Santiago Canyon College

2011 midterm report

Submitted to the Accrediting Commission for Community and Junior Colleges

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Santiago Canyon College

Midterm Report

Submitted by:

Santiago Canyon College
8045 East Chapman Avenue
Orange, CA 92869-4512

To:

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

Submitted:

October 11, 2011

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STATEMENT ON REPORT PREPARATION
AND ACCREDITATION HISTORY

The Santiago Canyon College Midterm Accreditation Report 2011 is the result of a year-long collaborative process that involved the faculty, staff, administration, and students of the College. Against a backdrop of fiscal challenges resulting from the ongoing state and national budget crises, the report documents the progress of the College in completing the Planning Agendas identified in the 2005 Self Study and the 2008 Abbreviated Self Study. In addition, the Midterm Report updates the work done by the College on the Team and Commission Recommendations that resulted from the 2008 Abbreviated Self Study, the 2009 Follow-Up Report, and the 2010 Follow-Up Report.

Santiago Canyon College (SCC) was first accredited as a separate institution by the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges in 2000. As scheduled, SCC submitted a full Institutional Self Study in 2005. The Commission's desire to align the accreditations of colleges in multi-college districts resulted in SCC's submission of an Abbreviated Self Study in 2008 at the same time as its sister college in the Rancho Santiago Community College District (RSCCD), Santa Ana College (SAC) submitted its Self Study. Based on Team and Commission recommendations, the college was placed on warning in 2009, which resulted in the preparation of the 2009 Follow-Up Report. While the Commission accepted the 2009 Follow-Up Report and removed the Warning sanction, the college was mandated to prepare and submit a 2010 Follow-Up Report, which the Commission accepted in January 2011.

The RSCCD Accreditation Oversight Group, chaired by Chancellor Raúl Rodríguez, met on November 2, 2010, to discuss the accreditation status of Santiago Canyon College and Santa Ana College and to prepare for the Midterm Reports due October 2011. A plan was established for the Santiago Canyon College and Santa Ana College common district responses (RP 1—District Accreditation Oversight Group Notes 11 02 2010). Workgroups were formed to create responses to each recommendation and a timeline was established (RP 2—Timelines Midterm Report 2011).

On the campus of Santiago Canyon College, preparations for this Midterm Report began in fall 2010 with regular meetings of the Accreditation Committee. At its Sept. 30, 2010, meeting, the Accreditation Committee discussed the timeline and process for developing the Midterm Report (RP 3—Accreditation Committee Minutes 09 30 2010).   The following individuals participated on the Accreditation Committee in 2010-2011:

> Aracely Mora, Vice President, Academic Affairs (co-chair)
> John Weispfenning, Dean, Arts, Humanities and Social Sciences/Library (co-chair)
> Ruth Babeshoff, Dean, Counseling and Student Support Services
> Morrie Barembaum, faculty, Astronomy, and President of the Academic Senate
> Curt Childress, Director, Information Technology Services
> Steven Deeley, faculty, Business
> Cecilia Diaz, classified staff, Counseling

Caroline Durdella, Assistant Dean, Institutional Effectiveness and Assessment
Tricia Evans, Dean, Career Technical Education
Tiffany Garbis, classified staff, Curriculum Office
John Hernandez, Vice President, Student Services
Steve Kawa, Vice President, Administrative Services
Nadine McKelvey, classified staff, Admissions and Records
Roland Pajarito, student
Marcelo Pimentel, faculty, Philosophy, and chair of the Student Learning
    Outcomes and Assessment Resource Committee
Narges Rabii, faculty, History
Craig Rutan, faculty, Physics, and chair of the Curriculum and Instruction Council
Martin Stringer, Interim Dean, Business, Mathematics and Sciences
Alex Taber, faculty, Economics, and chair of the Educational Master Planning
    Committee
Leigh Ann Unger, classified staff, Admissions and Records
Melody Vaught, classified staff, Office of the VPAA
Mary Walker, faculty, Continuing Education Division/Orange Education Center
Lana Wong, faculty, Library

As several of the Team and Commission Recommendations dealt with district-level matters, those responses were coordinated with Rancho Santiago Community College District and Santa Ana College personnel. The following individuals participated in those efforts:

Raúl Rodríguez, Ph.D., Chancellor, RSCCD
John Didion, Executive Vice-Chancellor Human Resources & Educational
    Services, RSCCD
Peter Hardash, Vice-Chancellor, Business Operations & Fiscal Services, RSCCD
Paul Foster, Vice President, Administrative Services, SAC
Bonita N. Jaros, Ph.D., IE&A Coordinator, Accreditation Liaison Officer, SAC
Nga Pham, Director of Research, RSCCD

To help develop SCC's responses, the SCC Accreditation Committee assigned six subgroups to respond to specific planning agendas in the following areas: (1) Student Learning Outcomes and Curriculum, (2) Budget, (3) Planning, (4) Student Services, (5) Human Resources and Faculty Development, and (6) Library/Technology/Facilities (RP 4—Accreditation Committee Minutes 10 07 2010). The Committee assigned members to the sub-groups and recommended names of others from the campus to serve:

SLOs and Curriculum
Aracely Mora, Vice President, Academic Affairs
Craig Rutan, faculty, Physics, and chair of the Curriculum and Instruction Council
Laney Pryor, faculty, Mathematics
Maureen Roe, faculty, English
Tiffany Garbis, classified staff, Curriculum Office

Budget
Steve Kawa, Vice President, Administrative Services
Steven Deeley, faculty, Business

Planning
John Weispfenning, Dean, Arts, Humanities and Social Sciences/Library
Alex Taber, faculty, Economics, and chair of the Educational Master Planning
    Committee
Leigh Ann Unger, classified staff, Admissions and Records
Randy Scott, faculty, Mathematics

Student Services
John Hernandez, Vice President, Student Services
Ruth Babeshoff, Dean, Counseling and Student Support Services

Human Resources and Faculty Development
Tricia Evans, Dean, Career Technical Education
Mary Walker, faculty, Continuing Education Division/Orange Education Center
Nooshan Shekarabi, faculty, Political Science, and chair of the Faculty
    Development Committee

Library/Technology/Facilities
Martin Stringer, Interim Dean, Business, Mathematics and Sciences
Lana Wong, faculty, Library
Curt Childress, Director, Information Technology Services

These six subcommittees gathered information and evidence, outlined the planning agenda responses, and reported to the Accreditation Committee. The majority of their work was done in the period from November 2010-March 2011 (RP 5—Accreditation Committee Minutes 11 18 2010; RP 6—Accreditation Committee Minutes 12 09 2010). The Accreditation Committee coordinated the submissions and supervised the writing and editing of the Midterm Report from April-August 2011 (RP 7—Accreditation Committee Minutes 02 24 2011; RP 8—Accreditation Committee Minutes 03 10 2011; RP 9—Accreditation Committee Minutes 08 25 2011). The respective accreditation chairs of SCC and Santa Ana College met to discuss editing for the district responses. Final editing was completed by Sept. 10, 2011.

As part of its work, the Accreditation Committee led the College's periodic review of its Mission Statement. Through a series of meetings over four months, the Accreditation Committee developed a revised Mission Statement that retained inclusivity while simplifying the structure of the statement (RP 5—Accreditation Committee Minutes 11 18 2010; RP 6—Accreditation Committee Minutes 12 09 2010; RP 7—Accreditation Committee Minutes 02 24 2011). In March 2011, the Accreditation Committee recommended the following as the Santiago Canyon College Mission Statement (RP 8— Accreditation Committee Minutes 03 10 2011; RP 10—Mission Statement Recommendation Email 03 11 2011):

Source: RP 11—Mission Statement 04 12 2011

The Mission Statement was considered by the Academic Senate, the President's Classified Advisory Group, the Associated Student Government, and the College Council. The Mission Statement was approved by all four bodies and became official once it was approved by the College Council on April 12, 2011 (RP 12—College Council Minutes 04 12 2011).

The Midterm Report itself was submitted for approval through the collegial governance system of the college, including the Academic Senate (RP 13a—Academic Senate Minutes 08 17 2011; RP 13b—Academic Senate Minutes 08 30 2011), the College Council (RP 14—College Council Minutes 09 13 2011). The RSCCD Board of Trustees then considered and approved the Midterm Report for submission (RP 15a—Board of Trustees Summary 09 26 2011; RP 15b—Board of Trustees Summary 10 10 2011).

Santiago Canyon College is operating in 2011 in very different circumstances than those envisioned during the preparation of the 2008 Abbreviated Self Study. In 2008, SCC was one of the fastest growing community colleges in the nation (*Community College Week*, Nov. 30, 2008). The recession that began in 2007 has brought decreases in state funding, reductions in class offerings, and a slight decline in head-count enrollment. Nonetheless, we are pleased that Santiago Canyon College continues to meet the Accreditation Standards. This Midterm Report documents that the work done by the College since 2008 is substantial, and the College continues to improve its effectiveness, efficiency, and accountability.

Juan A. Vázquez
President
Santiago Canyon College

COMMISSION RECOMMENDATION

Commission Recommendation 1 (I.A.1, I.A.3, I.B.4, I.B.6, II.A.1, II.A.2f, III.B.2d, III.D.1, III.D.2, III.D.3, IV.B.3a, IV.B.3b)

The Commission recommends that the college complete a meaningful analysis of its planning process to ensure that program reviews are of sufficient quality and currency to be used as the basis for decision making, and that results of program review, the educational master plan, and the human resource, technology, fiscal, and facilities plans are integrated into the institution's resource allocation model.

Progress Toward Recommendation

This recommendation was fully addressed in the College's 2009 Follow-Up Report, which was accepted by the Commission as it removed the College from Warning and reaffirmed accreditation (PA 3.1—2009 Follow-Up Report; CR 1.1—ACCJC Letter 01 29 2010). Although this recommendation has been met, it is worth noting that the resulting adjustments have been put into practice and are being integrated. The Academic Program Review Template has been modified to include specific prompts related to facilities, personnel, and technology needs (PA 3.3—Academic Program Review Template). An Executive Summary has been developed for wide distribution of the major findings of each program review (PA 3.6—Program Review Executive Summary Template). An annual goal assessment report is in place to measure units' annual progress (PA 3.7—Activity Evaluation Report Template).

Several departments piloted the new program review template in 2010-2011, with all departments scheduled to complete program review before the end of fall 2011 (PA 3.9a—EMPC Minutes 01 27 2011; PA 3.9b—EMPC Minutes 02 10 2011). In addition, the Educational Master Planning Committee (EMPC) has instituted meetings with departments to discuss program review findings (CR 1.2—EMPC Progress Report).

The EMPC worked in spring 2011 to formulate a template for an Administrative Services Program Review, which will be implemented and completed by the end of fall 2011 (PA 3.10a—Draft Administrative Services Program Review). The EMPC has developed the framework and processes for completing the 2012-2016 Educational Master Plan, scheduled to be published in 2012 (PA 3.11a—EMPC Minutes 04 28 2011; PA 3.11b—EMPC Minutes 05 12 2011; PA 3.11c—Plan for EMP 2012-2016).

A new Budget Committee was approved by the College Council in May 2011 (PA 52.3—College Council Minutes 05 24 2011). The initiation of the Budget Committee in 2011-2012 and its working relationship with the EMPC will ensure a link between budget and planning (PA 52.4—SCC Budget Committee). The committee is also tasked with evaluating budget performance for the concluding fiscal year. The SCC Budget Committee is a shared governance committee with faculty, classified, and administration representatives (PA 52.4—SCC Budget Committee; PA 52.5—Proposed Collegial Governance Structure 2011).

TEAM RECOMMENDATIONS

Team Recommendation 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. (III.A.1c)

Progress Toward Recommendation

This recommendation has been met. Beginning in 2010-2011, Student Learning Outcomes (SLOs) have been included in the faculty evaluation process. In the mandatory self-evaluation submitted as part of the evaluation process, faculty are required to address "participation in the improvement of student learning related to student outcomes" as a standard of evaluation (TR 1.1—Contract Probationary Tenure Review Packet, see p. 4; TR 1.2—Tenured Faculty Evaluation Packet, see p. 3).

Team Recommendation 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. (III.D.1a)

Progress Toward Recommendation

This recommendation has been met. SCC representatives, including the vice president of Administrative Services, the vice president of Continuing Education, and the president of the Academic Senate, are participating in the Rancho Santiago Community College District's (RSCCD) Budget Allocation and Planning Review (BAPR) Committee's review of the current budget allocation model. The three SCC representatives also are part of the district BAPR Work Group (BAPR WG) that is evaluating the current budget allocation model and exploring alternative models (TR 2.1a-h—BAPR Work Group Notes). As a result of those efforts, a revised budget allocation model, patterned after the SB361 community college funding formula, is being developed. This revised allocation model is designed to provide greater operational discretion and flexibility over both fixed and discretionary costs to SCC and Santa Ana College (SAC), which will facilitate the linkage of college planning priorities to budgetary allocations and performance. A regular report of the progress of the BAPR Work Group was made at each BAPR meeting (TR 2.2a-h; TR 2.3—BAPR Minutes 05 25 2011). In spring 2011, the Work Group recommended to the BAPR Committee a change in the district budget allocation model to the new SB361 Revenue Allocation Model. A transition plan is being developed to identify the mechanics and intermediate steps of the change (TR 2.1b— BAPR Work Group Notes 12 01 2010). The alternative budget allocation model is discussed further in the response to Team Recommendation 3.

Team Recommendation 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. (I.A.1, I.A.3, I.B.4, I.B.6, II.A.1, II.A.2f, III.B.2d, III.D.1, III.D.2, III.D.3, IV.B.3a, IV.B.3b)

Progress Toward Recommendation

This recommendation has been met. Since the College's submission of the Follow-Up Report to the Commission in October 2010, the faculty, staff, and administration have continued to evaluate and improve the planning process through both Rancho Santiago Community College District (RSCCD) and College participatory governance groups.

At the RSCCD Board of Trustees annual planning retreat February 7, 2011, the board reviewed the District's Vision and Goals for 2010-2011 and approved the Vision and Goals for 2011-2012 (TR 3.1a—BOT Planning Retreat Agenda 02 07 2011; TR 3.1b—BOT Planning Retreat Minutes 02 07 2011). Prior to approval of the Vision and Goals, the board received the annual Accountability Reporting for the Community Colleges (ARCC) data for both colleges as well as the District's internal report, 12 Measures of Success (TR 3.2—2010 ARCC Report; TR 3.3—12 Measures of Success).

In addition, a community survey was conducted in January 2011 regarding the District's Vision and Goals. The results were presented to the trustees at the annual planning meeting of February 7, 2011, prior to the trustees' consideration of goals for 2011-2012 (TR 3.4—Community Survey Instrument, Distribution List and Results).

Strategic Plan

To integrate district-level planning efforts with the colleges' budget and planning and to strengthen the college-level plans of Santiago Canyon College and Santa Ana College, shortly after his arrival to the District in August 2010, Chancellor Raúl Rodríguez identified the need for the District to develop a district-level strategic plan. Two consultants from the *Community College Brain Trust*, Darroch Young, retired chancellor of the Los Angeles Community College District, and Eva Conrad, retired president of Moorpark College, assisted the District in that process from March through May 2011. The process began with personal interviews of college leadership on Friday, March 18, 2011. Participants were questioned about their concerns and vision for the future of the colleges and District. Responses were compiled into seven strategic directions to guide college and District planning. These directions were presented at a strategic planning retreat held on Friday, April 8, 2011 (TR 3.5—Strategic Planning Retreat Agenda 04 08 2011). Based upon the input received during the staff interviews, the consultants recommended that the retreat participants develop a simpler planning model for the

District. The participants broke into four smaller groups to develop recommended steps and sequencing for an annual planning cycle, explicating each District goal with objectives, the responsible party, and timelines. In addition, a new planning cycle was developed to integrate the various District and college plans (TR 3.6—RSCCD Annual Planning Design).

The four versions created by the small groups at the April 8, 2011, meeting were subsequently merged into one, and a draft planning cycle was presented to the participants at a follow-up strategic planning retreat, Friday, May 6, 2011 (TR 3.7—Strategic Planning Retreat Agenda 05 06 2011). The participants refined the cycle and reviewed potential strategic directions for the District, as well as a list of potential metrics that were developed for each of the District's eight goals. To assist the break-out groups in developing a more comprehensive assessment plan, a document was created by a work group of District and college representatives designated by Chancellor's Cabinet to define quantitative and/or qualitative measures to evaluate each District goal (TR 3.8—District Goals Measurement Document). The strategic directions identified by each of the four groups formed the basis for the District's Strategic Plan, which is scheduled for approval in fall 2011 (TR 3.7—Strategic Planning Retreat Agenda 05 06 2011; TR 3.9—RSCCD Strategic Plan; SCC was represented in the planning process by the vice president of Academic Affairs, the vice president of Student Services, the vice president for Administrative Services, the president of the Academic Senate, the vice president of the Academic Senate, the secretary/treasurer of the Academic Senate, an additional faculty member, and a classified employee.

The resulting RSCCD Strategic Plan will provide the trustees, the District, and the colleges with a framework to guide and inform future planning efforts (TR 3.9—RSCCD Strategic Plan).

Budget and Planning

The District Budget Allocation and Planning Review (BAPR) Committee serves as the participatory governance committee dedicated to planning and budget synchrony between and among the colleges and the District. BAPR, as well as the District Council, which is the chancellor's forum for district-wide participatory governance, discussion, and action, received periodic reports related to the progress of the colleges' Midterm Reports, with particular emphasis on the budget and planning recommendations for the District and the colleges. This reportage is the result of one of the recommendations of the Accreditation Oversight Committee to strengthen the planning aspects of BAPR (TR 3.10—Oversight Committee Minutes 03 15 2010).

