Santiago Canyon College

What happens here matters.

2016-2022 Educational Master Plan

VI. PLANNING AT SCC

Overview and History

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

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

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

- Program Reviews: Every three years, departments and units take a more comprehensive look back and then engage in a multi-year goal-setting process that provides in-depth discussions, introspection, quantitative analyses, and evaluation. This document is the central link between the RSCCD and college goals, accreditation feedback, and the department plans.

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

In 2009, the SCC Accreditation Task Force revised the cycle of planning activities to align it with scheduled accreditation reports, recognizing the relationship between college planning and accreditation. Because the timing of SCC's accreditation reports was adjusted in 2008 to correspond with those of Santa Ana College, the other college within the Rancho Santiago Community College District, the realignment of planning and accreditation n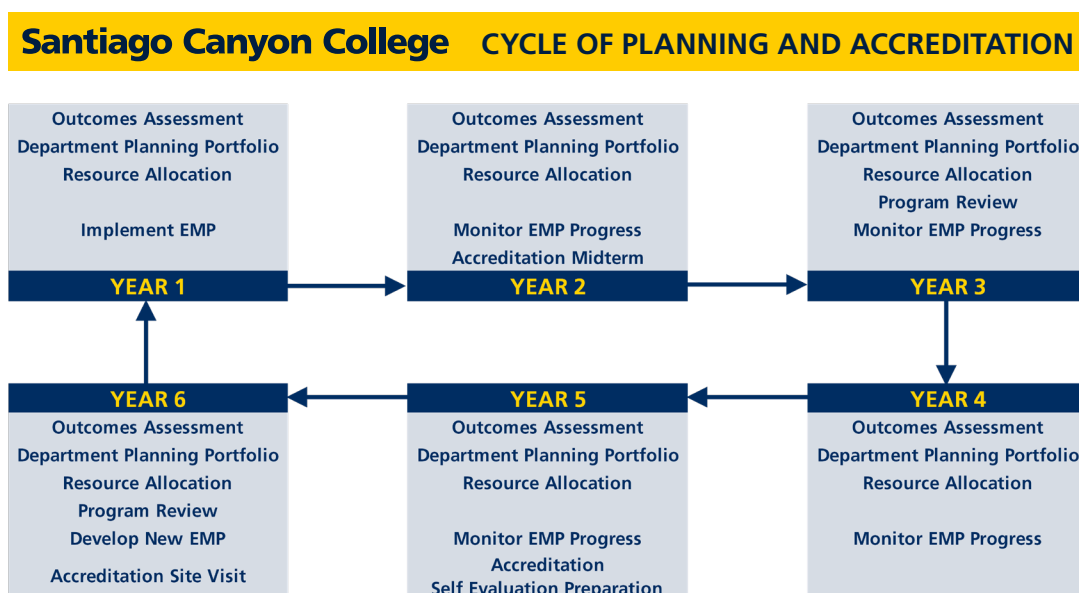eeded to occur over a six-year segment. As a result, the Educational Master Plan 2012-2016 covered a four-year period, while subsequent EMPs were intended to contain plans for a six-year period. Now that the cycles are fully aligned, the Educational Master Plan 2016-2022 and subsequent EMPs will follow the 6-year pattern shown below in the Cycle of Planning and Accreditation.

SHORT-TERM PLANNING AND RESOURCE ALLOCATION

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

Institutional planning, including resource planning, begins at the department and unit levels with their Department Planning Portfolios (DPPs). Biannually, departments, programs, and units have the opportunity to reflect upon the past year's activities and accomplishments and put forth a plan for the subsequent year. The DPPs, accompanied by learning outcome or service area outcome assessment data, student achievement data, or other relevant information, provide departments, programs, and units the opportunity to develop annual plans, set annual goals and identify any resources needed to carry out annual plans and achieve annual goals. The goals and plans listed in these documents inform the college's resource allocation decisions.

