SCC makes available to its students clearly stated transfer-of-credit policies in order to facilitate the transfer of credits between institutions. The team reviewed the Board Policies and Administrative Regulations addressing transfer credit, and reviewed a sampling of articulation agreements and found that the College has policies and practices in place that guide faculty and staff experts as they develop articulation agreements that support the transfer of SCC credits to outside institutions, and as they certify that the expected learning outcomes for incoming transferred courses are comparable to the learning outcomes of SCC when accepting transfer credits to fulfill degree requirements. (II.A.10)

The team reviewed learning outcomes documentation for program-level and course-level outcomes and found that SCC includes learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives in addition to program-specific learning outcomes. The College's institutional student learning outcomes (ISLOs) are aligned with the College's mission and, as part of the curriculum approval processes, all courses and programs must demonstrate alignment with the ISLOs. (II.A.11)

Again, the team reviewed curriculum documentation and Board Policies and Administrative Regulations addressing graduation requirements for degrees and certificates and the general education philosophy. The team found that SCC's Curriculum and Instruction Council reviews,

approves, and recommends coursework for local general education patterns, carefully considering the philosophy and criteria, ensuring that their associate degree requirements align with the established Board Policies and Administrative Regulations, as well as state-level legislation and transfer institution requirements. (II.A.12)

SCC offers degree programs that include both focused and interdisciplinary studies, as evidenced in their Catalog. The team reviewed the 2019-2020 Catalog and found that the College offers 96 State-approved associate degrees, including both local associate degree options as well as 28 Associate Degrees for Transfer. Focused areas of study are identifiable by the term “major,” while interdisciplinary studies use the word “emphasis” to identify the core course requirements. (II.A.13)

Graduates completing career-technical certificates and degrees at Santiago Canyon College demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. The team reviewed advisory committee reports and meeting minutes and found that the College not only monitors internal student achievement data and external licensure and certification rates, but also analyzes these data with advisory board members, prompting continued conversation about expected technical and professional competencies and standards in each of the career-technical program areas. (II.A.14)

Following the District’s Administrative Regulation 4021, Santiago Canyon College makes appropriate arrangements for students to complete their education when programs are eliminated or when the requirements are significantly changed through district, college, or departmental processes. The team reviewed petitions such as the Substitute Major Requirements and Petition to Waive a Major Requirement and found that the College uses this petition process as its main vehicle to support students as they work to complete programs that have changes in requirements. (II.A.15)

The team reviewed completed program review reports, along with program review planning documentation, calendars, and the Curriculum & Instruction Council Handbook, and found that the College conducts 3-year program reviews. These program reviews are the foundational process that allows the College to regularly evaluate and improve instructional programs (regardless of delivery mode or location), as they strive to enhance learning outcomes and achievement for their students. (II.A.16)

Conclusions:

The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:

Santiago Canyon College supports student learning by providing comprehensive library and learning support services. These services are of sufficient quality, currency, depth and variety

and are available to students regardless of location or means of delivery. SCC routinely relies upon the expertise of faculty to select and maintain materials to support student learning. Data on usage and student success are compiled and used to improve library and learning support services. Through annual planning and cyclical program review, SCC evaluates library and learning support service programs, collections, contracts and services.

Findings and Evidence:

Santiago Canyon College supports student learning by providing library resources, instruction workshops and other learning support services to all students regardless of location or means of delivery, including distance education. The team recognizes SCC for the variety, currency and accessibility of their learning support services including the Language Lab, Math Success Center, Science Teaching and Resource (STAR) Center and the Writing Center. (II.B.1)

The team compliments SCC for developing the *Santiago Canyon College Library Collection Management Policy and Procedures* manual to guide resource selection. In consultation with instructional faculty, the College relies upon the expertise of librarians in the selection and maintenance of educational materials to support student learning. Librarians use a variety of methods to engage faculty in the selection of appropriate educational resources. Educational equipment and learning spaces are provided to support student learning. (II.B.2)

SCC uses a variety of methods to evaluate library services including annual plans and program reviews. Student Learning Outcomes (SLOs) are regularly assessed for Library courses and workshops. Students are aware of course and workshop objectives and evaluations are used to facilitate improvement. The team reviewed the use of a variety of assessment methods to evaluate learning support services. (II.B.3)

The team acknowledges a high level of collaboration between the Library and other institutions and agencies. When relying upon or collaborating with other institutions or agencies, SCC documents these instances through formal written agreements. Contracts are reviewed and renewed on a regular basis and scheduled evaluations inform the selection process. (II.B.4)

Conclusions:

The College meets the Standard.

II.C. Student Support Services

General Observations:

Santiago Canyon College provides a comprehensive array of services that supports student success and aligns with the college's mission, Educational Master Plan and Student Equity Plan. Student support services are accessible to students at all campus locations and for both credit and continuing education students. Student Services programs complete an annual plan and a comprehensive program review every three years. SCC follows a resource allocation process that

includes a review of student outcomes data. SCC offers athletics and a variety of co-curricular programs that support the college mission. Both credit and noncredit counseling departments provide timely, useful and accurate information regarding academic requirements and pathways. Santiago Canyon College regularly evaluates placement instruments and practices and follows established policies for the release of student records.

Findings and Evidence:

The team confirmed that Santiago Canyon College regularly evaluates the quality of student support services through a variety of processes including annual assessment of service area outcomes, department level evaluations and program reviews. The team verified that student support services, regardless of location or means of delivery -- including distance education -- support student learning and enhance accomplishment of the mission of the college. The team also substantiated that the Student Services Student Learning Outcome/Service Area Outcome (SLO/SAO) template details how SLOs align with Institutional Learning Outcomes and that SAOs align with the college's mission and goals outlined in the Educational Master Plan. Disaggregated SLO/SAO assessments are discussed by department members and form the basis of improvement plans. Regularly scheduled program reviews result in plans for quality improvement in support of student learning. (II.C.1)

The team confirmed that SCC has identified and assesses learning support outcomes and provides appropriate student support services to achieve those outcomes. Through the use of a program review process, disaggregated student achievement and survey data are reported and used as the basis for plans to improve student support programs and services. For example, the structure of a financial aid workshop was modified based on student survey data to increase the number of submitted applications. Writing Center utilization data was used in a program review to promote this resource throughout the college and as the basis for a funding request for additional service hours. (II.C.2)

SCC equitably provides appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Students are able to easily apply to the college and then access the Canvas learning management system and related support services. Counseling, new student orientations, the Transfer Success Center, EOPS and DSPS services are available both in-person and online. Through the annual plan and program review processes, resources are allocated to support equitable services regardless of location or means of delivery. (II.C.3)

The team confirmed that the college provides athletic and other co-curricular programs that are well suited to its mission and that contribute to the social and cultural dimensions of the students' educational experience. Athletic programs are conducted in accordance with sound educational policy as evidenced by service projects, course success, transfer data and compliance with California Community College Athletic Association (CCCAA) eligibility criteria. The college retains control over funds designated to athletic programs and completes an *Equity in Athletics* disclosure form which includes verified information related to expenditures and Title IX compliance. The team acknowledges the variety of co-curricular programs including the Associated Student Government, Inter-Club Council, the Student Leadership Institute, Model