As a result of 2010 Accreditation Oversight Committee recommendations, the following ongoing changes were made:

- Commencing February 2010, accreditation has been a standing agenda item at BAPR (TR 3.11a-h—BAPR Minutes February 2010-May 2011).

- The Human Resources Committee is convened bi-annually and results are reported to BAPR (TR 3.12—Oversight Committee Minutes 03 30 2010).
- New updates of the RSCCD Strategic Technology Plan 2010-2011 and RSCCD Strategic Technology Plan 2011-2012 were presented to BAPR prior to development of Budget Assumptions (TR 3.11g—BAPR Minutes 01 19 2011).
- A chart was created to explicitly demonstrate planning and budget integration (TR 3.13—District and College Participatory Governance Planning and Budget Processes). This chart complements existing charts (TR 3.14—RSCCD Planning and Budget Integration Processes; TR 3.12—Oversight Committee Minutes 03 30 2010; TR 3.15—District and College Participatory Governance Guidelines; TR 3.16—SCC Annual Planning Processes).

At the June 8, 2011, BAPR meeting, it was recommended that instead of developing a sub-group apart from the BAPR Work Group (WG), a few persons dedicated to planning at the colleges be added to the work group, which would be assigned to work on specific tasks as needed. For example, the persons working on the SB361 model will continue to work on it separately. Others dedicated to oversight of the district Strategic Plan would work separately as well. Prior to making any recommendation to BAPR, however, the entire work group will come together for discussion. This will assure alignment of planning and budget. The broad membership of BAPR ensures recommendations will be fully discussed by District and college representatives who are also members of the District's Technology Advisory Group (TAG), the District Facility Planning Committee, and the District Enrollment Management Committee (DEMC) prior to sending recommendations to the chancellor (TR 3.18—BAPR Minutes 06 08 2011). This proposal was approved at the July 20, 2011, meeting of BAPR (TR 3.19—BAPR Minutes 07 27 2011).

As such, BAPR serves as the District-wide liaison to integrate all District planning efforts prior to District Council approval of recommendations (TR 3.20—RSCCD Strategic Technology Plan 2011-2012; TR 3.13—District and College Participatory Governance Planning and Budget Processes). For example, the Technology Advisory Group presented the 2011-2012 Strategic Technology Plan at the Jan. 19, 2011, BAPR meeting, and it was unanimously approved (TR 3.11g—BAPR Minutes 01 19 2011).

To keep the College informed about District-level decisions related to budget at BAPR, SCC representatives of BAPR are also members of the SCC College Council. In addition, Chancellor Raúl Rodríguez and Vice Chancellor of Business Operations and Fiscal Services Peter Hardash have taken an active role in keeping the college community apprised of state and local budget issues by coming directly onto the SCC and SAC college campuses. An open budget forum at Santiago Canyon College was conducted in April 2011. Topics discussed were the 2011-2012 governor's proposed budget and the SB 361 budget model, which would serve as a model for Budget Allocation Model modification (TR 3.21—Employee Budget Forum Handout).

Review of the Budget Allocation Model

On February 24, 2010, the Accreditation Oversight Committee discussed its action plan with the Budget Allocation Planning and Review (BAPR) Committee (TR 3.11a—BAPR Minutes 02 24 2010). BAPR has been the District's participatory governance committee charged with making final recommendations to the chancellor after formulating budget assumptions, reviewing budget projections, and developing District procedures relevant to budget and funding issues.

2010-2011 BAPR Membership

Santa Ana College	Santiago Canyon College	District
Erlinda Martinez	Juan Vazquez	Peter Hardash
Norman Fujimoto	Steve Kawa	John Didion
Paul Foster	Jose Vargas	Marti Reiter
Esmeralda Abejar	Raul Gonzalez del Rio	Steve Eastman
Ray Hicks	Morrie Barembaum	Nga Pham
Jeff McMillan	John Smith	Sean Small **
Bonita Jaros *	John Hernandez *	Vacant
Ed Ripley *	Jared Kubicka-Miller *	
* - Alternate		** - Alternate for Marti Reiter only

To amplify the mission of BAPR, the Accreditation Oversight Committee made a recommendation to have BAPR as the central committee to receive all planning documents, in addition to budget, prior to District Council review (TR 3.11a—BAPR Minutes 02 24 2010). Within the same discussion, the imperative to demonstrate concrete linkages between budget and planning was reaffirmed (TR 3.11b-h—BAPR Minutes May 2010-May 2011).

A work group comprised of members of the Budget Allocation and Planning Review Committee continued to evaluate the current budget allocation model and explore alternative models (TR 3.22a-h—BAPR Work Group Notes Fall 2010 and Spring 2011). As a result of those efforts, a revised budget allocation model, patterned after the SB361 community college funding formula is being developed. This revised allocation model will provide greater operational discretion and flexibility to the colleges, which will facilitate the linkage of college planning priorities to budgetary allocations. A regular report of the BAPR Work Group was then made at each subsequent BAPR meeting (TR 3.11a-h; TR 3.17; TR 3.18; TR 3.19—BAPR Minutes).

The BAPR Work Group considered college-level concerns and also reviewed the models of 13 other multi-college districts (TR 3.23—BAPR Work Group Notes 07 14 2010). After consideration of all concerns, a list of issues for annual review was agreed upon. It included:

- Distribution of fixed costs to each cost center by looking at FTES distribution, high cost programs, and equitable service costs
- Relative cost of programs
- District operations' annual percentage distribution and the centralized services provided to itself, the colleges, and the community
- Cost centers that include SCC, SAC, and the District Office
- Hiring needs that would impact other locations and long-term implications
- General fund as well as discretionary fund review

2010-11 BAPR Work Group Membership

Santa Ana College	Santiago Canyon College	District
Paul Foster	Steve Kawa	John Didion**
Bonita Jaros**	Jose Vargas	Peter Hardash
Jeff McMillan	Morrie Barembaum*	Thao Nguyen
Norm Fujimoto (retired July 2011)		Nga Pham
Linda Rose**		Gina Huegli
Ray Hicks*		Steve Eastmond*
John Zarske*		
*Frequent Guest		
(**added 2011-2012)		

BAPR Work Group recommendations relating to general model guidelines and the allocation process of the budget allocation model were presented to BAPR on July 28, 2010 (TR 3.23—BAPR Work Group Notes 07 14 2010; TR 3.11c—BAPR Minutes 07 28 2010). The ramifications of operationalizing the recommendations were then presented at the colleges and then discussed again at the August BAPR meeting. The Work Group continued refining the details of the recommendation throughout 2010-2011 (TR 3.24—BAPR Work Group Notes 08 11 2010).

On October 6, 2010, Work Group members learned that the Contra Costa Community District adopted a new revenue allocation model due to a gap between revenue and expenditures identified during a self study. Contra Costa transitioned to an SB361 funding model that applies revenues to campuses based on the information provided on Exhibit C of the California Community Colleges Apportionment Report. For RSCCD, the allocation of fixed costs to the District would not continue under the new SB361 Revenue Allocation Model, and each college will have full control of its respective fixed and discretionary budgets. It is projected that this will eliminate problems the colleges have experienced with fixed costs under the current RSCCD budget allocation model (TR 3.22a—BAPR Work Group Notes 10 06 2010).

Work Group members reviewed a SB361 revenue allocation simulation that was developed using the Contra Costa CCD Budget Allocation Model, as well as the Contra Costa transition plan. The Work Group agreed to move the recommendation to the full BAPR Committee to change the district budget allocation model to the new SB361 Revenue Allocation Model. A transition plan is being developed to identify the mechanics and intermediary steps (TR 3.22b—BAPR Work Group Notes 12 01 2010). In January 2011, Work Group members thoroughly examined the list of expenditure accounts and discussed issues that could potentially arise if the new SB361 budget allocation model is adopted. Allocations, long-term planning, and accountability for the District Office and district-wide expenses have yet to be determined (TR 3.22c—BAPR Work Group Notes 01 05 2011).

At the February 2011 meeting, Work Group members received a SB361 simulation of the actual 2009-2010 revenues and expenses showing that both colleges and the District had positive ending balances (TR 3.22d—BAPR Work Group Notes 02 09 2011).

The BAPR Work Group agreed unanimously to proceed with the new model at the March 9, 2011, meeting. The revenue allocation simulation shared with the two academic senates was distributed and discussed. The Work Group formulated assumptions for the 2011-2012 tentative budget for the full committee to review at a later date (TR 3.22e—BAPR Work Group Notes 03 09 2011). The chancellor and BAPR directed the BAPR Work Group to further investigate the ramifications and impact of the new model. It was agreed that averting potential problems is prudent. Therefore, the BAPR Work Group continued its analysis of the SB361 model (TR 3.25a—BAPR Work Group Notes 07 13 2011; TR 3.25b—BAPR Work Group Notes 08 10 2011).

Analysis of specific SB361 guidelines, reserve responsibilities, and the advantages and disadvantages of the new budget allocation model continued from April through June 2011 (TR 3.22f—BAPR Work Group Notes 04 06 2011; TR 3.22g—BAPR Work Group Notes 04 13 2011; TR 3.22h—BAPR Work Group Notes 05 11 2011; TR 3.22i—BAPR Work Group Notes 06 01 2011).

In 2009-2010, the vice chancellor of Budget Operations and Fiscal Services led discussion at the spring BAPR meetings regarding budget assumptions, tentative budget, and budget development, and updated the Board of Trustees at each meeting on the state budget and its implications for the development of the RSCCD budget. On March 24, 2010, BAPR completed its review of budget assumptions and recommended assumptions for the development of the RSCCD 2010-2011 Tentative Budget to the chancellor. Those assumptions were accepted by the chancellor without modification and were approved by the Board of Trustees on April 12, 2010 (TR 3.11f—BAPR Minutes 03 24 2010; TR 3.27—BOT Minutes 04 12 2010).

The vice chancellor of Business Operations and Fiscal Services continued his presentations on the state budget at the Board of Trustees meetings in 2010-2011 (TR 3.26a-h—RSCCD Budget Updates). This kept the board apprised of the latest state budget updates, and fiscal implications for RSCCD. For example, after the May 2011 Revise, projected state revenue changed, which impacted the level of potential budget

reductions required throughout the district. Previous fiscal steps initiated by the District have resulted in an increasing general fund balance, thus keeping the District fiscally sound (TR 3.28a—RSCCD Budget Assumptions 2011-2012; TR 3.28b—RSCCD Tentative Budget 2011-2012). On May 4, 2011, BAPR completed its review of the budget assumptions and recommended the assumptions for the development of the RSCCD 2011-2012 Tentative Budget to the chancellor. Those assumptions were accepted by the chancellor without modification and were approved by the Board of Trustees on May 23, 2011 (TR 3.11h—BAPR Minutes 05 04 2011; TR 3.29—BOT Minutes 05 23 2011).

Technology, Staffing, and Facilities Plans

On April 14, 2010, the RSCCD Strategic Technology Plan 2010-2011 was presented to BAPR after review by the District Council (TR 3.30—RSCCD Strategic Technology Plan; TR 3.31—BAPR Minutes 04 14 2010; TR 3.32—District Council Minutes 04 12 2010). Following consultation with the chancellor at the District Council, the plan was presented to the Board of Trustees and was approved on April 26, 2010 (TR 3.33—BOT Minutes 04 26 2010). In concert with reinforcing the planning integration role of BAPR, it was agreed that annual updates to the RSCCD Strategic Technology Plan will be developed and presented to BAPR prior to the approval of the annual budget assumptions so that its costs can be factored into the development of the budget assumptions. The 2011-2012 Strategic Technology Plan was approved by BAPR Committee on January 19, 2011, and was reviewed by the District Council and presented to the Board of Trustees on Feb. 22, 2011 (TR 3.34—BOT Minutes 01 18 2011).

The District Human Resources Committee met on September 22, 2010, and reviewed the District's staffing levels. The District had undergone significant staff reductions due to a multi-year hiring freeze and a reduction in force for classified and management employees. The committee met to review data and make recommendations concerning the composition of the staff and faculty to the chancellor, who accepted the recommendations and authorized the recruitment of the 20 faculty positions (TR 3.35—District Human Resources Committee Minutes 09 22 2010). The committee reviewed District employment data from the last ten years (TR 3.35—District Human Resources Committee Minutes 09 22 2010; TR 3.37—FTF by College 2000-2009). The committee met again on November 3, 2010, to review compliance with the fall 2010 full-time faculty obligation. The committee reviewed the full-time/part-time faculty ratio at each college. As a result, the committee recommended that the 20 vacancies be allocated between the colleges based upon the current Full-Time Equivalent Student (FTES) ratio (70% SAC and 30% SCC). BAPR recommended the allocation to the chancellor who approved it (TR 3.11e—BAPR Minutes 11 10 2010). As a result, SCC received six positions, and SAC received 14.

On April 20, 2011, the District Human Resources Committee met and reviewed the progress of the 20 faculty recruitments. The committee also reviewed the current allocation of classified staff between the colleges and District Office, as well as the allocation of classified staffing at the non-credit centers (TR 3.36—District Human Resources Committee Minutes 04 20 2011). Due to the continued uncertainty in the state

budget and the possibility of further budget cuts to RSCCD, a decision was made to continue a review of classified staffing at the fall 2011 meeting. At the fall meeting, the District's compliance with the full-time faculty obligation also will be reviewed.

The District Facility Planning Committee (DFPC) was reactivated fall 2010 and met November 2, 2010, to review and identify district-wide facility plans. (TR 3.38a—District Facility Planning Committee Minutes 11 02 2010; TR 3.38b—District Facility Planning Committee Minutes 12 01 2010; TR 3.38c—District Facility Planning Committee Minutes 01 05 2011; TR 3.38d—District Facility Planning Committee Minutes 02 09 2011; TR 3.38e—District Facility Planning Committee Minutes 03 09 2011; TR 3.38f—District Facility Planning Committee Minutes 04 13 2011; TR 3.38g—District Facility Planning Committee Minutes 06 01 2011).

2010-2011 District Facility Planning Committee

Santa Ana College	Santiago Canyon College	District
Paul Foster	Steve Kawa	Peter Hardash
Raymond Hicks	Eduardo Cervantes	Linda Melendez
Sean Small	Craig Nance	Marti Reiter
Sue Garnett	Jim Kennedy	Alex Oviedo

Committee members reviewed District Participatory Governance Guidelines to validate the role of the District Facility Planning Committee (DFPC) as an advisory group to BAPR. The DFPC recommendations for the five-year plan, state capital outlay projects, scheduled maintenance and the hazardous material mitigation program are forwarded to BAPR. The DFPC consists of 12 members, four members from each college and the District (TR 3.38a—District Facilities Planning Committee Minutes 11 02 2010).

Project updates were discussed at subsequent DFPC meetings held during 2010-2011 (TR 3.38b—District Facilities Planning Committee Minutes 12 01 2010; TR 3.38c—District Facilities Planning Committee Minutes 01 05 2011; TR 3.38d—District Facilities Planning Committee Minutes 02 09 2011; TR 3.38e—District Facilities Planning Committee Minutes 03 09 2011; TR 3.38f—District Facilities Planning Committee Minutes 04 13 2011; TR 3.38g –District Facilities Planning Committee Minutes 06 01 2011). Information on SCC's facilities planning and the development of the SCC Facilities Master Plan can be found later in this document in the response to Planning Agenda 40.

Tangible Budget/Planning Alignment

The Rancho Santiago Community College District (RSCCD) is in a good position to adjust to additional state revenue reductions having taken the following steps since 2009:

- $5 million in expenditure reductions were made to balance the Tentative Budget 2010- 2011.

- A 3 percent deficit (approximately $4.5 million) to general apportionment was anticipated (TR 3.40—BAPR Minutes 06 09 2010).
- Complete revenue analysis was conducted related to: negative COLA; no enrollment growth funding; deficit to general apportionment; additional workload measures reduction of 2 percent. The total of these factors is approximately $3 million.
- Hiring was frozen for three years; some staff and faculty hiring was conducted spring 2011.
- Items have been moved from college-budgeted discretionary to district-budgeted fixed costs, e.g., Blackboard.
- The Technology Advisory Group (TAG) directly reports to BAPR and is charged with maintaining a replacement plan for technology.
- The statewide Workload Reduction figures have been mirrored by the RSCCD in the credit and noncredit programs with most reductions occurring in non-credit.
- Within the 2009-2010 budget, funds were reallocated so there would be appropriate funding for adjunct faculty.
- A decision was made to reduce the Older Adult program in the School of Continuing Education (SAC) and the Division of Continuing Education (SCC).
- Budget Assumptions for 2011-2012 recommended by BAPR include a 6 percent workload measure reduction from general apportionment (TR 3.28a—RSCCD Budget Assumptions 2011-2012).
- A 5 percent reserve has been included within the budget to offset future funding deficits from the state; this has been carried over into the tentative budget for 2011-2012.
- Expenditures related to salaries and increased benefit costs have been carefully calculated.
- Step and column advances remain suspended for classified and administrative employees; step advances remain suspended for faculty. In addition, one-time revenue adjustments have increased the District's ending balance. Given the on-going California budget crisis, RSCCD will utilize these funds to bridge delayed apportionment payments from the state.
- An additional 7.5 percent reduction in credit courses has been instituted as part of the additional workload reduction by the state.

In 2010-2011, the vice chancellor of Business Operations and Fiscal Service communicated to the Board of Trustees through regular budget updates (TR 3.26a-h—RSCCD Budget Updates). The Tentative Budget Assumptions were approved by the chancellor and then approved by the Board of Trustees on May 23, 2011; the Tentative Budget was approved by the Board of Trustees on June 20, 2011, as a placeholder budget in order to continue meeting district obligations as of July 1, 2011 (TR 3.29—BOT Minutes 05 23 2011; TR 3.39—BOT Minutes 06 20 2011).

