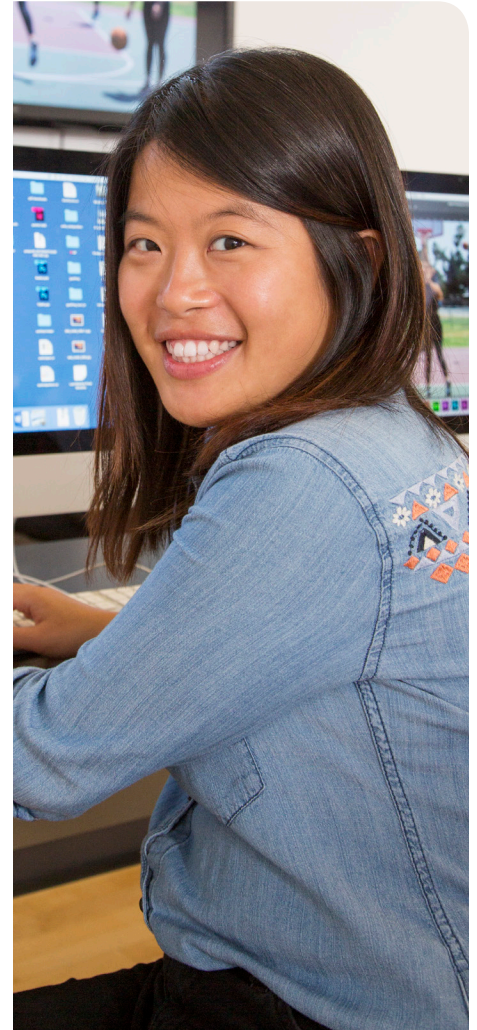




Santiago Canyon College



2017 Midterm Report

Submitted to the Accrediting Commission for Community and Junior Colleges
October 2017

What happens here matters.

sccollege.edu

Santiago Canyon College

Midterm Report

Submitted by:

*Santiago Canyon College
8045 East Chapman Avenue
Orange, CA 92869*

Submitted to:

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

October 15, 2017

Accreditation Midterm Report Certification Page

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

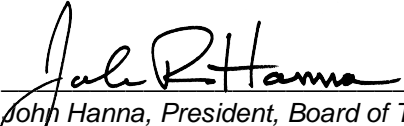
From: John Hernandez, Ph.D., President
Santiago Canyon College
8045 East Chapman Avenue
Orange, CA 92869

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


Signatures:



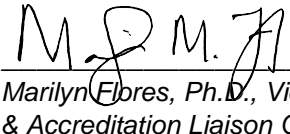
John Hernandez, Ph.D., President
October 15, 2017
Date



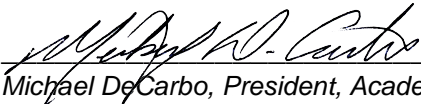
John Hanna, President, Board of Trustees
October 15, 2017
Date



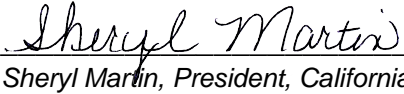
Raul Rodriguez, Ph.D., Chancellor, RSCCD
October 15, 2017
Date



Marilyn Flores, Ph.D., Vice President, Academic Affairs
& Accreditation Liaison Officer
October 15, 2017
Date



Michael DeCarbo, President, Academic Senate
October 15, 2017
Date



Sheryl Martin, President, California School Employee Association, Chapter 579
October 15, 2017
Date



Edward Hou, President, Santiago Canyon College Associated Student Government
October 15, 2017
Date

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Statement of Report Preparation

On July 8, 2016, the College President received a letter from Dr. Barbara Beno, President, Accrediting Commission for Community and Junior Colleges (ACCJC), indicating that at its meeting on June 8-10, 2016, the Follow-up Report submitted by Santiago Canyon College was reviewed and the Commission found that the College had resolved all deficiencies and met all accreditation standards. Further, the letter from the ACCJC encouraged the College to continue its work to ensure educational quality and to support student success. The next report from the College to the Commission would be the Santiago Canyon College 2017 Midterm Report, which is due in fall, 2017.

The Vice President of Academic Affairs, who also serves as the college's Accreditation Liaison Office (ALO), coordinates all accreditation-related reports. In this role, the Vice President of Academic Affairs collaborated with the College President and Academic Senate leadership to identify a leadership team to begin planning the 2017 Midterm Report. Adopting a similar four co-chair organizational model to the college's 2014 Self Evaluation Report development process, the Vice President of Academic Affairs, Academic Senate President, Academic Senate Vice President, and Dean of Institutional Effectiveness, Library & Learning Support Services began identifying individuals whose knowledge and expertise would be crucial to create the report. Concurrently, a timeline for report development, evaluation, and approval was created to serve as a guide for ensuring the 2017 Midterm Report would be completed by the October 2017 deadline established by the ACCJC.

The Accreditation Task Force, comprised of college faculty, staff, and administrators identified by the four co-chairs as content experts, was convened on November 18, 2016 to begin discussion and planning for the preparation of the Midterm Report. During this meeting, the co-chairs detailed the requirements and format of the midterm report document. This included a review of the six college recommendations, one commission recommendation, eleven actionable improvement plans, and the timeline for midterm report completion as well as training on documentation of progress through provided templates and on evidence collection and storage. In total, the Accreditation Task Force had three meetings to provide training, share progress, and review content prior to college-wide distribution of the draft midterm report and midterm report feedback survey on May 8, 2017.

Progress in the development of the midterm report was shared regularly through standing agenda items at President's Cabinet, College Council, Academic Senate, and the Curriculum Instruction Council.

The final report was reviewed and approved by the Academic Senate on May 30, 2017 and College Council on June 27, 2017. Subsequently, the report was distributed to the Rancho Santiago Community College District Board of Trustees for final approval on August 14, 2017. The report was then sent to the ACCJC as required.

Santiago Canyon College community members that contributed to this report:

Leonor Aguilera, Professor of Counseling

Joseph Alonzo, Director of Student Equity & Success

Ruth Babeshoff, Interim Vice President of Student Services

Morrie Barembaum, Professor of Astronomy

Lynnette Beers-McCormick, Professor of English

Karen Bustamante, Interim Director of College Advancement/Foundation

Judy Chitlik, Vice Chancellor of Human Resources

Jennifer Coto, Interim Dean of Counseling & Student Support Services

Michael DeCarbo, Academic Senate President/Professor of Communication

Steven Deeley, Professor of Business

Elizabeth Elchlepp, Professor of English

Nahla El-Said, Professor of Chemistry

Corinna Evett, Professor of English

Marilyn Flores, Vice President of Academic Affairs

Denise Foley, Professor of Biology

Alicia Frost, Professor of Mathematics

Dillon Gamboa, Senior Clerk, Community Services

Joe Geissler, Professor of Library & Information Science

John Hernandez, College President

Eric Hovanitz, Professor of Earth Science

Beth Hoffman, Student Health & Wellness Services Coordinator & Registered Nurse

Kari Irwin, Associate Dean of Business & Career Technical Education

Scott James, Assistant Professor/Coordinator of Distance Education

Vanessa Jones, Assistant Professor of Mathematics

Von Lawson, Dean of Business & Career Technical Education

Silvia Lopez, Success Center Specialist, Academic Success Center

Mary Mettler, Academic Senate Vice President/Professor, Disabled Students Programs & Services

Bryan Mills, Instructional Center Specialist, Tutoring Center

Jacque Myers, Job Placement Coordinator, Job Placement

Tuyen Nguyen, Assistant Dean of Admissions & Records

Esther Odegard, Assistant to the President

Janis Perry, Professor of Counseling & Teacher Education

Sergio Rodriguez, Project Manager

Maureen Roe, Professor of English

Arleen Satele, Vice President of Administrative Services

Jolene Shields, Professor of High School Subjects & Adult Basic Education

Martin Stringer, Dean of Mathematics & Sciences

Cindy Swift, Professor of Physics

Alex Taber, Professor of Economics

Roberta Tragarz, Professor of English

Jose Vargas, Vice President of Continuing Education

Aaron Voelcker, Dean of Institutional Effectiveness, Library & Learning Support Services

Joyce Wagner, Professor of Mathematics

Victoria Williams, Facilities Coordinator

Alistair Winter, Assistant Vice Chancellor of Human Resources

Melinda Womack, Professor of Communication

Laney Wright, Professor of Mathematics

Actionable Improvement Plan 1:

The Office of Institutional Effectiveness & Assessment will incorporate planning and resource allocation documents and forms into the Taskstream user interface so that the College community will have a “one-stop-shop” for institutional effectiveness related activities. (I.B.3.)

Summary of Progress

In spring 2015, following the 2014 institutional self-evaluation, the Office of Institutional Effectiveness & Research began working with representatives from Taskstream to address accreditation standard I.B.6, which requires institutions to disaggregate learning outcome data by student groups. After multiple failed attempts at reaching a cost effective solution that connects with the college’s student information system, SCC decided to investigate Taskstream alternatives. As any temporary solutions would have to be recreated in a replacement system, currently, no additional workspaces have been created in Taskstream to create a one-stop-shop for all institutional effectiveness related activities.

In spring of 2016, the college learned of a new opportunity through the California Community College Chancellor’s Office’s Institutional Effectiveness Partnership Initiative – Partnership Resource Team (IEPI PRT) for technical assistance in self-identified areas of focus ([AIP1-01](#)).

In April 2016, during the Educational Master Planning Committee meeting, the discussion focused on the antiquated technology upon which the college’s department planning portfolio portal is built and its limited capacity and functionality. A motion was made to recommend to College Council that a task force be created to determine the desired functionality of a Taskstream replacement, to evaluate commercial or local solutions, and to seek IEPI Innovation and Effectiveness Grant funds ([AIP1-02](#), [AIP1-03](#), [AIP1-04](#)). College Council agreed with the recommendation and the College President submitted a letter of interest to the IEPI on June 30, 2016 ([AIP1-05](#)).

In the fall of 2016, the college received notification that it was approved to receive IEPI PRT assistance ([AIP1-06](#)). The college then began to prepare for the Partnership resource team by approving, through the Academic Senate and College Council, the Technology for Institutional Effectiveness (TIE) Task Force. ([AIP1-07](#), [AIP1-08](#), [AIP1-09](#), [AIP1-10](#))

The first PRT visit was held on March 29, 2017, the second was on May 31, 2017, and the final visit will be held in the fall 2017. The PRT is working with our TIE Task Force to determine an appropriate Taskstream replacement so that our college will have a “one-stop-shop” for institutional effectiveness related activities.

Responsible Parties

College President, Office of Institutional Effectiveness & Research, Educational Master Planning Committee, Technology for Institutional Effectiveness (TIE) Task Force, and RSCCD Informational Technology Services.

Timeline to Completion

When the Innovation and Effectiveness Grant funds are available and a Taskstream replacement can be acquired. The projected timeline for completion is spring 2019.

Actionable Improvement Plan 2:

Santiago Canyon College will refine the planning documents and processes to improve the efficacy of the annual planning process and reinforce the use of outcomes assessment, student achievement, and other sources of data to support resource requests. (I.B.6.)

Summary of Progress

Since its inception, the Planning & Institutional Effectiveness (PIE) Committee seeks to review and improve upon the College's planning and resource allocation processes. The committee continues to refine the "PIE Resource Request Prioritization Rubric," which enables committee members to evaluate each request based on a number of factors:

- Relation to the College Mission; support for the College Goals.
- Connection to the College's Educational Master Plan, Technology Master Plan, and Facilities Master Plan documents.
- Association with Department Planning Portfolios and Program Reviews.
- Fulfillment of a replacement need, legal mandate, or regulatory or safety requirement.
- Support from learning outcomes assessment data ([AIP2-01](#), [AIP2-02](#)).

Historically, resource requests were evaluated together and ranked; in 2016, requests were ranked by specific categories (i.e., instructional equipment, non-instructional equipment, instructional supplies, non-instructional supplies, instructional technology, non-instructional technology, personnel, and contract services). In addition, changes included adjustment of the PIE Resource Request Prioritization Rubric formula based on conversations for improvement ([AIP2-03](#), [AIP2-04](#)).