United Nations and the Forensics Team. The college has established Board Policies that govern Student Organizations, BP 5400, and Associated Student Finances, BP 5420. (II.C.4)

The team validated that SCC provides counseling services both in-person and online to support student success. To ensure students receive timely, useful, and accurate information, new students are required to complete a new student orientation. The Counseling Department's Academic Planning Guide, college catalog and website provide current information regarding college policies, procedures, academic programs, and support services. The team acknowledges that Counselors assist students with the development of a one to two semester education plan followed by the development of a comprehensive education plan. SCC Counselors provide timely information regarding graduation and transfer requirements. The team confirmed the range of Counselor training including Cranium Café for live chat and appointments, SARS Anywhere for remote access and Ellucian self-service for online education plans. Training and conference participation are available to both credit and non-credit (continuing education) counselors. A cyclical program review process provides a mechanism to evaluate counseling services. The team affirms that structures are in place to verify that pertinent information on academic requirements is accurate. (II.C.5)

The team verified that SCC has adopted and adheres to admission policies consistent with its mission. Board policies related to admissions have been updated. Admission policies and procedures are documented both in the general college catalog and in the Division of Continuing Education catalog. Catalogs are available to prospective students on the college's website. The team affirms that SCC advises and places students on clear pathways to complete degree, certificate and transfer goals. This information is available on the SCC website, in the general catalog and in "academic planning guides" which are available to both credit and noncredit students. These resources clearly delineate completion pathways and requirements. The team acknowledges SCC for offering the *Early Welcome* priority registration program for recent high school graduates pursuing a credit program and for the STARS (Students Transition and Registration Seminar) program to assist noncredit students in accessing support and connecting to credit programs and services. Both programs support student advisement on clear pathways to obtain their educational goals. (II.C.6)

The team found that SCC has established processes to regularly evaluate the effectiveness of admissions and placement instruments and practices to validate their effectiveness while minimizing biases. Working alongside the Student Success and Equity Committee, the BSI/AB705 committee regularly monitors placement practices and disaggregated success rates using a dashboard created by district research staff. SCC uses high school grades and grade point average (GPA) to place students into math and English/Reading courses. Students who want to enroll in English and/or math courses and have been out of high school for more than 10 years or fall into other circumstances are directed to complete Guided Self-Placement questionnaires. Similarly, students who did not complete Algebra II in high school and would like to major in STEM are encouraged to take the math guided self-placement. The team recognizes departmental efforts to modify curriculum and instructional methods to improve success rates. (II.C.7)

The team confirmed that SCC has policies and procedures to maintain student records permanently, securely, and confidentially. SCC publishes its policies and procedures, including those for the release of student records, in various locations on the website and in the College catalog. Fillable forms located on the College website confirm the process for the release of student information. The team confirmed that documents are maintained securely and confidentially. (II.C.8)

Conclusions:

The College meets the Standard.

Standard III

Resources

III.A. Human Resources

General Observations:

The Rancho Santiago Community College District (District) and Santiago Canyon College (College), where applicable, maintain policies and procedures that ensure the employment and development of sufficient qualified and diverse faculty, staff, and administrators that allow the District and the College to effectively achieve its respective missions and continually work to improve academic quality. Policies also provide guidance on hiring processes and procedures, including hiring committees and screening, evaluation criteria and responsibilities, and professional development. Regular assessment of policies, procedures, and processes for equity, effectiveness, and compliance is undertaken by the District and the College.

Findings and Evidence:

The College adheres to hiring regulations, procedures, and multi-step processes in order to support and develop programs and services that address the needs of its diverse student population. Job descriptions contain clearly stated criteria, relate to the College's mission, and are advertised widely. Screening methods are thorough, including for the verification of minimum qualifications and the determination of equivalencies. Hiring committees are reviewed for diversity. Personnel hiring is guided by Administrative Regulations (AR) 7120.1 - 7120.9. (III.A.1)

In addition to minimum qualifications and appropriate degrees, the College's hiring process for faculty ensures that candidates are equitably screened for other requisite criteria, such as relevant professional experience and discipline expertise. Interview selection is based on hiring committee recommendations guided by the College's mission and that prioritize, among other criteria, breadth and depth of educational and work experience, professional experience with socioeconomically diverse communities, and practical demonstration of skills. Full-time faculty hiring is performed in accordance with AR 7120.1. (III.A.2)

The College follows a multi-step process for the hiring of administrators that involves recruitment, screening, and regular evaluation upon employment. This process is addressed in AR 7120.3 (recruitment and selection) and 7150.2 (management evaluation). Hiring committees consist of representative constituent groups such as faculty, classified, and management. Administrators and managers are evaluated at least every other year on leadership/supervision skills, professional development, knowledge base, and contributions to the College and community. (III.A.3)

The Team noted the College requires official transcripts or equivalency determination prior to employment. All College job postings are required to clearly indicate that required degrees must be from accredited institutions or the equivalent. Degree requirements for faculty, administrators,

and other employees are addressed in BP 7120 (employee recruitment and hiring) and BP 7250 (educational administrators). (III.A.4)

The District Human Resources department assumes the responsibility for managing all employee evaluations. Evaluations are tracked using a mixture of manual tracking and electronic survey systems. Evaluation processes are negotiated with employee collective bargaining units (faculty, classified, confidential) with evaluation intervals and criteria documented in respective collective bargaining unit agreements. All evaluation processes seek to assess effectiveness and development, as well as provide guidance if performance remediation is deemed necessary. The College suspended evaluations in 2020 in response to the COVID-19 pandemic and is currently working to address the backlog of outstanding evaluations. (III.A.5)

Standard III.A.6 is no longer applicable.

The College's Academic Senate conducts an annual review and prioritization of faculty hiring requests informed by both quantitative and qualitative data, such as program review, enrollment, and, more generally, College and student needs. Hiring requests, processes, and results are all made available on the College's website. Ultimately, faculty hiring involves consultation between the Academic Senate, Fiscal Services, Human Resources, and College president. (III.A.7)

The District provides a number of opportunities to adjunct faculty to participate and develop, as outlined in BP 7009 (staff development) and BP 7160 (professional development), adheres to negotiated evaluation practices between the District and collective bargaining units (Faculty Association of Rancho Santiago Community College District; Continuing Education Faculty Association). Related to assignment, beginning Fall 2021 adjunct faculty evaluations inform adjunct employment preference rights. Adjunct faculty undergo an orientation with their department prior to the start of a semester along with receiving orientation by their division dean during professional development week. Adjunct faculty are also invited to join participatory governance committees throughout the District. (III.A.8)

The District's Equal Employment Opportunity (EEO) and Human Resources Plan outlines policies, processes, and procedures for maintaining a diverse staff to meet its educational, technological, physical, and administrative operations. This Plan also outlines committee structures, data analysis, and planning framework that assist with determining and maintaining adequate District staffing. The College's administrative personnel and planning processes (including the ratification of classified staff job descriptions by the classified collective bargaining unit) guide the hiring and evaluation of classified staff. Board Policies 7120 (recruitment and hiring) and 7230 (classified employees) address classified staff qualifications. (III.A.9)