In this cyclical process, at the conclusion of the fiscal year, the annual budget phase will be evaluated based upon the budget assumptions and the following organizational outcomes:

- Generation of anticipated FTES
- Satisfaction of collectively bargained agreements
- Maintenance of the 5 percent unrestricted reserve
- Progress toward the Board Vision and Goals

There is evidence that planning and budget processes function effectively at both colleges. To insure that the needs of all entities are understood and duly considered within an integrated context of the whole, analysis of the proposed SB361 Budget Allocation Model is ongoing to ensure there is transparency and the needs of each entity do not compete with the Board of Trustees Vision and Goals.

Team Recommendation 4 (III.D.1b, III.D.2a, III.D.2g)

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.

Progress Toward Recommendation

This recommendation has been met. Santiago Canyon College and Santa Ana College worked collaboratively to satisfy this recommendation in their 2009 Follow-Up Reports. Since the time those responses were prepared and accepted by the Commission, the colleges have continued to refine and monitor their performance in this area.

Although a board policy on course repetition was being prepared at the time of the 2009 Follow-Up Report, continuing changes from the California Board of Governors have resulted in almost annual modifications to the number of course repetitions eligible for state apportionment payments (TR 4.1—Proposed Title 5 Repeatability 2011). In lieu of a board policy that would need to be regularly updated, the colleges have instituted policies and procedures that conform to current state regulations (TR 4.2—Title 5 Repeatability 2009).

The XRPC report was created in the Datatel Colleague system specifically to track course repetitions (TR 4.3—XRPC). This report tracks coursework taken back to 1986. Additionally, a registration rule was created in Datatel to prevent students from registering beyond two course attempts after the student receives a grade of W, D, F, CR, NC, P, or NP. Any two combinations of these grades are counted, which is stricter than the current California Title 5 regulations on course repeatability. Notably, the repetitions are counted district-wide, as opposed to counting repetitions within each college. This was done through a process of equating courses at the two colleges, to ensure students cannot exceed the maximum repetition by repeating the class at the other college in the District.

The Datatel Colleague system also has been configured to manage approved course repetitions that are not eligible for apportionment funding from the state. The registrar or

the associate dean of Admissions and Records identify the appropriate enrollments in a course section using the code NFR (non-funded repeat). A repetition is completed, but no state funding is requested or collected on this repeat. Repetitions completed under the NFR coding require the approval and signature of a dean.

The District has fulfilled the recommendations of the independent auditor's *Finding 08-2 Minimum Conditions – "Standards of Scholarship,"* by including the policy on the limitations of remedial course work in the college catalogs and by tracking students taking remedial courses (TR 4.4—Report on Audit of Financial Statements, June 30, 2009, p. 62). A Datatel Colleague report has been developed to identify students who have reached the maximum-allowed 30 units of remedial coursework (TR 4.5—Student Remedial Units Report). This report uses the credit types of BS (Basic Skills) and PBS (Pre-Basic Skills) to identify these courses and the enrolled students to prevent further enrollments once they reach the 30-unit limit. Each college's Curriculum Office identifies the remedial courses. This policy is printed in the college catalogs (TR 4.6— 2011-2012 Catalog, p. 26). A waiver must be completed by the student, including those in Disabled Students Programs and Services, and signed by a counselor before the student is allowed further registrations. Alternatively, the student who has reached the 30-unit limit can be advised to pursue further remedial coursework at the colleges' noncredit centers. District-wide in spring 2011, only 20 currently-enrolled students were identified as having surpassed the 30-unit limit.

Team Recommendation 5 (IV.B.1a, IV.B.3a, IV.B.3e, IV.B.3f)

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.

Progress Toward Recommendation

Description

This recommendation has been met. Several Board Policies are of particular relevance to this recommendation. One of these is BP 9002 – Statement of Ethical Conduct (TR 5.1). The purpose of the Statement of Ethical Conduct is to promote "trust, confidence, and integrity in the working relationship between Trustees, administrators, faculty and Staff." Toward that end, this policy outlines standards for the conduct of Trustees and defines some of the limits to their role as Trustees. This policy covers topics such as conflict of interest, civility, confidentiality, student and community interests, and transparent decision making.

Another Board Policy of relevance is BP 7020 – Code of Ethics (TR 5.2). This Board Policy is intended to apply to all employees as well as to the Board of Trustees. The first

four bullets of this policy are of relevance to the relations between members of the Board of Trustees and district employees.

The policies mentioned above were in place prior to the accreditation visits of October 2008 and prior to the delivery of Team Recommendation 5. To respond to Team Recommendation 5, the Board of Trustees has taken several specific actions. The Board of Trustees amended BP 9022 – Board of Trustees Self Evaluation on April 27, 2009 (TR 5.3). This policy calls for a broad evaluation of the Board of Trustees by constituent groups. One section of the evaluation instrument, "Board Relations with the Chancellor, Presidents, Faculty, and Staff," contains several items related to the role of the board and whether or not the board understands its role versus the role of others. The questionnaire also queries respondents about whether or not the board follows communication procedures (TR 5.4—BOT Vision-Goals Survey Results).

The information gathered in the Board of Trustees Self Evaluation questionnaire is provided to the Board of Trustees on an annual basis. This information is one method the Board of Trustees utilizes to demonstrate it is following board policy and acting within the prescribed limits of their role as trustees. Toward that end, the information gleaned in the questionnaire informs the creation of board unit goals for the calendar year (TR 5.5—BOT Goals 2011-2012). The current calendar year, 2011, will be the first year that the board has implemented this step (TR5.6a—BOT Planning Retreat Docket 02 07 2011; TR 5.6b—BOT Planning Retreat Agenda 02 07 2011; TR 5.7—BOT Planning Retreat Minutes). For 2011, the board has selected three unit goals (TR 5.8—BOT Unit Goals):

1. Regularly seek opinions of student trustees.
2. Understand our role in the collective bargaining process.
3. Follow proper communication procedures with staff.

The third board unit goal directly addresses the concerns expressed in Team Recommendation 5. That is, it is the vehicle for the Board of Trustees to monitor adherence to a staff communication protocol on an ongoing basis. Although no issues with improper communications have been identified, putting proper communication forward as a unit goal increases the visibility and accountability on this issue.

The Board of Trustees hired a new chancellor in June 2010 with a starting date of August 2010. The new chancellor requested a retreat with the Board of Trustees, which was held September 18, 2010 (TR 5.9—BOT-Chancellor Retreat Agenda 09 18 2010). Among other things, the purpose of this retreat was to clarify the working relationship between the Board of Trustees and the new chancellor. A summary of that retreat was prepared by the facilitator (TR 5.10—BOT-Chancellor Retreat Minutes 09 18 2010; TR 5.11—Chancellor's Goals). Item number two in that summary pertains to Team Recommendation 5 as can be seen in the passage cited below:

2. The Board of Trustees has one employee, the chancellor. It is not appropriate for a board to ask staff and faculty to accomplish their ideas; the chancellor does this for the board.

The chancellor is comfortable with board members seeking information from staff; staff will advise the CEO of these contacts and board queries. It is the intent of the RSCCD board not to micromanage. They do not want to create an additional workload for district employees, staff. Questions and the information sought by an individual trustee will be reported to the trustees as a whole, often asked through the chancellor.

The understanding between the Board of Trustees and the chancellor, which was documented in the summary of the retreat, was that the individual members of the Board of Trustees have a right to seek information from staff. However, the other members of the Board of Trustees and the chancellor have to be informed of such requests for at least four reasons: (1) so as to ensure that staff members are not overburdened with information requests; (2) so that the information can be shared with all of the trustees; (3) so that the chancellor can ensure that proper responses are provided for the requests, and; (4) so that such requests are openly shared and scrutinized to ensure that they are transparent and appropriate. In this way, it is assumed that clear expectations and open boundaries contribute to an awareness of the proper role of trustees, administrators, and other employees when matters of appropriate communications are of concern.

Analysis

The existing board policies outline the ethical and expected communication interactions between members of the Board of Trustees and employees of the district. Several new board policies outline the self evaluation process for the board and procedures for follow-up, analysis, and continuous improvement. Specifically, the board self evaluation process is now linked to a process where the board adopts a unit plan, based upon constituent feedback, aimed at monitoring board behavior in selected areas. One of the selected areas for the 2011 calendar year has to do with the trustees following proper communication procedures with staff. The proper procedures were defined in a September 2010 retreat held by the Board of Trustees. These procedures will be reviewed periodically at regularly scheduled meetings of the Board of Trustees (TR 5.12a—RSCCD BOT Policies Committee Agenda 02 17 2011; TR 5.12b—RSCCD BOT Policies Committee Minutes 02 17 2011; TR 5.13—BOT Minutes 03 14 2011, Item 6.2; TR 5.14—BOT Docket 03 28 2011, Item 6.2; TR 5.15—BOT Minutes 03 28 2011, Item 6.2).

Team Recommendation 6 (IV.A.5, IV.B.1g)

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.

Progress Toward Recommendation

This recommendation has been met. Since the 2009 Follow-Up Report, the Board of Trustees adopted the following calendar for planning and self-evaluation to better align with district budget timelines:

Board of Trustees 2010 Self-Evaluation Timeline

October 26, 2010	Board approves recommendations from the Board Policy Committee regarding the self-evaluation instrument and list of designated individuals who will receive a copy of the instrument.
October 26, 2010-November 4, 2010	Designated individuals provide input to the board using the self-evaluation instrument
November 8, 2010	Board conducts annual self-evaluation meeting (Special Board Meeting)
November 9-12, 2010	Board members complete self-evaluation instrument.
November 15, 2010	Board reviews and discusses tabulated self-evaluation results.

The board self evaluation process was devised to analyze internal operations of the Board. As a follow-up to the 2009 process, a survey was sent to selected community members and district staff (TR 6.1—Survey to Community and District Staff; TR 6.2—Results of Survey to Community and Staff). After reviewing the results of the community and staff survey, the board conducted the same self-evaluation survey internally (TR 6.3—BOT Self-Evaluation Report Results). Question categories included: Board Organization and Operation; Policy Role; Strategic Planning; Board Relations with the Chancellor, Presidents, Faculty and Staff; Community Relations Advocacy; and Board Leadership, Ethics, and Standards of Conduct.

As a result of the comparison between 2009 and 2010, the Board of Trustees established internal goals in December 2010 to utilize for continuous improvement (TR 6.4—RSCCD BOT Unit Goals for 2011). The three goals entailed: regularly seeking opinions of student trustees; understanding the board role in collective bargaining; and following proper procedures in communicating with staff. The goal related to communicating with staff has been addressed (see the response to Team Recommendation 5). In 2011, the board continued to follow the procedures outlined by the chancellor in September 2010, and will continue this process. The other two goals will be addressed and assessed over the course of 2011-2012. Adjustments will be made as necessary.

In January 2011, to maintain compliance with BP9022.5, individuals from the colleges, leaders from the student body, as well as community members were invited to give input to the status of the achievement of goals (TR 6.2). The results of the survey were shared with the board and the public on February 7, 2011, at the annual Board of Trustees Planning Retreat (TR 6.5—Annual BOT Planning Retreat Minutes 02 07 2011).

The February 7, 2011, Annual Board of Trustees Planning Retreat was held to review:
- 2010-2011 Board Vision and District Goals (TR 6.6)
- 2010 Accountability Reporting for the Community Colleges (TR 6.7)
- 12 Measures of Success, February 2011 (TR 6.8)
- College Presidents and Chancellor: Progress towards Goals (TR 6.5—Annual Planning Retreat Minutes 02 07 2011; TR 6.9—Chancellor's Goals)
- Results of Community and Staff Input of 2010-2011 District Goals (TR 6.10)

District goals were reaffirmed for 2011-2012 (TR 6.5—Annual BOT Planning Retreat Minutes 02 07 2011; TR 6.11—Plan to Plan 2011 PowerPoint Presentation; TR 6.12—RSCCD BOT Vision and District Goals 2011-2012). In addition, a work group of district and college representatives was designated by the Chancellor's Cabinet to define quantitative and/or qualitative measures to evaluate each District Goal in order to establish trend data for strategic planning (TR 6.13—District Goals Measurement Document).

Shortly after his arrival to the District in August 2010, Chancellor Raúl Rodríguez identified the need for the District to develop a strategic plan, which was discussed in the response to Team Recommendation 3.

Scheduled for approval in fall 2011, the Strategic Plan (TR 6.14) will provide the trustees and the entire district and college communities with a framework to guide and inform future planning efforts. The Board will continue to evaluate planning efforts cyclically.
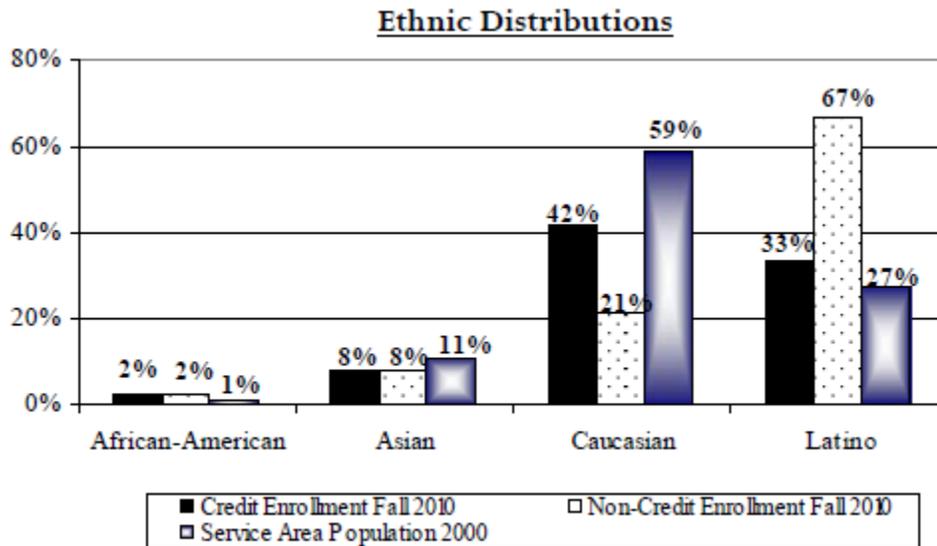
PLANNING AGENDAS

Planning Agenda 1

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

Progress Toward Planning Agenda

This planning agenda has been met. Santiago Canyon College (SCC) keeps its programs current and relevant for its students, including those seeking basic skills or remediation, personal enrichment, career training, or transfer preparation, as well as workers in need of advanced skills, certification, or professional development. The Rancho Santiago Community College District (RSCCD) Office of Research periodically surveys students (PA 1.1—SCC Student Survey). By combining surveys with other research measures, the Office of Research is able to track the responsiveness of the College's programs (PA 1.2—12 Measures of Success). A recent survey of students who transferred from the College indicated that 86 percent of the respondents had a goal of transfer (PA 1.3—2010 Transfer Student Report, page 12). In career technical education, Technical Advisory Committees provide necessary expertise to help maintain the currency of the curriculum, teaching methods, and resources (PA 1.4—Master Technical Advisory Committee 2011). In addition to the Technical Advisory Committees, Career Technical Education programs complete a state-mandated job market confirmation (PA 20.1a—Electrician 2008 Report; PA 20.1b—Gemology 2008 Report; PA 20.1c—Human Development Childcare 2008 Report). Through these means, SCC remains responsive to the needs of its service area.

Ethnic Distributions

Legend:
- Credit Enrollment Fall 2010
- Non-Credit Enrollment Fall 2010
- Service Area Population 2000

Data:
- African-American: 2%, 2%, 1%
- Asian: 8%, 8%, 11%
- Caucasian: 42%, 21%, 59%
- Latino: 33%, 67%, 27%

(Source: PA 1.2—12 Measures of Success)

Since the 2008 Abbreviated Institutional Self Study was completed, SCC has added an Office of Institutional Effectiveness and Assessment (IE&A), employing an assistant dean and a research specialist who are tasked with compiling and analyzing research data to assist with planning and effectiveness measures. Funded by a Title V grant awarded in 2010, the Office of IE&A will allow the College to enhance its research efforts and effectiveness.

The College has enhanced and/or added the following services since 2008:
- Admissions and Records shifted to fully online registration beginning summer 2009, and in spring 2011 students were able to "add" themselves to classes with instructor-provided codes. More than 3,400 adds were processed, representing a success rate of 92 percent (PA 1.5—Add Codes Email).
- Counselor visitations were instituted to: (a) evening Career Technical Education classes to provide assistance with petitions for certificate and degrees, and to offer follow-up counseling services; (b) pre-collegiate mathematics classes to provide information and to offer follow-up counseling; (c) pre-collegiate English classes to provide career information with optional follow-up Career Odyssey (mini-career research) in the Career Services Center (PA 1.6a—Counselor Handouts; PA 1.6b—Career Odyssey).
- Transfer Center staff class visitations were added to provide transfer information and to invite students to access workshops, field trips, and transfer fairs (PA 1.7—Transfer Center Handouts).

In the areas of curriculum, the following changes were implemented:
- New course-to-course articulation agreements between the Surveying program and Cal Poly Pomona's Civil Engineering-Geospatial Major (PA 1.8—Cal Poly Pomona Articulation Email 01 14 2011).
- California State University's Systemwide Credit for External Examinations Coded Memorandum AA-2010-09 credit granting policy for CSU General Education certification (PA 1.9—2011-2012 catalog, pp. 44-45).
- IGETC Standards, version 1.2, section 7.2 International Baccalaureate credit granting policy for IGETC certification (PA 1.10—2011-2012 Catalog, p.46; PA 1.11—CIC Minutes 10 25 2010).
- Participation in and implementation of SB1440, California Education Code §§66745-66749, Transfer Model Curricula (TMC) Associate Degrees for Transfer. SCC has approved two TMC degrees, in Communication Studies and Sociology (PA 1.12a—2011-2012 Catalog Addendum; PA 1.12b—CIC Minutes 03 14 2011; PA 1.12c—CIC Minutes 04 18 2011).
- Added coursework in microbiology and organic chemistry to meet student demand and take advantage of new laboratory facilities.
- Added awards to meet student educational and vocational needs. For a complete list of degrees, certificates of achievement, and certificates added since 2008, see the response to Planning Agenda 19.