The PIE committee has maintained a "Santiago Canyon College Resource Request Form" that provides departments and units a tool to help organize evidence to support resource requests ([AIP2-05](#)). A notable change to the form in 2016 was inclusion of facility related resource requests that were once subject to a wholly separate process.

In 2017 the PIE Co-chair began a discussion at the Joint Chair's Meeting to solicit mechanisms to ensure parity and consistency during unit evaluation. Also discussed were more consistent methods for filling out resource requests to ensure that comparable data is used across the template, particularly with student learning outcomes. This feedback was used to inform revision of the resource request form for 2017-18 ([AIP2-06](#)).

Responsible Parties

Planning & Institutional Effectiveness (PIE) Committee

Timeline to Completion

This has been completed.

Actionable Improvement Plan 3:

Santiago Canyon College will develop a program review process that will evaluate both the instructional and service oriented components of units across the College that serve both functions, such as with Counseling, Library Science and Information Studies, and the Academic Success Center. (I.B.7.)

Summary of Progress

Since its inception, the Educational Master Planning Committee (EMPC) has refined its program review process following each program review cycle in accordance with feedback from the College community. The last major overhaul of the Academic Program Review (APR) template occurred before the 2012-2014 APR cycle ([AIP3-01](#)). As the 2012-2016 Educational Master Plan cycle was only once every four years and Academic Program Review had to be conducted twice within a four-year period, only minor changes were made to the 2014-2016 APR Template ([AIP3-02](#)). 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 were asked to respond to student achievement data that the Office of Institutional Effectiveness & Research had embedded within the templates ([AIP3-03](#)).

As programs that have instructional and service-oriented components are currently not included in the review process, the EMPC discussed 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 ([AIP3-04](#), [AIP3-05](#)).

Hybrid Programs:

- Counseling
- Library Science and Information Studies
- Academic Success Center
- Mathematics/MaSH
- English/Writing Center
- STAR

On December 12, 2016, the administrative co-chair of EMPC met with the Interim Vice President of Student Services 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. Conversely, 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 this new program review template, which would evaluate both the instructional and service-oriented component, and will begin its development during fall, 2017.

Responsible Parties

Educational Master Planning Committee Department Chairs

Timeline to Completion

Fall 2017 – EMPC will work with constituent groups that have both instructional and service oriented components to begin the development of a dual-use program review template.

Fall 2018– Full implementation of program review for dual programs.

Actionable Improvement Plan 4:

Santiago Canyon College will engage in discussions regarding student success and retention rates and will develop strategies to improve success and retention in face-to-face, online, and hybrid instruction. (II.A.1.b.)

Summary of Progress

Since 2014 various college-wide committees, task forces, and departments have engaged in discussions regarding student success and retention rates in both our face-to-face and distance education courses. From these discussions, various strategies have been developed and implemented.

In the 2016-2019 Enrollment Management Plan, a goal was set to “Collaborate with appropriate stakeholders to support student learning by increasing retention, success, and completion” ([AIP4-01](#)). To reach this goal, the Enrollment Management Committee has created four strategies: first, to create a research tool to collect information about characteristics that may predict student success and retention; second, to analyze our current student and learning support services to determine approaches that promote a successful and sustainable learning environment; third, to identify critical courses that fulfill requirements allowing large numbers of students to complete programs within two years; fourth, to institutionalize ongoing, systematic collection and analysis of data related to scheduling. The Enrollment Management Committee has investigated research tools that may predict success and retention, as well as analyzed data to meet the committee’s goals ([AIP4-02](#), [AIP4-03](#), [AIP4-04](#), [AIP4-05](#)).

From spring 2015 to present, the Professional Development Committee has coordinated multiple workshops that allow faculty to discuss and develop strategies directly related to student retention and success in face-to-face and online courses. These workshops include, but are not limited to, *Best Practices in the Classroom*, *Effective Practices in Online Teaching*, *Iron Educators Workshop*, and *Identifying and Addressing Affective Issues in the Classroom* ([AIP4-06](#), [AIP4-07](#), [AIP4-08](#), [AIP4-09](#), [AIP4-10](#)). In addition to workshops provided at Santiago Canyon College, professors attend a wide variety of off-site conferences to learn and collaborate with other professors about developing strategies for student success and retention. Knowledge

gained from conferences is reported at department and committee meetings ([AIP4-11](#), [AIP4-12](#)).

To address the success rates and retention in our hybrid and online community, the College has developed a rigorous Online Teaching Certificate Program. Our Distance Education Coordinator compiles data to evaluate the effectiveness of the instructor after the certificate program ([AIP4-13](#)). In addition to the resources for instructors, numerous support resources have been implemented for students. An online orientation video, as well as student services links are now available through Blackboard. Student services include, but are not limited to, online educational planning, online financial aid planning, online counseling, and online personal support ([AIP4-14](#), [AIP4-15](#), [AIP4-16](#)). Santiago Canyon College has also partnered with a company to provide at no-cost to all students, 24/7, online tutoring ([AIP4-17](#)). In addition, the Math Department has adopted My Open Math, an Open Educational Resource LMS, for many math courses. My Open Math allows peer-to-peer discussions and forums that engage students and create an online community without the purchase of a costly textbooks or online materials ([AIP4-18](#)).

In fall 2016, the Division of Counseling and Student Support Services, completed an inventory of all student services with the goal of increasing efficiency. This inventory led to the creation of the First Year Support Center, a “one-stop-shop” of student services that facilitates the success of first-year college students. Support services include Maximizing Study Strategies, Navigating First Year in College, Financial Aid Application workshops, and Communication Skills ([AIP4-19](#), [AIP4-20](#), [AIP4-21](#), [AIP4-22](#)).

In fall 2016, the Basic Skills Initiative Task Force and the Transformation Grant Task Force merged and began collaboration on strategies for increasing student success and retention. Meetings include discussions pertaining to acceleration, multiple measures, strengthened pathways, noncredit-to-credit transition programs, summer bridge workshops, and mentoring programs. The joint task force is comprised of representatives from basic skills departments (Math, English, ACE, Continuing Education/High School Subject, and Reading) as well as counselors, the High School & Community Outreach Specialist, the Dean of Institutional Effectiveness, Library & Learning Support Services, the Vice President of Instruction, and the Director of Student Equity. The meetings have led to the development and/or redesign of several activities and projects that strengthen communication about student support services. Such opportunities include the annual Family Night Meet and Greet, creation of a “Spotlight on Student Services” video, and the creation of a new task force in spring 2017 comprised of student support center coordinators ([AIP4-23](#), [AIP4-24](#), [AIP4-25](#), [AIP4-26](#)).

The English and Math Departments are designing and piloting alternative pathways for basic skills students in order to shorten their time in remediation and to reduce exit points. For English, this endeavor involves collapsing course sequences from three levels below transfer to a single pre-transfer course; developing two support courses to assist basic skills students; and offering a co-requisite support course to students testing one level below transfer that wish to attempt English 101. For Math, this involves collapsing two courses below transfer level into a single course and creating an Intermediate Algebra course for a Statistics and Liberal Arts

pathway ([AIP4-27](#), [AIP4-28](#)).

The Student Success and Equity (SS&E) Committee seeks to improve retention by offering second-year priority to students who complete the Early Welcome process and the new Summer Advantage Academy ([AIP4-29](#), [AIP4-30](#)). The SS&E committee efforts also include monthly discussions about articles describing current best practices and ways that instructors, counselors, and administrators might improve students' experiences, campus interactions, and success rates; typically, a central question is asked about a reading followed by dialogue among committee/department members ([AIP4-31](#), [AIP4-32](#)).

Responsible Parties

Student Success and Equity Committee
Academic Departments
Basic Skills Initiative and Transformation Task Force
Distance Education Committee
Distance Education Coordinator
Enrollment Management Committee
Professional Development Committee

Timeline to Completion

This has been completed.

Actionable Improvement Plan 5:

Santiago Canyon College will refine all interdisciplinary degrees and certificates assessment techniques and share the assessments with all College constituencies. (II.A.2.i.)

Summary of Progress

The College has refined interdisciplinary degrees and certificates assessment techniques. All interdisciplinary degrees and certificates are assessed using a program assessment mapping process. Course learning outcomes are mapped to the program outcomes for any award where the course is a core requirement ([AIP5-01](#)). The Office of Institutional Effectiveness & Research generates a document with the assessment results ([AIP5-02](#)). Departments then complete an analysis of the results, determine where there is need for improvement, and develop strategies for improvement ([AIP5-03](#)).

Refinements have also been made to assessments for the interdisciplinary Liberal Arts degrees. Surveys were created through collaboration between the Curriculum and Instruction Council and the Office of Institutional Effectiveness & Research ([AIP5-04](#)). The results were presented and discussed at the Curriculum and Instruction Council in October, 2015 ([AIP5-05](#), [AIP5-06](#)).

As a result of working to refine assessment of the interdisciplinary Science degree, it was

decided, after multi-year discussions with the science departments ([AIP5-07](#)), that this degree is no longer necessary and will be deactivated ([AIP5-08](#)).

The local general education plan has been under review since spring 2016, exploring the possibility of creating a new STEM version. Data has been collected, presented, and discussed with multiple constituent groups at SCC as well as at Santa Ana College ([AIP5-09](#)). In March 2017, a student survey was developed to assess the impact of this possible plan on students ([AIP5-10](#)). The survey data will be used to refine the general education plan.

Throughout these processes, the College has shared the assessments with College constituencies. In 2015, the Office of Institutional Effectiveness & Research created a dossier that includes SLO assessment reports, Departmental Planning Portfolios, and Program Reviews ([AIP5-11](#)). The SCC Academic Senate participated in creating this dossier ([AIP5-12](#)). The dossier is circulated among departments to assist with program assessments.

Communication regarding interdisciplinary degrees and certificate assessment techniques has also taken place outside the departments at various college-wide venues. Assessments are reported as a standing agenda item at the Curriculum and Instruction Council, introduced at the Educational Master Plan Committee as part of the program review process, and summarized at College Council ([AIP5-13](#), [AIP5-14](#), [AIP5-15](#)). Additionally, the Board of Trustees is regularly informed of the number of degree and certificate completers ([AIP5-16](#)).

Responsible Parties

Dean of Institutional Effectiveness, Library & Learning Support Services
Curriculum and Instruction Council
Department Chairs

Timeline to Completion

This has been completed.

Actionable Improvement Plan 6:

Santiago Canyon College will examine the feasibility of creating a centralized Student Success Center that may include the Academic Success Center, Math Study Hall (MaSH), Science Teaching and Resource (STAR) Center, Supplemental Instruction (SI), Writing Center (WC), and Tutoring Center. (II.C.1.a. and II.C.2.)

Summary of Progress

The facilities at the College are not currently able to accommodate a centralized location for learning support services due to limitations of building designs and the overall campus blueprint. In the future, the College plans to house such a center in the Student Services and Student Life building ([AIP6-01](#)). Until a centralized Student Success Center can be created, various centers and student service coordinators have collaborated on a singular mission to more effectively direct students to these services. The following demonstrates the concerted

effort to provide pathways towards a figurative centralization until a physical one can be made realized.

In early 2016, counselors developed the First Year Student Support Center, dedicated to assisting new students in their academic and social transition at the College by providing information and increasing awareness of campus resources. This Center seeks to integrate students into the college campus and community and to build and encourage them to be self-directive. Services offered include: assistance with completing college, FAFSA, and BOG applications; guidance with constructing a class schedule; referrals to other student support services; access to AB 540 resources; and promotion of other student success workshops ([AIP6-02](#), [AIP6-03](#)).

The campus has committed to enhancing accessibility to student services for both credit and noncredit students by using a marketing team to improve branding and highlighting student support programs on the college website. In 2016, an eleven-minute video was produced that showcases the College's Student Support Centers and Services. The production was a joint effort of the Basic Skills and Transformation Grant Task Force, which includes members from the English, Math, ACE, Credit and Continuing Education Counseling, High School Subjects and Reading Departments, as well as Student Equity, the Office of Institutional Effectiveness & Research, and Student Services ([AIP6-04](#)). The video is shown at the College's annual Family Night, where local high school seniors and their parents are introduced to the matriculation process, placement test procedures, general education patterns, campus services, and signature programs. Representatives from support centers and programs across the campus are present during Family Night, and each family leaves with a folder containing a flyer from each center ([AIP6-05](#)).