The Team verified that the College's processes and procedures for hiring and evaluating administrators to ensure continuity and effective administrative leadership and services are reflected in AR 7120.3 (management recruitment and selection) and 7150.2 (management evaluation). The College selects administrators for hire whose education, experience, and skills

best support its mission and students served. New administrators are evaluated annually for the first two years of employment and every other year thereafter. (III.A.10)

The District publishes all personnel policies and procedures on its website. The District prioritizes regular review, best practices, and state and federal regulations compliance in the establishment of its personnel policies and procedures. Under the purview of the District, the College has arranged contracts with external agencies to ensure that its personnel policies and procedures are current, equitable, and compliant with state and federal regulations. District policy requires all members of interview committees to undergo training in non-biased hiring procedures. Whether introduced or revised, personnel policies and procedures are vetted by a network of committees (i.e. Human Resources Committee; Planning and Organizational Effectiveness Committee) prior to Board review and approval. Also, faculty collective bargaining representatives meet regularly with the Vice Chancellor of Human Resources to discuss faculty issues. (III.A.11)

The Team recognized the District's prioritization of policies and practices to support its diverse personnel and maintain a record of employment equity and diversity consistent with its mission. Policies and Regulations related to the District's commitment to its diverse personnel, for instance, nondiscrimination (BP 3410 and AR 3410), diversity (BP 7100 and AR 7100), and professional development (BP 7160 and AR 7160) are abundant. Along with targeted EEO compliance training opportunities for screening committee members specifically, ongoing and numerous activities on diversity and inclusion are available to all District personnel. The District prepares an annual District Diversity report that collects data and offers analysis of recruitment and hiring trends. The District also recently hired an Interim Chief Advisor to the Chancellor on academic and diversity programs. (III.A.12)

In its District's Code of Ethics (BP 7001 code of ethics; BP 7002 civility), the District outlines its commitment to clear standards and expectations of ethical and professional behavior for employees. The District outlines disciplinary and dismissal policy and procedures in select BPs (7360 academic; 7365 classified) and ARs (7365). The District also maintains on its website a page titled "RSCCD.EDU/REPORT" wherein employees and students are able to report important information regarding incidents or concerning behavior observed within the District according to a variety of categories (i.e. academic, civil rights, Title IX, accessibility, student behavior). (III.A.13)

The District supports the professional development of its employees with resources, activities, and trainings tied to its mission. District professional development is provided throughout the year, which includes a professional development week and a bi-annual convocation featuring a keynote speaker on a relevant topic (i.e. student equity). The College's annual calendar of professional development opportunities is organized by the Professional Development Committee that maintains an updated website, consists of faculty, classified staff, and administrators, and conducts regular surveys and needs analyses to develop future professional development opportunities. The coordinator of the Distance Education Office develops a calendar of training opportunities to serve the College's digital literacy needs. Additionally, the College's Instructional Design Center supports faculty and staff course design and development needs. (III.A.14)

The District's Human Resources Department maintains all personnel records, including medical files, in accordance with BP 7005 and AR 7005, and grants access to such records to all employees upon request when appropriate. The District's Human Resources Department stores personnel records in a secure room accessible to Human Resources staff and administrators only using a separate key system. The collective bargaining agreement of classified personnel establishes the procedures allowing classified personnel access to their records. (III.A.15)

Conclusions:

The College meets the Standard.

III.B. Physical Resources

General Observations:

The College assures its facilities are safe and sufficient and they are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. The College plans, acquires or builds, maintains, and upgrades or replaces its physical resources which includes facilities, equipment, land, and other assets, in a manner that assures effective utilization and continuing quality necessary to support its programs and services. To assure the feasibility and effectiveness of physical resources in supporting College programs and services, the College plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Findings and Evidence:

The College assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. The physical resources are constructed and maintained to assure access, safety, security, and healthful learning and working environment. The College analyzes data from the California Community College Space Inventory Report, Facilities Master Plan, Educational Master Plan, and Five-Year Construction Plan to make decisions about capital projects as well as human resources. The College evaluates vacant positions and determines the appropriate position needed to address physical resource needs. The College Facilities and Safety Committee (FSC) meets regularly to review physical resources and safety issues. The College's Safety division works in collaboration with the District Safety department to update the fire and life safety system maintenance and monitoring to ensure all systems are maintained properly. (III.B.1)

The College plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, in a manner that assures effective utilization and the continuing quality necessary to supports its programs and services and achieve its mission. Although a bond was not passed during the 2020 election, the College still moved forward with prioritizing projects and identifying funding to address clean energy, scheduled maintenance, and ADA projects. The projects completed allowed for continued effective utilization of physical resources and the continuing quality improvement necessary to support the College's programs and services to achieve its mission. (III.B.2)

The College plans and evaluates its facilities and equipment on a regular basis and takes physical resource utilization and other relevant data into account when assuring the feasibility and effectiveness of physical resources in supporting institutional programs and services. The College utilizes the Five-Year Construction Plan as well as the California Community College Space Inventory Plan to develop its maintenance plan. During the program review process, departments submit facility resource requests which are also used in the development of the College's maintenance plan. (III.B.3)

Long-range capital projects are linked to various institutional planning including: District's Strategic Plan, Facilities Master Plan, Educational Master Plan, Five-Year Construction Plan, Technology Plan, and Annual Plans. The District, in collaboration with the College, has memorialized internal procedures that are to be utilized in major capital project planning for new projects and created design standards and guidelines. It has also created a draft comprehensive total cost of ownership overview including projections which identifies staffing, and on-going operational costs for new facilities. (III.B.4)

Conclusions:

The College meets the Standard.

III.C. Technology Resources

General Observations:

The College and the District, working collectively provide and maintain effective technology resources in the form of facilities, hardware, and software to support the College's programs and services. The College in conjunction with the District maintains planning for regular updates and replacement of technology in support of the College mission and ultimately operations, programs, and services. Technology resources at all College locations have reliable access, safety, and security. Professional development and support are provided to staff, faculty, and administrators in order to use the technology effectively. There are policies and procedures to guide the appropriate use of technology in teaching and learning.

Findings and Evidence:

The College and District together serve the needs of the faculty, staff, and students. There are well-organized administrative and governance structures and planning processes at both the College and District levels to ensure adequate and appropriate support for managing the College and for academic programs, teaching and learning, and support services. Such supports include organizational charts; a student help desk; academic support; distance education; instructional design; and technology committees, workgroups, and plans. (III.C.1)

The College and District continuously plan for updates and replacements of technology through an annual planning cycle. The resource allocation process is detailed in the Educational Master Plan and is the primary source for procuring and updating technology equipment. The

prioritization process starts with department chairs and makes its way to the Planning and Institutional Effectiveness Committee for a final prioritization of all requests before the next step of vetting through governance groups for final ranking and funding. Evidence supports that the College and District provide both hardware and software on a regular cycle and through individual requests. The annual survey from the District to assess the effectiveness of the planning and services from June 2019 showed a good rating using a Likert scale. However, many of the comments indicated a need for more staff with expertise and availability to assist with issues in a timely fashion. (III.C.2)