Planning Agenda 2

SCC will use appropriate activities to ensure that the collaborative spirit of the college continues and remains focused on the same priorities. At the same time, <u>SCC will use its five-year SLO plan for training faculty and staff to develop appropriate SLOs for their respective programs and courses</u>. The Title III funding received effective fall 2005 will help realize this plan by supporting training of a core of teachers to assist with the development of SLOs for future programs and courses. (I.B.1)

Progress Toward Planning Agenda

This planning agenda has been met. Santiago Canyon College used funds from its Title III grant to train faculty and staff to develop Student Learning Outcomes (SLOs) for programs and courses. More than 80 faculty members participated in training over the five-year period, while 41 faculty received in-depth training (PA 2.1—Title III APR 2010 Year 5 Final Report, p. 2). The chair of the Student Learning Outcomes and Assessment Review Committee (SLOARC) participated in numerous division, committee, and all-college meetings to discuss SLOs and assessment (PA 2.2—Title III Final Results Overview Spring 2010). A number of training materials and documents were created, including two manuals, web pages, PowerPoint presentations, and a quarterly electronic newsletter (PA 2.3—SLO Short Implementation Manual; PA 2.4—SLO Handbook; PA 2.5—SLO Web Pages; PA 2.6—Intro to SLOs Presentation; PA 2.7—SLO Assessment Presentation; PA 2.8—SLO Blast).

More than 18 workshops were sponsored with the Title III funding, the most recent being a major workshop on Program Student Level Outcomes in September 2010 (PA 2.9—Program SLO Workshop). The outcome of the training on SLOs and assessment, as well as the number of faculty trained, support the conclusion that SCC has satisfied this planning agenda.

In addition to the work done on training faculty in Academic Affairs, a similar effort has been underway to train Student Services staff, beginning in 2006 (PA 2.10—Student Services SLOs; PA 2.11—Spring 2006 Student Services Meeting). More than 15 student services program leaders and staff participated in an audio conference on "Getting Started with Assessment in Student Affairs" in June 2006, which provided critical assessment information about appropriate assessment methodologies. In July 2006, program leaders held an additional one-day retreat to finalize the SLO implementation framework, which produced several documents including an organizational framework flow chart, a time frame and timelines, an SLO mapping grid, and an Annual SLO Report Template (PA 2.12—Flow Chart; PA 2.13—Retreat Timelines; PA 2.14—SLO Mapping Grid; PA 2.15—SLO Report Template). January 19, 2007, an in-service training was presented on "Completing Our SLO Framework Through Assessment" (PA 2.16—Assessment Inservice).
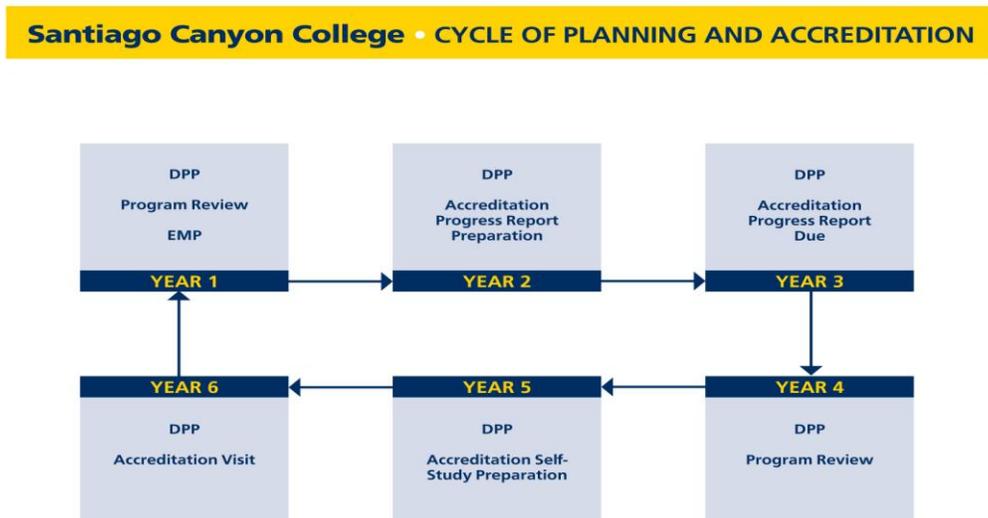
Planning Agendas 3, 4 and 5

Prior to the next EMP revision, the college will evaluate its global process toward meeting the established goals and objectives of the five-year plan (2002-2005). (I.B.3)

Upon completion of the first five-year cycle of the EMP, a thorough evaluation will be made. (I.B.6)

In 2006-2007, SCC will engage in a college-wide dialogue to evaluate the effectiveness of the EMP during its first five-year cycle and to determine how the process affected the various departments, disciplines, and programs. (I.B.7)

Progress Toward Planning Agendas

This planning agenda has been met. Santiago Canyon College's dynamic and complex planning processes are captured through three complementary means. First, Santiago Canyon College periodically publishes an Educational Master Plan (EMP) document to provide a "snapshot" of College and unit planning. EMPs were published in 2002 and 2007, with the next document to be published in 2012. Beyond the EMP, the planning process at SCC encompasses two other important elements: the Department Planning Portfolio (DPP) database and the Program Review, both of which are completed by all units of the College. The EMP historically has been published on a five-year schedule but is transitioning to a six-year schedule to align with the accreditation cycle; the DPP is updated regularly during the year; and the Program Review is performed on a three-year schedule (PA 3.1—2009 Follow-Up Report, page 18).

Santiago Canyon College • CYCLE OF PLANNING AND ACCREDITATION

DPP Program Review EMP	DPP Accreditation Progress Report Preparation	DPP Accreditation Progress Report Due
YEAR 1	**YEAR 2**	**YEAR 3**
YEAR 6	**YEAR 5**	**YEAR 4**
DPP Accreditation Visit	DPP Accreditation Self-Study Preparation	DPP Program Review

(Source: PA3.1—2009 Follow-Up Report, Appendix C)

As the College began planning the 2007 EMP, it held a college-wide retreat in September 2006 at its Orange Education Center. The findings of that retreat were that the first EMP had been an effective document, and many of the goals had been completed. The retreat also suggested that the focus of the second EMP would be assessment of progress (PA 3.2—Abbreviated Institutional Self-Study Fall 2008, pp. 125-126).

Since the 2008 Abbreviated Institutional Self-Study, several steps were taken to enhance SCC's planning processes. As reported in the 2009 Follow-Up Report, these steps included:

- Strengthening the linkages between planning, budgeting, and evaluating effectiveness, including clarifying and refining relationships between collegial governance bodies, clarifying and refining timelines and relationships involving the EMP, DPP, Program Review, accreditation, assessment, and budget allocation.
- Reviewing and updating the standardized data provided to units as the basis for planning and decision making; writing specific prompts related to facilities, technology, and personnel in the Academic Program Review (PA 3.3—Academic Program Review Template).
- Creating three categories for the prioritization of requests: critical, necessary, and enhancement and improvement (PA 3.4—DPP Activity Prioritization Report).
- Formulating guidelines for the Academic Program Review, for the DPP, and for writing measureable goals (PA 3.5—DPP Guidelines).
- Developing an Executive Summary of the Program Review for wider distribution of the major findings (PA 3.6—Program Review Executive Summary Template).
- Creating an annual DPP goal assessment report to measure units' annual progress (PA 3.7—Activity Evaluation Report Template).
- Having a member of the Educational Master Planning Committee (EMPC) serve on the College Council to report on the work of the committee (PA 3.8—College Council Minutes, 05 11 2010).

All of these documents and activities have been successfully implemented.

The EMPC is the shared governance committee with primary responsibility for the oversight of College planning processes. The EMPC hosted representatives of 35 campus units to discuss the findings of their program reviews from 2008-2011. Since the 2009 Follow-Up Report, the EMPC has continued to refine the connections between planning and evaluation of effectiveness. The revised Academic Program Review was piloted by several departments in spring 2011 with all departments scheduled to complete program review before the end of fall 2011 (PA 3.9a—EMPC Minutes 01 27 2011; PA 3.9b—EMPC Minutes 02 10 2011). The EMPC also worked in spring 2011 to formulate a template for an Administrative Services Program Review, which will be implemented and completed by the end of fall 2011 (PA 3.10a—Draft Administrative Services Program Review; PA 3.10b—Administrative Services Program Review 2008-2011). Finally, the EMPC has developed the framework and processes for completing the 2012-2016 Educational Master Plan, scheduled to be published in 2012 (PA 3.11a—EMPC Minutes 04 28 2011; PA 3.11b—EMPC Minutes 05 12 2011; PA 3.11c—Plan for EMP 2012-2016).

Planning Agendas 6, 7, 8 and 9

SCC will implement the Title III five-year plan by meeting the timelines established in the 5-year Student Learning Outcomes (SLO) plan. <u>This will ensure the systematic implementation of appropriate SLOs and assessment into all programs and courses</u>. Following the steps outlined in the five-year plan, SCC expects to have SLOs, including the assessment component, implemented in all course outlines and programs by 2010. (II.A.1c)

SCC will follow its five-year SLO plan, which establishes student learning outcomes throughout the curriculum. The SCC Curriculum Council and Student Learning Outcome Committee will design a course outline that reflects written student learning outcomes in all courses. (II.A.2a)

SCC has a five-year plan to <u>establish student learning outcomes</u> and <u>assessment methods for all degree and certificate programs, including vocational/occupational programs</u>. (II.A.2b)

SCC will complete its five-year SLO plan to establish student learning outcomes at the program and course level and <u>will relate the assessment component to</u> the synthesis of learning for students <u>in all programs</u>. (II.A.2c)

Progress Toward Planning Agendas

Santiago Canyon College is making good progress on meeting these four planning agendas and will be at the proficiency level in Institutional Effectiveness in Student Learning Outcomes by fall 2012. College-wide, SCC has 972 courses in all divisions (PA 6.1—2011-2012 Catalog). Of these, all 972, or 100 percent, have SLOs, and 52.8 percent of the courses have produced assessments by Sept. 23, 2011 (PA 6.2—SLO Assessment Counts by Division). While the Student Learning Outcomes and Assessment Review Committee (SLOARC) emphasized the development and achievement of course SLOs and course assessment through 2009-2010, the focus in 2010-2011 was adjusted to encompass program SLOs and program-level assessment (PA 2.9—Program SLO Workshop; PA 6.3—Flex Calendar Spring 2011, see January 18, 10:30 a.m.; PA 6.4—Summer SLO Institute). To support the work of faculty in assessing program SLOs, the SLOARC developed a Program Assessment Planning Guide (PA 6.5—Program Assessment Guide).

All academic departments and disciplines have outcomes that are published (PA 6.6—Educational Master Plan 2007-2012, pages 78, 96, 98, and 102). In addition, the College has outcomes attached to its degree and certificate awards. As of August 2011, 77.2 percent of the College's degrees and certificates had at least one stated outcome (PA 6.7—Program Outcomes Count). Outcomes on degree and certificate awards have been mapped to the college outcomes (PA 6.8—Program Outcomes Matrix). The College has mapped the relationship between course, program, award, and institutional SLOs (PA

6.5—Program Assessment Guide; PA 6.7—Program Outcomes Count; PA 6.8—Program Outcomes Matrix).

Assessment of program outcomes is underway. Mathematics, Physics, Psychology, and Reading have completed assessments of program outcomes (PA 6.9—Program Outcomes Assessment). In addition, program outcome assessment is now part of the academic program review (PA 3.3—Academic Program Review Template, see part IV, page 3; PA 6.10a—Economics Program Review; PA 6.10b—Mathematics Program Review). All academic departments are scheduled to complete the program review cycle by the end of fall 2011 (PA 3.9a—EMPC Minutes 01 27 2011; PA 3.9b—EMPC Minutes 02 10 2011).

The SCC Course Outline of Record (COR) has been revised to include SLOs (PA 7.1—CIC Minutes 09 13 2010). Following the implementation of the CurricUNET in fall 2010, the COR was transferred to an electronic format, retaining the section on student learning outcomes as the sixth section of the outline (PA 7.2—COR Philosophy 110H).

The SLO coordinator worked closely with the college's vocational faculty in 2010-2011. Although vocational faculty did not receive Title III stipends to incorporate SLOs into their courses, they participated in training events hosted by Title III funds. This indicates Title III funding helped the College succeed in providing a sustainable foundation with respect to the design and implementation of SLOs across all areas of the College curriculum, not just those targeted in the grant application (PA 8.1a—SLO Workshop Spring 2009; PA 8.1b—SLO Coordinator Emails).

Planning Agenda 10

Recognizing the growing importance technology has in education, the SCC Technology Committee will examine the potential for expanding on-line education and seek ways in which technology in the classroom can provide more diverse, effective teaching modalities to enhance instruction and provide for different student learning styles. (II.A.2d)

Progress Toward Planning Agenda

This planning agenda has been met and is ongoing. SCC has made significant progress toward improving the quality of online offerings and the services provided for them at the College. While the continuing state budget situation has limited the expansion of online education, SCC has continued to explore and pilot new technologies and methods to enhance online instruction including the development of a "Distance Ed Toolbox" for faculty use in 2009-10 (PA10.1—Distance Ed Toolbox). While Turnitin.com has been available for several years to SCC English faculty, the district Technology Advisory Group is considering a recommendation to purchase the plagiarism software for all faculty.

SCC upgraded its CMS to Blackboard, version 9.1, during summer 2011 (PA10.2—Flex Calendar Fall 2011, see August 16, 10:30 a.m.). Training on distance education-related

topics is routinely available for faculty during Flex Week (PA 10.2—Flex Calendar Fall 2011, see August 15, 9 a.m. and August 17, 3:30 p.m.) as well other times (PA10.3—Blackboard Workshops Email). A staff member was assigned the responsibility for assisting faculty with Blackboard, beginning spring 2010 (PA 10.4—Distance Education Update 01 15 2010).

Students have benefitted from the addition of a help desk in 2009, currently managed through the director of the Tutoring Center (PA 10.5—Distance Ed Update Email 02 05 2009). Additionally, workshops for students to help them navigate the upgrade to Blackboard 9.1 have been scheduled for fall 2011 (PA 10.6—Blackboard Workshops Flyer).

Regarding classroom technology, all classrooms in the new Science Center, which opened fall 2010, contain managed mediated teaching stations, which include digital projectors, document cameras, system controllers, computers, and sound systems. Similar technology is planned for all classrooms in the Humanities Building, opening fall 2013.

Planning Agenda 11

The student learning outcomes of the program review model will be enhanced to focus more on the achievement of SLOs. (II.A.2e)

Progress Toward Planning Agenda

This planning agenda has been met. A revised Academic Program Review template, including prompts on course and program-level student learning outcomes (PA 11.1—Academic Program Review Template, parts IV and V), has been approved through the college's shared governance processes (PA 11.2—Academic Senate Minutes 11 16 2010), and was piloted by several departments during spring 2011, including Economics and Mathematics (PA 6.10a—Economics Program Review 2011; PA 6.10b—Mathematics Program Review 2011). All academic departments will complete program review before the end of fall 2011 (PA 3.9a—EMPC Minutes 01 27 2011; PA 3.9b—EMPC Minutes 02 10 2011).

Planning Agendas 12, 14, 15 and 16

SCC will establish SLOs at the course and program level in the next five years in order to assess student learning based on identified, measurable outcomes. Those assessments will be used to improve student learning outcomes. (II.A.2f)

SCC will follow its five-year SLO plan, supported by Title III funding, to establish SLOs within all courses. (II.A.2h)

SCC will follow its adopted five-year plan to establish SLOs at the program level and will then award degrees and certificates based on student achievement of a program's stated learning outcomes. (II.A.2i)

SCC will follow its adopted five-year plan to establish SLOs at the program and course level. When this is accomplished, <u>the general education SLOs and the individual course and program SLOs will be fully integrated and compatible</u>. (II.A.3a)

Progress Toward Planning Agendas

Santiago Canyon College is making good progress on meeting these four planning agendas, and will have SLOs fully in place and assessed by fall 2012. For progress toward the achievement of course and program SLOs and assessment, please see the previous response to Planning Agendas 6, 7, 8, and 9. The Curriculum and Instruction Council (CIC) and Office of Institutional Effectiveness and Assessment will continue to encourage faculty to work on their course revisions during quadrennial review and complete the development of program SLOs, using the new CurricUNET system (PA 12.1—Quadrennial List 2011; PA 12.2—Missing SLOs and Assessments Email 07 12 2011). Additionally, the CIC Chair will work with the division deans and the vice president of Academic Affairs to let department chairs know of courses that have only one SLO to which they can add a second SLO using a streamlined approval process in CurricUNET (PA 12.3—CIC Chair Email 04 20 2011).

All existing course outcomes have been mapped to the College's outcomes. For all courses that are part of the SCC General Education pattern (Plan A), percentages are used to indicate how "extensively" or "moderately" course and College outcomes coincide or whether a "not applicable" response is warranted (PA 12.4—Course SLO Matrix).

Outcomes on degree and certificate awards have been mapped to College outcomes (PA 6.8—Program Outcomes Matrix). The College has mapped the relationship between course, program, award, and institutional SLOs to ensure alignment (PA 6.5—Program Assessment Guide; PA 6.7—Program Outcomes Count; PA 6.8—Program Outcomes Matrix). SCC also has General Education SLOs, which function as institutional SLOs, and the College maps the relationship between course outcomes, program outcomes, and the general education outcomes (PA 6.5—Program Assessment Guide, see page 3).