Collaboration among our centers and services is evidenced in various professional development activities attended and facilitated by faculty and staff who represent the College's Science Teaching and Resource (STAR) Center, Writing Center, and Tutoring Center. Participation in regional and state professional development events has increased, and more faculty now discuss best practices with Learning Assistance Programs (LAPs) at conferences, such as the event hosted by Santiago Canyon College on October 21, 2016 ([AIP6-06](#)). To stay current on best practices, personnel also attended learning assistance events ([AIP6-07](#), [AIP6-08](#)).

During a spring 2017 FLEX session, eighteen representatives from the College's support centers and programs assembled to share their mission statements, objectives, learning outcomes, services, and calendar/hours of operations ([AIP6-09](#)). This same group and others established the Centers & Programs Collaboration (CPC) Task Force to discuss strategies for collaboration and success strategies. Activities for this Task Force may include organizing centralized training sessions for tutors working in all centers around campus, preparing informative materials about center services for convocation, creating a planner for new students showcasing each center, and developing activities for the Summer Advantage Academy. An invitation to join this task force was sent through email ([AIP6-10](#)) to coordinators from the Veterans' Program, TRIO, CAMP, STAR Center, Writing Center, MaSH, EOPS, DSPS, Continuing Ed/High School Subjects

Tutoring Program, First Year Success Center, Tutoring Center, Guardian Scholars Program, Supplemental Instruction, Library Services, Transfer Success Center, Career Center, High School & Community Outreach, and Distance Education Program. The first CPC meeting focused on coordinating a campus workshop schedule for students, providing comprehensive training for all of the College's tutors, and working together to strengthen pathways for incoming high school students ([AIP6-11](#)).

Responsible Parties

MaSH coordinator
STAR Center coordinator
Supplemental Instruction coordinator
Writing Center coordinator
Tutoring Center coordinator
Dean of Institutional Effectiveness, Library & Learning Support Services
Centers & Programs Collaboration Task Force

Timeline to Completion

This has been completed.

Actionable Improvement Plan 7:

In conjunction with the Rancho Santiago Community College District Human Resources Department, Santiago Canyon College will review and evaluate the effectiveness of the process for updating job descriptions to ensure that they are reviewed and updated on a more frequent basis. (III.A.1.a.)

Summary of Progress

In November 2016, the College requested clarification of the process for reviewing job descriptions as well as the method for evaluating the process for reviewing job descriptions from the Human Resources Department of the Rancho Santiago Community College District ([AIP7-01](#)).

At the February 8, 2017, District Human Resources Committee (HRC) meeting, it was clarified that only classified employee and management positions have job descriptions; faculty and administration positions have job announcements. Members of the HRC discussed the intent of Actionable Improvement Plan #7, including the specific examples used in the 2014 Santiago Canyon College Self-Evaluation Report, and concluded that it refers to the process for the timely review and updating of classified employee job descriptions and the procedures for evaluating this process ([AIP7-02](#)). The item was added to the agenda for the March 8, 2017, HRC meeting ([AIP7-03](#)).

At the March 8, 2017, HRC meeting, Judy Chitlik, Interim Vice Chancellor, Human Resources, and Alistair Winter, Assistant Vice Chancellor, Human Resources, described two methods for reviewing and updating classified job descriptions: 1) as-needed at the time of hiring or

vacancy, and 2) systematically by classified job family groups ([AIP7-04](#)).

In the first process, at the time of hiring or vacancy, a department manager has the opportunity to review a job description to ensure that it still meets the department's needs. If changes are needed, department managers can then submit requested changes to Human Resources. This process allows for job descriptions to be reviewed before the hiring process begins ([AIP7-05](#)). The second process, systematically by classified job family groups, is done in conjunction with the Classified Schools Employee Association (CSEA). This process allows for the review of all job descriptions within a classified job family group. It involves making changes to the main sections of the job description and reviewing salary grading by a third party ([AIP7-06](#)).

Both methods of reviewing and updating job descriptions, as well as the schedule for doing so, are part of the collective bargaining process between the District, represented by the Vice Chancellor, Human Resources, and CSEA. The process for reviewing and evaluating the effectiveness of the methods for reviewing and updating classified job descriptions is discussed by the Vice Chancellor, Human Resources and CSEA in the Employer-Employee Relations Committee (EERC), which is outside of the shared governance structure ([AIP7-07](#)).

While the intent of this actionable improvement plan was to ensure that job descriptions are updated on a more frequent basis, it was discovered during discussions in the HRC that updating classified job descriptions and the evaluation of the process for updating job descriptions are part of the collective bargaining process between the District and CSEA and therefore, outside of the direct purview of the College. However, the College administrators and managers can provide input by communicating recommendations for improving the process of updating classified job descriptions, or the evaluation of the process of updating classified job descriptions to the Vice Chancellor, Human Resources ([AIP7-08](#)).

Responsible Parties

SCC Administrators
SCC Department Managers
Vice Chancellor of Human Resources

Timeline to Completion

This has been completed.

Actionable Improvement Plan 8:

Santiago Canyon College will review the facilities maintenance process to assure the most effective use of human and financial resources. (III.B.1.b)

Summary of Progress

The College has reviewed the facilities maintenance process to assure the most effective use of human and financial resources.

In 2014, the College developed a standardized method for processing facilities' needs. Each department identified an item or issue that needs to be addressed by Administrative Services on a Facilities Job Request Form. The form was submitted to the Facilities Department and handled on a priority basis based on availability of maintenance staff and funding. Any emergency requests were given high priority and immediately addressed ([AIP8-01](#)). Due to limited staff, the process became cumbersome, as all requests were done manually by a facilities clerk.

In 2017, the facilities maintenance process was reviewed to assure the most effective use of facilities staff. The Administrative Services Division streamlined the processes by moving to an online maintenance work order system called ONUMA ([AIP8-02](#)). The software allows the requester to identify one building or the entire institution and to request specific maintenance/work order. The requester is given an automatic status report ([AIP8-03](#), [AIP8-04](#)). As the maintenance staff reviews the work order, they can provide comments and mark as complete in the system. Along the way status updates are sent to the requester. This new software allows the college's facility clerk to monitor work orders automatically and assign maintenance staff accordingly. The ONUMA system has led to increased efficiency throughout the Facilities Department. The new request system has been shared with college constituencies at the Facilities Committee meeting and at College Council ([AIP8-05](#), [AIP8-06](#)).

To effectively use financial resources, the college is undertaking infrastructure improvements in order to prevent future problems that could be costly. The College campus and buildings undergo improvements in accordance with the Facilities Master Plan ([AIP8-07](#)). This includes site grading, electrical and data distribution, campus lighting, potable water systems, water conservation and sewage and storm drain systems ([AIP8-08](#)). The infrastructure project also provides for landscape development and improvement, as well as improved vehicular and pedestrian access and circulation. Additionally, work is underway to implement ADA compliant measures throughout the campus. ([AIP8-09](#), [AIP8-10](#), [AIP8-11](#)) This includes signage, parking, and building accessibility. The college is in the process of making major improvements in these areas as a proactive measure in meeting the needs of all students and stakeholders with special needs. All of these projects will result in reducing utility and maintenance costs.

In spring 2017, the College hired a Facility Manager, a key position absent from the College for over five years ([AIP8-12](#), [AIP8-13](#), [AIP8-14](#)). This position will lead to greater efficiency in utility management, thus, reducing costs. Additionally, through Administrative Services Program Review and resource requests, the division continues to address and advocate for additional staff to meet the needs of the College.

Responsible Parties

Vice President of Administrative Services
Administrative Services Department

Timeline to Completion

This has been completed.

Actionable Improvement Plan 9:

Santiago Canyon College needs to pursue ways of increasing revenues through seeking modifications to the budget allocation model and/or through exploring alternative revenue sources. (III.B.2., III.B.2.a., III.D.1.b., III.D.1.c., and IV.B.3.c.)

Summary of Progress

The College has pursued ways of increasing revenue through two modifications to the RSCCD Budget Allocation Model (BAM). First, in the fall of 2015, the District Chancellor approved a Fiscal Resources Committee (FRC) subcommittee recommendation to the BAM that at the end of the year, any unspent funds at the district must be returned to the colleges per the FTES split. Second, in fall of 2016, the FRC approved a recommendation to clarify BAM language regarding how the indirect costs of grants should be allocated. Now, 25% will roll into the institutional ending fund balance, 25% will offset the overall District Services expenditure in that given year, and 50% will carryover into a Fund 13 account under Educational Services to be used for one-time expenses to increase support services to the colleges ([AIP9-01](#), [AIP9-02](#)). This change lowers each college's share to support District Operations and District-Wide Services, thereby increasing each college's revenue. This revision and others were approved by the District Chancellor on 12/5/2016 ([AIP9-03](#)).

In order to secure alternative revenue sources, the College has been awarded multiple grants, including the following:

- Orange County Teacher Pathway Partnership project grant was received in 2014 for \$5M that targets the Careers in Education program of study for the Education, Child Development, and Family Services Industry Sector ([AIP9-04](#)).
- Continuing Education Division, as part of the Rancho Santiago Adult Education Consortium, was allocated over \$1,000,000 on an annual basis. In 2015 – 2016, the dollars are used to operate an 8,000 square foot facility and fund four full-time faculty members as well as other support staff ([AIP9-05](#)).
- Orange County Biotechnology Collaborative Partnership project between Santa Ana College, Fullerton College and SCC successfully obtained National Science Foundation funding. SCC will receive \$92,000 from August 2015 through July 31, 2018. Investments will be made in equipment, instructional aide support, program facilitation, professional development, and outreach ([AIP9-06](#), [AIP9-07](#), [AIP9-08](#)).
- Orange County Career Pathways Partnership received \$330,000 starting in 2014 – 2015 to be spent over four years, including a fifth year of participation funded by the institution. Investments will be made in equipment, and summer biotech instruction for new courses, including dual enrollment with the local high school as well as other outreach ([AIP9-09](#), [AIP9-10](#), [AIP9-11](#), [AIP9-12](#), [AIP9-13](#)).
- Career Technical Education program received \$185,000 in 2014 – 2015 through the CTE Enhancement Fund Regional Project. This three year regional project is designed to enhance the OC Biotechnology Collaborative. Funds will be used to invest in curriculum

development equipment, professional development, and special outreach, including a summer internship with local businesses ([AIP9-14](#), [AIP9-15](#), [AIP9-16](#)).

- Career Technical Education program received \$275,000 in 2014 – 2015 through the Career Technical Education Enhancement Fund- Local Project (CTE EF Local). This three-year regional project is designed to enhance Career Technical Education programs ([AIP9-17](#), [AIP9-18](#)).

The College has also sought additional sources of revenue through other revenue sources, such as expanding the International Students Program, increasing rental of facilities, and expanding the efforts of the SCC Foundation. With the structure of the International Student Program in place and the quality of the services proved, the College experienced a prominent increase in the international student population. The International Student enrollment increased from nine students in fall 2013 to 76 in spring 2016. Noticeable growth in the program started in spring 2015, when the college committed to a marketing and staffing budget for the program. Overall, revenue from the program has grown from \$360K in 2014 to a projected \$700K in 2017 ([AIP9-19](#), [AIP9-20](#)).

As the new additional buildings (i.e., Humanities building, Athletics complex, Science Center) and new parking lots were opened from 2009 to 2014, the College was able to rent out additional facilities. Rental revenues increased from \$80,000 in 2014 to over \$300,000 for 2016.

