

DEC 03 2008

# **EVALUATION REPORT**

## **SANTIAGO CANYON COLLEGE**

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A confidential report prepared for the  
Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited Santiago Canyon  
College from October 20-23, 2008

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## **Introduction and Summary**

Santiago Canyon College (SCC) was established in 1985 as a satellite campus of Santa Ana College (SAC). In 1996, the institution was formally named SCC by the board of trustees of the Rancho Santiago Community College District (RSCCD) and became the second district college. In 1998, SCC applied for and was awarded eligibility status for accreditation by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (AACJC, WASC). The college was subsequently assessed and awarded initial accredited status in January 2000. A mid-term report, addressing the recommendations of the 1999 visiting team, was completed in 2003, followed by a successful visit. No additional recommendations were issued following the 2003 on-site mid-term visit. The college submitted a Substantive Change Report in November 2004 that was subsequently approved by the Commission in April 2005. The college also submitted a Substantive Change Report in May 2008 that was approved by the Commission in June 2008.

A nine-member team, appointed by ACCJC, conducted an accreditation evaluation of SCC from October 20-23, 2008. Team members interviewed a broad representation of the college community, including students, faculty, staff, and administrators; held two open community forums; attended a number of campus meetings; met with the district chancellor and representatives of the board of trustees; and toured facilities and programs of the college in order to acquire a thorough understanding of SCC's instructional programs, support services for students, organizational culture and climate, and student population.

The purposes of the evaluation were to review evidence in support of assertions of the college, as detailed in the 2005 self study, that the institution continues to meet or exceed the four standards of accreditation for a comprehensive community college, to determine how well the college had addressed the recommendations of the 2005 visiting team, to provide recommendations regarding quality assurance and institutional improvement so as to assist the college in strengthening its programs and services, and to enable the team to make a founded recommendation to the accrediting commission regarding the accredited status of SCC.

The 2008 Team was impressed by the uniformly positive campus climate that was observed during the visit. Team members consistently encountered professional and friendly faculty and staff who seemed happy to be working at the college and strongly motivated to serve students and the community. As was noted by the 2005 Team, college personnel were engaging, helpful, and cooperative with each other and in the many interactions team members experienced.

The 2008 Team found that SCC has addressed, or is in various stages of addressing, all eleven recommendations of the 2005 Team.

## **Eligibility Requirements**

### **1. AUTHORITY**

SCC is authorized by the State of California to operate an educational institution and to award degrees.

### **2. MISSION**

SCC has a clearly defined educational mission which has been adopted and published by its governing board consistent with its legal authorization. The mission is appropriate to a degree-granting institution of higher education and to the constituency the college seeks to serve. The mission statement defines the college's dedication to a diverse learning community and to the intellectual and personal growth of its constituents.

### **3. GOVERNING BOARD**

The governing board for SCC is the board of trustees for the RSCCD. It is responsible for the quality, integrity, and financial stability of SCC and for ensuring that the financial resources of the college are used to provide a sound educational program. Its seven-person membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. None of the board members have employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that relevant interests are disclosed and that they do not interfere with the impartiality of governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the college.

### **4. CHIEF EXECUTIVE OFFICER**

SCC has a chief executive officer appointed by the governing board who serves full time in this capacity. The chief executive officer, in combination with the district chancellor, possesses the requisite authority to effectively administer board policies. Neither the chief executive officer nor the district chancellor serves as a member of the governing board.

### **5. ADMINISTRATIVE CAPACITY**

SCC generally has sufficient staff, with appropriate preparation and experience, to provide the administrative services necessary to support its mission and purpose.

### **6. OPERATIONAL STATUS**

SCC is fully operational with students actively pursuing its degree programs.

## **7. DEGREES**

A substantial portion of SCC's credit educational offerings is programs that lead to associate degrees or occupational certificates, and a significant proportion of its students are enrolled in them. SCC's noncredit offerings consist of courses and programs to meet basic educational goals of adult learners, including achieving a high school diploma or GED, improving English skills, preparing for citizenship, learning new job skills, preparing for higher education, and becoming a productive, active participant in American society.

## **8. EDUCATIONAL PROGRAMS**

SCC's principal degree programs are congruent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. Many of the college's degree programs are of two academic years in length.

## **9. ACADEMIC CREDIT**

SCC awards academic credits based on generally accepted practices in degree-granting institutions of higher education.

## **10. STUDENT LEARNING AND ACHIEVEMENT**

SCC defines and publishes for the associate degree the expected student learning and achievement outcomes and it defines and publishes student learning outcomes for its student services. The college is engaged in the process of establishing student learning outcomes at the program and course level. It is also developing its program of regular and systematic assessment designed to demonstrate that students who complete programs, no matter where or how they are offered, achieve these outcomes.

## **11. GENERAL EDUCATION**

SCC defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to the recognized major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs is consistent with levels of quality and rigor appropriate to higher education.

## **12. ACADEMIC FREEDOM**

SCC faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. SCC maintains an atmosphere in which intellectual freedom and independence exist.

## **13. FACULTY**

SCC has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities exists which includes development and review of curriculum as well as assessment of learning.

## **14. STUDENT SERVICES**

SCC provides for all of its students appropriate student services that support student learning and development within the context of its institutional mission.

## **15. ADMISSIONS**

SCC has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

## **16. INFORMATION AND LEARNING RESOURCES**

SCC provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

## **17. FINANCIAL RESOURCES**

SCC documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

## **18. FINANCIAL ACCOUNTABILITY**

SCC annually undergoes and makes available to the public an external financial audit by a certified public accountant or an audit by an appropriate public agency.

## **19. INSTITUTIONAL PLANNING AND EVALUATION**

SCC conducts on-going institutional planning and evaluation to ascertain how well and in what ways it is accomplishing its purposes, including assessment of student

learning outcomes. It is encouraged to further develop those structures and processes, and to document them. SCC provides some evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution makes decisions regarding improvement through an on-going and systematic cycle of evaluation, integrated planning, implementation with appropriate resource allocation, and subsequent reevaluation, however the connectedness of all of the decision-making elements is not readily understood by all members of the college community.

## **20. PUBLIC INFORMATION**

SCC publishes a catalog for its constituencies with precise, accurate, complete, and current information that includes all of the requisite elements.

## **21. RELATIONS WITH THE ACCREDITING COMMISSION**

SCC provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

# **Evaluation of Santiago Canyon College Using 2002 ACCJC Standards**

## **Standard 1 Institutional Mission and Effectiveness**

### **Response to Recommendations of the Previous Team**

#### ***Recommendation 1:***

***The college should continue to develop and refine the Educational Master Plan (EMP) as part of its cycle of evaluation, so that college goals and objectives are clearly identified, are based upon an analysis of qualitative and quantitative data, are measurable, and are regularly re-evaluated. (IB2, IB3).***

The Santiago Canyon College Abbreviated Institutional Self Study outlined the development of an updated Educational Master Plan (EMP), written in spring 2006 for the years 2007-2012. The EMP includes sections on college mission and goals as well as discipline, department and program objectives, vision, mission, program outcomes, present description, assessment of progress, and future plans. The future plans section includes a discussion of such planning and budget items as staff, technology, and facilities. The EMP has been updated annually via the Departmental Planning Portfolio (DPP) and, according to the Abbreviated Self Study, this process is used to determine the degree to which the college and departments have met their stated goals and objectives.

The 2007-2012 EMP includes a new section on Assessment of Progress. This new section is meant to include quantitative and qualitative data on how well the departments/disciplines have done over the last five years. Data such as student success rates, student satisfaction surveys, retention, degree completion, and transfer rates were considered.