Overall, SCC is on schedule to meet these planning agendas by fall 2012.

Planning Agenda 13

As SLOs for math courses and programs are completed, the department will develop assessment criteria to measure the effectiveness of student learning. (II.A.2g)

Progress Toward Planning Agenda

This planning agenda has been met, and ongoing assessment and program evaluation are part of the regular operation of the Mathematics Department. All mathematics courses have at least two SLOs (PA 13.1a—SLO Assessment for Credit Courses 09 23 2011). As of January 2011, more than 87.1 percent of mathematics course SLOs have been assessed (PA 13.1b—Mathematics SLO Assessment Report 02 02 2011):

- 33.87% of course SLOs have been assessed once
- 25.81% of course SLOs have been assessed twice
- 27.42% of course SLOs have been assessed more than twice
- 12.9% of course SLOs have yet to be assessed.

Mathematics has three program outcomes, which were published in the 2007 Educational Master Plan, and those outcomes have been assessed (PA 6.6—2007 Educational Master Plan, p.78; PA 6.9—Program Outcomes Assessment). Mathematics also has completed the new program review model that incorporates the analysis of course SLO data to assess the program. (PA 6.10b—Mathematics Program Review 2011)

Planning Agenda 17

SCC will continue to enhance the <u>alignment among its general education outcomes in Plan A (SCC catalog) and general education courses</u>. (II.A.3b)

Progress Toward Planning Agenda

This planning agenda has been met, and the Curriculum and Instruction Council continues to review new courses to determine their alignment with the college's general education plan. Since the 2008 Abbreviated Self Study, the following courses have been added to Plan A:

- **2008 -2009 Catalog:** Chicano Studies 101 (Area D), Philosophy 114 (Area C), Philosophy 120 (Area C), Exercise Science 173 (Area F2), Exercise Science 175 (Area F2), Sign Language 111 (Area C), and Sign Language 116 (Area D) (PA 17.1—2008-2009 Plan A)
- **2009-2010 Catalog:** Astronomy 112 (Area A), Chemistry 210 (Area A), Computer Science 100H (Area E2), Counseling 113 (Area F1), and Mathematics 287 (Area E2) (PA 17.2—2009-2010 Plan A)
- **2010-2011 Catalog:** Mathematics 081 (Area E2) (PA 17.3—2010-2011 Plan A)
- **2011-2012 Catalog:** Human Development 221 (Area D) (PA 17.4—2011-2012 Plan A)

All courses in Plan A have at least one student learning outcome (PA 6.2—SLO Assessment Counts by Division). All course outcomes, including those in Plan A, as well as program, award, and institutional SLOs have been mapped (PA 6.5—Program Assessment Guide; PA 6.7—Program Outcomes Count; PA 6.8—Program Outcomes Matrix).

Planning Agenda 18

To help students develop an increased awareness of "understanding and awareness of environmental issues" as well as "understand the way science develops and to analyze scientific data," the college will ensure that these outcomes are addressed in appropriate courses. (II.A.3c)

Progress Toward Planning Agenda

This planning agenda has been met, and these specific outcomes will continue to be addressed in the science curriculum. The following courses have student learning outcomes specifically dealing with the collection and analysis of scientific data:

- Astronomy: 109, 110, 112, 140 (PA 18.1—Astronomy Lab Survey)
- Biology: 109L, 211, 212, 214, 229, 249, 259 (Same as Environmental Science 259) (PA 18.2—Biology Lab Survey)
- Chemistry: 119, 210, 219, 229, 249, 259 (PA 18.3—Chemistry Lab Survey)
- Physical Science: 115 (PA 18.4—Physics Lab Survey)
- Physics: 109, 210, 211, 217, 227, 237, 279, 289 (PA 18.4—Physics Lab Survey)

Courses in the following disciplines discuss the listed environmental topics with students:

- **Astronomy** (PA 18.1—Astronomy Lab Survey)
    - Solar influences on the environment
    - Asteroid impacts
    - Greenhouse effect
    - Erosion
    - Nuclear fusion and fission
- **Biology/Environmental Studies** (PA 18.2—Biology Lab Survey)
    - Evolution of higher organisms through natural selection
    - Interrelationship between the organism and its environment
    - Study of chaparral plants and their ecological role
    - Effects of temperature, osmotic pressure, desiccation, pH, and radiation on microbes
    - Study of ecological concepts, including biotic zones, ecosystem components, population dynamics, and energy acquisition
    - Use impact on developed nations
    - Nature and extent of our air and water resources
    - Water conservation practices
    - Current problems and practices in waste management
    - Distribution, availability, and prospects for land use
- **Chemistry** (PA 18.3—Chemistry Lab Survey)
    - Proper handling and disposal of hazardous materials
- **Physics/Physical Science** (PA 18.4—Physics Lab Survey)
    - Sources of energy
    - Heat transfer
    - Thermodynamic properties of materials
    - Global warming and the greenhouse effect

- o Nuclear fusion and fission
- o Hydrogen fuel cells

Planning Agenda 19

SCC will continue to increase the number of degrees and certificates which students can earn at SCC. (II.A.4)

Progress Toward Planning Agenda

This planning agenda has been met. SCC continues to increase the number of degrees and certificates it offers (PA 19.1a—New Degrees Certificates 2007; PA 19.1b—New Degrees Certificates 2008-2010). A degree audit function has been developed and is now active in Datatel Colleague. Since 2008, the following degrees have been added:

- Associate in Arts in Communication Studies for Transfer
- Associate in Arts in Sociology for Transfer
- Liberal Arts: Arts, Humanities and Communication
- Liberal Arts: Mathematics and Sciences
- Liberal Arts: Multi-Cultural Studies
- Liberal Arts: Social and Behavioral Sciences
- Apprenticeship Electricity, Intelligent Transportation Systems Electrician Option
- Electrician, General Electrician Option
- Apprenticeship Carpentry, Pile Driver Option
- Apprenticeship Carpentry, Plastering Option

Certificates of Achievement have been added in the following:

- Apprenticeship Electricity, Intelligent Transportation Systems Electrician Option
- Electrician, General Electrician Option
- Apprenticeship Carpentry, Pile Driver Option
- Apprenticeship Carpentry, Plastering Option
- California State University General Education Breadth
- Intersegmental General Education Transfer Curriculum General Education Breadth

Locally-awarded Certificates have been added in the following:

- Computer Science, Applied Robotics and Embedded Programming
- Human Development, Basic Early Childhood Infant/Toddler
- Human Development, Basic Early Childhood Preschool
- Human Development, The School Age Child
- Education – After School Program Assistant
- Education – After School Program Associate Teacher
- Project Management
- Public Works – Sustainable Building Code Option
- Real Estate Appraisal
- Real Estate Salesperson

Planning Agenda 20

SCC's vocational and occupational programs will continue to work with advisory groups and the district's research department to analyze employment needs, and will adjust its course and program offerings as appropriate. (II.A.5)

Progress towards Planning Agenda

This planning agenda has been met through a variety of means and processes, many of which were detailed in the response to Planning Agenda 1. Every two years, vocational programs examine labor market trends and enrollment trends to ensure that the programs offered meet student expectations and labor market needs. This examination is conducted as part of the Technical Advisory Committee (TAC) meetings (PA 1.4—Master Technical Advisory Committee 2011) and District and College research (PA 1.1—SCC Student Survey), which is then reported to the state (PA 20.1a—Electrician 2008 Report; PA 20.1b—Gemology 2008 Report; PA 20.1c—Human Development and Childcare Report 2008).

Labor market needs are constantly addressed and are reflected in curriculum revisions, new course development, the schedule of courses offered, and locations served. For example, in the Public Works Program, which leads to a certificate, courses are offered at a County of Orange facility to serve the training and advancement needs of county employees, as well as others interested in careers in public works or in emerging areas such as Geographical Information Systems (GIS) and project management tracking. All CTE programs have an active Technical Advisory Committee composed of management and labor representatives that meet at least once annually. All the TACs meet for a presentation before breaking into program groups. Disciplines with meetings that are ongoing are Water Utility Science, Survey and Mapping Sciences, Public Works and the state group of Child Development Professionals as its state license requirements undergo revision and transfer programs are revised (PA 20.2—Career Ed Technical Advisory Committees).

Planning Agenda 21

The SCC Student Services Council will review, assess, and possibly revise the Transfer Planning Guide, and will analyze whether to incorporate this information as a section in the catalog. Requests will be made to include the cost of publishing extra copies of the Transfer Planning Guide to ensure that all prospective transfer students receive a copy. (II.A.6a)

Progress Toward Planning Agenda

This planning agenda has been met. The application of technology has both transformed and advanced the manner in which SCC disseminates up-to-date information pertaining to UC, CSU, and independent college course articulation and programs, transfer planning resources and services, and transfer admission practices. The following methods have

been adopted as effective means of providing prospective transfer students with essential information:

- General education plans for CSU (Plan B), UC (Plan C), and the UC/SCC Transfer Course Agreement are available on the Transfer/Articulation website and in the college catalog (PA 21.1a—SCC Plan B; 21.1b—SCC Plan B Catalog; PA 21.2a—SCC Plan C; 21.2b—SCC Plan C Catalog; PA 21.3a—SCC UC Articulation; PA 21.3b—SCC UC Articulation Catalog).
- Articulation Transfer Guides for specific majors and universities are available on the Transfer/Articulation website (PA 21.4—SCC USC Articulation).
- Easy-access web links to UC, CSU, and independent colleges are available on the Transfer/Articulation website (PA 21.5—Transfer Web Links).
- Guides for external exams, such as Advanced Placement (AP), International Baccalaureate (IB) and College-Level Examination Program (CLEP) are readily accessible on the Transfer Articulation website and in the college catalog (PA 21.6a—SCC AP Guide; PA 21.6b—SCC AP Guide Catalog; PA 21.7a—CLEP and IB Exam Guide; PA 21.7b—SCC CLEP Guide Catalog; PA 21.7c—SCC IB Guide Catalog).
- UC and CSU transfer educational planning worksheets are available on the Transfer/Articulation website and are disseminated at Transfer Center workshops and events, career planning classes, new student orientations, parent orientations, and by counselors during academic counseling sessions and workshops (PA 21.1a—SCC Plan B; PA 21.2a—SCC Plan C).
- Articulation agreements are accessible on ASSIST.org, a website used to educate students on course-to-course agreements between SCC and CSU/UC and courses needed for major preparation (PA 21.8—Assist.org Website).

Transfer announcements, including details on activities, opportunities and deadlines, are broadcast to students, staff, and faculty through weekly emails and the use of social media such as Facebook and Twitter (PA 21.9—Transfer Center Activities).

Planning Agenda 22

The student services departments/programs of SCC will continue to participate in college-wide activities to ensure that the programs and services they offer contribute to students' ability to successfully reach their educational goals. (II.B.1)

Progress Toward Planning Agenda

This planning agenda has been met. All previous activities outlined in the 2008 Abbreviated Self Study remain in place and continue to demonstrate the various ways in which Student Services departments and units fully participate in College activities and initiatives to ensure that the programs and services offered contribute to students' ability to successfully reach their educational goals.

Since 2008, Student Services programs continue to support this planning agenda. All of the programs have defined expected student learning outcomes (SLOs) and have

identified appropriate assessment methodologies for their expected student learning outcomes. All programs have completed three full cycles of assessing student learning outcomes (PA 2.10—Student Services SLOs).   Annual SLO reports can be viewed on the Student Services webpage (PA 22.1—Career Services SLO Report 2010-2011). Implementation of assessment plans and SLO measurement will continue on an-going basis; this framework is intended to be utilized in guiding, assessing, and improving all student services departments and units and to ensure that program goals, activities, and outcomes are evaluated on an on-going basis to ensure that decisions for program improvement, planning, and budgeting are shaped by the results of assessment.

Program reviews allow departments and units to evaluate progress on goals and program effectiveness and inform future decision making as well as providing an overview of the progress achieved in Student Services departments and units. The departments comprising Student Services will complete their third round of program review in 2011-2012 (PA 3.9a—EMPC Minutes 01 27 2011; PA 3.9b EMPC Minutes 02 10 2011). The program review template includes a description of services, along with the mission and vision of each and provides quantitative and qualitative data from services provided, as well as information on staff, budget, and facilities (PA 22.2—Student Services Program Review Template). This data is described and analyzed for each department and unit (PA 22.3—Career Services Program Review; PA 22.4—Admissions and Records Program Review; PA 22.5—Counseling Program Review). Following the submission of the program review, each department meets with the Educational Master Planning Committee to discuss the findings of the review (CR 1.2—EMPC Progress Report).

Planning Agenda 23

The catalog will be reviewed annually by the Catalog Task Force to ensure that it meets the needs and expectations of students and provides accurate and appropriate information, academic program requirements, and major policies affecting students. (II.B.2d)

Progress Toward Planning Agenda

This planning agenda has been met, and the framework for continuing these tasks has been incorporated into the College's yearly duties. The SCC Catalog is produced annually (PA 6.1—2011-2012 Catalog). The catalog task force meets once or twice each year (PA 23.1—Catalog Task Force Minutes 01 13 2011). At the most recent meeting, catalog production timelines were set (PA 23.2—Catalog Production Timeline 2011-2012). In 2010-2011, the following individuals served on the Catalog Task Force:
- Craig Rutan – Curriculum and Instruction Council Chair/Co-Chair of Catalog Task Force
- Ruth Babeshoff – Dean of Counseling and Student Support Services/Co-Chair of Catalog Task Force
- Lucy Carr-Rollitt – Disabled Students Program and Services Coordinator
- Leigh Ann Unger – Graduation Specialist
- Denise Pennock – Registrar

- Lori Fasbinder – Dean of Continuing Education
- Tiffany Garbis – Support Services Assistant
- Debra Brooks – Professor of Geology
- Linda Miskovic – Associate Dean of Admissions and Records
- Leonor Aguilera – Articulation Officer
- Irene Scroggins – Administrative Secretary

Planning Agenda 24

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

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

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

The outreach department is currently making plans to expand its activities beyond high school and community outreach by working collaboratively with SCC's career education division to develop relationships with businesses and industries. (II.B.3a)

Progress Toward Planning Agenda

This planning agenda has been met. While expansion of student services has paused for the time being due to the economy, the College continues to improve its student services. In addition to service area outcomes (i.e., tracking utilization of services, student satisfaction surveys, etc.), Student Services utilizes a student learning outcome framework to assess annually the impact of a program or service on student learning, as was previously discussed in the responses to Planning Agendas 2 and 22.

Due to fiscal constraints, the College has reduced its spending on athletics through the suspension of the women's golf program. As a result, the College currently has eight intercollegiate athletic teams (four men and four women). Construction is underway on the new Santiago Canyon College athletic and aquatics complex. The project broke ground in April 2009 and is anticipated to be completed in June 2012 (PA 40.1—SCC Facilities Master Plan 2011). The Exercise Science Department Planning Portfolio (DPP) reflects a vision to add coaches and teams to expand athletic offerings once the new athletic facility is completed (PA 24.1—Exercise Science DPP). The new softball complex was completed and dedicated in January 2009. The athletic programs at Santiago Canyon College continue to enjoy considerable success. The program has won

conference championships in women's soccer (2007, 2008, 2009 and 2010) and women's golf (2009). Additionally, the women's soccer team won state and national championships in 2009, and a men's golfer was the state champion in 2010. Four of the College's athletes have achieved All-American status since 2009. The athletic program has incorporated a questionnaire on the online admissions application system to solicit student responses to meet their needs for athletic offerings at the College (PA 24.2—SCC Online Admissions).

Articulation is sustained through the efforts of a full time articulation officer. Through the submission of new and existing courses to university partners, enhanced lower-division transfer preparation is available to SCC students. Additionally, with more new students coming to SCC with test results from external examinations, such as Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB), the articulation officer found it essential to develop specific guides to indicate the application of test results toward associate degree, CSU, and/or IGETC general education course completion (PA 21.6a—SCC AP Guide; PA 21.7a—CLEP and IB Exam Guide).

To meet the lower division transfer preparation needs of future teachers, SCC's new Elementary Education A.A. degree, approved by the RSCCD Board of Trustees and the State Chancellor's office, was offered for the first time in fall 2008 (PA 6.1—2011-2012 Catalog, see pp. 62-63). A special education paraprofessional certificate was also developed to train paraprofessionals to work with persons with disabilities and to serve as major preparation for transfer to CSU Fullerton's Human Services major. Pathways to Teaching program staff also offer the Annual Future Teacher's Conference for SCC students interested in pursuing a teaching career (PA 24.3—Future Teachers Conference Agenda 2011). In July 2010, the California Department of Education awarded SCC a Tech Prep Demonstration Site Grant, in partnership with Villa Park High School and industry partners to develop a program of study in the finance and business CTE sector that creates a pathway for students that leads to a CTE teaching credential (PA 24.4—Tech Prep Grant).

Financial constraints over the past three years, a reduction in personnel through attrition (positions defunded once they were vacated), and a reduction in force (eliminating permanent positions) have drastically altered the staffing and focus in the Outreach Department. In 2008-2009, outreach staff consisted of a full-time coordinator, two full-time outreach specialists and three half-time staff. Currently the department employs two full-time outreach specialists. As a result of the financial and personnel shifts, several previous initiatives have been suspended including outreach and development of relationships with business and industry. The primary focus of the department has shifted to supporting high school outreach efforts, primarily to the College's key feeder high schools within the Orange Unified School District (OUSD) and in support of the Early Decision program. The Early Decision program provides high school seniors first priority in selecting and registering for fall classes, offers application workshops and assessment testing at the student's high school, and provides on-campus orientation, advisement, and priority registration during the month of May. The equivalent program,

Early Welcome, provides non-OUSD students an opportunity to receive priority registration for the fall semester and receive on-campus orientation and advisement. Both these programs are coordinated by the Outreach Department in close partnership with Admissions and Counseling (PA 24.5—Early Decision/Early Welcome).