The District and the College have teams and processes to ensure that technology resources are available and maintained for access, safety, and security at all locations. Evidence includes a cybersecurity consulting agreement, the District's Technology and Support Services Department, and the College Academic Computing Department who are tasked with resolving end-user computer and software issues at both the College's main campus and the Orange Education Center. More recently, an increasing component of the Information Technology Services support is monitoring network intrusions and email ransomware aimed at damaging resources, locking the network, or theft of confidential information. In March 2019 the District passed an Administrative Regulation as guiding policy for detecting security vulnerabilities. In addition, there is cybersecurity awareness training for faculty and staff. The District has contracted cybersecurity consultants to provide expertise in the development of a cybersecurity program. (III.C.3)

The College and the District work together to provide instruction and support for faculty, staff, students, and administrators in the use of technology through several venues with the College or District. District resources include a ticket request service from Information Technology Services, a Help Desk, and Cybersecurity training. College resources include a Student Help Desk, an Instructional Design Center, a Distance Education Department, the First Year Support Center, trainings provided by the Professional Development Committee, and LinkedIn Learning. (III.C.4)

Through the district-wide governance framework, Board Policies and Administrative Regulations have been created and implemented as well as College Policies and Procedures to guide the appropriate use of technology for teaching and learning. The policies, regulations, and procedures guide the appropriate use of hardware, software, and data. Handbooks and trainings are provided to assist faculty and staff with key information regarding academic policies, distance education requirements, admissions and records procedures, and FERPA guidelines. (III.C.5)

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

The College's financial resources are sufficient to support and sustain student learning programs and services and to improve institutional effectiveness. All constituent groups are able to participate in the resource development and allocation process at the District and College level. The distribution of resources supports the development and enhancements of programs and services. The College and District plans and manages its financial resources with integrity and in a manner that ensures financial stability. The College's mission and goals are the guiding force behind the College's integrated planning which includes financial planning. The internal control structure is evaluated both internally and externally as part of the internal audit review process and external audit review process conducted by an independent certified public accounting firm. Sufficient reserves have been established and continuously increased to meet one month of operating expenses in order to maintain fiscal stability and funding for liabilities and future obligations. The College ensures compliance with federal requirements including Title IV of the Higher Education Act.

Findings and Evidence:

The College's distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The College's mission and goals guide the planning and budgeting for the College. The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The allocation process is transparent and only available funds are allocated as evidenced by the allocation process that goes through the Planning and Institutional Effectiveness Committee, Budget Committee, College Council, and the President. The College has had financial resources sufficient to support and sustain student learning programs and services and improve institutional effectiveness as evidenced by the adopted budgets for the College. (III.D.1)

The College's mission and goals are the foundation for financial planning as evidenced by participatory governance committees annually reviewing the College's mission as well as the mission of the respective committees. Financial planning is integrated with and supports all institutional planning as evidenced by the College's mission being included in all planning documents. The College has appropriate board policies and procedures in place that allow for sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner as evidenced by monthly expenditure reports analyzed by the Budget Committee and District finances being reported monthly at the Fiscal Resource Committee, which includes several College members, as well as at College Council and Academic Senate. (III.D.2)

The College has established processes for financial planning and budget development which are widely known and understood by College constituents as evidenced by the district-wide budget development process that begins with the Fiscal Resources Committee and works through the development process at the College Budget Committee, Planning and Institutional Effectiveness Committee, and College Council. These College committees discuss planning, financial

planning, and components of budget development to create institutional plans that support student learning. (III.D.3)

Planning reflects a realistic assessment of the College's financial resource availability, development of financial resources, partnerships, and expenditure requirements. Board policy and administrative procedures require that the annual budget support the District's master and educational plans which reflect the College's planning and processes. New budget requests support the College mission, with endorsement from various committees and councils, such as the Budget Committee. The College emphasizes communication throughout the budget development process through the participatory governance structure. (III.D.4)

The College and District have an internal control structure with appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The College has a board policy that specifically addresses the need to maintain internal controls in the administration of district financial resources and requires that an external audit firm conduct a comprehensive annual audit of its financial statements. Resource requests are reviewed by several committees prior to the recommendation going to the College President for final review and approval. Financial information is widely disseminated across the College through various channels, i.e. board meetings, and College committees and council meetings. (III.D.5)

Financial documents, including the budget, have a high degree of credibility and accuracy as evidenced by the clean audits for the previous years. The District Internal Auditor regularly conducts internal audits and provides feedback to management on financial control issues in order to maintain the high degree of credibility and accuracy. The financial documents reflect appropriate allocation and use of financial resources to support student learning programs and services as evidenced by the budget presentations conducted at the Budget Committee and College Council mirroring the District budget presentations to the Board of Trustees. (III.D.6)

The College and District responses to external audit findings are comprehensive, timely and communicated appropriately, when needed. When audit findings have been identified in the past, the College worked with the District Fiscal Services department and Internal Auditor to ensure a comprehensive and timely response was communicated appropriately. External audit reports are maintained on the District website and are presented to the Board of Trustees regularly. (III.D.7)

The financial and internal control systems are evaluated and assessed for validity and effectiveness as evidenced by the District's internal and external audits. The District Business Operations and Fiscal Services Office also complete a Planning Portfolio that addresses its goals, functions, self-study, and recommendations related to its processes. The office uses this information to implement any necessary changes. (III.D.8)

The College and District have sufficient cash flow and reserves to maintain stability. Board Policy 6250 was adopted in February 2019 and requires the District's unrestricted general fund reserve to be at least 12.5 percent. The District maintains sufficient reserves to meet financial obligations and will continue to increase the reserve annually until it reaches at least one month of operating costs. The College maintains a reserve that can be used to meet financial emergencies and unforeseen occurrences. (III.D.9)

The College practices effective oversight of finances, including management of financial aid, grants, and externally funded programs. The College follows its internal procedures to request authorization to apply for a grant and seeks input from the Budget Committee and Academic Senate before College Council makes a recommendation to the College President for submission of the grant to the appropriate funding authority. In collaboration with the District Resource Development Department, the grant is submitted and subsequently monitored to ensure effective oversight. External audits by independent auditors include these grant funds in the audit and have subsequently shown effective oversight of these grants as evidenced by the clean audits. (III.D.10).

The College identifies, plans, and allocates resources for payment of liabilities and future obligations. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Board policy ensures budget management practices that maintain a reserve of at least 12.5 percent, with the reserve increasing each year toward a goal of covering at least one month's operating costs. All short and long-term liabilities are identified in the external audit report. They include bonds payable, compensated absences, claims liability, load banking, other post-employment benefits, and pension liability. (III.D.11)

The District plans and allocates resources for the payment of liabilities and obligations, including Other Post-Employment Benefits (OPEB). In fiscal year 2018-2019, the District deposited \$40 million to open an OPEB trust with Public Agency Retirement Services (PARS). Based on the budget assumptions for 2021, the Board of Trustees approved the District to contribute one percent of total salaries in addition to \$500,000 toward the Annual Required Contribution. The actuarial plan to determine OPEB is current and prepared as required. (III.D.12)

The District's only locally incurred debt is its General Obligation Bond which is repaid through the Bond Interest and Redemption Fund with local property tax collections specific to the issuance of the bond. Therefore, the District allocates resources for the repayment of any local incurred debt instruments that can affect the financial condition of the institution. (III.D.13)