Since October 2014, the Office of College Advancement and the SCC Foundation board have taken steps to improve donor engagement and increase donations. These steps include establishing online giving options for donors by establishing a GoFundMe-style crowd-funding platform called TeamSCC. Other new unrestricted income streams include a partnership with the Orange County Community Foundation “Giving Day Event,” registering for third-party giving programs like AmazonSmile, launching a President’s Circle membership program for donors giving \$500 or more in unrestricted gifts, and expanding direct-mail solicitations, resulting in increased revenue from \$1,400 in 2015 to \$4,755 in 2016 ([AIP9-21](#), [AIP9-22](#), [AIP9-23](#), [AIP9-24](#), [AIP9-25](#)).

Responsible Parties

Vice President of Administrative Services
Vice President of Continuing Education
Dean of Student Services/International Student Program
Director of College Advancement/Foundation
Director, Business & Career Technical Education

Timeline to Completion

This has been completed.

Actionable Improvement Plan 10:

Santiago Canyon College will refine its evaluation processes as related to governance and decision making to ensure for a more defined and systematic annual process that includes both committee self-evaluations and annual College-wide surveys. The College should more widely disseminate committee self-evaluations and campus surveys and use them more systematically to improve the College's governance and decision-making processes. (IV.A.5.)

Summary of Progress

The College has completed two annual cycles of participatory governance committee self-evaluations (fall 2015 and fall 2016). During fall 2015, a Collegial Governance Evaluation Task Force reviewed the committee evaluations and provided a written report to College Council, which included themes and recommendations ([AIP10-01](#), [AIP10-02](#)). In fall 2016, the annual committee evaluations and a summary report were disseminated and discussed in College Council ([AIP10-03](#), [AIP10-04](#)). Based on this deliberation a follow-up survey was created and administered to every shared governance committee to explore in greater detail the identified meta-themes from the annual evaluation ([AIP10-05](#), [AIP10-06](#)).

The results of this follow-up survey were shared and discussed at the February 28, 2017 College Council meeting. The following themes were identified as requiring action and/or follow up: membership (i.e., training new committee members and identifying a process for filling member vacancies); access to information (i.e., identifying best practices on disseminating committee actions with campus constituents); and uncertainty about the process by which shared governance committees submit annual resource requests ([AIP10-07](#), [AIP10-08](#)).

On March 1, 2017, the Planning and Institutional Effectiveness Committee, upon request of College Council, determined the appropriate resource channel for each committee's resource request ([AIP10-09](#)). College Council then distributed an email communication to governance committee co-chairs to clarify and to make recommendations regarding the above referenced themes ([AIP10-10](#), [AIP10-11](#), [AIP10-12](#)). Additionally, as requested in the follow-up survey, a copy of all survey responses was distributed to each shared governance committee ([AIP10-13](#)).

Additionally, the College has developed and disseminated college wide surveys and committee self-evaluations. Examples of these include the following:

- Fall 2015 Professional Development – Classified Survey ([AIP10-14](#))
- SCC 2016-2022 Educational Master Plan Goals - College Feedback Survey ([AIP10-15](#))
- 2014-2015 Planning and Resource Allocation Process Survey ([AIP10-16](#))
- 2014-15 New Faculty Institute Feedback Survey ([AIP10-17](#))
- 2015 SCC Mission Statement Review Survey ([AIP10-18](#), [AIP10-19](#))
- Enrollment Management Committee Survey ([AIP10-20](#))
- 2015-2016 Planning and Resource Allocation Process Survey ([AIP10-21](#))
- 2016-2022 EMP Institutional Goal Preference Survey ([AIP10-22](#))
- Associated Student Government (ASG) Fall 2016 Town Hall Student Survey ([AIP10-23](#))
- College-wide Survey of Non-Governance Organizations ([AIP10-24](#))

College Council will annually administer the committee evaluation survey. Focus of next year's process will include evaluation of each committee's mission and alignment to the College and District mission. Further areas of improvement include finding mechanisms to align respective surveys to avoid duplication and fatigue as well as identifying a repository to house survey results.

Responsible Parties

College Council Co-Chairs (College President & Academic Senate President)

Timeline to Completion

This has been completed.

Actionable Improvement Plan 11:

The District Fiscal Resources Committee (FRC) ought to conduct an annual review of District budgets and expenses as outlined in the SB 361 Budget Allocation Model, and the District Office should provide Santiago Canyon College and Santa Ana College with evidence that District Operations and District Wide Services expenses are necessary and justified (IV.B.3.d.).

Summary of Progress

The District, Santiago Canyon College, and Santa Ana College continue to make progress on this Actionable Improvement Plan. The District Fiscal Resources Committee (FRC) continually evaluates the Budget Allocation Model (BAM). The review or approval of BAM-related items was an FRC agenda item at 11 meetings, spanning from October 2014 to January 2017 ([AIP11-01](#), [AIP11-02](#), [AIP11-03](#), [AIP11-04](#), [AIP11-05](#), [AIP11-06](#), [AIP11-07](#), [AIP11-08](#), [AIP11-09](#), [AIP11-10](#), and [AIP11-11](#)).

Since the 2014 Self-Evaluation, the District has now made available for review all District Operations and District-Wide Services expenses through the District's intranet portal ([AIP11-12](#)); on this page is a hyperlink, titled "Unrestricted Funds (11) – Month Year" (as a sample, see [AIP11-13](#)). Any increases to either of these budgets are disclosed to FRC during the tentative and adopted budget processes ([AIP11-14](#), [AIP11-15](#), [AIP11-16](#), [AIP11-17](#), and [AIP11-18](#)). FRC members have the opportunity to review the increases and ask questions in an effort to determine whether or not the expenses are necessary and justified. If the FRC determines that the expenses are necessary and justified, it makes a recommendation to the District Council (DC) to support it. If supported by DC, it's forwarded to the District Chancellor for approval.

In addition to the review of tentative and adopted budget assumptions, in summer 2015, FRC approved a recommendation to modify the BAM language to ensure that District budgets match necessary expenditures. The language reads: *"The District Services and Institutional Cost allocations are budgeted as defined in the model for the appropriate operations of the District and therefore are not subject to carryover."* The FRC recommendation was forwarded to the DC and received a vote of support ([AIP11-19](#), [AIP11-20](#)). The District Chancellor approved the

recommendation and his memorandum of approval was entered into the October 21, 2015 FRC Agenda ([AIP11-21](#)). The result of this language was positive for the colleges as it not only supports necessary and justifiable expenditures for the District, but also shifts any ending-year positive carryover from District Operations and District Wide Services to each of the colleges' beginning balance for the subsequent year based on the FTES split. FRC and the SCC Budget Committee shall continue to pursue methods by which to establish equitable and transparent baseline funding for District Operations and District Wide Services.

Responsible Parties:

Fiscal Resources Committee (FRC)
District Council (DC)
RSCCD Chancellor
SCC Budget Committee Co-Chair (Administrator)
SCC Budget Committee Co-Chair (Faculty)

Timeline to Completion

This has been completed.

Recommendation 1:

In order to meet the Commission's 2012 expectation for meeting student learning outcomes standards, the team recommends the college strengthen its assessment of program student learning outcomes to guide improvement. The college should also identify and address outcomes assessment for community services (community education). (II.A.1.c, II.A.2, II.A.2.b)

Summary of Actions Addressing Recommendation

To improve assessment of outcomes, the College uses outcomes mapping to identify the extent to which each program SLO and course SLO aligns with the institutional student learning outcomes. Each award-granting program must indicate how every course SLO for a core or required course of a degree or certificate moderately or significantly contributes to at least one program SLO. College constituents document these connections in the revised SLO Mapping for Degree and Certificate Programs forms. Previously, these forms required that only courses, not specific learning outcomes, were mapped to program outcomes ([R1-01](#)).

During comprehensive Academic Program Review, academic departments review course level assessment results and evaluate student achievement of program student learning outcomes using the SLO Mapping for Degree and Certificate Programs as a guide. This is an opportunity for departments to engage in dialogue concerning sustainable, continuous quality improvement specific to each of their award programs. There is a dedicated section for program student learning outcomes assessment, including any successes and/or failures that served as impetus for change within the department ([R1-02](#), [R1-03](#), [R1-04](#)).

In March of 2017, the Office of Institutional Effectiveness & Research requested that all academic divisions and departments review their SLO Mapping for Degree and Certificate Programs for all degrees or certificate awards offered in their units. If an outcome map had never been submitted, or if the outcome map was outdated due to curriculum-related changes, a new or updated map was officially requested in order to ensure course SLO alignment to programs.

Data files were generated by the college's research analysts for all outcome maps sent to the Office of Institutional Effectiveness & Research and entered into the college's outcome assessment management system, Taskstream. These data files provide department chairs the number of course-level outcomes that are mapped to program-level outcomes, the number of mapped outcomes that have been assessed within a three-year period, and the proportion of mapped outcomes that met (or exceeded) the course-level SLO achievement targets or criterion for success. Subsequently, department chairs were asked to respond to a Program Outcome Assessment survey. All programs will have a SLO Map for Degree and Certificate Programs, a program outcome data file, and a Program Outcome Assessment survey response on file by the end of spring 2018 ([R1-05](#)).

Mapping programs that have core or required courses outside of the program's discipline has been challenging. To address this, the Office of Institutional Effectiveness & Research has developed the Institutional Effectiveness and Accreditation Dossier, which is available to all District employees.

The dossier houses all course-level student learning outcome assessment reports, academic and nonacademic program reviews, and other annual planning documents. The dossier now serves as the central repository for institutional effectiveness and accreditation-related documents. Matters of student learning, student achievement, and quality assurance can be shared Districtwide, eliminating the need for redundant communication ([R1-06](#), [R1-07](#)).

The self-evaluation document states, “Santiago Canyon College continues to refine the assessment of its four Liberal Arts degrees. These interdisciplinary degrees offer a wide range of course options that make the program outcomes mapping more difficult to create. In an effort to assess these interdisciplinary degrees, the Santiago Canyon College Curriculum & Instruction Council created four student surveys that are used to assess the outcomes for these degrees. Therefore, the College will ask students qualifying for a Liberal Arts Degree to complete a survey assessing how effectively they feel their coursework has addressed the skills listed in the learning outcomes.”

Subsequently, the Office of Institutional Effectiveness & Research disseminated a survey created by the Curriculum & Instruction Council (CIC). With the assistance of Student Services, the College distributed four surveys to students who petitioned to receive any of the aforementioned Liberal Arts degrees during the week of June 1-5, 2015 ([R1-08](#)). While the initial response rate for each of the surveys was lower than desired, the responses themselves were positive ([R1-09](#)). The CIC analyzed and discussed the quantitative and qualitative information gleaned from the surveys to determine if the assessment tools were adequate in evaluating whether or not program student learning outcomes were being achieved at an appropriate rate and whether any programmatic improvements or changes needed to be made ([R1-10](#), [R1-11](#)). The CIC agreed that the information was useful for evaluating the Liberal Arts degrees. At the request of the Curriculum & Instruction Council, the College is investigating the feasibility of incorporating the Liberal Arts Degree Surveys into the petition-for-award process in order to maximize the number of responses for future assessment cycles.

During spring 2017, SCC redeployed the surveys for the college’s four interdisciplinary liberal arts degrees. These surveys were distributed to 2015-2016 graduates who were awarded a liberal arts degree from Santiago Canyon College. Similar to previous efforts, the response rates for the assessment surveys were very small. Based on the assessment results, the Curriculum & Instruction Council discussed ways in which SCC could potentially incentivize survey participation by offering free transcripts ([R1-12](#)).

As this method of assessment is not yet effective, the college will rely upon the same methodology for program assessment that is utilized for the non-interdisciplinary programs of the college, mapping course-level outcomes to program-level outcomes. Because a multitude of departments contribute to each liberal arts degree, a point person was identified to facilitate the program assessment mapping. The Office of Institutional Effectiveness & Research created and distributed mapping templates to the point person, who reported back at the end of the spring 2017 semester ([R1-13](#), [R1-14](#), [R1-15](#), [R1-16](#)).

To address outcomes assessment for Community Services, during the summer of 2015, the College piloted a process whereby a sample of community service instructors was given two question prompts:

- If there is one thing that students walk away from your course having learned, what would that be?
- Is there a particular activity within your course that may enhance students' community awareness and global citizenship? If so, what is that activity?