Santiago Canyon College lost three classified staff assigned to the Transfer Center when state categorical and RSCCD funding was reduced in 2009. However, remaining staff increased the use of work-study students in the program office and employed creative and efficient ways to meet the needs of transfer-directed students. A 23.8 percent increase in SCC transfer to four-year institutions from 2009-2010 to 2010-2011 marks the positive impact of the work done on behalf of university transfer.

SCC Transfers to 4-Year Institutions
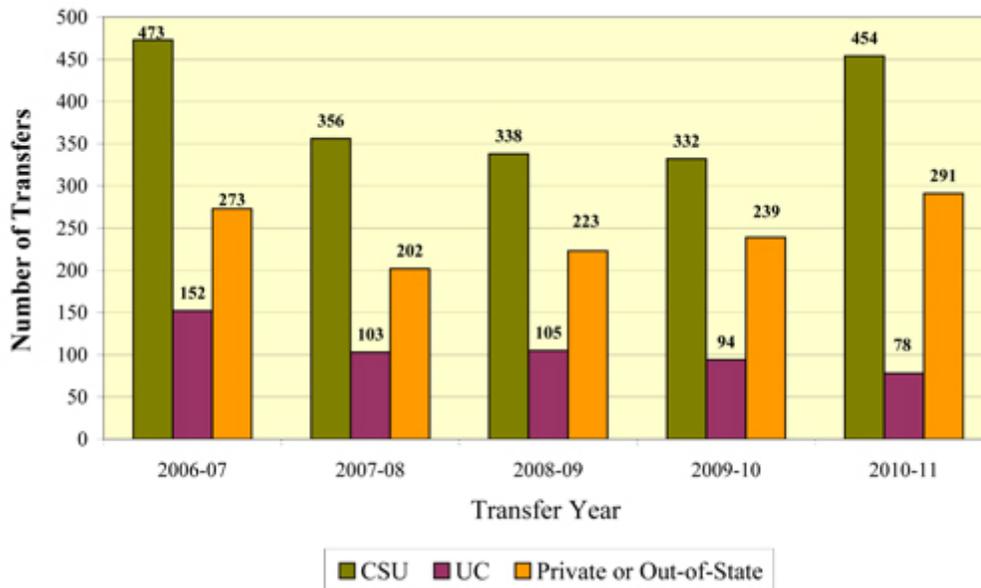
(Source: RSCCD Research)

Planning Agenda 25

The college will strengthen its Cross Culture Resource center through the addition of additional staffing and funds as resources permit. Other areas targeted for further development in the next few years are: student leadership training, service learning opportunities, and health education events. (II.B.3b)

Progress Toward Planning Agenda

This planning agenda has been modified. Since 2008, drastic budget and staff reductions have limited the ability to carry out several student life initiatives, including the five-year plan to develop a Multicultural and Leadership Resource Center (MLRC). In the summer of 2008 with the resignation of the designated part-time dedicated staff position in the Multicultural and Leadership Resource Library, the position was first frozen, then defunded, as part of the District's cost reduction strategy. In summer 2009, a district-

wide reduction in force (RIF) reduced personnel in the Office of Student Life and Leadership by 1.475 FTE, leaving only the full-time coordinator, which resulted in suspending the MLRC plan. Other grant funded co-curricular opportunities were also suspended when the designated grants expired. For example, funding for the AmeriCorps Foster Youth Mentoring Program expired in October 2007, and funding for the AmeriCorps Teaching Reading and Math Partnership Program grant expired in January 2008. SCC students attempted to mitigate the loss of these programs by forming a student organization, the AmeriCorps Service Club, which remained active through spring 2010 and provided community service projects. The AmeriCorps Service Club was recognized by its peers for its contributions and was awarded the coveted Inter-Club Council "Club of the Year" award for two consecutive years (2007-2008 and 2008-2009). Another initiative referenced in the 2008 Abbreviated Self Study, the Peer Health Education Program, was subsidized through the High-Risk Drinking Prevention grant through the County of Orange Health Care Agency; those efforts ceased when funding expired in June 2009. The College applied, unsuccessfully, for a Kaiser Permanente Community Benefit grant in the summer of 2010 to reintroduce the peer health initiative; SCC will continue to seek external grants in areas of service learning and community engagement.

An initiative that has continued in spite of reduced resources is the Student Leadership Institute (SLI), a joint partnership with CSU Fullerton that offers a non-degree certificate in University Leadership (PA 25.1—Student Leadership Institute). Since its inception in fall 2006, approximately 260 SCC students have completed the requirements for the Leadership Certificate. Following the 2009 reduction in force (RIF), the Office of Student Life and Leadership has operated SLI with support provided by a graduate intern.

Additionally, the Associated Student Government (ASG) remains an active organization on campus and is represented on several of the college's collegial governance bodies (PA 25.2—ASG Town Hall Meeting; PA 25.3—Annual Book Run; PA 25.4—Voter Registration Drive).

Planning Agenda 26

The counseling department has requested additional full-time contract counseling faculty and additional funding for hourly (part-time) counseling through its discipline, department, and program document, now called the Department Planning Portfolio (DPP), a component of the Educational Master Plan (EMP). (II.B.3c)

Progress Toward Planning Agenda

This planning agenda has been met. However, the ongoing budget situation, combined with staff changes and the 2009 reduction in force, have challenged the Counseling Department. Two full-time contract counselors retired; the full-time contract articulation officer resigned; District general funds for part-time hourly counseling were eliminated; and matriculation funding was cut by more than 50 percent. To help ameliorate these staffing and funding challenges, administrative reassignments of faculty were made and a

variety of categorically funded resources were utilized to help support counseling services for students:

- One counselor from the non-credit Orange Education Center was reassigned to fill the credit articulation officer/counselor position.
- One faculty member from Exercise Science with a counseling faculty service area was reassigned to a counselor position.
- Basic Skills Initiative funding provided substantial support for hourly counseling initiatives related to basic skills (PA 26.1—BSI Counseling).
- The College Assistance Migrant Program (CAMP) grant provides funding for a 15 hours/week counselor (PA 26.2—CAMP Counseling).
- CalWORKs funding enables SCC to provide year-round counseling for students, while matriculation funding supports new student orientation, advisement, and follow-up counseling services.
- The Tech Prep Demonstration Site grant provided backfill counselor funding for the contract counselor reassigned to serve as the grant project director for fall 2010 and spring 2011 (PA 26.3—Tech Prep Grant Counseling).
- The Title III grant funded a 19 hours/week counselor through September 2010.
- The new Hispanic-Serving Institutions Title V grant began funding a part-time STEM counselor for 20 hours/week, beginning spring 2011.

Planning Agenda 27

The lack of student involvement in many of the college's special programs and service and enrichment activities will be reevaluated and addressed by student services and instruction personnel. (II.B.3d)

Progress Toward Planning Agenda

This planning agenda has been met. Several activities outlined in the 2008 Abbreviated Self Study are currently in place and continue to increase student participation and involvement. For example, Discover SCC: Orientation to College Life provides incoming freshmen with an overview of the programs and services offered at Santiago Canyon College. (PA 27.1—Discover SCC). Led by trained student orientation leaders, the program allows new students to connect with peers and boosts their confidence about starting college. Approximately 300 students participate annually; the half-day program includes workshops on College programs and services, small group activities, and interactive campus tours. Participants over the years consistently indicate the program increased their: (1) familiarity with College programs and services; (2) knowledge of where to seek academic and support assistance; and (3) understanding of the importance of utilizing counseling and support resources. In March 2009 this program was selected for the Innovative New Program award by the American College Personnel Association's (ACPA) Commission for Student Development in the Two-Year College.

The Office of Student Life and Leadership and the Associated Student Government (ASG) continue to develop educational and social programming for students. Activities include celebration of diversity and cultural months, Battle of the Bands, Town Hall

Meetings and other events to engage SCC students in campus life (PA 25.2—ASG Town Hall Meeting; PA 25.3—Annual Book Run; PA 25.4—Voter Registration Drive; PA 27.2—Battle of Bands).

In 2007, SCC obtained a U.S. Department of Education five-year federal grant to establish CAMP (College Assistance Migrant Program) for freshmen students from migrant and seasonal farm working backgrounds; the program is designed to increase the number of migrant students at SCC and assist them during their first year of college to attain academic and educational goals. The program serves a cohort of 40 students per year and recruits from rural areas of Riverside, San Diego, and Orange counties (PA 27.3—CAMP Newsletter).

Since 2008, the Financial Aid program has continued to expand. The 2008 Abbreviated Self Study included a table to compare the increase in student financial aid between 2005-2006 and 2006-2007. As demonstrated in the table below, there have been significant increases since that time in: total financial aid awarded; in the number of students who apply, complete their files and are awarded; and in Pell Grant awards.

Financial Aid Awards 2006-2010

Academic Year	Financial Aid Awarded	Number of Students Applying	Students Completing Files	Number of Students Awarded	Number of Pell Grants Awarded
2006-2007	$2,122,596	2,153	934	768	549
2009-2010	$5,767,190	3,546	1325	1256	1142
Change	$3,644,594	1,393	391	488	593
Percentage Increase	171.70%	64.70%	41.86%	63.54%	108.01%

Other enrichment activities since 2008 include:
- Career Services expanded services for job searches and employment preparation in 2008-2009.
- The Transfer Center increased the capacity and quantity of transfer workshop sessions in fall 2010 to increase student awareness and transfer success. This effort increased attendance by 172 students, an increase of 62 percent from fall 2009 to fall 2010.
- As a student retention effort, the Counseling Department implemented mandatory academic probation intervention workshops for students who fell below a 2.0 GPA after accumulating 12 units. In 2009-2010, counselors held 58 workshops providing more than 750 students with transcript review, educational planning, and academic success strategies.
- Health and Wellness Center student usage increased by 160 percent from 2005-2006 to 2009-2010.

- In 2009-2010, the number of students participating in Disabled Students Programs and Services (DSPS) increased by 20 percent in spite of categorical funding cuts of almost 40 percent.

Planning Agenda 28

In the summer and fall 2005, SCC will be revising and updating its current Matriculation Plan, which requires the evaluation and testing and course placement practices to ensure that its placement practices are as effective as possible. (II.B.3e)

Progress Toward Planning Agenda

This planning agenda has been met. Since the review and revision of the College's Matriculation Plan in fall 2005, SCC has continued to utilize assessment instruments approved by the California Community College State Chancellor's Office and to evaluate testing and course placement practices to ensure that they are as effective as possible (PA 28.1—CCC Assessment Instruments 2009). SCC shares common assessments and practices with Santa Ana College. The RSCCD Research Office engages in studies to evaluate testing and course placement practices on behalf of both colleges. RSCCD Research studies in this area since 2008 include:
- RSCCD Student and Teacher Ratings of Appropriateness of Course Placement Using Multiple Measures, October 2008 (PA 28.2—Multiple Measures 2008)
- RSCCD Gain/Loss in Retest Math Scores (same level), October 2009 (PA 28.3—Math Test-Retest 2009)
- RSCCD Instructor Ratings of Appropriateness of Placement of Waivered Students, Spring 2010, April 2010 (PA 28.4—Appropriateness of Placement Waivered 2010)
- RSCCD Validation of TELD Placements, Fall 2010 (PA 28.5—TELD Ratings of Placement 2010)
- RSCCD Instructor and Student Ratings of Appropriateness of Placement by CTEP, Spring 2011 (PA 28.6—Appropriateness of Placement CTEP 2011)

Planning Agenda 29

SCC student services departments and programs will continue to engage in on-going review of its programs and services to evaluate their impact on students. As appropriate, these reviews will be analyzed to determine their impact on student learning and will help determine where additional improvements and/or changes are needed. (II.B.4)

Progress Toward Planning Agenda

This planning agenda has been met. Evaluation and planning processes for all Student Services departments and units have been established and operationalized to occur on an on-going basis. The latest annual cycle of SLO assessment was completed in 2010-2011 (PA 22.1—Career Services SLO Report 2010-2011). The SLO annual report is due at the

end of each year and serves as the basis for evaluating student learning to determine where improvements are needed and/or to affirm effective practices.

In addition to the annual SLO assessment, Student Services departments and units completed a triennial program review covering 2006-2009. The program review template is broken down into seven sections: Signature Page, Program Description, Organizational Chart, Student Learning Outcomes, Data, Data Analysis, and Findings/Future Direction (PA 22.2—Student Services Program Review Template). In spring 2010, a graduate student from California State University Fullerton's Educational Leadership Program conducted a fieldwork internship as an external reviewer under the direction of the vice president of Student Services to evaluate each program review and to ensure compliance with established criterion. Using a rubric that had been developed by Student Services leaders, the graduate intern reviewed drafts of every program review to ensure that appropriate information was included in each section, and to determine whether or not the criteria were included, organized and analyzed correctly (PA 29.1a—Vision and Mission Matrix; PA 29.1b—Program Accomplishments Matrix; PA 29.1c—SLO Matrix). In many cases, recommendations were made and forwarded to each department or unit as suggested edits prior to finalizing and submitting their program reviews. Additionally, all Student Service departments and units presented their program reviews to the College's Educational Master Planning Committee (EMPC) during the spring and fall of 2010 (CR 1.2—EMPC Progress Report). Another cycle of program review is planned for fall 2011.

Planning Agenda 30

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

Best Books for College Libraries (five volumes) has been purchased and the library faculty members plan to use it as a major tool to evaluate and build the library collection.

In conjunction with the district's Information Technology Services (ITS) personnel, a proposal for a wireless network throughout the college to facilitate use of personal laptops and wireless devices is being developed.

Finally, librarians are committed to attending at least one professional conference during the next academic year to continue to explore new technologies that support student learning. (11.C.1.a)

Progress Toward Planning Agenda

This planning agenda has been met. An RFID system was implemented in 2006 (PA 30.1—Library RFID Purchase). Wireless service has been added to the college, and laptops are available for checkout from the library circulation desk for wireless use in the library (PA 30.2—SCC Wireless Map). From 2008 through December 2010, librarians participated in 42 conferences, workshops, and online webinars to explore new technologies to support student learning (PA 30.3a—Librarian Professional Development Activities 2008-2010; PA 30.3b—Friedenrich Professional Development; PA 30.3c—Geissler Professional Development; PA 30.3d—Ho Professional Development; PA 30.3e—Sproat Professional Development; PA 30.3f—Varela Professional Development; PA 30.3g—Wong Professional Development)

Planning Agenda 31

When the new dean is hired, policies, procedures and programs will be reviewed in order to assess whether additional services need to be offered to students, staff, and faculty. Additionally, library faculty will begin to develop specific student learning outcomes designed for structured library bibliographic instruction sessions. (11.C.1.b)

Progress Toward Planning Agenda

This planning agenda has been met. A dean with oversight responsibilities for the library was hired in 2007. Since mid-2008, the following policies/procedures have been developed and/or revised:
- Circulation: Closing Procedures [revision] (PA 31.1a)
- Collection Management Policy and Procedures [revision] (PA 31.1b)
- E-Reference Policy and Procedures [revision] (PA 31.1c)
- Fine Review (PA 31.1d)
- Library Research Instruction by Appointment [revision] (PA 31.1e)
- Photography and Filming in the Library (PA 31.1f)
- Photography Request Guidelines (PA 31.1g)

Student learning outcomes for library bibliographic instruction (i.e., library non-credit instruction) were revised during fall 2008 (PA 31.2—Library SLOs).   The library began offering chat reference to support students in multiple locations in 2009 (PA 31.3—Library Chat Webpage). This service was used more than 1,450 times in its first two years (PA 31.4—Library Chat Usage 2009-2011).

Planning Agenda 32

The significant increase in bibliographic instruction sessions highlights the need for additional librarians as well as for extended coverage at the reference desk during evening hours when a bibliographic instruction session has been scheduled. The hiring of an additional librarian in fall 2005 will be a key factor in initiating dialogue about innovative scheduling that will best benefit students. In addition, librarians need to

continue to use the library's DPP as a vehicle for charting and documenting the need for additional librarians.

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

In order to better inform the campus community about the scope of library services and library resources, librarians will develop a template for use in bibliographic instruction. Such a template will ensure consistency in the delivery of instruction and will be developed collaboratively with faculty from other departments. (11.C.1.c)

Progress Toward Planning Agenda

This planning agenda has been met. In addition to the staffing of three librarian positions by the time of the 2008 Abbreviated Self Study, an instructional technologies/reference librarian position was requested unsuccessfully for 2011-2012 to fill a position vacant due to a retirement in spring 2010 (PA 32.1—Librarian Request 2010). The ongoing budget situation has limited the possibility of supporting attendance at grant writing seminars. Since 2008, staffing resources have not allowed mentoring by individuals with grant writing experience. A template is in use for bibliographic instruction sessions (PA 32.2—Library BI Template).

Planning Agenda 33

The increase in the number of computers and users in the new (library) facility will necessitate enhanced security measures to protect the privacy of the user and to protect the library from inappropriate use of the computers. Options being considered by the library include installing a system requiring students to swipe an identification card to activate computer access. (11.C.1.d)

Progress Toward Planning Agenda

This planning agenda has been met. Santiago Canyon College purchased SynchronEyes for the library instruction laboratory, implemented the VNC computer observation program, and utilized a positive attendance login program that both verifies student identity and quantifies student usage of library computers (PA 33.1—CI Track).