The College ensures that all financial resources are used with integrity and in a manner consistent with the intended purpose of the funding source. There is a Board Policy in place to ensure independent external audits are performed on all funds, including but not limited to bond funds and grants, to review the expenditures associated with the debt instruments and grants. Consistent review of grant activity at the District and College level also provides for oversight to ensure funds are spent in accordance with the funding source. As evidenced by the clean external audits, the College is confident funds are used for their intended purposes. (III.D.14)

The College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements. The College's student loan default rates are zero and therefore falls within federal guidelines. There have been no material weaknesses or significant deficiencies related to federal awards identified during external audits in recent years. The College has established processes for monitoring and managing student loans default rates and adheres to these processes to maintain compliance with regulations. (III.D.15)

The College maintains the integrity of the institution and the quality of its programs, services, and operations by ensuring contractual agreements with external entities are consistent with its mission and goals and governed by institutional policies. Board Policies establish the criteria for when a contract is enforceable and who may contractually execute a contract. Contracts are originated at the College and the use of the District Contract Review Checklist helps College personnel ensure that all terms of a given contract are acceptable. A member of the District's Chancellor's Cabinet reviews all contracts prior to being signed by the Vice Chancellor of Business Operations and Fiscal Services and subsequently ratified by the Board of Trustees. (III.D.16)

Conclusions:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles and Processes

General Observations:

The Rancho Santiago Community College District (RSCCD) has established policies to involve and encourage the consideration of relevant perspectives of faculty, staff, administrators, and students in the development of policies and in local decision-making. District board policies establish the role of faculty and academic administrators in curriculum and student learning programs and services, specifically highlighting the primary advisory role of faculty in academic and professional matters. The Santiago Canyon College (SCC) Collegial Governance Handbook specifies the participatory rights and roles of a variety of constituent groups, including students, in its governance structure. This structure is clearly charted in the Collegial Governance Framework, published in the Collegial Governance Handbook, wherein committee membership, the initiation of ideas, and reporting are described. Both the District and College also strive to regularly evaluate decision-making policies, procedures, and processes through the use of surveys. Both the District and College are committed to fostering transparency by widely communicating survey results and decisions.

Findings and Evidence:

RSCCD Board Policy (BP) 2510 addresses participation in local decision-making and ensures that local decision-making processes involve faculty through the College's Academic Senate, staff, and students. The College's Collegial Governance Handbook outlines its participatory processes for creating and encouraging innovation through the defined involvement of constituent groups. The College's Collegial Governance Framework charts the role of each constituency in local decision-making processes into the following five categories: governance, including enrollment management and educational master planning; advisory, including the SCC Associated Student Government (ASG), and President's Cabinet; operational, including Administrative Services and Safety and Emergency functions; faculty, including the SCC Academic Senate and Curriculum Council; and makes decisions, including the RSCCD Board of Trustees and SCC President. (IV.A.1)

BP 2410 and Administrative Regulation (AR) 2410 address procedures for the involvement of constituent groups in presenting ideas and setting policy, and emphasizes the District's reliance on faculty expertise through the Academic Senate on academic and professional matters. The College's Collegial Governance Handbook specifies the membership of decision-making committees, including a defined role for students within each committee. The Collegial Governance Framework chart illustrates the reporting structure for decision-making committees and ensures participation of faculty, administrators, staff, and students at all levels of decision-making. During the onsite visit, through the meetings, interviews, and open forums, the Team found that the College processes and procedures for decision-making are understood and embraced by all constituencies. (IV.A.2)

The College's Collegial Governance Handbook defines the role of administrators and faculty in institutional governance, including planning, budget, and policy. Of the 18-member College Council, the College's coordinating body for participatory governance and decision-making, six members represent faculty and four represent administrators. The College Council receives reports and recommendations from College committees and is charged with making final recommendations to the College president. BP 2410 and AR 2410 highlight the primary advisory role of faculty on academic and professional matters, such as curriculum, grading policies, standards regarding student preparation and success, faculty professional development, program review, and faculty participation in accreditation. (IV.A.3)

BP 4020 and AR 4020 establish the role of faculty and administrators in the development and management of curriculum and student learning programs and services. The College's Curriculum and Instruction Handbook publishes the procedures and requirements for the development and evaluation of curriculum, including the advisory role of faculty and academic administrators, District and College participatory governance as it pertains to curriculum, and relevant statute and governing board policies and regulations. The Curriculum and Instructional Council consists of significant faculty and academic administrator representation from throughout the College and leads the process of developing and certifying all credit and non-credit curriculum and programs. (IV.A.4)

BP 2510 addresses participation in local decision making and affords the faculty, through the Academic Senate, staff, and students the opportunity to participate in its decision-making processes. BP 2410 and AR 2410 provide the faculty, through the Academic Senate, a primary advisory role on academic matters. The College's shared governance process and collegial governance framework ensure appropriate consideration of relevant perspectives, expertise, and subsequent timely action. In interviews with the College, the Team confirmed the strength of the governance processes and structures. An example of this is the fact that it took only five days for the College to transition to remote instruction at the onset the global pandemic. (IV.A.5)

The District and College seek to foster an environment of transparency and open communication by documenting and communicating decisions appropriately. Processes for decision-making and related decisions are primarily communicated and documented via the College website. The College Council shares meeting agendas and minutes on its website, as do the Academic Senate and the Associated Student Government. (IV.A.6)

The College decision-making committees use surveys to regularly evaluate policies, procedures, and processes to assure integrity and effectiveness. The College conducts an Annual Committee Evaluation Survey addressing alignment with the College mission and effectiveness in supporting the mission that each committee completes. This is in addition to evaluations undertaken by committees on their own processes, such as the Planning and Resource Allocation Process Survey completed by the Planning & Institutional Effectiveness Committee. Committee minutes are a common tool for communicating evaluation results as well as for capturing improvement actions. (IV.A.7)

Conclusions:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

Santiago Canyon College's (SCC) Chief Executive Officer (CEO), or President, has the primary responsibility of leading the College and ensuring excellence throughout. Although the College has had some turnover in the position of the President in recent years, the President has consistently maintained effective leadership. Much of this is due to a well-established institutional culture of appropriate delegation of authority as well as effective planning, budgeting, organizing, staffing, and assessing of institutional effectiveness. The College's well-established governance structures enable the President to guide the implementation of board policies and administrative regulations, ensure the College continues to meet the Standards, and ensure high quality teaching and learning opportunities for students and the surrounding community consistent with the College mission.