Department Planning Portfolios are reviewed and revised on a biannual basis. To fulfill its planning responsibilities, the Educational Master Planning Committee monitors the annual departmental planning process with DPPs. The biannual updating of the Department Planning Portfolios is critical to the institution, for these documents serve as the vehicle through which discipline, department, and division resource requests are made

Santiago Canyon College CYCLE OF PLANNING AND ACCREDITATION

YEAR 1	YEAR 2	YEAR 3
Outcomes Assessment	Outcomes Assessment	Outcomes Assessment
Department Planning Portfolio	Department Planning Portfolio	Department Planning Portfolio
Resource Allocation	Resource Allocation	Resource Allocation
		Program Review
Implement EMP	Monitor EMP Progress	Monitor EMP Progress
	Accreditation Midterm	

YEAR 6	YEAR 5	YEAR 4
Outcomes Assessment	Outcomes Assessment	Outcomes Assessment
Department Planning Portfolio	Department Planning Portfolio	Department Planning Portfolio
Resource Allocation	Resource Allocation	Resource Allocation
Program Review		
Develop New EMP	Monitor EMP Progress	Monitor EMP Progress
Accreditation Site Visit	Accreditation Self Evaluation Preparation	

in an effort to support developed plans for the coming academic year.

Resource Allocation

Out of a need to separate planning and resource allocation processes, the Planning & Institutional Effectiveness (PIE) Committee was created in spring of 2013.

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

The primary responsibilities of the PIE Committee are as follows:

- to review all college planning documents and ensure that recommendations are consistent with those plans;
- to review college-wide resource allocation requests and evaluate them based on how well they support the college mission and meet institutional goals;
- to utilize, evaluate, and revise rubrics for resource allocation, expansion, and contraction recommendations;
- to review all requests to "Apply for a Grant" and assess short/long-term implications of the grant, including financial viability;
- to consult with the Budget Committee to determine available funding for PIE Committee prioritized recommendations;
- to refine recommendations based on feedback from the Budget Committee;
- improvement of planning processes from the college community;
- to assess progress toward achieving stated institutional goals;
- and to provide an annual planning cycle to the college community. The concerted efforts of the members of the PIE Committee assure that SCC undergoes a systematic evaluation of its planning to enhance student learning.

Following the steps outlined in the Resource Request Process Flowchart and the timeline provided in the annual Year at a Glance document, the college is able to identify resource needs across the institution and allocate the highest priority resources to departments and units in greatest need.

Outcomes Assessment

In order to meet the mandate of the Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges standard for proficiency in outcomes assessment, the college has developed a statement on standards of assessment practice as it relates to instructional programs. This statement on standards of assessment practice requires that all student learning outcomes for a given course must be assessed within a three-year period and assessment activity must occur annually.

The Office of Institutional Effectiveness and Research manages the college's assessment management system that serves as the central repository for outcomes assessment information. Assessments of record, cycles of assessment, and reports of assessment results for all courses and programs are input into the assessment management system and reviewed by the Office of Institutional Effectiveness and Research staff for completeness. Information warehoused in this system can be used to inform departments on issues of educational quality and to substantiate requests for resources through the annual resource request process.

The majority of student learning outcomes assessment is completed at the course level. Through the mapping of outcomes (course-to-program or course-to-institutional), the strength of the relationships between different levels of learning outcomes has been determined so that the work that is completed at the course-level can be drawn upon to inform the achievement of student learning for higher order outcomes.

Faculty Position Ranking

Finally, the Academic Senate annually conducts its prioritization process for ranking of new faculty positions

Priority goes to those departments that have analyzed relevant workload and production data, that completed the faculty hiring request form, with collaboration and input from the department chair, Academic Senate senator, and division dean, and that planned for requested faculty positions in their department planning portfolio.

NEAR-TERM PLANNING AND PROGRAM REVIEW

Every three years, departments and units take a comprehensive look back and engage in a multi-year goal-setting process that provides in-depth discussions, introspection, quantitative analyses, and evaluation. This document is the central link between the RSCCD and college goals, accreditation feedback, and the department plans. Feedback from accreditation site visits and midterm reports helps the EMPC, together with the Vice Presidents of Academic Affairs, Student Services, Continuing Education, and Administrative Services, refine the format of the program review templates. The accreditation feedback also informs responses to the prompts in the program review templates. As departments and units conduct their program reviews, they use analyses of the prior three years of DPP goals and activities to write their program reviews. In turn,

findings from the program reviews are used to inform the DPP goals and activities of the subsequent years, the next EMP document, and the subsequent accreditation self-study or midterm report.