The team confirmed through interviews with academic and classified leaders that the College Council meets biweekly and receives an update on the EMP review process at nearly every meeting. The completed EMP was approved by the College Council as well as the Academic Senate. In both cases the discussion appeared to be about the entire document rather than individual department plans. Neither body, based on interviews, appeared to discuss the details of the plans or assessments, although the EMP had been reviewed at the department / discipline and divisional levels.

Although there is no Classified Senate, there is a Classified Advisory Group. During these Advisory Group meetings the college president will brief members on budget and facilities issues. Classified Staff will often remain after the briefing to discuss the issues presented. Four representatives of the Classified Advisory Group also serve on the College Council. The team found no evidence, however, of a mechanism through which EMP "Future Plans" that include classified staff could be brought to the College Council (or any other shared governance body) for review.

District research staff work with the college on the development of the data used in the EMP, and have been invited to present the data to the College Council, but do not serve on this campus governance body.

While the District Budget Allocation Committee includes representation from each college and the district, the team found no evidence that the EMP was discussed or referred to at the District Budget Allocation Committee.

While data, including student surveys and the *12 Measures of Success* were available to college staff, their use in the EMP appeared to vary by department. The team found evidence that the Assessment of Progress section varied in its use of data between departments/disciplines. Some departments cited data in their analysis (Philosophy) while others did not (Geography). Some of those interviewed by the team indicated that they have to "find" the data to be used in documenting their progress, rather than being given a standard expected list of data or a package of materials to use.

DPP submissions are reviewed by appropriate department chairs and deans, with final documents submitted to the Academic Senate and College Council for approval. Despite this established process for review, the team found no evidence that the Assessments were met with an open, rigorous discussion by any shared governance group that would facilitate in-depth understanding of issues to help with future planning and allocations across the college.

The EMP Committee has been active in developing the questions to be included for the EMP as well as the DPP and program review. EMP committee members spoke of the desire to make modifications to the on-line form, as well as to put a Program Review template on-line, but these efforts have been stymied by a lack of ITS resources, partly due to the Datatel conversion.

The Collegial Governance Handbook (March 2007) lists the Educational Master Planning Committee as a governance committee reporting to the College Council. One of its responsibilities is to "synthesize annual requests into a prioritized master list of current needs for personnel, equipment, facilities, and supplies in order to make recommendations to College Council." While meeting minutes show that the governance structure and this charge to the EMP Committee were approved by the College Council, EMP Committee members (some serving for multiple years) were unaware of this responsibility.

While the college has substantially responded to the recommendation to continue to develop and refine the Educational Master Plan, the team also noted that additional work remains to be done.

### **General Comments**

The college mission statement is closely related to the district's mission statement and is critical to institutional planning and decision-making. Evidence verified that the mission statement is well developed and kept current through a representative governance and

decision-making process. The mission statement is widely distributed on a regular basis and is available to all faculty, staff, and students.

## **Findings and Evidence**

### **Mission**

The Santiago Canyon College (SCC) mission statement addresses a commitment to develop knowledge and understanding, critical thinking, sound decision-making, cultural awareness and a commitment to local and global citizenship. Evidence validated that SCC evaluates the board-approved mission statement on an annual basis and it clearly defines the educational purposes of SCC. (IA1, IA2)

The team noted that the mission statement is included in the college catalog, class schedules, and appeared on the agenda of council and committee meetings. In addition, it is posted in classrooms, service centers and in various other locations on campus.

Based on its mission statement, the team determined that SCC offers a comprehensive curriculum that includes university transfer, associate degree, and certificate programs. In addition, SCC provides community education, technical certificate programs, noncredit courses, and basic skills development. It also provides a wide range of support services for its diverse student population.

As evidenced by the information in the educational master plan, data on completion of degrees and transfer requirements, department and program reviews, and RSCCD research, the team concluded that all college constituencies are involved in an annual review and appropriate revisions of the college mission statement. Each newly-adopted college mission statement is published and widely distributed. (IA3)

The mission statement is the foundation for the college's educational master plan, which is the primary tool for institutional planning. Through interviews and the review of documents, the team determined that the SCC mission statement is widely used in institutional planning and decision-making. The team verified that no decisions for growth and development are made unless the purpose and concept are congruent with the educational master plan and support the college's mission statement. (IA4)

### **Improving Institutional Effectiveness**

Evidence of the focus on improving student learning through the establishment of Student Learning Outcomes (SLOs) was apparent in numerous documents and in the minutes of various committees. (IB1)

The college sets goals to improve its effectiveness through the EMP process. (IB1) An examination of the EMP document revealed an uneven level of detail in the timelines established to achieve goals and in the degree to which goals were identified in measurable terms. (IB2)

While members of the institution were able to describe each component in the planning, program evaluation, and budgeting cycle, the team found that many had a difficult time describing the relationship of those components to each other or the path of the decision-making cycle. Nonetheless, an examination of program review, planning and budgeting documents illustrated that the college uses both qualitative and quantitative data to make decisions. (IB3) Through interviews and documents, the team determined that the college demonstrates broad-based planning with opportunities for input through its EMP. (IB4)

Through interviews and documentation, the team verified that the RSCCD office has a fully-staffed and active district research department that conducts surveys, analyzes longitudinal student data, and publishes and distributes reports on a regular basis to the college. The team reviewed institutional reports, including campus survey reports, transfer, degree and certificate information, and student satisfaction surveys. The team determined that the college and community constituents are kept informed about the effectiveness of the college through regularly published reports. (IB5)

Through the documents on site and interviews, the team found evidence that the college regularly uses research, including internal and district surveys, enrollment growth, and numbers of degrees and transfer completions to determine the effectiveness of its current planning and resource allocation process. However, as was noted by the 2005 team, the 2008 team saw less evidence of the process used for integrating the data into specific improvements. (IB6)

The primary evidence that the college has closed the planning and decision-making loop by assessing the processes used was that the EMP process was revised to add a new section dedicated to the assessment of progress. This section encouraged each college program to analyze and document the progress made during the previous five years, using qualitative and quantitative information. (IB7)

### **Conclusions**

Based on the self study report, resource documents, and interviews with SCC faculty and staff, the team concluded that the college is in compliance with standards IA and IB.

### **Recommendations**

None.

## STANDARD II

### STUDENT LEARNING PROGRAMS AND SERVICES

#### Response to Recommendations of the Previous Team

##### *Recommendation 2:*

*Building upon the groundwork and planning timeline in place for instructional student learning outcomes (SLOs), the college should complete the work that it has begun so effectively in that area and assure that work on SLOs is undertaken in student services and all other areas of the college in which the standards require. Assessment of outcomes should be used to guide improvement. (IIAc, IIA2b, IIA3, IIB4)*

SCC's response to the WASC standards for SLOs is impressive in many regards, and should be commended. The college established SLOs for its general education curriculum in 2004. It has four broad general education SLOs (Think, Learn, Communicate, Act), each with three more specific associated SLOs for a total of twelve general education SLOs. The college then completed instructional SLOs at the program and departmental level, as evidenced by the *2007-2012 Educational Master Plan*.

Initiation of course level SLOs for all courses being created, revised or under review began in fall 2007, via the college's Curriculum and Instruction Council, and an SLO matrix has been developed that requires faculty to indicate the relevance of course level SLOs with the college's twelve general education SLOs. This claim is supported by the document *Relevance of Course SLOs to General Education SLOs*, which highlights the numerous courses that have incorporated SLOs into their course outlines – over one-third of the college's total of about 600 approved courses.