In fall 2015, all Community Service instructors were asked to respond to the aforementioned two questions so that student learning outcomes could be developed for scheduled courses ([R1-17](#)). It is the goal of Santiago Canyon College that no Community Service course be offered without student learning outcomes in place. The College will measure all Community Service course learning outcomes using the standardized format developed during the pilot process, and faculty will distribute the student learning outcomes assessment in class by the final day of the course. The College houses the results of in-class surveys within the database developed during the pilot process, and the Community Services Program Office now manages that database.

As of spring 2017, 100% of offered Community Service courses have student learning outcomes in place and 23% have undergone at least one cycle of assessment ([R1-18](#)).

Recommendation 2:

In order to meet the standard, the team recommends that the college establish formal systematic measures for periodically assessing, evaluating, and modifying its integrated planning and resource allocation process at both the college and district. (I.B.6, III.D.4, IV.B.2.b)

Summary of Actions Addressing Recommendation

At the time the College prepared the 2014 Institutional Self-Evaluation, the College had not completed full cycles of its new planning and resource allocation processes. However, since its inception, the process has been evaluated. Beginning in the 2013-2014 “Year at a Glance” document, the need for an evaluation component was identified ([R2-01](#)). In 2013-2014, the evaluation consisted of the vice presidents soliciting feedback for improvement from faculty, staff, and administrators from their respective areas. In 2014-2015, the Planning and Institutional Effectiveness (PIE) Committee developed the more formal and systematic evaluation process that consisted of a survey to solicit feedback from faculty, staff, and administrators who participated in that year's planning and resource allocation process. The same survey was deployed 2015-2016 ([R2-02](#)). The survey asked questions targeting respondents’ attitudes toward the forms utilized to help facilitate the planning and resource allocation process, attitudes about the planning and resource allocation process itself, and about overall satisfaction with the outcome of the process and resources received, if any.

At its May 4, 2015, meeting, the PIE Committee met to discuss the results of the planning and resource allocation process survey and to carefully weigh all feedback and suggestions for change ([R2-03](#)). Some suggestions that came forward alluded that the planning process itself was not well understood among all who participated. Some knew only the parts they participated in and subsequent steps were not clear to them. For many, the process was laborious with very little benefit. Rather than make radical changes, the PIE Committee decided to focus on communicating to the SCC community about the planning process. The committee also decided to make elements of the process easier by providing hyperlinks in the request form so individuals would not have to search for information. The PIE Committee also made the process easier by reviewing the Planning Process Flowchart and Resource Request Forms and eliminating any redundancies inadvertently built into the process and the related documents ([R2-04](#), [R2-05](#)).

As a result of removing redundancies and improving access to information, requestors are now asked to identify which one of eight categories the request falls into: instructional equipment, non-instructional equipment, instructional supplies, non-instructional supplies, instructional technology, non-instructional technology, personnel, and contract services. This sorting by the requestor streamlines the process by having requests reach the appropriate evaluation committee sooner. Further, it provides vital information to the Budget Committee so that as funds become available in each category, the items can be promptly funded ([R2-06](#)). These improvements are a direct result of the evaluation system built into the planning and resource allocation process. The 2016-17 cycle of evaluation began at the April 5, 2017 PIE meeting and continued to make progress as identified within evaluation processes ([R2-07](#)).

Similarly, at the District level, the Planning & Organizational Effectiveness (POE) Committee developed an evaluation survey that went out on June 1, 2015 to members of District governance committees. This survey assessed the District committee members' understanding of the Districtwide planning process as well as their satisfaction with their satisfaction of Districtwide services, operations and resource allocation process. This survey was based on the survey created and distributed college wide by SCC's Planning & Institutional Effectiveness (PIE) Committee.

Results of the District survey suggested that better alignment of planning and resource allocation timelines, between the Colleges and the District, must occur so that District resource requests in need of support from the Colleges are woven into college-level planning processes at the appropriate time ([R2-08](#), [R2-09](#)). To that end, District-level resource requests must be received by the appropriate collegial governance committee or vice president at SCC in order to be considered with all other college requests received by the PIE Committee for the subsequent year. Thus, the appropriate timing of District resource requests into the college planning process is included in the resource allocation timeline as documented by the 2016-2017 Year-at-a-Glance document ([R2-10](#)).

The POE Committee distributed a similar evaluation in fall 2016 ([R2-11](#)). A result of this survey was to begin tracking goals, especially the goal of better aligning college and district resource allocation timelines ([R2-12](#)). The POE Committee is currently designing the next Governance Summit meeting, which will include all District Committees to the District Strategic Plan. At this summit they will refine the resource allocation process ([R2-13](#)).

Recommendation 3:

In order to meet the standard, the team recommends that the college develop a systematic method by which it assesses its evaluation processes as well as its progress toward achieving its stated goals. Results of these evaluations should be widely communicated and used as the basis for improvement of institutional effectiveness. (I.B, I.B.3)

Summary of Actions Addressing Recommendation

In the 2013-2014 academic year, the Educational Master Planning Committee (EMPC) worked to develop an “Educational Master Plan Midterm Update Survey” designed to evaluate the degree to which the College had achieved each of its 15 stated Educational Master Plan Goals. At the time of goal development, the College also identified action items. These action items were milestones in the College’s achievement of each of the 15 stated institutional goals. In total, the 2012-2016 Educational Master Plan (EMP) had 29 action items identified with responsible parties assigned to each. This structure allowed for a specific individual or group to be held accountable for an action item during the span of EMP cycle ([R3-01](#)).

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 fall 2012. Respondents to the survey had to 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 effect 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 remained to be completed and any resources that were necessary to complete the work ([R3-02](#)).

The survey results were compiled into a report presented across the College to share the progress made in achieving the 2012-2016 Educational Master Plan goals ([R3-03](#), [R3-04](#)). This report was discussed at 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 as well as the development of its next set of educational master plan goals.

In the fall of 2016, the Educational Master Planning Committee (EMPC) discussed the need to improve the process used to assess progress toward the achievement of stated institutional goals ([R3-05](#)). As the Planning & Institutional Effectiveness (PIE) Committee is responsible for the assessment of progress toward achieving stated institutional goals ([R3-06](#)), the EMPC sent the following recommendation:

Identified responsible parties will be required to document progress in achieving institutional goals. The process for assessing progress toward achieving institutional goals should be incorporated into an existing annual reporting form like the Department Planning Portfolio (DPP).

In October of 2016, the PIE Committee received the recommendation from the EMPC and discussed the implications of the recommendation and possible alternatives ([R3-07](#)). The committee decided 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, as well as more frequent opportunities to request resources in the event that a resource need prevents the College from achieving a specific goal. Subsequently, in order to ensure this improvement, the Planning and Institutional Effectiveness Committee (PIE) is formulating a directive to be issued to all identified responsible parties ([R3-08](#)).

Moreover, a constant problem in assessing goal completion is a lack of adequate tracking software ([R3-09](#)). However, in the meantime the College continues to share a common network drive for the purpose of establishing and sharing a repository of planning documents. In spring 2016, the college submitted a letter of interest to the Institutional Effectiveness Partnership Initiative (IEPI) to participate in the Partnership Resource Team (PRT) process ([R3-10](#)). Participation in the initiative was granted, the first meeting was held on March 29, 2017, the second was on May 31, 2017, and the final will be held in the fall of 2017 ([R3-11](#), [R3-12](#)). The college is seeking assistance in the identification of technology to help manage the institution's integrated planning processes from the assessment and disaggregation of student learning outcome data, inclusive of its resource allocation and master planning efforts. Currently, the college employs multiple tools to manage each component of the integrated planning process, making documentation and tracking cumbersome and inefficient. Upon completion of the PRT process in fall 2017, SCC plans to have a tool that will provide for more efficient and regular assessment of progress toward achievement of institutional goals as well as goals and activities of other plans and initiatives of the college (i.e., Student Equity Plan, Enrollment Management Plan, Technology Plan, Facilities Plan, etc.). However, it was reassuring to hear from the team that, while our efficiency could improve, the processes we have in place are purposeful and effective.

Recommendation 4:

In order to meet the standard, the team recommends that the college design and implement regular and frequent evaluation processes for governance, with the results informing planning and action. (IV.A.3, IV.B.3.g)

Summary of Actions Addressing Recommendation

Santiago Canyon College has strengthened the collegial governance process by instituting a yearly evaluation of all collegial governance committees and the governance system. The evaluation process was modified to include three steps in its systematic evaluation: 1) In fall, each governance committee and council reviews its mission, responsibilities, goals, and committee composition. 2) In spring, each committee conducts a self-evaluation by completing the Annual Committee Evaluation form. 3) The following fall, College Council reviews the committees' self-evaluations as part of a comprehensive evaluation of the system of governance.

Beginning in spring 2015, per direction from College Council and the College President, the Vice President of Academic Affairs and Academic Senate President created the Annual Committee Evaluation Form and Annual Committee Evaluation Form Instructions ([R4-01](#)). Later in spring 2015, College Council directed committees to complete the Annual Committee Evaluation Form ([R4-02](#)).

Next, in fall 2015, College Council and the College President created a Collegial Governance Evaluation Task Force to discuss any themes, commendations, and recommendations identified from the Annual Committee Evaluations submitted ([R4-03](#)). The task force identified four themes as a result of analyzing the Annual Committee Evaluations. The first noted the struggle that various committees face due to a lack of resources. The second expressed how committees grapple with regulations and/or standards from external entities. The third illustrated the need to consolidate the work of some committees in order to achieve greater efficiency. The fourth demonstrated the need to strengthen communication and ties between committees to promote the interconnectivity of committees and councils ([R4-04](#)).

The college took immediate action to address the need to strengthen communication and ties between committees, as identified in the Collegial Governance Evaluation Task Force Report Fall 2015. In addition to previously provided committee reports to the Academic Senate and to College Council, the Planning & Institutional Effectiveness and Enrollment Management Committees are now providing space on their agendas for other committee representatives to provide updates and announcements ([R4-05](#), [R4-06](#)). In addition, the Academic Senate and College Council revised the Governance Committee Meeting Matrix in September 2015 ([R4-07](#), [R4-08](#)) in order to omit overlap of committee meetings and to allow for optimal participation and greater scheduling efficiency.

In spring 2016, governance committees and councils once again engaged in the Santiago Canyon College governance evaluation process when they completed the Annual Committee Evaluation forms. Upon evaluating their committees, the Facilities and the Safety/Emergency Committees noticed the overlap in their membership as well as in their committee

responsibilities. In order to achieve greater efficiency, the Academic Senate recognized the Facilities and Safety/Emergency Committees' recommendation to combine the two committees that would later be renamed the Facilities & Safety Committee ([R4-09](#)). The following fall, College Council took action and approved the Exceptional Academic Regulations Committee and the Budget Committee recommended changes to their respective committee descriptions that came as a result of the evaluation process; the merging of the Facilities & Safety committees was also approved ([R4-10](#), [R4-11](#)).

Following the college's governance regular evaluation process, College Council discussed the Annual Committee Evaluations during council meetings in fall 2016 ([R4-12](#)). They decided to review, identify, and discuss any themes, commendations, and recommendations identified from the Annual Committee Evaluations as a council. As a result, College Council identified three themes of the evaluation, with attendant sub-categories: 1) Communication, 2) Resources, and 3) Committee Management. Communication included the need for enhanced channels of communication, consistent reporting, and timely and widespread communication. Resources included the need to explore categorical funding, enhance knowledge of budgetary items, and discover ways to mitigate the lack of resources. Committee management included the need to identify and fill membership vacancies, assess committee overlap, and address different plans and initiatives at the state level with purpose and efficiency ([R4-13](#)).

In order to take action, College Council created a Governance Committee Follow-Up Survey with questions about ways to solve problems and to identify any deficiencies in the planning process. College Council members submitted questions to the Academic Senate President, and survey questions were discussed and finalized at the Oct. 11, 2016 College Council meeting. At the Oct. 25, 2016 meeting, College Council recommended sending a SurveyMonkey survey with the follow-up questions for committees and councils ([R4-14](#)).