Findings and Evidence:

Board Policy BP 2430 gives the RSCCD CEO the power to delegate authority and responsibility to other RSCCD personnel. The job description for the SCC president position demonstrates that the District CEO has delegated primary responsibility to the President for the quality of the institution. The President serves as the co-chair of the College Council, the primary recommending body of the College to the President, which consists of constituency group leaders. The President also meets weekly with the Academic Senate leadership and senior administrative leadership and monthly with the Classified Hawks leadership and Management Council in order to share information regarding planning, organizing, and budgeting. Through the governing board's policies, the President has authority over the final selection of all staff members. In addition, the College's Professional Development Committee ultimately provides recommendations to the College Council regarding professional development College wide. Accurate and current data that inform College planning and budgeting are ensured through monthly reports to the Board Institutional Effectiveness Committee. (IV.B.1)

The President reports to the District CEO, or Chancellor, and oversees College planning and the College's administrative structure. The administrative structure consists of four main areas: Academic Affairs, Continuing Education, Student Services, and Administrative Services, each under the direction and supervision of a vice president. The four vice presidents report directly to the President, and together they establish appropriate staffing for the College's purpose, size, and complexity. Ultimately, the President has oversight in delegating duties and responsibilities to ensure the College is meeting its mission. (IV.B.2)

The College has policies and procedures outlined in the College's Collegial Governance Handbook to ensure that the President is able to guide institutional improvement of teaching and learning. The Academic Senate President and the College President co-chair the College

Council, which is charged with reviewing all College practices and procedures and makes recommendations to the College President on planning, resource allocation, and goal setting. All College constituencies have the opportunity to present their ideas for improving the College's practices, programs, and services through the well-defined decision-making structures. The College's Educational Master Plan identifies the College's mission, goals, and priorities which are integrated with those of the District. The Educational Master Planning Committee has a representative that serves as a nonvoting member of the College Council. Since the College Council reviews all the College master plans (Educational, Technology, Enrollment Management, and Facilities) this structure ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning. These plans are built using both internal and external data. As a result, the College recently adjusted their institutional performance standards for student achievement through data evaluation, the Planning and Institutional Effective Committee, an Academic Senate resolution, and a recommendation to the College Council. The Planning and Institutional Effectiveness Committee and Budget Committee work together, linking planning and resource allocation, and make final recommendations to the College Council, and hence to the President. (IV.B.3)

The President, with the assistance of the college Accreditation Liaison Officer (ALO), ensures the College complies with the Standards, Eligibility Requirements, and Commission Policies. Through a carefully planned accreditation process outlined in their Institutional Self Evaluation Report and included on the College website, it is evident that College leaders from among the faculty, staff, and administrators work to maintain compliance with the Standards, Eligibility Requirements, and Commission Policies, and have done so since their initial accreditation in 2000. (IV.B.4)

The President ensures implementation of statutes, policies, and regulations through the process of review and revision of Administrative Regulations which are reviewed by the Chancellor's Cabinet. Since the President serves as a College Council co-chair and all information flows through the College Council, the President is able to ensure that institutional practices are consistent with the College mission and district policies and maintain effective control of budget and resource allocation. (IV.B.5)

The President works and communicates effectively with the communities served. For example, the partnerships with local school districts have resulted in the growth of dual enrollment programs; the College apprenticeship program continues to grow and remain strong; and the College was a COVID-19 testing site for students, faculty, staff, and the community. (IV.B.6)

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

The seven-member publicly elected Rancho Santiago Community College District (RSCCD) governing board, the Board of Trustees, is responsible for the fiscal health and stability,

institutional performance, and educational quality of the District. The Board of Trustees adheres to well-defined code of ethics and a conflict of interest policies. The Board of Trustees, through its own policy, delegates authority and responsibility for the District to the District CEO, the Chancellor, and hold the Chancellors responsible for District operations through regular annual evaluation. The Board of Trustees adheres to a robust self-evaluation process that welcomes input from both District employees and the public. This evaluation process, over the last five years, has generally indicated that the Board of Trustees is acting in alignment with the Standards, including collective action through mutual respect of board members, selection and evaluation of the Chancellor, and participation in training activities.

Findings and Evidence:

The RSCCD has a seven-member elected governing board, the RSCCD Board of Trustees. This governing board is charged with assuring “fiscal health and stability” and monitoring “institutional performance and educational quality” as specified in Board Policy BP 2200. (IV.C.1)

Although there is no specific policy requiring that the Board of Trustees act as a collective entity, the College provided evidence of two resolutions where the Board of Trustees voted unanimously to support those resolutions. As part of its annual evaluation, the members of the Board of Trustees have generally agreed or strongly agreed that “board members respect each other’s opinion” since 2015. Members of the public and District employees who regularly attend board meetings also generally agreed with this statement, with more than 70 percent of respondents either strongly agreeing or agreeing since 2015. (IV.C.2)

BP 2431, Administrative Regulation (AR) 2431, and BP 2435, clearly define the policies for the selection and evaluation of the Chancellor. In its annual evaluation, both the Board of Trustees and the public agree that “the board follows a procedure for annual evaluations of the chancellor,” with more than 85 percent of the public respondents strongly agreeing or agreeing with this statement since 2015. (IV.C.3)

BP 2200 requires that the Board of Trustees “represent the public interest,” “monitor institutional performance and educational quality,” and “advocate and protect the District.” The RSCCD Board of Trustee’s Code of Ethics/Standards of Practice, BP 2715, requires board members to represent the interests of the public and “always put District and college priorities before their own political or personal priorities” and ensures that board members are non-partisan. (IV.C.4)

The Board of Trustees develops policies that are comprehensive, publicly available, and consistent with the District and College missions. The Board of Trustees, through BP 4020, ensures that programs and curriculum are of “high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency.” BP 2200 places ultimate responsibility for “institutional performance and educational quality” and “fiscal health and stability” with the Board of Trustees. The Board of Trustees receives regular reports throughout the year on progress made towards strategic goals and improvement of instructional and student support programs as evidenced by the Board of Trustees’ docket schedule and calendar of presentations. (IV.C.5)

The Board of Trustees publishes board policies to the District's website, and these policies address the governing board's size, BP 2010 and BP 2100, duties and responsibility, BP 2200, structure such as officers and committees, BP 2210 and BP 2220, and operating procedure, BP 2310. (IV.C.6)

The Board of Trustees acts in a manner consistent with its policies as evidenced by the board meeting minutes and its own annual evaluation results. Through the District's Board Policy Committee, the Board of Trustees regularly assesses its policies for effectiveness in fulfilling the District's mission and provides revisions as necessary. This committee meets monthly, and generally reviews four or more policies at this regular meeting. (IV.C.7)

The Board of Trustees annually reviews progress made towards attaining the goals of the RSCCD Strategic Plan, which includes the District's goals for student success. This review takes place at the January board meeting where the Board of Trustees is provided with a presentation highlighting goal attainment, selected key indicators, and plans for improving academic quality. In addition to this presentation, the Board of Trustees is presented with a progress report document that includes updates on all key indicators aligned with the RSCCD Strategic Plan goals. (IV.C.8)

BP 2740 establishes the District's commitment to providing ongoing training to board members, including orientations for new members. The District provided an example of a calendar detailing sessions, events, and activities related to the orientation and training of board members that showed ample opportunities for development. BP 2100 establishes that board member elections take place every two years, with one half of the members elected during each election. BP and AR 2110 establish the procedure for maintaining governing board continuity in the event of a vacancy. (IV.C.9)

BP 2745 establishes the process for the RSCCD Board of Trustees annual evaluation. Although this process does not explicitly require that the Board of Trustees assess its effectiveness with regard to promoting and sustaining academic quality and institutional effectiveness, these components were evident in the 2015 through 2020 board evaluations. Included in these evaluations, the Board of Trustees evaluated its practices and performance, and this included an evaluation of board member participation in training. Results of the governing board evaluation are made available to the public annually during or before the December board meeting. (IV.C.10)