Following the specific direction offered by recommendation #2, significant progress also has been reached in development of student services SLOs. The college's vice president of student services has been instrumental in spearheading this development, initially by offering a training session for all student services staff in April 2006. This initial in-house student services training was followed up in June 2006 by an audio conference for the college's program leaders in student services areas.

All student services areas have now identified one or two significant SLOs appropriate to their areas, and associated assessment methods have been identified. An online self study titled *2007-2008 SLO Reports* indicates that all student service areas completed development of their program-specific SLOs as well as an assessment cycle by June 2008. Many of these assessments depended on student self reporting, a starting point for future improvements in the assessment process that will rely more heavily on external validation of progress.

A document titled *Student Services Learning Outcomes Grid* parallels the work done on the instructional side, outlining the relevance of student services program level SLOs with the college's four broad general education SLOs. In addition, this document goes a step further,

including two additional learning outcomes drawn directly from the WASC standards – ‘Personal and Civic Responsibility’ and ‘Intellectual, Aesthetic, Personal.’ These two SLOs reference standard IIB3b, and point to an interesting incorporation of the WASC standards into SLOs.

A document titled *Student Services Learning Outcomes Method to Measure and Timelines* offers a brief summary of each student services program area, the SLO(s) specific to its area, together with associated assessment methods. It also offers a timeline for assessment. Quite a few program areas offer timelines reflecting ongoing assessments (e.g. “End of each summer,” “the last week of instruction during each spring semester,” “October of each year”). However a number of others simply offer one date (most commonly “Fall 2007”). In order to more effectively reach the level of sustainable continuous quality improvement expected by accreditation standards, a more structured process for identifying assessment timelines would be useful. Nonetheless, the college appears to be well on its way to achieving proficiency in the development of student learning outcomes. Thus the 2008 Team found that good progress had been made toward addressing Recommendation 2.

***Recommendation 3:***

***The college should capitalize on the strengths of the new program review process by assuring that the reviews are completed fully and thoughtfully, and that the resultant analysis and conclusions inform the annual DDP and EMP process. (IIA1a, IIA1c, IIA2a)***

Based upon the fall 2008 abbreviated self study, the college states that sufficient progress has been made in its efforts to enhance the program review process. In fall 2007, a revised program review model was approved by the Curriculum and Instruction Council. Seven new major components were added to the academic program review template, with faculty required to review, interpret, analyze and evaluate evidence in categories such as successful course completion rates, rates of progress through course sequences, demographics and other characteristics of students, number of students earning degrees and certificates, transfer rates to four year universities, and faculty load information (FTEF per FTES). In spring 2008, nine departments agreed to pilot the revised program review model to assess their instructional program. Seven completed this assignment. The college states that by the conclusion of the 2008-2009 academic year, all academic departments will have completed their program reviews using the revised template.

One of the items that was not stated or clearly found in the documentation was the integration between program review, DPPs and the EMP for requesting full-time faculty positions, classified staff and instructional equipment. In a meeting with the Curriculum and Instruction Committee, the protocol used by departments to request these items was delineated by committee members. It would be helpful to map the connection between these three critical committees to show the path used in the decision-making process at the college.

The Team found that some progress had been made toward addressing Recommendation 3. The team encourages the college to consider the use of an institution-generated compilation of centralized data which departments could use to review, interpret, analyze and evaluate.

***Recommendation 4:***

***Student services should revise its program review process to include more interpretation of data and complexity of analysis. Program reviews should meet a high standard of thoroughness, including the specific assessment of SLOs. (IIA1c, IIA1f, IIA1g)***

The team found evidence that the college has revised the student services portion of the program review process. Evidence reviewed included a revised student services program review flowchart, student learning outcomes grid and timeline, and the *Student Learning Outcomes Annual Report*. The template used to generate the student services program review remains virtually unchanged since the 2005 team visit. The primary change has been that there is now a higher level of expectation in terms of best practice research and data collection and more depth expected in the analysis of data.

In the Disabled Students Programs and Admissions and Records annual report, the department identified two measurable student learning outcomes and thoroughly discussed the methodology used in assessing the outcomes. Of special note in this annual report was the realization that “the process of establishing student learning outcomes and assessing them contributed positively to student learning.”

The *Admissions and Records Assessment Report* showed thoroughness in the development of one student learning outcome and the analysis of the collected data. The learning outcome was: *New and prospective students will be given individualized instruction on how to register online using the online records system. As a result of this instruction, students will choose to register online rather than using the telephone registration system.* The department analyzed the results of assessments and found that 83% of the students who received online registration instruction completed their fall registration online. The consequence of the student learning outcome supported the hypothesis that promoting online registration can have successful results.

The team found that Recommendation 4 had been fully addressed. The program review template has been revised and 100% of student services areas have defined and assessed student learning outcomes.

***Recommendation 5:***

***As was recommended in ACCJC’s Evaluation Report of 1999, the college should complete the program review process for all learning support services. (IIC1)***

Evidence was found that the Library completed an Academic Program Review in June 2008. The review used the college’s academic format, documenting linkages to supporting evidence. It listed “Goals and Objectives” and a rating system from 1 (not met) through 4

(exemplary) on how well they achieved that goal or objective based on evidence. The goals and objectives were extensive and in the team's opinion covered the appropriate areas that are necessary to evaluate an academic library. Departmental ratings on all of the goals and objectives were high (3-4). For each goal and objective there was an associated action plan. The team found evidence that several of the action items had been accomplished, including the re-writing of the DPP.

Even though the Academic Program Review for the Library did not contain attached qualitative or quantitative statistical data, the team was able to see evidence that statistical data that is cited in the review is being used to bring about improvement. This was evidenced in the extended hours the Library was open during the last week of the semester and in the choice of databases that were made at the beginning of each fiscal year based on student usage.

Evidence was also found that the college completed an Academic Program Review for the Tutorial Center and Academic Computer Lab. This review was completed in June 2005. This review used the college's student services format. Listed within this review were the assessment documents that were used to improve the learning assistance and tutoring techniques of the Tutorial Center and Academic Computer Lab. Extensive survey data was listed in this review. That data, which was both qualitative and quantitative, documented a high degree of student satisfaction with the services that the Centers provide. Evidence was also found that the Academic Program Review for the Tutorial Center and Academic Computer lab that was completed in June 2007 was an exact copy of the June 2005 plan with one minor change on an organizational chart. Unfortunately, this called into question the degree to which some learning support services are fully engaging in the program review process. Other than this unique concern, the team found that Recommendation 5 had been fully addressed.

***Recommendation 6:***

***The library and other learning support services should engage in and complete the identification of SLOs and use them to assess student achievement and thereby identify areas that can improve student learning. (IIAc, IIB4, IIC2)***

The Tutorial Center and Academic Computer Lab have established the following student learning outcomes (SLOs): Improve [students'] study strategies, research techniques, writing skills, time management, organization, exam preparation and computer skills.

The self study states that students are surveyed annually for their satisfaction with services and self-perceptions of efficacy the results of which can be found in the units program review. However, the results cited in the June 2007 program review are simply a "copy and paste" from the June 2005 review. While this data is questionable, the team was able to find other evidence that indirect statistical SLO measurements have been conducted, analyzed and used for program improvement. Other work being done is the direct measurement of SLOs. While the work is not yet complete, it is well underway, with an expectation that it will be adopted quickly as an additional tool for program improvement.

The Library has established student learning outcomes for the two formal courses that it offers, for the bibliographic instruction that is provided to class groups by the librarians, and for the general use of the library by student patrons.

Student surveys measuring SLOs were conducted in the fall of 2006. The team found evidence that the results of this survey were then used to improve instructional methods and to implement an improved assessment tool in the fall of 2007.