Program Review:

The Program Review has maintained most of its structure from the last EMP document

- An emphasis on documented evidence including quantitative measures of program effectiveness

- A section that requires programs to set measureable goals for the next three-year period based on the findings of the current program review

- An Executive Summary that can be disseminated so that program review findings are more widely known in the collegial governance system

- Part I: Overview of Academic Program Information—Details and data relating to all department matters.

- Part II: Program Goals and Objectives—Description of the processes that lead to the creation of department goals and objectives.

- Part III: Student Achievement Data Analysis—Summary of data and description of patterns, trends, and anomalies and plans to address those issues.

- Part IV: Course Student Learning Outcomes Assessment-- Description of course assessments

- Part V: Program Student Learning Outcomes Assessment-- Description of program assessments

- Part VI: Curriculum and Program Management--Description of course and schedule creation and review

- Part VII: Resources--Analysis of facilities and equipment

- Part VIII: Faculty-- Description of involvement and leadership

- Part IX: Internal and External Communication--Review of inter and intradepartmental communication

- Part X: Planning Agenda—a list of areas gleaned from this document that will need attention before the next cycle, including supporting data and resources.

- Program Review Summary Report--an "executive summary" report that will be shared with College Council and other areas of the college that might not see the entire document.

The Educational Master Planning Committee, as a participatory governance committee, is central in guiding the program review process through the use of standard program review templates for Academic Affairs departments, Student Services departments, and Administrative Services units. Disciplines and programs

evaluate the results of their outcomes assessments and link the results to their Program Reviews and Department Planning Portfolios (DPPs), which, in turn, inform the College's Educational Master Plan writing process.

Since its inception, the Educational Master Planning Committee (EMPC) has refined its program review process according to school community feedback following each program review cycle. The last major overhaul of the Academic Program Review (APR) template occurred before the 2012-2014 APR cycle. The Educational Master Planning Committee began revisions to the "Academic Program Review Template" in spring 2012. The revisions were concluded in fall 2013 when the Academic Senate of Santiago Canyon College adopted the enhanced Academic Program Review Template. This revised template includes specific prompts for facilities, technology, equipment, and personnel so that departments and units can identify areas of need and so that departments and units also have an opportunity to put forward requests as part of the college's resource allocation process. The 2013 Academic Program Review Template further strengthens the document's utility in serving as a bridge and in connecting local considerations, such as student performance, student learning outcomes assessment, curricula development, department dialogue, the college's Educational Master Plan, budgeting and allocation of resources, facilities utilization, long-term planning, and accreditation.

Because the 2012-2016 Educational Master Plan cycle only spanned four years, thus requiring academic program review to be conducted twice within a four-year period, only minor changes were made to the 2014-2016 APR Template. The rationale behind this was that the EMPC did not feel it would have been acting in the best interest of the faculty to have them complete a revamped APR when an overhaul had just been conducted two years prior. Thus, for the 2014-2016 APR Template, faculty was asked to respond to student achievement data that the Office of Institutional Effectiveness & Research had embedded within the templates.

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

During the fall of 2016, the EMPC began official conversations regarding the development of a hybrid program review document. The EMPC felt that a viable solution would be to have a "service addendum" completed by academic programs that have a service component such as Mathematics and MaSH, Library and Information Studies and Library Services, Sciences and STAR.

The administrative co-chair of the EMPC and the Interim Vice-President of Student Services developed a plan to create a single program review template that incorporates both academic and student service-oriented questions. Should an academic program not have a service component, then it would not be required to complete service-focused sections. Similarly, should a student service program not have an academic component, it would not be required to complete academic sections.

Currently, the EMPC is discussing the preliminary plans for the new template and will begin its development during fall, 2017.