Planning Agenda 34

The SCC library will maintain appropriate contracts and remain aware of possible new technologies that will require additional contracted services. (11.C.1.e)

Progress Toward Planning Agenda

This planning agenda has been met. Since 2008, the following contracted services have been added to the library:
- The online catalog has been enhanced with a cover enhancement feature from Syndetic Solutions (PA 34.1—Syndetic Solutions 2008).
- An additional copier for student use has been placed on the second floor (PA 34.2—Xerox Lease Agreement 2010).
- Reciprocal privileges for students and faculty are being pursued with the Leatherby Libraries at Chapman University (PA 34.3—Letter to Dean of Leatherby Libraries 09 14 2010)

Planning Agenda 35

A workshop on the purpose and proper implementation of evaluations will be held to ensure that all supervisors adhere to the completion of evaluations according to timelines established through Board policy, administrative regulations, and the contracts of various employee groups. (III.A.1b)

Progress Toward Planning Agenda

This planning agenda has been met. A district-wide workshop was held for managers, Sept. 19, 2008, on the purpose and proper implementation of evaluations (PA 35.1—Faculty Evaluation Workshop 2008). Almost 30 managers received training on board policy, administrative regulations, and faculty and staff contracts. (PA 35.2—Faculty Evaluation Workshop Sign-in).

Planning Agenda 36

SCC will continue to address SLO topics and the role faculty, staff, and administration play in incorporating student learning outcomes into the evaluation process. (III.A.1c)

Progress Toward Planning Agenda

This planning agenda has been met. Student learning outcomes (SLOs) have been included in the faculty evaluation process, as of 2010-2011. In the mandatory self-evaluation submitted as part of the evaluation process, faculty are required to address "participation in the improvement of student learning related to student outcomes" as a standard of evaluation (PA 36.1—Contract Probationary Tenure Review Packet, see p. 4; PA 36.2—Tenured Faculty Eval Packet, see p. 3).

Planning Agenda 37

Based on current and anticipated future needs of both credit and non-credit divisions of the institution, SCC will review the needs of its growing and changing student population

annually to provide appropriate hiring recommendations to the district. Emphasis will be placed on ensuring that the non-credit division has adequate full-time faculty. (III.A.2)

Progress Toward Planning Agenda

This planning agenda has been met. While the continuing constraints of the state budget have limited hiring since the 2008 Abbreviated Self Study, SCC has continued to generate hiring recommendations each year. In spring 2011, six new faculty were hired in the credit division as replacements for retirements and resignations that have occurred since 2007. The new faculty were hired in the disciplines of art, biology, chemistry (two positions), and music; a faculty psychologist also was hired to counsel students in the Health and Wellness Center (PA 37.1—Faculty Hire Recommendations 2010). The following process is used to generate faculty hiring recommendations for both the credit and non-credit divisions of the college:

1. The Academic Senate develops its list of prioritized recommendations, based on recommendations from the departments and divisions, both credit and non-credit.
2. The president reviews the list with the vice presidents.
3. If there is a different recommendation from the vice presidents, the president meets with the vice presidents and the Senate leadership.
4. The president forwards the recommendations to the District chancellor.
5. The chancellor reviews, may modify, then approves or denies the recommendations.

In developing its faculty hiring recommendations, the College considers available research, such as the student and community demographic measures, done by the RSCCD Research Department (PA 1.2—12 Measures of Success, see Measure 1).

Planning Agenda 38

The district's Human Resource Department will assess the college's personnel to ensure employment equity and diversity consistent with the district mission. SCC will continue to promote the diversity of faculty and staff according to its student population. (III.A.4b)

Progress Toward Planning Agenda

This planning agenda has been met and continues to be met through annual reports on equity and diversity compiled by the District's Human Resources and Research departments. Embracing and engaging diversity is a key element of the district's mission (PA 38.1—RSCCD Vision and Goals 2011).

SCC continues to promote diversity in its faculty, staff, and administration. Statements of non-discrimination are included in all position announcements (PA 38.3—Classified Position Announcement). Annually, the District submits an EEO District Performance Report to the state chancellor as part of the Equal Employment Fund (PA 38.4—Faculty

Staff Diversity Report 2009; PA 38.5—Faculty Staff Diversity Report 2010). An overview of the activities of district Human Resources and Educational Services is available in its annual reports (PA 38.6—HRES Annual Report 2007-2008; PA 38.7—HRES Annual Report 2008-2009; PA 38.8—HRES Annual Report 2009-2010).

Student and Employee Diversity at SCC

	Non-white	Female
Students - Credit	47%	53%
Students – Non-Credit	78%	52%
Faculty	31%	68%
Classified Staff	60%	67%
Administrators/Management	48%	44%

(Sources: PA 1.2—12 Measures of Success, pp. 14-15; PA 38.2—Enrollment Trends 2006-2010).

Planning Agenda 39

The college will offer appropriate staff development activities for classified and academic staff that will ensure they are kept informed of up to date policies and procedures, as well as workshops and seminars that improve the work environment, support the college mission and goals, improve the skills of employees, and continues the dialogue regarding the infusion of student learning outcomes. (III.A.5a)

Progress Toward Planning Agenda

This planning agenda has been met through a continuing program of staff development activities. Staff development is a priority in maintaining an informed and motivated staff. The College and the District continue to provide staff development for the classified and academic staff related to the mission of the College and the support of student learning.

Since the 2008 Abbreviated Self Study, Flex week programming continues to be the primary venue for staff development. Training for staff has occurred on Datatel Colleague, Powerpoint, Microsoft Outlook and Office 2007, Cisco digital telephones, web page design, advanced web page design, students in crisis, advising student organizations, students with hidden disabilities, creating safe spaces for LGBT students, and the district's online process for submitting print requests (PA 39.1—Flex Calendar Fall 2008; PA 39.2—Flex Calendar Spring 2009; PA 39.3—Flex Calendar Fall 2009; PA 39.4—Flex Calendar Spring 2010; PA 39.5—Flex Calendar Fall 2010; PA 6.3—Flex Calendar Spring 2011; PA 10.2—Flex Calendar Fall 2011). The Career Technical Education Division has sponsored a series of workshops for CTE faculty and staff, funded by Perkins/VTEA (PA 39.6—CTE Perkins-VTEA Staff Development).

Rancho Santiago Community College District began the New Faculty Institute in August 2011 as an orientation program for the six new full-time faculty hired at SCC and the 14 new full-time faculty hired at Santa Ana College (PA 39.7—New Faculty Institute).

Planning Agenda 40

To follow the facilities plans of the district and SCC to continue to build-out the SCC campus to meet student and staff requirements as the enrollment increases. (III.B.1a)

Progress Toward Planning Agenda

This planning agenda has been met as the College added facilities and has updated its Facilities Master Plan (PA 40.1—SCC Facilities Master Plan 2011), which is planned for Board approval in fall 2011. Specific progress on the campus build-out has occurred with the following facilities:
- Maintenance and Operations Building, constructed and awaiting final approval
- Science Center, occupied fall 2010
- Parking lot, with 1,000 spaces, opened December 2010
- Athletic and Aquatics Complex, under construction, occupancy projected for June 2012
- Humanities Building, under construction, occupancy projected for summer 2013

Future construction, dependent upon funding availability, is projected to include:
- Performing Arts Center
- Student Services Building
- Observatory
- Student Center and Instructional Building
- Instructional Building
- Central Plant

Planning Agenda 41

The college president and vice president of administrative services will continue to request additional funds to support the new facilities and expected enrollment growth. This effort needs to be supported by all SCC constituencies, especially the college representatives on the Budget Allocation and Review Committee (BAPR).
The district and SCC administrators need to continue their efforts with the City of Orange and Orange County Transit Authority (OCTA) to provide a sidewalk to the Orange Education Center (OEC) and bus service on Batavia Street. The goal is to have a sidewalk constructed on Batavia Street by the end of the 2005 calendar year. Initial contacts with OCTA have been made and additional efforts will be made throughout the year until a satisfactory public transportation solution is reached. (III.B.1b)

Progress Toward Planning Agenda

This planning agenda has been met. The president and vice president of Administrative Services have requested and received funds to support new facilities. SCC received two custodial positions and an additional science laboratory technician to service the Science Center, which was occupied fall 2010 (PA 41.1—College Council Minutes 07 27 2010). The president, supported by SCC's other representatives to the district Budget Allocation

and Planning Review (BAPR) Committee, secured an additional $1.0 million to the 2010-2011 discretionary budget (PA 51.5—BAPR Minutes 05 26 2010). This increased discretionary funding to $7.1 million, rather than the $6.1 million in the original tentative budget planning. By comparison, the adopted budget the previous year, 2009-2010, included $6.4 million in discretionary accounts.

While not successful in getting OCTA to provide a bus route on Batavia in front of the Orange Education Center (OEC), the College was able to work with the City of Orange to install a sidewalk from OEC to the corner of Batavia and Katella where there is a bus stop.

Planning Agenda 42

The college will continue to seek supplemental funding to ensure that all new buildings have the equipment and supplies needed. (III.B.2a)

Progress Toward Planning Agenda

This planning agenda has been met. The previous response to Planning Agenda 41 detailed the $1.0 million added to the SCC discretionary budget accounts in 2010-2011. In addition, the College consolidated the remaining construction projects scheduled under Measure E in 2010 to take advantage of the weak construction market and lower costs. This consolidation provided adequate funding for equipment for the Science Center, and it should allow necessary equipment for the Athletic and Aquatics Center, the Humanities Building, and the Maintenance and Operations Building.

Planning Agenda 43

The SCC Facilities Committee has initiated the process of looking at short and long term plans for the ancillary services. The committee has also initiated the development of interim plans for space as it becomes available when constituencies move out of their existing facilities into a new building. It is the goal to have the plans completed and submitted to the College Council by the fall of 2005.

Working in collaboration with the district and the SCC master plan architect, the Facilities Committee will explore additional parking during the major construction period of the next five to ten years. (III.B.2b)

Progress Toward Planning Agenda

This planning agenda has been met with the development of the Facilities Master Plan, which includes reallocation of existing space (PA 40.1—SCC Facilities Master Plan 2011, pp. 71-81.) The addition of the new 1,000-space parking lot in December 2010 should allow the campus to meet projected parking demand for the next five to ten years, depending on the pace of enrollment growth (PA 40.1—SCC Facilities Master Plan 2011,

p. 54). This parking lot completed the build-out of parking lots on the campus. Future additional parking needs will require a parking structure.

Planning Agenda 44

The institution provides quality training in the effective application of its information technology to students and personnel. (III.C.1b)

Progress Toward Planning Agenda

This planning agenda has been met through the depth and breadth of information technology training provided by the College to students and personnel. The primary venue for faculty and staff development is Flex week, held in the week prior to each new semester. Since 2008, Flex Week training has included office software used by faculty and staff, classroom technology, distance education technology, and more (PA 44.1—Flex Week Technology Training). Additional technology training, not offered during Flex Week, has included training staff on specific elements of the Datatel Colleague enterprise software and on SharePoint software for authoring web pages. Faculty training on the upgrade to Blackboard 9.1 began during fall 2011 (PA 10.3—Blackboard Workshops Email).

In addition to technology education provided by the SCC curriculum, students have other technology training available. Students can receive individual assistance with Blackboard through the Distance Education Helpdesk (PA 10.5—Distance Ed Update Email 02 05 2009). The Academic Success Center is hosting workshops for students to assist them in the transition to Blackboard 9.1 during fall 2011 (PA 10.6—Blackboard Workshops Flyer).

Planning Agenda 45

The director of academic support will create a plan identifying specific hardware that needs to be replaced, with a timeframe that will ensure the college is keeping its infrastructure maintained and current. The plan will include upgrading or replacement of administrative computers, classroom computers, academic file servers, and network equipment. It will also include a proposed budget amount for yearly planning purposes.

The college will continue to seek alternative funding sources to assist SCC in completing its plans for upgrading or replacing current technology. (III.C.1c)

Progress Toward Planning Agenda

This planning agenda has been met. The SCC Technology Plan 2007-2012 set forth a time frame for hardware replacement; however the continuing state budget crisis has limited the district's and college's ability to meet the timeline (PA 45.1—SCC Technology Plan). At the same time, the Measure E bond has funded technology for new facilities, including the Science Center, which opened fall 2010. In the Science Center,

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bond-funded technology includes computers and printers for offices and classrooms; laptops for student classroom use; projectors, document cameras, speakers, instructor stations, and controllers in classroom and laboratories; and networking equipment.

Where appropriate, categorical and grant funding has been used to purchase technology. For example, the Title 5 grant has funded technology and equipment purchases in the new STEM Supplemental Instruction Lab (PA 45.2—SI Lab).

The SCC Technology Committee, and the director of ITS, are scheduled to update the Technology Plan in 2012.

Planning Agenda 46

The college will continue to use FCCC for its software licenses and purchases when possible, but because FCCC doesn't offer all the products the college needs, other sources must be used as well.

Information Technology Services (ITS) will continue to provide SCC with the standard Microsoft products, but will allow other licenses that are useful to SCC.

The district will continue to monitor the technology of SCC. (III.C.1d)

Progress Toward Planning Agenda

This planning agenda has been met. The College uses FCCC for software licenses and purchases when appropriate. Additional products, such as Adobe and Turnitin.com, have been purchased through other providers. Information Technology Services (ITS) renews the Microsoft campus agreement annually to provide the latest Microsoft products.

The Datatel Colleague implementation in 2009 supports student information, financial operations, and human resources districtwide. ITS is a centralized function at RSCCD, so ITS personnel based at SCC are District employees, rather than College employees. As such, the District continues to monitor technology at SCC through its personnel assigned to the campus. At the same time, the onsite ITS staff are members of the SCC "team" who meet the technology support needs of the campus (PA 45.1—SCC Technology Plan 2007-2012, p. 6).

Planning Agenda 47

The college has requested that the director of academic support create a plan that identifies all computing systems and the timeframe for replacement or enhancement. This will help the college keep its computers maintained and current while providing the necessary budget amount for yearly planning. As part of the plan, there will be a section to assess the effective use of current technology resources. This section will be used as a basis for improved use of technology resources.

Furthermore, as new buildings are being designed, the technology infrastructure will be part of the design. (III.C.2)

Progress Toward Planning Agenda

This planning agenda has been met. For specific activities that have been completed, please see the response to Planning Agenda 45. The campus director of Information Technology Systems (ITS) participates in the planning of facilities design. To maximize the effective use of available technology resources, a robust program of staff development technology training has been implemented (see the response to Planning Agenda 44; PA 39.1—Flex Calendar Fall 2008; PA 39.2—Flex Calendar Spring 2009; PA 39.3—Flex Calendar Fall 2009; PA 39.4—Flex Calendar Spring 2010; PA 39.5— Flex Calendar Fall 2010; PA 6.3—Flex Calendar Spring 2011; PA 10.2—Flex Calendar Fall 2011).

Planning Agenda 48

SCC will continue to seek and develop additional external financial resources to meet its expenditure requirements, especially in regard to equipping and furnishing new facilities. (III.D.1b)

Progress Toward Planning Agenda

This planning agenda has been met and is ongoing. The president has been working with the Community Foundation of Orange (CFO), which led to a November 2010, resolution by the CFO to support a joint use Performing Arts Center (PA 48.1—CFO Resolution 11 17 2010). A final project proposal (FPP) for the Performing Arts Center has been approved by the State Chancellor's Office. The FPP commits the college to provide 50 percent of the project funding. The support of the CFO will assist the College in raising the necessary local funding. In September 2010, college representatives also had preliminary conversations with Orange Lutheran High School to consider a joint venture in constructing a baseball field on the SCC campus (PA 48.2—OLHS Meeting Notes 09 16 2010).

Planning Agendas 49 and 50

CPAC (now College Council) is the forum where constituents are involved in the major recommendations that are forwarded to the college president. Consequently, it is the responsibility of College Council representatives to ensure that all divisions are in alignment with the EMP or be aware of any deviation from the EMP that is being proposed because of lack of funds. If necessary, College Council needs to request additional funding from the district to help it meet the DPP expectations outlined in the EMP.

SCC representatives on the BAPR must continue to pursue answers to the budget concerns and questions raised by SCC's constituents. The BAPR representatives will

strive to improve the budget process to ensure that SCC can continue to offer high quality educational programs. (III.D.1d)

SCC representatives on the BAPR must continue to pursue answers to budget concerns and questions raised by SCC's constituents. The BAPR representatives will strive to ensure the budget process to ensure that SCC can continue to offer high quality education programs. (III.D.2c)

Progress Toward Planning Agendas

These planning agendas have been met by College Council, the Educational Master Planning Committee (EMPC), and SCC representatives on the district Budget Allocation and Planning Review (BAPR) Committee. A representative from the EMPC now sits on the College Council to improve communication between the two bodies (PA 3.8—College Council Minutes 05 11 2010). In addition, a new Budget Committee was approved by the College Council in May 2011 (PA 52.3—College Council Minutes 05 24 2011). With the initiation of the Budget Committee in 2011-2012 and its working relationship with the Educational Master Plan Committee, the allocation of funds will be aligned with the EMP (PA 52.4—SCC Budget Committee).

SCC representatives were instrumental in having BAPR approve the recommendation to allocate an additional $1 million to the 2010-2011 SCC discretionary budget (PA 51.5—BAPR Minutes). For a discussion of SCC's role in the ongoing review of the district's Budget Allocation Model, please see the response to Team Recommendation 2.

Planning Agenda 51

An end to the state budget crisis does not appear imminent. Therefore, the college and district must continue to look for alternative ways of operating more efficiently as well as pursue alternative sources of revenue, including partnerships and additional grants. Efforts have been taken in this area, but need to be enhanced and sustained for the next few years. (III.D.2g)

Progress Toward Planning Agenda

This planning agenda has been met and is ongoing. The continuing weak economy has challenged the College to operate more efficiently. With the reduction in force in 2009, SCC has increased the workload of many positions including classified and administrative positions (PA 51.1—Board of Trustees Minutes 06 22 2009, see p. 8, item 3.9). A reduction in the number of sections offered has resulted in improved efficiency through substantially increased average class size.