There is further evidence that in the fall of 2007, an online bibliographic instruction assessment was conducted and analyzed for the purpose of improving instruction. From that process pre- and post-test assessment tools were developed. The results of the pre- and post-assessments revealed that the SLOs needed to be revised so as to be less task-oriented and more conceptual.

With the exception of the unique concern that student surveys were not apparently conducted as stated by the Tutoring Center and Academic Computing Lab, the team found that Recommendation 6 had been fully addressed.

### **General Observations**

The college has continued to make deliberate and commendable progress on student learning outcomes (SLOs). The college offers a wide range of instructional programs, including credit, noncredit, community services and apprenticeship programs.

SCC is attuned to the diversity of students attending classes at the college, and relies heavily on trend data reflecting occupational outlooks, anticipated market trends, economic diversity and growth of the community population to make adjustments in the courses offered. Other such data used to identify program needs include student surveys and special data queries used in order to provide as much evidence as possible before the college commits funds and materials to proposed programs.

The 2008 team confirmed the observation of the 2005 team that student services at SCC are among the strengths of the college. Additional staff and improved facilities have enhanced an already commendable program.

Since the last accreditation visit, an impressive new library building has been established on the campus. This well-stocked and well-staffed facility includes a multimedia lab dedicated to student technological experimentation, a wireless network, an enhanced print and nonprint collection, and numerous other resources.

### **Findings and Evidence**

#### **Instructional Programs**

In support of its mission, SCC offers a comprehensive curriculum that includes university transfer, associate degree, career education, technical certificate programs, community services, noncredit courses, basic skills development, apprenticeship programs, and a range of support services for SCC's diverse population. Evidence of the college's commitment to noncredit education is the Orange Education Center and the Academic Success Center that assists students to transition successfully from noncredit to credit.

The college uses systematic processes based on a variety of evaluative methods to assess programs and courses for currency, teaching and learning strategies, student learning outcomes, and to assure that goals are linked to the college's mission. In support, the RSCCD research department provides data on trends in the economy, vocational growth clusters, growth occupations as well as carrying out specific studies and surveys requested by faculty and administrators. An annual Student Satisfaction Survey assesses students' satisfaction with their overall experience at SCC. All programs develop goals annually and these are included in the Educational Master Plan, which is revised annually and reviewed in-depth every five years. (IIA1a)

The college faculty utilize a range of delivery systems and modes of instruction. These include nontraditional scheduling, distance education, an Honors program, individualized instruction and tutoring in a variety of modes, continuing (adult) education, apprenticeship programs, and community services fee-based classes. (IIA1b)

Evidence of progress toward the development and assessment of student learning outcomes was observed in numerous documents, including planning documents, minutes of meetings, and course syllabi. A variety of models for assessing student achievement and using assessment results to make improvements have been discussed. (IIA1c)

The SCC Curriculum and Instruction Council (CIC) acts upon the initiation and revision of new programs and courses in accord with regulations, policies, and recommended best practices. Processes to assess the quality of programs include program reviews; review of annual student satisfaction surveys; and input from programs to the EMP. Each department, including noncredit, has its own curriculum committee which serves as the first level of review of proposals.

All curriculum, credit and noncredit, is considered by the CIC and is published in the catalog. There is a comprehensive Curriculum Handbook that provides guidance on all aspects of creating or modifying courses or programs. For courses in common with SAC, written directions are given to the faculty or department curriculum originator about how to reach agreement prior to submitting curriculum. (IIA2a)

Methods are in place to establish and assess student learning outcomes: program review, advisory committees for all vocational programs, competency-based curriculum for vocational disciplines, and research data available to programs. (IIA2b) The team confirmed that SCC complies with state requirements for curriculum processes and standards. (IIA2c)

Instruction is offered in a range of delivery methods and styles. These include web enhanced courses, hybrid courses, on-line courses, combination credit/noncredit basic skills classes, short-term delivery, weekend classes, open entry/open exit noncredit classes, specialized methodologies, and various instructional support services. (IIA2d)

The college uses a variety of methods to evaluate student satisfaction and learning. These include the annual Student Satisfaction Survey; the analysis of the set of enrollment, FTES, grade, gender and ethnicity data provided by each program annually as part of the planning process; and research reports on selected aspects of student success and retention, including tracking students through “gatekeeper” parts of the curriculum such as ESL, English and Mathematics. Evidence in the team room documented that the college has a systematic program review process for all instructional programs. (IIA2e, IIA2f) Analysis has also been done on the success of students who progress sequentially through mathematics compared to those who are placed according to placement test scores. (IIA2g)

As determined by an examination of the catalog and schedule of classes, the college identifies how credit is awarded and provides information on degree and certificate requirements. Title 5 and the Carnegie unit formula are the standards by which course credit is determined. Specific requirements for all programs are presented in the catalog. Certificate and degree awards are based on achievement of the stated program requirements. (IIA2h, IIA2i)

A general education philosophy and statement that integrates SCC’s core SLOs with its general education areas is printed in the college catalog. General education outcomes include an understanding of the basic content and methodology of the major areas of knowledge, including: the humanities and fine arts, the natural sciences, the social sciences, oral and written communication skills, information competency, scientific and quantitative reasoning, critical thinking, and ethical principles and behavior. (IIA3a,b,c)

The catalog provides a listing of course requirements for each degree. Each includes at least one area of focused study and a minimum of 18 units. (IIA4)

The college offers 26 majors and 43 certificate programs. Each vocational and occupational program relies upon the advice of an advisory committee in order to remain up-to-date; documents in the team room provided the evidence for this. (IIA5)

The SCC catalog provides general transfer information, including transfer of credit, in a format that is clear and accessible. The SCC Transfer Planning Guide provides detailed information about which courses meet California State University GE and IGETC requirements. It also provides transfer major information for students transferring to regional public and private universities. (IIA6a)

SCC has a board policy and procedure to address either eliminating a program or changing one significantly; the policy is printed in the SCC Curriculum Handbook. The steps are clearly outlined and provide for program analysis using quantitative and qualitative data: a period of internal efforts to ameliorate the situation; a comparative study leading to recommendations; final review and recommendations to the college president and others. Should elimination or major changes become necessary, arrangements are made for students to complete their education in a timely manner. (IIA6b)

Catalog, class schedules, website, course syllabi, flyers and brochures are all used to present information to the public about the college. Annual review occurs to assure accuracy and clarity. The college also produces and distributes a number of reports to the community. (IIA6c)

Board Policy 4201, Faculty Academic Freedom, addresses the academic integrity of the teaching-learning process, the rights and responsibilities of faculty members, and the district's commitment to free pursuit and dissemination of knowledge. These subjects are also covered in the agreement between RSCCD and the faculty union. (IIA7a)

Board Policy 5201, Standards of Student Conduct, contains guidelines for student academic honesty and disciplinary action for dishonesty. In addition, SCC has adopted an Academic Honesty Policy that is printed in the Catalog and in the Curriculum Handbook. The same information is printed in publications provided to students prior to their enrollment. (IIA7b)

Standards IIA7c and IIA8 are not applicable to SCC.

### **Student Support Services**

The college assures the quality of student support services through the use of a number of satisfaction/effectiveness surveys and data on a variety of rates (persistence, performance, transfer, degree/certificate) to gauge effectiveness and guide improvement. (IIB1)

The college provides a printed catalog to its constituencies with accurate and current information concerning institutional policies and procedures, course and degree offerings, and all other required elements. The catalog is also available online at <http://sccccollege.edu>. Class schedules are mailed to all local residences, and a Student Handbook and Planner is distributed both in print and online (IIB2a, IIB2b, IIB2c, IIB2d).