The RSCCD Board of Trustees is subject to a code of ethics established for all employees in BP 7001, and for the governing board specifically in BP 2715, as well as to a conflict of interest policy established in BP 2710. BP 2715 describes the process for handling behavior that violates the code of ethics, and AR 2710 ensures that the majority of the governing board members have no employment, family, ownership, or other financial interest in the RSCCD. Any possible conflict of interest is disclosed publicly at Board of Trustees meetings and recorded in the minutes. The Board of Trustees rates itself highly in regard to following its conflict of interest and ethics policies, and the public and District employees generally agree as evidenced by results from the RSCCD Student, Staff, and Community Input Regarding RSCCD Board of

Trustees' Self-Evaluation survey. In response to the statement that the governing board "operates ethically without conflict of interest following established board policies" between 58 percent and 86 percent of respondents either agreed or strongly agreed with this statement, with the most recent measure being 78 percent in 2020. This fluctuation is not necessarily indicative of deviation from the Standard but should be monitored to ensure that the lower assessments were an anomaly. (IV.C.11)

BP and AR 2430 indicate that the RSCCD Board of Trustees delegates full responsibility and authority to the Chancellor to implement and administer board policies without board interference. The Board of Trustees holds the Chancellor accountable for the operation of the District as stated in BP and AR 2430, and through the evaluation of the Chancellor as specified in BP 2435. The Chancellor confirmed that full responsibility and authority is delegated to the Chancellor. (IV.C.12)

BP 3200 outlines the responsibilities of the Chancellor in ensuring that Board of Trustees is informed about the Eligibility Requirements, Standards, Commission policies, and other related matters. The Board of Trustees, through the Chancellor, participates in the self-evaluation of its role and functions in the accreditation process, and provides final approval of the colleges' accreditation self-evaluation. The Board of Trustees completes an annual evaluation which results in a report that identifies both strengths and areas of improvement. The results of this evaluation are presented publicly no later than December of each year. (IV.C.13)

Conclusions:

The College meets the Standard.

IV.D. Multi-College Districts or Systems

General Observations:

The Rancho Santiago Community College District (RSCCD) CEO, the Chancellor, provides leadership in setting and communicating standards of quality and excellence throughout the District. The RSCCD Functions/Mapping of Responsibilities clearly delineates District functions and responsibilities from those of the colleges. As evidenced by three evaluations covering six years, District centralized services are recognized to be of high quality and very effective in supporting the colleges in achieving their missions. The Chancellor appropriately delegates authority to the two college CEOs, the presidents, and holds them accountable through annual and biannual processes of self-evaluation and formal evaluation, respectively. District planning, resource allocation, and evaluation is effectively integrated with that of the colleges as detailed in the RSCCD Planning Design Manual. Communications between the District and the colleges are timely, accurate, and complete and support the effective operation of the colleges. The Chancellor regularly evaluates role delineations and governance and decision-making processes to assure their integrity and effectiveness.

Findings and Evidence:

The RSCCD Chancellor chairs the District Council, a venue that allows the Chancellor to set and communicate expectations throughout the District. The District Council is composed of constituents from throughout the District, and the five other Districtwide committees (Fiscal Resources, Human Resources, Physical Resources, Planning and Organizational Effectiveness, and the Technology Advisory Group) each report to the District Council, allowing feedback from the entire District to reach the Chancellor. Minutes from the District Council demonstrate that the Chancellor uses the District Council as a means for supporting the effective operation of the District. The District's Planning and Organizational Effectiveness Committee, which has representation from the colleges, updates the RSCCD Functions/Mapping of Responsibilities, which clearly defines the roles, authority, and responsibility between the colleges and the District. The Chancellor provides final approval of this document. (IV.D.1)

The Chancellor, through the Chancellor's own approval of the RSCCD Functions/Mapping of Responsibilities, clearly delineates and documents the operational responsibilities of the District from those of the colleges. This document is posted to the RSCCD website. Every two years the District surveys the colleges to ensure that the colleges are receiving adequate District services in support of achieving the colleges' missions. A review of the results from the 2017, 2019, and 2021 surveys shows very high satisfaction with District resources overall, with the average responses for most areas above four points on a five-point scale. The RSCCD Planning Design Manual details how District and college planning processes are integrated and how resource allocations are prioritized. (IV.D.2)

The District's Budget Allocation Model (BAM) and the RSCCD Planning Design Manual details the policies for allocation and reallocation of resources. The resource allocation process includes a review of the effectiveness of the prior year's allocations and an explicit process for reallocation of resources by the Chancellor's Cabinet. The resource allocation process includes input from the colleges through their own budget development processes which consider the unique college missions, as well as input from the five District committees. This broad input ensures that budget allocation supports the effective operations and sustainability of the District and colleges. Board Policy (BP) 6300 assigns responsibility for ensuring effective control of expenditures to the Chancellor. (IV.D.3)

BP 2430 gives the Chancellor the power to delegate authority and responsibility to other RSCCD personnel. The job descriptions for the two college presidents demonstrate that the Chancellor has delegated full responsibility and authority to those presidents to implement and administer the operations of the colleges. The Chancellor holds the college presidents accountable for the operation of the colleges through the presidents' direct monthly report to the governing board. The Chancellor adheres to Administrative Regulation (AR) 7150.2 and conducts a comprehensive evaluation of the college presidents every other year. In addition, the Chancellor asks the college presidents to provide input on annual goals and a self-evaluation with analysis of progress made on prior-year goals. The Chancellor uses this annual process to evaluate performance and make a recommendation to the governing board for renewal of the college presidents' contracts. (IV.D.4)

District planning and evaluation is integrated with the colleges' planning and evaluation as detailed in the RSCCD Planning Design Manual. This integration considers the missions of the District and colleges, as well as the strategic plans of each, and the educational master plans of the colleges. These plans include an evaluation of student learning and achievement and institutional effectiveness; and an assessment process focused on improving these areas. (IV.D.5)

The RSCCD has a number of mechanisms to ensure effective communication between the colleges and the District. The District Council, Management Council, and the District's five participatory governance committees include representation from the colleges and the District and provide a regular and systematic means for communicating information between the colleges and the District. A review of agendas and minutes from these seven bodies shows that this communication is timely, accurate, and complete and supports effective decision-making. In addition, the Chancellor convenes a weekly Chancellor's Cabinet meeting that includes the Chancellor, the two college presidents, and District senior leadership to ensure the effective flow of information between the District and the colleges. (IV.D.6)

The RSCCD Functions/Mapping of Responsibilities document delineates District and college roles, and this document is reviewed every three years, updated annually, and is presented to the Chancellor for final approval. The updated RSCCD Functions/Mapping of Responsibilities document is made available on the District website. The RSCCD Planning Design Manual outlines the process for the assessment of planning and decision-making, with a formal assessment completed every three years. This assessment gathers input from the entire District community and revisions to processes are recommended by the District Council to the Chancellor, with approved revisions communicated through the RSCCD Planning Design Manual. (IV.D.7)

Conclusions:

The College meets the Standard.

Quality Focus Essay

General Observations

All three areas of the Quality Focus Essay (QFE) are worthy of the time and effort of the College: Cultural Curriculum Audit, Peer Online Course Review, and Resilience-Focused Education Initiative. These topics are very relevant, especially in light of the pandemic and need for equity. The fact that the College had rich dialogue among a variety of campus groups demonstrates forward thinking on the part of the College and a commitment to student success through an equity lens.