Institutional Dialogue

Beginning in October 2014, the EMPC began scheduling a part of each bi-monthly meeting to invite departments and operational units to discuss their program reviews during panel discussions. Prior to this time, the committee scheduled each department separately, in fifteen-minute increments during their meetings. The committee ultimately realized that to have a deeper discussion, more time was needed, and in order for the information to reach the college community beyond the EMPC, a different approach was needed. In addition, the committee had more program reviews to address. For the new iteration of the program reviews presentations, the committee scheduled panel discussions, inviting three to four departments to participate at the same time. Each EMPC member reads one section of each department's program review, becoming an expert on that section, and read and develop questions on only their sections. These sections will be their focus for the entire process (without the burden of reading three or four program reviews bimonthly). Five days before the panel discussion, committee members submit their questions to a survey database, developed by the administrative co-chair, and the entire committee ranks the questions that they think will be the best ones to ask at the discussion. The discussion begins with each invited department chair, unit leader, or representative summarizing the department's findings in a five-minute introduction. During the panel discussion, the same question may be asked of all representatives, allowing the panel to see the differences and similarities in their responses. Some of the questions are specifically directed toward an individual department. The discussion is organic, with the panelists answering questions from the EMPC members and providing clarification regarding the analyses contained in the program review while also asking questions of each other and sharing their own experiences in an open dialogue and informal setting. The committee has received positive feedback from the participants with some participants indicating that they wish more time were allotted for the discussion. Because of this, the committee is contemplating scheduling the panel discussions twice a year, perhaps during FLEX week, allowing more of the school community to participate.

In an additional effort to ensure program review information and dialog are communicated to all constituents, a representative from the Educational Master Planning Committee provides "Program Review Summary Reports" to College Council. The updates are critical to ensure that planning is connected to decisions that impact resource allocations and overall college planning.

LONG-TERM PLANNING

SCC Mission

The Santiago Canyon College (SCC) College Council regularly reviews the college mission statement as part of its planning process. The College Council tasked the Educational Master Planning Committee to review and make recommendations for modifications of the Santiago Canyon College Mission Statement. As part of the periodic review, the mission is reaffirmed by the Academic Senate of Santiago Canyon College and the College Council and approved by the Rancho Santiago Community College District Board of Trustees. The approved statement is the product of a college-wide survey conducted and analyzed by the Educational Master Planning Committee (EMPC).

The mission statement and planning documents serve as the foundation for the college's planning cycle. The SCC Mission Statement is effectively and consistently used in the planning processes of the college's councils, committees, groups, and task forces. As a strong reflection of the college's mission statement, the Educational Master Plan proves a deliberate and cohesive document designed to illustrate a more comprehensive multi-year perspective on institutional goals.

The Academic, Student Services, and Administrative Services Program Reviews all ask departments and units to link the SCC Mission to their goals.

As further evidence of how Santiago Canyon College's mission is central to institutional planning and decision-making, the college aligns course student learning outcomes (SLOs) with the institutional student learning outcomes (ISLOs) that serve as a critical component of the college mission statement.

The Educational Master Plan

Long term planning at SCC is represented by the Educational Master Plan (EMP) document.

The Educational Master Plan is informed by the Department Planning Portfolios, the Academic, Student Services, and Administrative Services program reviews, accreditation self-studies and midterm reports, the SCC Mission, the SCC Enrollment Management Plan, the SCC Student Equity Plan, the SCC Technology Plan, the SCC Facilities Plan, the RSCCD Mission, and the RSCCD Comprehensive Master Plan and Strategic Plan.

Accreditation Self-Studies and Midterm Reports

Feedback and recommendations from accreditation team reports help SCC refine and shape its long-term planning processes.

Recommendation 3 from the team evaluation report following the 2014 site visit urged the college to "develop a systematic method by which it assesses its evaluation processes as well as its progress toward achieving its

stated goals." Following this recommendation, in spring 2015, the 2012-2016 Educational Master Plan Midterm Update Survey went out to all responsible parties so that the EMPC could determine what goal- related activity had occurred since 2012. Respondents to the survey had to identify the goal and action item they were electing to update, provide detail on the activity that had occurred to date, and identify whether the action item had been completed or not. In the event that the action item had been completed, the survey asked respondents to identify the institutional support they received related to their activity and what affect that activity had on the institution. In the event that the action item had not been completed, the survey asked the respondents to identify the work that still remained to be completed and any resources that were necessary to complete the work.