Whether recruited from high school, the Orange Education Center, or the community at large, a new student is supported by matriculation, assessment, orientation, advisement, financial aid, and counseling. (IIB3a)

Dialogue on the learning environment is the focus of exchanges with a number of councils and committees, including the SLO Committee, where the team observed a discussion of the possible introduction of a collegewide project to promote civic responsibility and learning communities. (IIB3b)

Progress has been made in securing additional full-time contract counseling faculty and additional funding for hourly counseling. Counseling point-of-service effectiveness surveys are conducted each fall. (IIB3c)

Student understanding and appreciation of diversity has been enhanced through several new initiatives, including a new student-life course, the introduction of a diversity and cultural series, and an increase in faculty-driven co-curricular programs and guest speakers. (IIB3d)

The college meets the standard requiring use and validation of unbiased placement instruments. The instruments used for placement in English, math, reading, and ESL are all from the state-approved list and have validated cut scores. (IIB3e)

Permanent records are secured in accordance with board of trustees' policies and provisions of state regulations for the storage, confidentiality, and release of records. Server data is backed up twice daily on both tape and disc. In addition, disaster recovery storage of records is provided off-site. (IIB3f)

Student learning outcomes have been established for student services programs. To assist in the evaluation of the services and programs of student services, program reviews are scheduled on a three-year cycle, with the intention of having all student services departments submit their program review documents in June 2009 and subsequently every three years thereafter. (IIB4)

### **Library and Learning Support Services**

With the dedication of a new library in 2006, the learning resources were greatly enhanced for SCC students. New databases and technology make it possible to support student access to an even wider variety of information resources. Librarians are available to orient students to the facility and to provide bibliographic instruction tailored to specific courses and disciplines. The Tutoring Center, Math Study Hall, Writing Center, Academic Success Center and the Academic Computing Center all offer a variety of instructional services so that students are able to develop their skills in information competency. Instruction in the use of many computer programs which are associated with college classes are provided, along with basic skills instruction in reading, ESL, English, and mathematics. (IIC1a, IIC1b)

Access to the library can be obtained online via the college's website. This avenue for obtaining library and other support services information is available to both students and faculty, regardless of their location or mode of instruction. In addition to the library's information, faculty and students can access the SCC homepage, which then provides them

with the opportunity to review information regarding other support services available at SCC. (IIC1c)

The library is secured by means of a theft detection system located at the entrance/exit door of the Library. To protect the library from inappropriate use of computers, software has been installed on the remote access proxy serve to secure private information, and a positive attendance login program (including encryption to secure private information) has been implemented to verify student identify and to quantify student usage of library computers. (IIC1d)

California State University, Fullerton and Long Beach's libraries, which have a reciprocal borrowing agreement with SCC, can be accessed through the online catalog in order to ensure the appropriate books and readings are available to students. Preliminary discussions are also underway with Chapman University on the feasibility of establishing reciprocal borrowing privileges for students and faculty. (IIC1e)

Assessment of the effectiveness of the learning support services and their contributions to the achievement of SLOs is primarily accomplished by the use of several types of student surveys, along with the feedback received from the Academic Senate and the academic disciplines. (IIC2)

## **Conclusions**

The college is well along in implementing SLOs. SLOs have been created for all disciplines and there is a plan for carrying out assessment according to a timeline. It is expected that this work will be fully completed by 2010. One notable section in one of the SLO handbooks is the *SCC Statement of Principles of Assessment* that describes how SLOs and assessment will, and will not, be carried out. These handbooks summarize more than three years of thoughtful campuswide dialogue and dedicated faculty commitment to SLOs and assessment.

The college has a culture of using research data, surveys, and reports to assess and improve the quality of services. The district research department has a close, collegial relationship and works with departments and individuals to answer specific questions. While surveys and research reports were cited many times in the self study report and were available for the team's review, there was no formal evidence of how research results are analyzed or implemented. As was noted by the 2005 team, as the college moves toward full SLO implementation and assessment, it may be necessary to formalize methods for analysis, implementation, and review of the implementation efforts.

Student Services at SCC has created a model program that has been recently enhanced with the establishment of formal student learning outcomes for all programs. SLOs have also been established for learning resources programs.

The program review model for student services programs has been improved, and all programs are scheduled for concurrent evaluation in June 2009.

**Recommendations**

None.

## Standard III

### Resources

#### Responses to Recommendations of the Previous Team

##### *Recommendation 7:*

***The college should review the evaluation processes for staff, faculty, and administrators and ensure that all supervisors adhere to written timelines for their completion and submission. (IIIA1b)***

The college has made significant improvements in the process of evaluating staff and faculty. Timelines for performance evaluations are carried out as specified, and guidelines are being followed. Improvement since the recommendation made after the 2005 accreditation site visit is the result of evaluation databases maintained by division secretaries and the district Human Resources practices of notifying all parties involved when evaluations are due, tracking the evaluation timelines, and keeping completed evaluations on file. Standardization of evaluation processes and training in uniform administration of performance reviews have also contributed to meeting recommendation 7.

From this evidence, the team concluded that Recommendation 7 had been fully addressed.

##### *Recommendation 8:*

***The college should work with the district in incorporating SLOs into the evaluation processes for faculty members and others directly responsible for monitoring SLOs and achieving them. (IIIA1c)***

Both the district and faculty collective bargaining negotiators independently confirmed that a revised version of the faculty self-evaluation form is currently being reviewed at the bargaining table, where it was decided in negotiations that it would be better to integrate the issue of SLOs and assessment into the self-evaluation forms as opposed to the contract language regarding faculty evaluation. There was no evidence that the revised self-evaluation form has been seen, distributed, or used in any of the faculty evaluations now underway.

The team found no evidence that involvement in the implementation and assessment of SLOs is in the process of being incorporated into the evaluation process for administrators, noncredit instructors, or classified employees.

From evidence available, the team concluded that only initial, preliminary steps have been taken toward addressing Recommendation 8.

**Recommendation 9:**

***The college should develop a technology plan to articulate institutional priorities in addressing technology needs. (IHC2)***

The college convened a Technology Committee, tasked with creating a Technology Master Plan (TMP) 2007 – 2012. Their efforts were guided by the district's IT Director of Academic Support, in charge of the campus IT office and IT staff. The purpose of the TMP was to present a core philosophy and process that meets the ongoing needs of all SCC technology users. The focus of the plan was the infrastructure, assets, and support process for all instructional and informational technologies used for curriculum and operational purposes.

The Technology Committee designed and developed the following components of the plan: an inventory of assets and classroom mediation status; improvement and up-grade prioritization; maintenance (or lifecycle) template as a guide for the budgeting of new replacement hardware; the re-positioning of used assets upon receipt of the replacement hardware; current facilities and assets to provide staff development opportunities that foster an environment of continued growth and learning by faculty staff and students; a standard protocol for the planning, budgeting, procuring, and installation of new and replacement assets; assurance that the systems are capable, dependable, and available to serve the needs of all SCC users as new technological opportunities arise.

The result was a 140-page technology master plan that the college is now in the progress of implementing. The campus is double covered with hard wired and WiFi internet access. All priority classrooms are mediated while the rest of the classrooms are either low priority or scheduled to be replaced by new construction, financed through bond funds.

A domino computer replacement strategy has been created and budgeted until 2014. This concept provides high end users with new machines, transferring their machines to medium need users, whose machines go to low need users whose machines are scrapped.