In spring 2017, College Council reviewed and discussed the results from the follow-up Survey Monkey Committee Survey ([R4-15](#)). In addition to discovering that there were a number of membership vacancies on committees and councils, the survey also revealed the following:

- The need for classified and student members on committees/councils.
- The need for a place to house committee/council reports for accessibility.
- The need for all committees/councils to maintain a current website presence.
- The need to distribute survey results to the entire college.
- The need to further inform the college community about the current planning resource request process and related rubrics.

To address some of the themes identified within the follow-up survey, College Council discussed a variety of recommendations, such as the Academic Senate President encouraging CSEA to consult with the Academic Senate Vice President about committee member assignment and tracking procedures, council members discussing best practices to enhance student participation on governance committees, and each committee/council selecting a committee/council member who will be in charge of posting information on committee/council

web pages. The council also recommended that the College Council co-chairs, the Academic Senate President and College President, send out a reminder to all governance committees and councils to update (or create) web pages. Additionally, the council requested that the Planning & Institutional Effectiveness Committee (PIE) determine the administrator responsible for processing each committee's resource requests ([R4-16](#)).

At the March 1, 2017, PIE meeting members determined the administrator responsible for processing each committee's resources requests and forwarded the information to the Academic Senate President and College President ([R4-17](#)). As a direct result of the regular evaluation process, the presidents sent a letter to all committee chairs addressing membership, communication, and resource requests. Chairs were directed to the appropriate staffing member to address vacancies, asked to identify the webpage author and Senate Summary Report submitter, and informed about which administrator should receive their committee resource requests. Additionally, a copy of the two surveys was sent for informational purposes ([R4-18](#)).

Recommendation 5:

In order to meet the standard, the team recommends that the college fully integrate distance education into existing planning and program assessment processes to ensure the quality of distance education. (II.A.2.d, III.C.1.b)

Summary of Actions Addressing Recommendation

Santiago Canyon College continues to make progress toward fully integrating distance education into existing planning and program evaluation processes.

The College has developed a Department Planning Portfolio (DPP) for distance education ([R5-01](#)). This DPP serves as the guide for requesting resources and for planning the future of the Distance Education Department. Distance Education is also part of the College Program Review cycle ([R5-02](#)).

The College hired a faculty Distance Education Coordinator who writes the DPP and updates annually. In addition, this Coordinator trains faculty in online instructional design, evaluates the online teaching certification program ([R5-03](#), [R5-04](#)), and supports online students by working with counseling to provide online class orientations and support services, such as online tutoring and counseling ([R5-05](#), [R5-06](#), [R5-07](#), [R5-08](#)).

The Distance Education Coordinator plays an integral part in the curriculum process as a voting member of the Curriculum & Instruction Council where the Coordinator advises faculty on creating and maintaining high quality distance education curriculum, as well as the distance education addendum ([R5-09](#), [R5-10](#)).

Based upon the recommendation to further integrate distance education into existing College planning, the College created the Distance Education Program Committee (DEPC) ([R5-11](#), [R5-12](#)). This committee is co-chaired by the Distance Education Coordinator and an Administrative Dean. The DEPC mission is to steer the Distance Education Program and work with the Distance Education Coordinator to establish standards, procedures, and policies that contribute to the quality and growth of the program ([R5-13](#)).

The college regularly evaluates the distance learning department for effectiveness with a Student Satisfaction Survey, Distance Education Satisfaction Survey, an Online Teaching Certification evaluation, Academic Program Review, and makes plans for improvement based upon those results. For example, it was identified in our student distance education survey that our students are generally unaware of the student services that we provide to our online students. To respond to this gap, the Distance Education Department started to better publicize these services online in prominently located areas, such as the first screen that is accessed once logged in to the Learning Management System and an article about online tutoring is available on our website's home page. The online teaching certification was also updated with a module for online student support resources. This module gives our online teachers the information they need to build student services into their online classes, making relevant services available at the course level ([R5-14](#), [R5-15](#), [R5-16](#), [R5-17](#), [R5-18](#)).

Recommendation 6:

In order to increase effectiveness, the team recommends that the college strengthen its efforts to provide all personnel with appropriate opportunities for continued professional development and assess classified staff members' professional development needs as a basis for training. (III.A.5.a, III.A.5.b)

Summary of Actions Addressing Recommendation

In spring 2014, the College began efforts to provide all personnel with appropriate opportunities for continued professional development by redefining the role and name of the Faculty Development Committee to the Professional Development Committee (PDC) ([R6-01](#)). The committee became more inclusive by expanding to include four additional members who were all classified staff ([R6-02](#), [R6-03](#), [R6-04](#), [R6-05](#)). Responsibilities were revised to include overseeing the biannual "FLEX Week", resulting in a name change to "Professional Development Calendar" ([R6-06](#), [R6-07](#), [R6-08](#), [R6-09](#), [R6-10](#), [R6-11](#), [R6-12](#), [R6-13](#), [R6-14](#)). This change also allows for professional development activities to be offered throughout the year, rather than for just two weeks of the year. Opportunities developed by the Office of Student Equity and Success, as well as the Speaker's Symposium, allow all employees (including classified staff) to attend professional development on campus throughout the semester. ([R6-15](#))

The College continues to assess the needs of classified personnel in regards to professional development. During the scheduled meetings, the PDC consistently has input from classified personnel when discussing and planning professional development sessions ([R6-16](#), [R6-17](#), [R6-18](#), [R6-19](#)). Additionally, the PDC surveyed classified staff members throughout the college to evaluate their needs in regards to professional development. Subsequently, more Professional Development opportunities that were in line with the needs of classified staff were offered, both during Professional Development Week and during the semester. ([R6-20](#), [R6-21](#), [R6-22](#), [R6-23](#), [R6-24](#), [R6-25](#), [R6-26](#), [R6-27](#))

In the fall of 2016, the Office of Student Equity and Success began publishing a calendar of equity related events both on and off campus ([R6-28](#)). The office made an effort to research events that are beneficial to classified personnel, faculty, and administrators. Those offerings were then included in the calendar. Further, with the addition of funds provided by the Office of Student Equity and Success, the College has been able to provide opportunities to classified staff to attend conferences. ([R6-29](#))

In January of 2017, the Student Services Division held an All-Student Services Retreat. Classified personnel participated during the retreat and were asked how the College could become a transformational site for its students, and what the classified role would be in that process ([R6-30](#)). After the retreat, all participants were sent a survey that asked what they would like to see developed for the future. This information will be used to inform future professional development activities for classified staff ([R6-31](#)).

Beginning spring 2016, the PDC website has included a month-by-month calendar on its

homepage ([R6-32](#)). This calendar includes upcoming conferences researched by PDC members as well as professional development opportunities submitted by other SCC employees. The calendar is updated monthly.

In the future, SCC will continue to develop and expand professional development offerings for classified staff to meet their specific needs. Activities planned include, but are not limited to, an annual All-Classified Professional Development Day, an All-Student Services Retreat, and a Pathways Retreat.

Commission Recommendation:

At the time of the Follow-Up report, Santiago Canyon College must demonstrate that it has eliminated the structural deficit in the budget as identified in the team report in section III.D and IV.B.

Summary of Actions Addressing Recommendation

The College has eliminated the structural deficit in the budget and maintains a 1% contingency fund.

In 2014, after the ACCJC recommendation was disseminated to the College community, College Council, Planning & Institutional Effectiveness Committee, and Budget Committee held initial discussions about eliminating the structural deficit ([CR-01](#), [CR-02](#), [CR-03](#)). In addition, members of President's Cabinet also discussed issues surrounding the College's structural deficit. At the District level, the Fiscal Resources Committee and District Council discussed Santiago Canyon College's structural deficit ([CR-04](#), [CR-05](#)).

In the 2014-15 fiscal year, the Budget Committee monitored and reviewed expenditures on a monthly basis to ensure that the College was making progress toward addressing its structural deficit. The role of the SCC Budget Committee is to provide fiscal analysis of College planning, to advocate greater efficiency of budget resources, to facilitate communication about budgetary matters between College constituents and the District, to review the District and College budget allocation models, and to recommend changes if necessary ([CR-06](#), [CR-07](#)). As a result of their diligence, the committee recommended reductions to operational costs and the enhancement of revenues to the Planning & Institutional Effectiveness (PIE) Committee, as well as to College Council. Upon implementation of the Budget Committee's recommendations, the College saw a decrease in its structural deficit.

The College implemented the following Budget Committee recommendations to significantly reduce operational costs:

- Limiting hourly staff/overtime
- Reducing supplies
- Restricting travel
- Renegotiating contracted services
- Reducing water usage (mandatory water scheduling to only twice a week)
- Reduced electricity use (installation of retro-fit to efficient LED lighting)
- Eliminating expenditures on new items
- Freezing all vacated positions unless critical
- Recruiting internal candidates only

The College implemented the following Budget Committee recommendations to enhance revenues:

- Increasing rental of facilities
- Maximizing the use of other funding sources, including

Categorical/IELM/Lottery/Scheduled Maintenance

- Bookstore Commission
- Transferring appropriate personnel costs to categorical funds ([CR-08](#), [CR-09](#))

In 2013-14, an overestimation of revenue led to an ending deficit of \$1.6 million, which was carried forward as a structural deficit for the College's budget in 2014-15. From July 1, 2014 to June 30, 2015, the College notably reduced its operating deficit from \$1.6 million to \$404,000. The remaining balance was transferred from the District's stabilization fund and the College entered 2015-2016 with the deficit resolved.

As the College developed its tentative budget and adopted budget for the 2015-16 fiscal year, the goal was to fully fund all accounts, including the adjunct faculty budget and the operational accounts. In its review of the College, ACCJC also noted that the adjunct faculty expenditures line item was the only item not fully budgeted in the 2014-2015 fiscal year ([CR-10](#)). In addition, the College community determined to no longer rely on the District stabilization fund ([CR-11](#), [CR-12](#), [CR-13](#), [CR-14](#), [CR-15](#)).

In order to assist the College with achieving its budgetary goals, the Budget Committee recommended the following budget assumptions for the 2015-2016 fiscal year:

- The SCC Budget Committee will continue to monitor and review expenditures to ensure that the College will no longer have a structural deficit;
- The College will fully fund the adjunct faculty budget and the operational accounts; and In accordance with the Budget Allocation Model (BAM), the Budget Committee will seek to have a 1% contingency fund (\$380,000) to ensure that the College remains on budget throughout the year. ([CR-16](#), [CR-17](#))

In 2014-2015, the College's allocated general fund budget was \$35.2 million. In 2015-16, the College's allocated general fund budget increased to \$38.1 million. In that same year, the College was able to fully fund the adjunct faculty budget as well as the college's operational accounts. For the first time in four years, the Santiago Canyon College budgeted ending balance was \$-0- ([CR-18](#)).

Throughout the 2015-16 fiscal year, the Budget Committee reviewed College revenues and expenditures, communicated concerns to constituent groups, and proposed adjustments to budgets as requested ([CR-19](#), [CR-20](#), [CR-21](#)). By maintaining fiscal discipline, the College finished fiscal year 2015-16 with a positive general fund ending balance of \$774,630 ([CR-22](#)).

For fiscal year 2016-17, the College had a carryover balance (reserve) of \$774,630 ([CR-23](#)) and a total budget of \$39.8 million ([CR-24](#)). This reserve of 1.9 percent exceeded the 1 percent goal established by the College.

During the 2016-17 fiscal year, the Budget Committee continually reviewed College revenues and expenditures, communicated concerns to constituent groups, and proposed adjustments to budgets as requested ([CR-25](#), [CR-26](#)). By maintaining fiscal discipline, the College anticipates

finishing fiscal year 2016-17 with a positive general fund ending balance of \$90,406 ([CR-27](#)). Those funds will be added to the prior year's ending balance.

ACCJC Midterm Report Data Reporting Form

ANNUAL REPORT DATA

INSTITUTION-SET STANDARDS

STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	63%	63%	63%
Stretch Goal			
Actual Performance	69%	69.3%	70.1%
Difference between Standard and Performance	+6%	+6.3%	+7.1%
Difference between Stretch Goal and Performance			
Analysis of the data:	Course completion rates are improving.		