The information from the survey was pulled together to provide a report back to the college community on the progress made in achieving the 2012-2016 Educational Master Plan goals. This report came as part of an open forum designed to solicit feedback from college constituents on multiple sources of data, both external and internal, as the college began the development of its next educational master plan and the development of its next set of educational master plan goals. The college-wide discussion around this information was to determine campus opinion as to whether the unachieved goals were still relevant, warranting inclusion in the next iteration of the educational master plan, and, if so, whether or not the remaining action items were adequate to lead the college to goal completion.

As a result of this process, it was identified that the next evaluation of the goal achievement process should include more frequent opportunities for responsible parties to provide updates on action items and goal achievement. This would include additional opportunities to request resources in the event that a resource need is what is holding the college back from achieving a specific goal.

SCC Enrollment Management Plan

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

as one of the collegial governance committees that participated in the process of creating the college's institutional EMP goals.

SCC Student Equity Plan

The Student Equity Plan is a three-year plan that identifies disproportionate impact within the state-mandated target populations as validated with data collected and analyzed by the SCC Office of Institutional Effectiveness and uses these data in the development of strategies that will address the gaps found according to five success indicators. The SCC Student Equity plan is a living document that directs the college annually to provide students with specialized services to guide them toward their academic goals. A stated aim in the Student Equity Plan is to integrate equity into the college-wide planning processes including the Department Planning Portfolios, Program Review and the Educational Master Plan. The college is in the process of mapping the Student Equity Plan activities to the nine 2016-2022 EMP goals. Beginning in 2017, this plan will become a two-year plan that will incorporate not only planning for Student Success and Equity, but also the plans for the Student Success and Support Program (Credit), the Student Success and Support Program (Noncredit), and the Basic Skills Initiative program. The Student Success and Equity Committee provided input in shaping the 2016-2022 Educational Master Plan as one of the collegial governance committees that participated in the process of creating the college's institutional EMP goals.

SCC Technology Plan

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

SCC Facilities Plan

The Facilities Master Plan is a ten-year evolving plan that provides a graphic and narrative description of the college's strategy to support the initiatives of the current Educational Master Plan, addresses the growth in enrollment that is anticipated for the next decade, and positions the college to maximize state funding opportunities. The Facilities Master Plan includes recommendations for future development, including renovations and replacement of facilities and site improvements. In turn, the Facilities committee provides

input in shaping the Educational Master Plan as one of the collegial governance committees that participated in the process of creating the college's institutional EMP goals.

RSCCD Mission

The mission of the Rancho Santiago Community College District is "to provide quality educational programs and services that address the needs of our diverse students and communities". Delivering the highest quality of services to the diverse constituents in the communities SCC serves is the basis for all planning decisions.

RSCCD Goals

1. RSCCD will assess the educational needs of the communities served by RSCCD and will adjust instructional programs, offerings, and support services and will allocate resources as needed to optimize the alignment of students' needs with services and fiscal resources.

2. RSCCD will assess the educational needs of the communities served by RSCCD and then pursue partnerships with educational institutions, public agencies, non-profit organizations, and business/industry/labor to collaboratively meet those needs.

3. RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.

4. RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.

5. RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources.

RSCCD Comprehensive Master Plan and Strategic Plan

The RSCCD Comprehensive Master Plan is a ten-year plan that describes the Rancho Santiago Community College District's projections and goals for the coming decade. This plan includes the identification of current and anticipated challenges; RSCCD's Goals for the coming decade; and summaries of the colleges' planning activities. Dedicated chapters describe the plans for each college, starting with summaries of the colleges' educational master plans and the facilities master plans for the main campuses. These chapters continue with analyses of existing conditions and recommendations for future actions for RSCCD facilities. Contained within each ten-year period covered by the RSCCD Comprehensive Master Plan are three three-year RSCCD Strategic Plans.

The Long Term Planning Overviews in the following two figures illustrate the dynamic relationships over time between accreditation, the DPPs, the program reviews, and the EMP document.