Technology needs are obtained through the DPP process. Each year, each department creates a DPP as part of the electronic Educational Master Plan (EMP). This is done on-line into a database program from which technology, faculty, and staffing needs can be extracted. Department, program, and division needs are rank ordered by chairs, deans, vice presidents, and the president. The highest ranked budgeted technology needs are then funded. DPPs are updated as appropriate.

Blackboard, the electronic course management system, is available to all interested instructors. Its use is supported and funded by the district and therefore no longer a college related cost. Datatel software is being implemented. Datatel is an integrated districtwide enterprise software management solution.

The district has a Technology Advisory Group (TAG) that has monthly meetings. Their goal for 2009 is to develop an IT plan which will examine the use of key server processes for

software sharing, distance education operations, and the Blackboard education management system. The group is also charged with creating a software needs matrix for the two colleges in the district.

The technology master plan is commendable, using a variety of innovative concepts to produce an elegant solution to a complex problem. The team found that Recommendation 9 had been fully addressed.

***Recommendation 10:***

***The college, with the support of the district, should examine the budget allocation model and ensure that the college identifies all discretionary general and categorical funds that are available to support the needs of the college. (IID1a)***

The district's budget allocation model has not been reviewed since the visit of the 2005 team. The current model divides district revenue into two parts, fixed and discretionary. Fixed costs cover mandatory obligations, including permanent salaries and benefits, utilities, insurance, rents, leases, districtwide capital outlay, and inter-fund transfers. The remaining revenues (discretionary) funds are allocated to the two colleges based on FTES after a 16% removal to cover district costs. Adjunct faculty costs are part of the discretionary costs.

While the team found evidence that the college and district have periodically examined and discussed the budget allocation model, no serious examination of the budget allocation model has taken place since the recommendation of the 2005 team. Thus the team found that only very initial steps had been taken at the district level toward addressing Recommendation 10.

***Recommendation 11:***

***The college, with the support of the district, should determine the annual costs of funding its future post-retirement benefit liabilities as soon as possible, so that the potential impact to the college's budget allocation can be incorporated into the financial planning process. (IID1c)***

Based on the self study and the 2005 actuarial report, the college has an \$111,243,936 post-retirement liability. The annual required contribution was identified as \$7,535,015. Of this amount, \$2,637,112 is the annual "pay as you go" payment for the retiree to the provider. The pre-funding annual amount for current retirees is \$4,897.903.

Based on the more recent 2008 actuarial report, the college now has an \$80,643,026 post-retirement liability. The annual required contribution was identified as \$5,855,412. Of this amount, \$3,213,324 is, as of February 1, 2008, the annual "pay as you go" payment for the retiree to the provider. The pre-funding annual amount for current retirees is \$2,642,088. Due to budget constraints the college is not funding this requirement in fiscal year 2008-2009.

The team found that Recommendation 11 to determine the annual costs of funding its future post-retirement benefit liabilities had been fully addressed.

### **General Observations**

The team confirmed that the institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes. The college has made significant progress in developing and expanding its physical facilities, with a new student services building that is well designed to accommodate the needs of both instruction and student services, and a modern, new library that is both aesthetically pleasing and technologically advanced.

Technology resources are coordinated between the college and district. The college director of academic support serves on several college committees to assist with technology planning and operations.

The college's financial allocations are tied to the Planning and Needs Assessment component of the EMP, and reflect the college's mission and goals. The college has pursued additional funding for capital projects, scheduled maintenance, books for the new library, and has sought donations from industry partners.

### **Findings and Evidence**

#### **Human Resources**

As articulated in the SCC catalog, degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Criteria, qualifications, and procedures for the selection of personnel are clearly defined, and criteria for selection of faculty include knowledge of the subject matter or service to be performed. (IIIA1a)

Written policies and procedures for evaluation are in place for the evaluation of faculty, administrators and classified staff. Faculty and classified staff evaluations are completed following guidelines of the specific bargaining group. Management evaluations and documentation are specified in board policies and administration. The evaluation process is open to input from peers, employees and/or management. Human Resources is responsible for disseminating the notices to supervisors regarding the need to complete evaluation. (IIIA1b)

Both the district and the collective bargaining unit reported that an agreement has been reached to include effectiveness in producing student learning outcomes as part of the faculty evaluation process. The team could find no written evidence to confirm these reports. Sample forms used for the evaluation of administrators did not include effectiveness in producing SLOs as a performance component. (IIIA1c)

Representatives of the Academic Senate indicated that a faculty code of ethics had been adopted several years ago. While not a document that has been revisited with any frequency,

no evidence was found that lack of ethical behavior has been an issue on the campus. (IIIA1d)

Since the last accreditation visit, the college has added thirty full-time faculty members to the credit program and three full-time faculty members to its noncredit division. (IIIA2) District employment practices and procedures conform to state and federal laws. All confidential personnel files are sent to the district Human Resources Department. The district maintains a secured file room that meets the requirements of the education code, civil code, and board policies. (III3a, IIIA3b)

To ensure that employee diversity is representative of the student population, the district Human Resources Department posts faculty and administrative positions in multiple print and online publications designed to reach a wide variety of qualified candidates. District-trained diversity representatives serve on all hiring committees for faculty, staff and administrators. The presence of the representative ensures that all members of the committee understand and follow guidelines mandated by law and district policy. (III4a) College and district research regularly assess the employment equity and diversity to ensure that they are consistent with the district mission and learning outcomes. (IIIA4b) In recognition of the diversity of its student body, the college hosts a variety of intra-cultural activities. In addition, the college provides training opportunities on a variety of topics such as sexual harassment, equal employment opportunity, and hiring practices and technology. (IIIA4c)

Professional development activities are provided for faculty and staff for continued development that supports the college's mission, and improvement of the teaching and learning environment. College faculty have been involved in workshops on SLOs and assessment, and there is an active flex calendar with workshops on a variety of topics designed to improve student learning. The classified staff also have many opportunities to improve their skills, including the opportunity to participate in an annual classified staff development workshop and disaster preparedness training. (IIIA5a, IIIA5b)

The college's EMP is an integrated planning process which is reviewed annually. Goals for human resources are identified by program, division and department. As documented in the evidence provided in this standard, the EMP provides a formal mechanism for identifying future human resource needs. This inclusive, integrated planning process provides for dialogue and support of institutional effectiveness, and maintenance of integrity. (IIIA6)

### **Physical Resources**

SCC has developed an EMP that employs processes that allow departments and programs to document their physical needs and request facilities and equipment. The college has established a Facilities Committee which reviews the needs of each department. As new facilities are being constructed, the Facilities Committee continually reviews proposals for the enhancement of buildings, including suggestions to reconfigure buildings as various departments move from one space to another. (IIIB1a)

The college developed a facilities master plan in 2003-2004. Since the college's inception, it has added several new facilities described in the master plan such as a new Student Services/Instruction Building in 2004, a new Orange Education Center in 2005, and a new Library in 2006. The college has also added a number of portable buildings, expanded the bookstore and remodeled the health center and food service area. All new construction, renovations and portables are sent to the Division of the State Architect for plan check, when required, to ensure all fire, life safety, and ADA requirements are satisfied. The district facilities office, in coordination with the college office of administrative services, oversees the construction and major modifications of all facilities. Through several scheduled meetings and forums the district facilities office informs the college of the status of its bond funded projects. (IIB1b)

The vice president of administrative services, on a periodic basis, reviews the existing facilities and identifies room use and effective utilization of buildings and grounds. The college relies on data generated from a facilities planning report authored by the MAAS Company in 2000. The Abbreviated Institutional Self Study repeats a concern raised in a previous self study that there is insufficient parking for the growth of the college. (IIB2a)