DEGREE COMPLETION

(Students who received one or more degrees may only be counted once.)

Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	600	600	600
Stretch Goal			
Actual Performance	712	776	884
Difference between Standard and Performance	+112	+176	+284
Difference between Stretch Goal and Performance			
Analysis of the data:	Completion of degrees has more than doubled.		

CERTIFICATE COMPLETION

(Students who received one or more certificate may only be counted once.)

Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	550	550	550
Stretch Goal			
Actual Performance	1,447	2,037	1,432
Difference between Standard and Performance	+897	+1,487	+882
Difference between Stretch Goal and Performance			
Analysis of the data:	Artificial spike in 2015. Certificate completion has declined slightly from 2014.		

TRANSFER

Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	650	650	650
Stretch Goal			
Actual Performance	1,034	1,141	1,207
Difference between Standard and Performance	+384	+491	+557
Difference between Stretch Goal and Performance			
Analysis of the data:	Number of transfers has increased by 45%.		

STUDENT LEARNING OUTCOMES ASSESSMENT

	Reporting Year		
	2014	2015	2016
Number of Courses	694	760	791
Number of Courses Assessed	672	719	728
Number of Programs	171	183	196
Number of Programs Assessed	158	167	173
Number of Institutional Outcomes	12	12	12
Number of Outcomes Assessed	12	12	12
Analysis of the data:	Slight decline in compliance rate due to addition of new courses and programs.		

LICENSURE PASS RATE

(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		2014	2015	2016	2014	2015	2016		2014	2015	2016
NA											

JOB PLACEMENT RATE

(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		2014	2015	2016	2014	2015	2016		2014	2015	2016
Apprenticeship Power Lineman Certificate of Achievement	68%	100%	100%	100%							
Apprenticeship Operating Engineers, Construction Safety Inspector Certificate of Achievement	68%	100%	100%	100%							
Apprenticeship Operating Engineers, Heavy Equipment/Landscape Operator Engineer Certificate of Achievement	68%	100%	100%	100%							

ANNUAL FISCAL REPORT DATA

Category	Reporting Year		
<u>General Fund Performance</u>			
	2014	2015	2016
Revenue	170,755,129	185,652,553	233,635,989
Expenditures	179,197,825	183,403,925	203,824,989
Expenditures for Salaries and Benefits	137,737,208	149,098,573	164,446,397
Surplus/Deficit	(8,442,696)	2,248,628	29,811,000
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	(4.94%)	1.21%	12.76%
Reserve (Primary Reserve Ratio)	NA	NA	NA
Analysis of the data:	The district maintains an adequate reserve.		
<u>Other Post Employment Benefits</u>			
Actuarial Accrued Liability (AAL) for OPEB	82,058,965	82,058,965	129,629,001
Funded Ratio (Actuarial Value of Plan Assets/AAL)	0%	0%	0%
Annual Required Contribution (ARC)	8,350,167	8,350,167	11,722,578
Amount of Contribution to ARC	8,350,167	8,350,167	11,722,578
Analysis of the data:	The district has funded its full ARC each of these three years.		

Enrollment

Actual Full-Time Equivalent Enrollment (FTES) 8,602 8,557 8,567

Analysis of the data: FTES generation has increased from the previous year, but still down compared to 2014.

Financial Aid

USED Official Cohort Student Loan Default Rate (FSLD - 3 year rate) 18.2% 9.7% 9.7%

Analysis of the data: The Annual Report data was for fiscal years FY2011, FY2012, and FY2013

Appendix 1: Evidence

Evidence: Actionable Improvement Plan 1

- [AIP1-01](#) IEPI Website
- [AIP1-02](#) EMPC Minutes 04-28-2016
- [AIP1-03](#) Recommendation for Task Force to Replace Taskstream
- [AIP1-04](#) College Council Minutes 05-10-2016
- [AIP1-05](#) SCC IEPI PRT Request
- [AIP1-06](#) Approval of IEPI PRT Assistance Spring 2017
- [AIP1-07](#) College Council Minutes 09-27-2016
- [AIP1-08](#) College Council Minutes 10-11-2016
- [AIP1-09](#) College Council Minutes 10-25-2016
- [AIP1-10](#) Academic Senate Resolution Fall2016.8

Evidence: Actionable Improvement Plan 2

- [AIP2-01](#) PIE Prioritization Rubric 2014-2015
- [AIP2-02](#) PIE Rubric Review
- [AIP2-03](#) PIE Committee Minutes 11-02-2016
- [AIP2-04](#) 2015-2016 PIE Prioritization Rubric Comparison
- [AIP2-05](#) SCC Resource Request Form Revised 05-04-2016
- [AIP2-06](#) PIE Minutes 04-05-2017

Evidence: Actionable Improvement Plan 3

- [AIP3-01](#) Academic Program Review 2012-2014 Template
- [AIP3-02](#) Long Term Planning Highlights
- [AIP3-03](#) Academic Program Review 2014-2016 Template
- [AIP3-04](#) EMPC Agenda 10-27-2016
- [AIP3-05](#) EMPC Minutes 10-27-2016

Evidence: Actionable Improvement Plan 4

- [AIP4-01](#) Enrollment Management Plan Updated 11-10-2016
- [AIP4-02](#) EMC Minutes 09-16-2015
- [AIP4-03](#) Math Tentative Schedule Form
- [AIP4-04](#) Intersession Data 11-05-2014
- [AIP4-05](#) EMC Minutes 05-18-2016
- [AIP4-06](#) Flex Calendar Spring 2015
- [AIP4-07](#) Flex Calendar Fall 2015
- [AIP4-08](#) Flex Calendar Spring 2016
- [AIP4-09](#) Flex Calendar Fall 2016
- [AIP4-10](#) Flex Calendar Spring 2017
- [AIP4-11](#) BSIT Prof Dev Report Oct
- [AIP4-12](#) Online Teaching Conference

- [AIP4-13](#) DE Certification Data
- [AIP4-14](#) Bb Online Orientation Screenshot
- [AIP4-15](#) Bb Student Links Screenshot
- [AIP4-16](#) Bb Online Counseling Screenshot
- [AIP4-17](#) Bb Online Tutoring Screenshot
- [AIP4-18](#) 2017 Spring-Intersession Schedule
- [AIP4-19](#) Study Strategy Flier
- [AIP4-20](#) First Year Flier
- [AIP4-21](#) Financial Aid Flier
- [AIP4-22](#) Communication Skills Flier
- [AIP4-23](#) Family Night Flier
- [AIP4-24](#) Student Support Centers and Services Showcase Video
- [AIP4-25](#) BSIT Minutes 09-01-2016
- [AIP4-26](#) BSIT Minutes 10-06-2016
- [AIP4-27](#) English Approves Academy English Department Minutes
- [AIP4-28](#) Math Department Meeting Minutes 09-16-2016
- [AIP4-29](#) SSEC Pathways Report
- [AIP4-30](#) Summer Advantage Flier
- [AIP4-31](#) Best Practices BSIT Minutes Oct
- [AIP4-32](#) SSEC Pathways Report

Evidence: Actionable Improvement Plan 5

- [AIP5-01](#) CIS Program Mapping Sample
- [AIP5-02](#) CIS Program Data Sample
- [AIP5-03](#) Program Assessment Survey
- [AIP5-04](#) Liberal Arts Survey
- [AIP5-05](#) CIC Minutes 10-19-2015
- [AIP5-06](#) Liberal Arts PSLO 2015
- [AIP5-07](#) Science Degree Discussions
- [AIP5-08](#) Department Chair Minutes 02-09-2017
- [AIP5-09](#) PLAN D Discussion 10-03-2016
- [AIP5-10](#) Plan D Survey
- [AIP5-11](#) Institutional Effectiveness and Accreditation Dossier
- [AIP5-12](#) Academic Senate Minutes 05-19-2015
- [AIP5-13](#) EMPC Minutes 04-23-2015
- [AIP5-14](#) College Council Minutes 4-14-15
- [AIP5-15](#) CIC Agenda 03-20-2017
- [AIP5-16](#) Docket Submission Degree Certificates 11-2016

Evidence: Actionable Improvement Plan 6

- [AIP6-01](#) Student Services Student Life Building IPP
- [AIP6-02](#) FYSC B&W
- [AIP6-03](#) FYSC Spring 2017 Workshop Schedule

- [AIP6-04](#) Student Support Centers and Services Showcase Video
- [AIP6-05](#) Family Night Meet and Greet
- [AIP6-06](#) [3CSN]Orange County Learning Assistance Project Sharing Event SCC
- [AIP6-07](#) [3CSN] Orange County Learning Assistance Project Sharing Event Saddleback
- [AIP6-08](#) [3CSN] Tutor Expo 2017 Pasadena City College
- [AIP6-09](#) Flex Calendar Spring 2017
- [AIP6-10](#) Invitation to Join an Important Centered on Centers Task Force
- [AIP6-11](#) CPC Minutes 03-15-2017

Evidence: Actionable Improvement Plan 7

- [AIP7-01](#) SCC AIP 07 Email
- [AIP7-02](#) HR Committee Minutes 02-08-2017
- [AIP7-03](#) HR Committee Minutes 03-08-2017
- [AIP7-04](#) Process for Updating Job Descriptions
- [AIP7-05](#) Job Description Review Workflow
- [AIP7-06](#) Job Families
- [AIP7-07](#) HR Committee Agenda 03-08-2017
- [AIP7-08](#) HR Committee Agenda 04-19-2017

Evidence: Actionable Improvement Plan 8

- [AIP8-01](#) SCC Job Request
- [AIP8-02](#) ONUMA
- [AIP8-03](#) ONUMA Request
- [AIP8-04](#) ONUMA Status
- [AIP8-05](#) PRC Minutes 05-03-2017
- [AIP8-06](#) College Council Minutes 03-14-2017
- [AIP8-07](#) Facilities Master Plan
- [AIP8-08](#) Santiago Wins Green
- [AIP8-09](#) ADA Plan
- [AIP8-10](#) ADA Bid 1299
- [AIP8-11](#) DSA Approved Plans
- [AIP8-12](#) Facilities Manager Resource Request
- [AIP8-13](#) College Council Minutes 03-08-2017
- [AIP8-14](#) PRC Minutes 05-03-2017

Evidence: Actionable Improvement Plan 9

- [AIP9-01](#) FRC Minutes 10-21-2015
- [AIP9-02](#) FRC Agenda 11-16-2016 with materials
- [AIP9-03](#) FRC Additional Handouts 01-25-2017
- [AIP9-04](#) OCTPP 5-Year Budget Summary 06-17-2014x
- [AIP9-05](#) Regional Consortia Allocations 2015-16x
- [AIP9-06](#) NSF Email Award Notice
- [AIP9-07](#) NSF RSCCD Docket Agenda Item 5.1 09-14-2015

- [AIP9-08](#) NSF Budget
- [AIP9-09](#) OCCPP 2014-15 Workplan
- [AIP9-10](#) OCCPP 2015-16 Workplan
- [AIP9-11](#) OCCPP 2016-17 Workplan
- [AIP9-12](#) OCCPP SCC Bridge to Biotech 2016 Flyer
- [AIP9-13](#) OCCPP Biotech Dual Enrollment Spring 2017
- [AIP9-14](#) CTEEF Year End Expenditures Summary
- [AIP9-15](#) CTEEF Agreement for Curriculum Development
- [AIP9-16](#) CTEEF Summer Internship Student Evaluation Report
- [AIP9-17](#) APPR 2014-15 Allocation Form
- [AIP9-18](#) APPR 2016-17 Allocation Form
- [AIP9-19](#) International Student Population at SCC 2013-16
- [AIP9-20](#) International Student Retention Rate
- [AIP9-21](#) Online Donation Website
- [AIP9-22](#) Team SCC Website
- [AIP9-23](#) OCCF Gift Acknowledgements 06-07-2016
- [AIP9-24](#) President's Circle Website
- [AIP9-25](#) Appeal Analysis Report 2011-2017