All three topics assume a spirit of volunteerism from college constituents. Throughout the QFE, there is not a distinction between full-time and part-time faculty, which could impact time commitments and availability to volunteer to complete these initiatives.

The objectives in the QFE are not directly connected with the College Strategic Master Plan, which may be the intention; and, if so, consider articulating that clearly and directly.

Cultural Curriculum Audit

The Cultural Curriculum Audit Program (CCAP), started in spring 2021, resulted from an analysis of the College student equity data. Groups were identified as being disproportionately impacted resulting in faculty determining the need for a “concentrated equity-minded review” of all curriculum. There are three components to this work: 1. Faculty realization that academic structures can lead to inequalities in the classroom; 2. Create toolkits for faculty to develop more inclusive classroom environments where students trust and connect, and feel a sense of belonging; 3. Creating assignments that have relevancy to students’ lives, and a concentrated effort to build students skills, not simply demonstrate achievement. The College has identified ways to evaluate the efficacy of the CCAP through data analysis; however, measurable outcomes need to be developed. The structure for the process is delineated, but without a specific implementation guide to completion.

The timeline for completion of Spring 2022 may be aggressive. Depending on time commitments of this work, and whether it would be completed outside of primary terms, there may also be an effect on College resources. The focus is initially on face-to-face classes for the first year and then expand beyond.

The Cultural Curriculum Audit Program is an excellent initiative. Institutionalizing this important project may be a challenge. The work is noble and we look forward to seeing the success of this project in helping students experience that SCC is the college for all.

Peer Online Course Review

The college's Peer Online Course Review Initiative results from a realization that the pandemic moved all faculty into online instruction. The College used data to determine the need for this strategy. With a high level of participation in distance learning, the college will focus on student equity and increasing student success through the California Virtual Campus's Peer Online Course Review process. This project is more clearly defined, with a 3-year implementation timeline, set objectives, outcomes, and an overseeing task force. This project is set to be completed by the end of 2023-24 academic year.

The college will be providing support to faculty to accomplish this initiative. A detailed implementation matrix might assist in identifying where additional assistance is needed. The timeline may need to stretch to achieve review of all online courses. Achieving this important initiative is expected to improve student success rates.

Resilience-Focused Education Initiative

The Resilience-Focused Education Initiative (RFIE) is the most clearly defined and detailed plan of the QFE. The plan for analyzing trauma of SCC students increasing campus awareness, and training of staff, administrators, and faculty about trauma is commendable. Staff training also includes identifying signs of potential trauma in students. The College believes COVID-19 and societal issues are at the core of keeping students traumatized, and that awareness, and the resultant compassion for everyone, would be an important part of students persisting in their program.

This particular initiative seems unique to SCC. This plan of intentional intervention to help students is impressive.

Conclusion

For the Quality Focus Essay initiatives to become a part of the fabric of the institution, the College might consider integrating these ideas into the SCC Strategic Master Plan to ensure funding, time, and the tie to Standards. Accreditation allows for innovation through this QFE process, both small or large. As you learn more about yourself, through these great projects in the QFE, go big and make your adjustments along the way.

Appendix A: Core Inquiries



Formative/Summative Model for Comprehensive Review

CORE INQUIRIES

Santiago Canyon College

8045 E. Chapman Avenue
Orange, CA 92869

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on October 7, 2021.

Dr. Mary Gallagher
Team Chair

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Santiago Canyon College

Peer Review Team Roster

Team ISER Review

October 7th, 2021

Dr. Mary Gallagher, Team Chair Los Angeles City College President	Ms. Thuy Nguyen, Vice Chair Foothill College President
ACADEMIC MEMBERS	
Mr. Ruben Arenas East Los Angeles College Vice President, Liberal Arts & Sciences	Dr. Juan Buriel College of the Canyons English Professor
Ms. Elizabeth Kronbeck Glendale Community College Professor of History/Ethnic Studies/Social Science	Ms. Virginia May Sacramento City College Professor of Mathematics/Statistics
Ms. Lisa Putnam Ventura College Dean, Library and Social & Behavioral Sciences	
ADMINISTRATIVE MEMBERS	
Dr. Chialin Hsieh Los Medanos College Senior Dean of Planning, and Institutional Effectiveness	Dr. Tim Johnston Shasta College Associate Vice President of Student Services
Dr. Sarah Schrader Modesto Junior College Vice President, College & Administrative Services	
ACCJC STAFF LIAISON	
Dr. Catherine Webb, Vice President	

Summary of Team ISER Review

INSTITUTION: Santiago Canyon College

DATE OF TEAM ISER REVIEW: October 7th, 2021

TEAM CHAIR: Dr. Mary Gallagher

Santiago Canyon College is a participating member in the Fall 2021 pilot cohort of colleges in ACCJC's Formative/Summative Model for comprehensive review. A ten-member accreditation peer review team conducted Team ISER Review of Santiago Canyon College on October 7th, 2021.

The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's self-evaluation document (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well-written document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on August 4, 2021 and held a pre-review meeting with the college CEO on August 19, 2021. The entire peer review team received team training provided by staff from ACCJC on September 2, 2021. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further investigation, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings and developed Core Inquiries to be pursued during the Focused Site Visit, which will occur in Spring 2022, the week of March 7, 2022.

Core Inquiries are a means for communicating questions and potential areas of institutional improvement that arise during the Team ISER Review. Core Inquiries fall into two categories: Additional Information Requests or Interview/Observation Requests. Core Inquiries highlight areas in the ISER that require clarification or expansion and are used to develop both Team recommendations and commendations. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of interest for further clarification.

<p>Core Inquiry 1: The strength of the College's planning and governance structures and processes were evident in the ISER. The team desires to acquire more information to determine if this rises above and beyond the requirements of the Standards.</p>
<p>Standards or Policies: I.B.9, III.A.10, IV.A.3, and IV.B.2</p>
<p>Description:</p> <ol style="list-style-type: none">Team reviewed the Collegial Governance Handbook and found that it clearly defined roles, providing stability, especially during times of high turnover and the pandemic.The Team noticed that the CEO and the administrative team have many interims (per the organizational chart).The College maintained high quality and effective instructional programs and services during periods of transition.
<p>Questions:</p> <ol style="list-style-type: none">To what extent has the strength of the College's planning and governance structures provided a foundation for institutional stability, administrative capacity, and effective decision-making during periods of disruption (e.g., administrative turnover, pandemic)?To what extent are the ideals established in the Collegial Governance Handbook realized in participation from all College constituencies?To what extent has the annual review process added to the administrative capacity of the institution? What about your annual review process serves as a foundation for institutional effectiveness in governance and budget allocation?
<p>Request for Additional Information/Evidence:</p> <ol style="list-style-type: none">Further examples, if any, of how the planning and governance structure has supported the College's effectiveness during periods of disruption (e.g. high turnover and pandemic, etc.)
<p>Request for Observations/Interviews:</p> <ol style="list-style-type: none">Individuals from various constituencies who can speak to their role in the College's governance structure as well as their observations on the effectiveness of the College governance and planning processes, particularly during times of disruption (e.g. turnover, pandemic, etc.).