Through its facilities master plan, SCC has an established long-range plan in support of the institutional improvement goals. The college, through the Facilities Committee, Safety Committee, and College Council, reviews recommendations on the physical needs of the departments and programs. These groups have an opportunity to review major physical resource proposals and give input to the vice president of administrative services. (IIB2b)

### **Technology Resources**

The district Information Technology Services Department and campus IT staff coordinate services for SCC. Central systems reside at the district with a central network, a central network storage area, and district ITS network staff maintaining administrative servers and network infrastructure. College IT staff provide the support services necessary for the instructional programs and desktop support at the college, and coordinate with the media department to ensure appropriate instructional services. Service is readily available, although dependent upon the varying number of IT staff on the campus. The director of academic support serves on several college committees, including the Technology Committee. He functions as a consultant to faculty and deans on plans to implement or expand programmatic technology services, and ensures that technology equipment requests adhere to the district technology standards. (IIC1a)

Workshops have been held to provide training on a variety of technology issues, including training on webpage design. The new library houses a Faculty Resource Center where faculty can be trained on new technologies and software for their instructional programs. The college has identified a need for an expert in Distance Education, and the self study document indicates that this unfunded position remains a high institutional priority. (IIC1b)

The college has completed a five-year technology plan. Every year the collegewide needs and the budget necessary to maintain currency with the technology infrastructure is updated.

(IIC1c, IIC1d) The college's Technology Committee has been given the responsibility for technology planning that will rely on hardware and software needs documented in the EMP. The five-year technology plan serves as a primary planning document within the Educational Master Plan. (IIC2)

### **Financial Resources**

The college has established a mission statement which is reviewed periodically and has incorporated the goals and expectations for the college into its EMP. In this way the college relies upon this mission statement as the foundation for its financial planning. (IID1a). Through the College Council, the college reviews revenues and expenditures and recommends a budget to the college president. College Council is comprised of various constituent groups on campus and acts within a participatory governance model. The College Council considers information on the district's revenue and expenditure outlook as well as the needs of its programs and facilities. Through the support of the Administrative Services office, the College Council makes every effort to develop financial plans that reflect a realistic assessment of available resources. The college relies heavily on the district office to manage fixed expenses and the financial planning of the college must react to revenue and expense changes that affect the district. (IID1b)

The district in coordination with SCC identifies and plans for payment of current and future liabilities. Evidence of this exists in the budget allocation process and annual financial statements. The college, with the support of the district, is encouraged to determine its long-term fiscal exposure and develop a funding mechanism for establishing necessary reserves that will mitigate potential negative effects on the college's future operating budgets. (IID1c)

The RSCCD board has established clear policies that govern the process for financial planning and budget development. Evidence of this exists in Board Policies 3000-3405. Through the district Budget Allocation and Planning Review Committee (BAPRC) and the College Council, the college has a defined process for financial planning. (IID1d)

RSCCD has a financial audit conducted annually by a qualified accounting firm. The results of the audit are presented to the board and made available to the colleges and all constituents. (IID2a) The district also prepares, approves and distributes an annual budget for the district and each college. These budgets reflect a systematic and transparent allocation of financial resources to support student learning. (IID2b)

Financial reports that communicate information on the budget and, in particular, reserve levels, expenditures, fixed costs, cost of insurance and workers' compensation and cash flow requirements are made available by the SCC Administrative Services Office and the RSCCD. Board Policies 3216, 3220, and 3201 demonstrate evidence that such financial reports are required by the district. The district also maintains oversight of all bargaining unit agreements, contractual relationships, grants, externally funded programs and auxiliary functions. The district fiscal services division, in coordination with SCC, manages all major

accounting functions and provides all state and federal reporting. Evidence of this oversight exists in the district's annual financial audit. (IIID2c, IIID2d, IIID2e, IIID2f)

The SCC College Council reviews the budget process and the opportunity exists for constituent groups to make recommendations. Likewise, recommendations on the district budget process can be made. (IIID2g, IIID3)

The college uses a combination of local, state and federal funding for general fund expenses. The majority of the funding is provided through state apportionment generated based upon FTES. Because such a large amount of money is generated through the reporting of FTES, it is important that such reporting is without error. There appears to be a systematic error in the reporting of repeated coursework by students. If the state determines that the repeated courses have been reported in error, and in excess of the repeated courses allowed under law, then there may be a significant and sudden reduction in FTES funding by the state.

#### **IV. Conclusions.**

The 2008 team found that only a limited amount of progress has been made in addressing the accreditation requirement and the 2005 team's recommendation to incorporate SLOs in the evaluation process for employee groups and that there has been no serious effort to undertake the 2005 team's recommendation to examine the district's budget allocation model.

The district and college must adjust their student information system to ensure that enrollment data is retained and repeated courses can be tracked and, when appropriate, removed from the FTES calculation. This will provide for stable FTES funding in the years to come.

#### **Recommendations**

1. In accordance with the recommendations of the 2005 team, the college is encouraged to continue to work with the district in incorporating SLOs into the evaluation processes for faculty members and others directly responsible for monitoring SLOs and achieving them. (IIIA1c)
2. In accordance with the recommendations of the 2005 team, the college, with the support of the district, should examine the budget allocation model and ensure that the college identifies all discretionary general and categorical funds that are available to support the needs of the college. (IIID1a)
3. The team recommends that the district evaluate its planning processes, including the integration of technology, staffing, and facilities master plans, to ensure the budget is used as a planning tool to achieve both district and college strategic goals. As part of this integration, the team recommends that the district resource allocation model be based on the plans, program reviews, and actual budgetary performance. This requires that the district evaluate the outcomes of its planning/budget process and use that data in subsequent budget development. (IA1, IA3, IB4, IB6, IIA1, IIA2f, IIIB2d, IIID1, IIID2, IIID3, IVB3a, IVB3b)

4. In order to maintain stable financial resources, the team recommends that the district review its computer-based student attendance recording system to ensure that repeated courses are being appropriately reported for state apportionment funding consistent with existing regulations. (IID1b, IID2a, IID2g)

## **Standard IV**

### **Leadership and Governance**

#### **Responses to Recommendations of the Previous Team**

No previous recommendations were made.

#### **General Observations**

The self study accurately describes the positive state of leadership and governance at SCC. The leadership of the college and the relationships that are maintained with the governing board, chancellor, district office staff, and sister college appear to be active and healthy. Interviews with college faculty, classified, management, and student leaders confirm that the current state of collegial dialogue and participatory governance systems at SCC is strong. The college's commitment to building and maintaining respectful relationships, a service-oriented climate, and a culture of participatory decision making has created an environment for effective leadership to manifest itself across the institution.

Campus leaders consider the institutional governance discussions at the college to be relevant and student-focused. The Collegial Governance Handbook and EMP codify the decision-making parameters and systems used by the college, and enthusiastic participation is seen as the key ingredient for good governance. The overall participation of the college community in the work of governance is noteworthy.

SCC, the board, and senior district management enjoy an effective working relationship. The team reviewed board policies and procedures, minutes of board meetings, and minutes of districtwide governance meetings as evidence that SCC and its relationship with the RSCCD and its board meet or exceed the standard.