Evidence: Actionable Improvement Plan 10

- [AIP10-01](#) College Council Minutes 11-24-2015
- [AIP10-02](#) Collegial Governance Annual Committee Evaluation Fall 2015 Summary
- [AIP10-03](#) Spring 2016 Evaluation Forms
- [AIP10-04](#) College Council Minutes 09-13-2016
- [AIP10-05](#) College Council Minutes 11-24-2015
- [AIP10-06](#) Annual Committee Evaluation Follow-Up Survey 2016
- [AIP10-07](#) Annual Committee Evaluation Follow-Up Survey 2016
- [AIP10-08](#) College Council Minutes 02-28-2017
- [AIP10-09](#) PIE Minutes 03-01-2017
- [AIP10-10](#) Letter to Chairs from College Council
- [AIP10-11](#) Committee Resource Request Administrator
- [AIP10-12](#) Academic Senate Summary Report Template and Sample
- [AIP10-13](#) Spring 2016 Evaluation Forms
- [AIP10-14](#) Fall 2015 Professional Development Classified Survey
- [AIP10-15](#) EMPC Minutes 10-22-2015
- [AIP10-16](#) Planning and Resource Allocation Process Survey
- [AIP10-17](#) 2014-2015 New Faculty Institute Feedback Survey
- [AIP10-18](#) 2015 SCC Mission Statement Review Survey
- [AIP10-19](#) 2015 SCC Mission Statement Review EMPC
- [AIP10-20](#) EMC Minutes 05-18-2016
- [AIP10-21](#) PIE Committee Minutes 05-04-2016
- [AIP10-22](#) 2016-2022 EMP Institutional Goal Preference Survey
- [AIP10-23](#) ASG Fall 2016 Town Hall Survey

[AIP10-24](#) NGO Survey Summary

Evidence: Actionable Improvement Plan 11

[AIP11-01](#) FRC Agenda 10-22-2014
[AIP11-02](#) FRC Agenda with Materials 03-25-2015
[AIP11-03](#) FRC Agenda with Materials 05-27-2015
[AIP11-04](#) FRC Agenda with Materials 07-08-2015
[AIP11-05](#) FRC Agenda with Materials 09-23-2015
[AIP11-06](#) FRC Agenda with Materials 10-21-2015
[AIP11-07](#) FRC Agenda with Materials 03-23-2016
[AIP11-08](#) FRC Agenda with Materials 04-27-2016
[AIP11-09](#) FRC Agenda with Materials 09-28-2016
[AIP11-10](#) FRC Agenda with Materials 11-16-2016
[AIP11-11](#) FRC Agenda with Materials 01-25-2017
[AIP11-12](#) RSCCD Intranet Link
[AIP11-13](#) February 2017 Unrestricted Fund 11 REV and EXP by Department
[AIP11-14](#) FRC Agenda with Materials 02-25-2015
[AIP11-15](#) FRC Agenda with Materials 07-08-2015
[AIP11-16](#) FRC Agenda with Materials 02-24-2016
[AIP11-17](#) FRC Agenda with Materials 09-06-2016
[AIP11-18](#) FRC Agenda with Materials 02-22-2017
[AIP11-19](#) District Council Agenda 10-05-2015
[AIP11-20](#) District Council Minutes 10-05-2015
[AIP11-21](#) FRC Agenda with Materials 10-21-2015

Evidence: Recommendation 1

[R1-01](#) Completed SLO Maps (Degrees and Certificates)
[R1-02](#) Program Review Template APR 2014-2016 Final
[R1-03](#) Program Review Example Biology APR 2014-2016
[R1-04](#) Program Review Example Economics APR 2014-2016
[R1-05](#) Program Outcome Assessment Survey 2017
[R1-06](#) Institutional Effectiveness and Accreditation Dossier Screenshot
[R1-07](#) Institutional Effectiveness and Accreditation Dossier
[R1-08](#) Liberal Arts Degrees Survey Tools
[R1-09](#) Liberal Arts Degrees Survey Results
[R1-10](#) CIC Minutes 05-18-2015
[R1-11](#) CIC Minutes 10-19-2015
[R1-12](#) CIC Minutes 03-06-2017
[R1-13](#) Liberal Arts-Arts Humanities Communication AA 18317 Program Mapping
[R1-14](#) Liberal Arts-Math Sciences AS 18318 Program Mapping
[R1-15](#) Liberal Arts-Multi-Cultural AA 18319 Program Mapping
[R1-16](#) Liberal Arts-Social and Behavioral Sciences AA 18320 Program Mapping
[R1-17](#) SLO Development Compliance Spreadsheet - Community Services

[R1-18](#) SLO Compliance - Community Services Spring 2017 Update

Evidence: Recommendation 2

[R2-01](#) Year at a Glance 2013-2014
[R2-02](#) Planning and Resource Allocation Process Survey 2016
[R2-03](#) PIE Minutes 05-04-2016
[R2-04](#) Resource Request Process Flowchart for PIE
[R2-05](#) SCC Resource Request Form Revised 05-04-2016
[R2-06](#) Budget Committee Minutes 02-16-2016
[R2-07](#) PIE Minutes 04-05-2017
[R2-08](#) RSCCD District-wide Planning Survey Results 06-22-2015
[R2-09](#) POE Meeting Minutes 08-26-2015
[R2-10](#) Year at a Glance 2016-2017
[R2-11](#) RSCCD District-wide Planning Survey Results 11-23-2016
[R2-12](#) POE Committee Minutes 10-26-2016
[R2-13](#) POE Committee Minutes 02-22-2017

Evidence: Recommendation 3

[R3-01](#) EMP 2012-2016 - Mapping the Goals P. 73-75
[R3-02](#) EMP Midterm Update Survey
[R3-03](#) Flex Calendar Spring 2016
[R3-04](#) 2016-2022 EMP Institutional Scan Info Session
[R3-05](#) EMPC Minutes 09-22-2016
[R3-06](#) Collegial Governance Handbook updated 12-01-2015
[R3-07](#) PIE Minutes 10-05-2016
[R3-08](#) PIE Minutes 03-01-2017.pdf
[R3-09](#) PIE Minutes 12-07-2016
[R3-10](#) SCC IEPI PRT Letter of Interest
[R3-11](#) Letter from Interim President to TIE Task Force
[R3-12](#) SCC IEPI PRT Treatment of Area of Focus

Evidence: Recommendation 4

[R4-01](#) Annual Committee Evaluation Instructions and Form
[R4-02](#) Committee Evaluation Email Message from Weispfenning
[R4-03](#) Spring 2016 Evaluation Forms
[R4-04](#) Collegial Governance Annual Committee Evaluation Fall 2015 Summary
[R4-05](#) PIE Minutes 10-07-2015
[R4-06](#) EMC Minutes 10-21-2015
[R4-07](#) College Council Minutes 09-22-2015 Matrix
[R4-08](#) Meeting Matrix 2015
[R4-09](#) Academic Senate Resolution Fall2016.6
[R4-10](#) College Council Minutes 11-08-2016 EAR
[R4-11](#) College Council Minutes 11-22-2016 Budget Facilities Safety

- [R4-12](#) Annual Committee Evaluation Brief Summary 2016
- [R4-13](#) College Council Minutes 09-27-2016 for Evaluation Themes
- [R4-14](#) Annual Committee Evaluation Follow-Up Survey 2016
- [R4-15](#) Annual Committee Evaluation Follow-Up Survey 2016 Results
- [R4-16](#) College Council Minutes 02-28-2017 Follow-Up Review
- [R4-17](#) PIE Minutes 03-01-2017
- [R4-18](#) Letter to Chairs from College Council

Evidence: Recommendation 5

- [R5-01](#) Department Portfolio Planning Distance Education
- [R5-02](#) Program Review Cycle
- [R5-03](#) Certification Data
- [R5-04](#) Online Certificate Evaluation
- [R5-05](#) DE Online Orientation
- [R5-06](#) Online Tutoring
- [R5-07](#) Online Counseling
- [R5-08](#) 2016 Fall Info Email
- [R5-09](#) EDUC 204 Addendum
- [R5-10](#) CIC Minutes 11-21-2016
- [R5-11](#) DEPC Minutes 03-14-2016
- [R5-12](#) DEPC Summary Report March 2017
- [R5-13](#) Distance Education Program Committee Organization
- [R5-14](#) SCC Student Satisfaction Web Report 2016
- [R5-15](#) SCC Distance Education Satisfaction Result Fall 2013
- [R5-16](#) Certification Data
- [R5-17](#) SCC Educational Master Plan 2012-2016
- [R5-18](#) Academic Program Review 2014-2016 History

Evidence: Recommendation 6

- [R6-01](#) Academic Senate Resolution SP2014.6
- [R6-02](#) Professional Development Committee Minutes Spring 2015
- [R6-03](#) Professional Development Committee Minutes Fall 2015
- [R6-04](#) Professional Development Committee Minutes Spring 2016
- [R6-05](#) Professional Development Committee Minutes Fall 2016
- [R6-06](#) Professional Development Committee Minutes Spring 2015
- [R6-07](#) Professional Development Committee Minutes Fall 2015
- [R6-08](#) Professional Development Committee Minutes Spring 2016
- [R6-09](#) Professional Development Committee Minutes Fall 2016
- [R6-10](#) Spring 2015 Flex Calendar
- [R6-11](#) Professional Development Calendar Fall 2015
- [R6-12](#) Professional Development Calendar Spring 2016
- [R6-13](#) Professional Development Calendar Fall 2016
- [R6-14](#) Professional Development Calendar Spring 17

R6-15	Student Equity Conference Attendance by classified
R6-16	Professional Development Committee Minutes Spring 2015
R6-17	Professional Development Committee Minutes Fall 2015
R6-18	Professional Development Committee Minutes Spring 2016
R6-19	Professional Development Committee Minutes Fall 2016
R6-20	2015 Fall PD WEEK Breakdown
R6-21	2016 Spring PD WEEK Breakdown
R6-22	2016 Fall PD WEEK Breakdown
R6-23	Professional Development 2015 Survey Summary
R6-24	Professional Development Committee Minutes Spring 2015
R6-25	Professional Development Committee Minutes Fall 2015
R6-26	Professional Development Committee Minutes Spring 2016
R6-27	Professional Development Committee Minutes Fall 2016
R6-28	Student Equity Independent Contractors 02-02-2017x
R6-29	Equity Focused Professional Development
R6-30	All Student Services Retreat Agenda
R6-31	All Student Services Retreat Transcription of Posters
R6-32	Professional Development Calendar on Web

Evidence: Commission Recommendation

CR-01	SCC College Council Minutes 06-09-2015
CR-02	SCC PIE Committee Minutes 05-06-2015
CR-03	SCC Budget Committee Minutes 04-20-2015
CR-04	RSCCD FRC Minutes 09-23-2015
CR-05	RSCCD District Council Minutes 09-21-2015
CR-06	SCC Collegial Governance Handbook Updated 12-01-2015
CR-07	RSCCD 2015-2016 Tentative and Adopted Budget SB 361 Revenue Allocations
CR-08	SCC College Council Minutes 09-08-2015
CR-09	SCC Budget Committee Minutes 06-02-2015
CR-10	SCC Budget Committee Minutes 06-02-2015
CR-11	SCC Budget Committee Minutes 06-02-2015
CR-12	RSCCD Tentative Budget 2015-16
CR-13	RSCCD Adopted Budget 2015-16
CR-14	RSCCD Unrestricted General Fund Assumptions 08-17-2015
CR-15	RSCCD FRC Minutes 07-08-2015
CR-16	RSCCD Adopted Budget 2015-2016
CR-17	SCC Budget Committee Minutes 11-17-2015
CR-18	RSCCD Board of Trustees Meeting Minutes 09-14-2015
CR-19	SCC Budget Committee Minutes 02-16-2016
CR-20	SCC Academic Senate Agenda 03-17-2016
CR-21	SCC College Council Minutes 02-23-2016
CR-22	FRC Agenda 08-17-2017
CR-23	RSCCD Adopted Budget 2016-17

- [CR-24](#) RSCCD Adopted Budget 2016-17
- [CR-25](#) SCC Budget Committee Minutes 02-21-2017
- [CR-26](#) SCC Academic Senate Agenda 03-07-2017
- [CR-27](#) FRC Agenda 03-22-2017



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