#### **Findings and Evidence**

##### **Decision-Making Roles and Processes**

The development and existence of the College Council and the Collegial Governance Handbook are evidence that the institutional leaders of SCC have created an open environment and effective processes for leadership to be exercised throughout the organization. The Collegial Governance Handbook contains a comprehensive listing of college governance committees, councils, and principles. (IVA1, IVA2a, IVA3) There is an active academic senate and a Curriculum and Instruction Council, and these organizational bodies are relied upon for recommendations about student learning programs and services. (IVA2b)

The documents referenced in the self study and interviews with numerous leaders reveal an institutional frankness, honesty, and integrity in the SCC community's interactions. This includes its interface with the Accrediting Commission standards, policies, and guidelines as

evidenced by the institution's expeditious responses to previous recommendations made by the Commission and the college's recent notification to the Commission of substantive changes in its Distance Education program. (IVA4)

The most recent governance changes, including the restructuring of College Council, are noted in the Collegial Governance Handbook and serve as evidence that decision making processes are evaluated to assure their integrity and effectiveness. While process evaluations may be informal, the college leadership uses various constituent forums and college media to disseminate the findings and changes. Periodic reports, email lists, and formal reporting by liaison representatives keep the college informed of evaluation findings. (IVA5)

### **Board and Administrative Organization**

The elected board of trustees understands and exercises its appropriate governance role as verified by interviews with college leaders. Clear board policies, the stable tenure of the current chancellor, the minutes of board meetings and districtwide meetings confirm that the administrative organization guiding SCC within the RSCCD meets the standard. (IVB1a, IVB1b, IVB1c, IVB1d, IVB1e)

The Bylaws of the board, Board Policy 9000 series, describe continuity of membership, terms, and new member orientation. Board Policy 9022, Evaluation of the Trustees, the minutes of the board's self-evaluation report, and the Statement of Ethical Conduct, Board Policy 9002 revised in January, 2005, serve as evidence that the board is self-reflective and strives to work within its prescribed role. (IVB1f)

The board has defined its self-evaluation process in Board Policy 9022. The policy/regulation was reportedly implemented on an annual basis. The team could not confirm that the board evaluation, as described in policy/regulation, has been effective nor could it be completely validated that it has been successful in producing regularly scheduled performance assessments. The team did find evidence in the board minutes of August 28, 2006 that the board had completed its annual self-evaluation, and a summary of the results of the self-evaluation was provided to the board. The minutes indicate that "the Board is held in high regard by the community and district." The results of the July 2, 2007 special meeting of the board did not evaluate the progress made by the board toward achieving its adopted goals for 2007-2009. During the site visit, board officials reported recently completing a board assessment facilitated by a consultant from The Association for Community College Trustees (ACCT). This assessment took place in a closed meeting of the board, and the team could not verify that its findings would result in ongoing, continuous improvement within a culture of evidence. (IVB1g)

Board Policy 9002 identifies the board's Code of Ethics. Included in this policy are provisions for addressing violations of this policy. (IVB1h) The current board has been involved in and kept apprised of the college's process in its application for reaffirmation of accreditation. (IVB1i)

The board selects and evaluates the chancellor and has delegated full responsibility and authority to the chancellor, as confirmed by interviews with both the chancellor and the board. The board and chancellor set annual goals that are used in the chancellor's evaluation. The chancellor's evaluation process includes a self-evaluation component. The board is an independent and policy-making body, and acts as a whole advocating for and supporting Santiago Canyon College. Its policies ensure quality, integrity, and improvement of the college's programs. The board is aware that it has the ultimate responsibility for the college's educational quality, legal matters, and finances and is reflective in numerous board policies. The board's actions are consistent with its policies and bylaws. However, evidence was identified that indicated individual trustees are directing staff and/or requesting information on an individual basis and not going through the board chair and chancellor, as is the proper mechanism to be employed by trustees to obtain information. (IVB1j)

At the college level, an organizational structure is in place and is staffed to reflect the institutional purposes, size, and complexity. The president and his administrative subordinates play an active role in guiding the college through the planning, evaluation, and budgeting processes, and ensure the implementation of regulations and board policies. As confirmed by interviews, the current president and administration of SCC has a history of balancing the college's discretionary budget. (IVB2a, b, c, d)

The president of SCC sits on numerous community boards and task forces including chambers of commerce in service area cities, the advisory committee for St. Joseph Hospital, the board of the Community Foundation of Orange, Rotary, other service clubs, California State University, Fullerton's College of Education Advisory Board, and the Regional Presidents Summit meetings that include the community college, California State University, and University of California presidents in the Los Angeles basin. (IVB2e)

The district has a clear written delineation of responsibilities to differentiate the responsibilities of the district and the college. This map of functions was included in the self study and has been disseminated widely. There is no evidence of problems or complaints in this area. (IVB3a)

In conversations with three board members, the chancellor, and the president, it appears that the evaluation processes and procedures for governance and decision-making are informal and ongoing. (IVB3g)

The district provides effective support service and fair resource distribution to the two colleges based on full time equivalent students (FTES) and monitors and controls their expenditures. The chancellor has given full responsibility for the administration of the two college campuses to their respective presidents. The District Office serves as a liaison between the colleges and the board of trustees. Evidence shows that the communication between RSCCD and the colleges is effective. RSCCD has evaluated its role in delineation of functions, has communicated the results to the colleges, and reports that it will continue this process for improvement in the delineation of functions of RSCCD and the colleges. In addition, the two colleges have devised participatory governance committees and councils as well as the Chancellors Cabinet, District Council, and Joint College Cabinet, which all

provide for implementation of the RSCCD Functions / Mapping of Responsibilities structure. However, with regard to the resource allocation model, although it has been in place and evolving for several years, it has not been recently analyzed as to its effectiveness. Given the current state crisis in budgeting, it would be appropriate to evaluate the budget allocation model. (Standards IVB3a, b, c, d, e, f, g)

## **Conclusions**

SCC has spent significant energy in creating a climate of trust and cooperation that allows its leaders to focus on issues and actions that will improve student learning. College leaders from the various constituencies report a sense of excitement and pride about the college's accomplishments and future. The college has implemented an effective committee and council structure to make decisions and air important issues, and its positive culture of trust, respect, and service currently mitigates any identifiable flaws in processes.

Faculty, classified, and student leaders are satisfied with the president's commitment to shared governance, his willingness to listen and his respect for the history, culture and aspirations of the college community. His leadership and example is seen to be critical to the college's cooperative and collegial climate. Across constituency lines, college leaders, students, classified staff, faculty, and administrators, also expressed their respect for one another's work, commitment, and professionalism.

The college values the stability and guidance that the board of trustees, the chancellor, and the district office staff bring to the enterprise of serving students' learning. The district and the college have maintained a stable and productive relationship that is evidenced by SCC's facility/site plans, new construction, program development, and enrollment growth since its last accreditation visit.

The team confirmed evidence that the Board of Trustees is aware of its role as the policy-making body for the district, and makes efforts to leave the administration of the district to the chancellor. Additional evidence, however, points to concern on the part of staff asked to respond to individual trustee direction and/or requests for information. Historically, contacts have come through the chancellor or board chair on behalf of trustees. The reported behavior creates speculation within the district regarding perceived trustee conflicts of interest and is inconsistent with current board, district chancellor's office, and college delineation of functions.

At the time of the site visit, the team noted that four of seven trustee positions were open for election in November. One currently serving trustee was no longer seeking office. Although policy exists pertaining to board self assessment, the team could not confirm that its practice leads to a cycle of continuous improvement based upon a culture of evidence.

## **Recommendations**

5. The team recommends that a set of written policies and regulations be created that establish appropriate communication processes between the trustees and district

employees. The team further recommends that board adherence to these regulations and procedures be assessed within a systematic culture of evidence and cycle of continuous improvement. (IVB1a, IVB3a, IV3Be, IVB3f)

6. The team recommends that the district review its board evaluation policy/regulation to ensure integrity and effectiveness, and that its assessment results are widely communicated and applied within a systematic culture of evidence and cycle of continuous improvement. (IVA5, IVB1g)