SCC Average Class Size 2007-2010

semester	# of sections	# of enrollments	average class size
Fall 2007	1,266	32,003	25.28
Fall 2008	1,036	30,393	29.34
Fall 2009	728	25,089	34.46
Fall 2010	720	24,652	34.24

(Source: RSCCD Research, August 2011)

SCC was awarded a U.S. Department of Education Title V grant in 2010 to enhance and expand the capacity to serve Hispanic and low-income students (PA 51.2—Title V Letter). The $3.23 million, five-year grant is designed to help student success in the fields of science, technology, engineering, and mathematics (STEM). Over the life of the grant, the college plans to use the Title V funding for the following:

- Hiring a part-time STEM counselor to create and implement innovative advising to support currently enrolled STEM students.
- Increasing the number of first-year students interested in STEM fields.
- Retaining and transferring STEM majors.
- Establishing a Science Learning Center with faculty developed activities, tutors, and materials.
- Providing science and math supplemental instruction opportunities for students.
- Establishing a new A.S. degree in engineering.
- Establishing the Office of Institutional Effectiveness and Assessment to support faculty in the collection and analysis of data to increase student success.
- Providing ongoing training, coaching, and mentoring for faculty to integrate student learning outcomes assessment into programs and courses.

SCC is a participant in the Kaleidoscope Project to develop and implement a set of fully open general education courses across eight colleges serving at-risk students. The project is designed to reduce textbook costs and allow collaborative improvement of course design to improve student success (PA 51.3a—Kaleidoscope Overview; PA 51.3b—Kaleidoscope Proposal). Other colleges in the partnership include: Santa Ana College, Cerritos College, Chadron State College, College of the Redwoods, Mercy College, Palo Verde College, and Tompkins Cortland College. SCC faculty in mathematics and biology are involved in the project (PA 51.3c—What's New 09 02 2011).

Through a partnership with California State University Fullerton and two other community colleges, SCC received $139,212 in July 2011 for an 18-month Teacher Pathway Partnership (PA 51.4—Teacher Pathway Partnership). The funding will provide short-term education leading to employment and positioning for additional education for a co-hort of 20-30 at-risk students. The low-income, basic skills students began with a college readiness summer bridge program, followed by courses in English, mathematics, counseling, and human development.

The Orange Education Center was approved as an official "Center" by the state, and an additional $1 million annual allocation to the District began in 2009-2010 (PA 51.5—BAPR Minutes 05 26 2010). The District budget allocation model is under review by the District BAPR Committee. SCC representatives are participating to ensure the College allocation is fair but also provides more involvement with all the College expenditures, both fixed and discretionary. For additional discussion of the budget allocation model review, please see the response to Team Recommendation 3. Finally, the new SCC Budget Committee will also be looking at ways to more efficiently utilize financial resources (PA 52.4—SCC Budget Committee). Recent community partnerships are detailed in the response to Planning Agenda 48.

Planning Agenda 52

To alleviate any mistrust on how funds are expended, College Council will continue to allocate a portion of each meeting specifically to review the college budget and ensure consensus on how funds are allocated and spent within the college. This will also help ensure budget planning is consistent in alignment with the EMP. (III.D.3)

Progress Toward Planning Agenda

This planning agenda has been met. Budget updates and information are a standing item on the College Council's agendas (PA 52.1—College Council Minutes 11 09 2010; PA 52.2—College Council Minutes 06 28 2011). In addition, a new Budget Committee was approved by the College Council in May 2011 (PA 52.3—College Council Minutes 05 24 2011). With the initiation of the Budget Committee in 2011-2012 and its working relationship with the Educational Master Planning Committee, the allocation of funds should be transparent to all constituents and ensure there is a link between budget and planning (PA 52.4—SCC Budget Committee). The Budget Committee is also tasked with evaluating budget performance for the concluding fiscal year. The SCC Budget Committee is a shared governance committee with faculty, classified and administration representatives (PA 52.4—SCC Budget Committee; PA 52.5—Proposed Collegial Governance Structure 2011).

Planning Agenda 53

With the exception of how information is transmitted to SCC constituencies from the Board of Trustees meeting, there is no need to change the current format of participation and decision making processes. The president will develop a system for enhancing his weekly reports to the college to include important Board information and decisions. (IV.A.1)

Progress Toward Planning Agenda

This planning agenda has been met, as noted in the 2008 Abbreviated Self Study. The president's weekly newsletters include information about the Board of Trustees with links to the online board agendas, dockets, and minutes (PA 53.1—What's New 01 28

2011; PA 53.2—What's New 09 09 2011). The president continues to keep various constituencies of the campus informed through meetings and emails (PA 53.3—All College Meeting Email 10 07 2009; PA 53.4—2010-2011 SCC Planning Process Email 09 15 2010).

Planning Agenda 54

Collegewide budget meetings will be held twice each year to communicate expenditures and revenue information to the college constituents. (IV.B.2d)

Progress Toward Planning Agenda

This planning agenda has been met and continues to be met through ongoing activities. In addition to the budget information conveyed at the all-faculty and staff convocations, held Fridays during Flex Weeks (PA 39.1—Flex Calendar Fall 2008; PA 39.2—Flex Calendar Spring 2009; PA 39.3—Flex Calendar Fall 2009; PA 39.4—Flex Calendar Spring 2010; PA 39.5—Flex Calendar Fall 2010; PA 6.3—Flex Calendar Spring 2011; PA 10.2—Flex Calendar Fall 2011) , the vice president of Administrative Services hosted open sessions on the budgets in 2008 and 2009 (PA 39.1—Flex Calendar Fall 2008, see 10:30 a.m., Aug. 19; PA 39.2—Flex Calendar Spring 2009, see 11 a.m., Feb. 3; PA 39.3—Flex Calendar Fall 2009, see 1 p.m., Aug. 27).

As an example of the information conveyed through the all-faculty and staff convocation, during the spring 2010 meeting, the vice president of Administrative Services explained the district Budget Allocation and Planning Review (BAPR) Committee was considering significant changes to the current budget allocation model, including the allocation of fixed costs to the district's colleges. If adopted, the colleges would have more financial flexibility, but also would be accountable for funding all contractual obligations, such as faculty and classified salaries. College faculty and staff were encouraged to raise concerns and ask questions of their representatives on the committee. More detail about the proposed model can be found in the response to Team Recommendation 3.

Planning Agenda 55

SCC's leadership team will work through Budget Allocation and Planning Review Committee (BAPR) to seek changes as to how the SCC allocations are decided to ensure that SCC has the fiscal support it needs to sustain its anticipated growth and development. As state funds allow, SCC will request a larger proportion of the district funds allocated to the individual colleges. (IV.B.3c)

Progress Toward Planning Agenda

This planning agenda has been met and is ongoing, as the college works with the district Budget Allocation and Planning Review (BAPR) Committee to move toward a new budget allocation model. In the model under discussion, the majority of funds, fixed and discretionary, would be allocated to the colleges (TR 3.23—BAPR Work Group Notes 07

14 2010). If this model is approved, it should provide SCC with greater fiscal flexibility. BAPR has acknowledged SCC's concerns that the transition to a new budget allocation model must not significantly impact programs at the colleges, and the transition plan must incorporate a process for adjustment and implementation (TR 3.22b—BAPR Work Group Notes 12 01 2010). More detail about this specific proposal can be found in the response to Team Recommendation 3.

APPENDIX A
LIST OF EVIDENCE

Report Preparation
RP 1—District Accreditation Oversight Group Notes 11 02 2010
RP 2—Timelines Midterm Report 2011
RP 3—Accreditation Committee Minutes 09 30 2010
RP 4—Accreditation Committee Minutes 10 07 2010
RP 5—Accreditation Committee Minutes 11 18 2010
RP 6—Accreditation Committee Minutes 12 09 2010
RP 7—Accreditation Committee Minutes 02 24 2011
RP 8—Accreditation Committee Minutes 03 10 2011
RP 9—Accreditation Committee Minutes 08 25 2011
RP 10—Mission Statement Recommendation Email 03 11 2011
RP 11—Mission Statement 04 12 2011
RP 12—College Council Minutes 04 12 2011
RP 13a—Academic Senate Minutes 08 17 2011
RP 13b—Academic Senate Minutes 08 30 2011
RP 14—College Council Minutes 09 13 2011
RP 15a—Board of Trustees Summary 09 26 2011
RP 15b—Board of Trustees Summary 10 10 2011

Commission Recommendation

CR 1.1—ACCJC Letter 01 29 2010
CR 1.2—EMPC Progress Report

Team Recommendations

TR 1.1—Contract Probationary Tenure Review Packet
TR 1.2—Tenured Faculty Evaluation Packet

TR 2.1a—BAPR Work Group Notes 10 06 2010
TR 2.1b—BAPR Work Group Notes 12 01 2010
TR 2.1c—BAPR Work Group Notes 01 05 2011
TR 2.1d—BAPR Work Group Notes 02 09 2011
TR 2.1e—BAPR Work Group Notes 03 09 2011
TR 2.1f—BAPR Work Group Notes 04 06 2011
TR 2.1g—BAPR Work Group Notes 04 13 2011
TR 2.1h—BAPR Work Group Notes 05 11 2011
TR 2.2a—BAPR Minutes 02 24 2010
TR 2.2b—BAPR Minutes 05 26 2010
TR 2.2c—BAPR Minutes 07 28 2010
TR 2.2d—BAPR Minutes 09 15 2010
TR 2.2e—BAPR Minutes 11 10 2010
TR 2.2f—BAPR Minutes 12 08 2010

TR 2.2g—BAPR Minutes 01 19 2011
TR 2.2h—BAPR Minutes 05 04 2011
TR 2.3—BAPR Minutes 05 25 2011

TR 3.1a—BOT Planning Retreat Agenda 02 07 2011
TR 3.1b—BOT Planning Retreat Minutes 02 07 2011
TR 3.2—2010 ARCC Report
TR 3.3—12 Measures of Success
TR 3.4—Community Survey Instrument, Distribution List and Results
TR 3.5—Strategic Planning Retreat Agenda 04 08 2011
TR 3.6—RSCCD Annual Planning Design
TR 3.7—Strategic Planning Retreat Agenda 05 06 2011
TR 3.8—District Goals Measurement Document
TR 3.9—RSCCD Strategic Plan
TR 3.10—Oversight Committee Minutes 03 15 2010
TR 3.11a—BAPR Minutes 02 24 2010
TR 3.11b—BAPR Minutes 05 26 2010
TR 3.11c—BAPR Minutes 07 28 2010
TR 3.11d—BAPR Minutes 09 15 2010
TR 3.11e—BAPR Minutes 11 10 2010
TR 3.11f—BAPR Minutes 12 08 2010
TR 3.11g—BAPR Minutes 01 19 2011
TR 3.11h—BAPR Minutes 05 04 2011
TR 3.12—Oversight Committee Minutes 03 30 2010
TR 3.13—District and College Participatory Governance Planning and Budget Processes
TR 3.14—RSCCD Planning and Budget Integration Processes
TR 3.15—District and College Participatory Governance Guidelines
TR 3.16—SCC Annual Planning Processes
TR 3.17—BAPR Minutes 05 25 2011
TR 3.18—BAPR Minutes 06 08 2011
TR 3.19—BAPR Minutes 07 27 2011
TR 3.20—RSCCD Strategic Technology Plan 2011-2012
TR 3.21—Employee Budget Forum Handout
TR 3.22a—BAPR Work Group Notes 10 06 2010
TR 3.22b—BAPR Work Group Notes 12 01 2010
TR 3.22c—BAPR Work Group Notes 01 05 2011
TR 3.22d—BAPR Work Group Notes 02 09 2011
TR 3.22e—BAPR Work Group Notes 03 09 2011
TR 3.22f—BAPR Work Group Notes 04 06 2011
TR 3.22g—BAPR Work Group Notes 04 13 2011
TR 3.22h—BAPR Work Group Notes 05 11 2011
TR 3.22i—BAPR Work Group Notes 06 01 2011
TR 3.23—BAPR Work Group Notes 07 14 2010
TR 3.24—BAPR Work Group Notes 08 11 2010
TR 3.25a—BAPR Work Group Notes 07 13 2011
TR 3.25b—BAPR Work Group Notes 08 10 2011

TR 3.26a—RSCCD Budget Update 09 27 2010
TR 3.26b—RSCCD Budget Update 10 11 2010
TR 3.26c—RSCCD Budget Update 11 15 2010
TR 3.26d—RSCCD Budget Update 01 18 2011
TR 3.26e—RSCCD Budget Update 03 28 2011
TR 3.26f—RSCCD Budget Update 05 10 2011
TR 3.26g—RSCCD Budget Update 05 23 2011
TR 3.26h—RSCCD Budget Update 06 20 2011
TR 3.27—BOT Minutes 04 12 2010
TR 3.28a—RSCCD Budget Assumptions 2011-2012
TR 3.28b—RSCCD Tentative Budget 2011-2012
TR 3.29—BOT Minutes 05 23 2011
TR 3.30—RSCCD Strategic Technology Plan 2010-2011
TR 3.31—BAPR Minutes 04 14 2010
TR 3.32—District Council Minutes 04 12 2010
TR 3.33—BOT Minutes 04 26 2010
TR 3.34—BOT Minutes 01 18 2011
TR 3.35—District Human Resources Committee Minutes 09 22 2010
TR 3.36—District Human Resources Committee Minutes 04 20 2011
TR 3.37—FTF by College 2000-2009
TR 3.38a—District Facility Planning Committee Minutes 11 02 2010
TR 3.38b—District Facility Planning Committee Minutes 12 01 2010
TR 3.38c—District Facility Planning Committee Minutes 01 05 2011
TR 3.38d—District Facility Planning Committee Minutes 02 09 2011
TR 3.38e—District Facility Planning Committee Minutes 03 09 2011
TR 3.38f—District Facility Planning Committee Minutes 04 13 2011
TR 3.38g—District Facility Planning Committee Minutes 06 01 2011
TR 3.39—BOT Minutes 06 20 2011
TR 3.40—BAPR Minutes 06 09 2010

TR 4.1—Proposed Title 5 Repeatability 2011
TR 4.2—Title 5 Repeatability 2009
TR 4.3—XRPC
TR 4.4—Report on Audit of Financial Statements, June 30, 2009
TR 4.5—Student Remedial Units Report
TR 4.6—2011-2012 Catalog, p. 26

TR 5.1—BP 9002 Statement of Ethical Conduct
TR 5.2—BP 7020 Code of Ethics
TR 5.3—BP 9022 Board of Trustees Self Evaluation
TR 5.4—BOT Vision-Goals Survey Results
TR 5.5—BOT Goals 2011-2012
TR 5.6a—BOT Planning Retreat Docket 02 07 2011
TR 5.6b—BOT Planning Retreat Agenda 02 07 2011
TR 5.7—BOT Planning Retreat Minutes 02 07 2011
TR 5.8—BOT Unit Goals

TR 5.9—BOT-Chancellor Retreat Agenda 09 18 2010
TR 5.10—BOT-Chancellor Retreat Minutes 09 18 2010
TR 5.11—Chancellor's Goals
TR 5.12a—RSCCD BOT Policies Committee Agenda 02 17 2011
TR 5.12b— RSCCD BOT Policies Committee Minutes 02 17 2011
TR 5.13—BOT Minutes 03 14 2011
TR 5.14—BOT Docket 03 28 2011, Item 6.2
TR 5.15—BOT Minutes 03 28 2011

TR 6.1—Survey to Community and District Staff
TR 6.2—Results of Survey to Community and Staff
TR 6.3—BOT Self-Evaluation Report Results
TR 6.4—RSCCD BOT Unit Goals for 2011
TR 6.5—Annual BOT Planning Retreat Minutes 02 07 2011
TR 6.6—2010-2011 Board Vision and District Goals
TR 6.7—2010 ARCC Report
TR 6.8—12 Measures of Success, February 2011
TR 6.9—Chancellor's Goals
TR 6.10—Results of Community and Staff Input of 2010-2011 District Goals
TR 6.11—Plan to Plan 2011 PowerPoint Presentation
TR 6.12—RSCCD BOT Vision and District Goals 2011-2012
TR 6.13—RSCCD District Goals Measurement Document
TR 6.14—RSCCD Strategic Plan

Planning Agendas
PA 1.1—SCC Student Survey
PA 1.2—12 Measures of Success
PA 1.3—2010 Transfer Student Report
PA 1.4—Master Technical Advisory Committee 2011
PA 1.5—Add Codes Email
PA 1.6a—Counselor Handouts
PA 1.6b—Career Odyssey
PA 1.7—Transfer Center Handouts
PA 1.8—Cal Poly Pomona Articulation Email 01 14 2011
PA 1.9—2011-2012 Catalog, pp. 44-45
PA 1.10—2011-2012 Catalog, p. 46
PA 1.11—CIC Minutes 10 25 2011
PA 1.12a—2011-2012 Catalog Addendum
PA 1.12b--CIC Minutes 03 14 2011
PA 1.12c—CIC Minutes 04 18 2011

PA 2.1—Title III APR 2010 Year 5 Final Report
PA 2.2—Title III Final Results Overview Spring 2010
PA 2.3—SLO Short Implementation Manual
PA 2.4—SLO Handbook
PA 2.5—SLO Web Pages

PA 2.6—Intro to SLOs Presentation
PA 2.7—SLO Assessment Presentation
PA 2.8—SLO Blast
PA 2.9—Program SLO Workshop
PA 2.10—Student Services SLOs
PA 2.11—Spring 2006 Student Services Meeting
PA 2.12—Flo Chart
PA 2.13—Retreat Timelines
PA 2.14—SLO Mapping Grid
PA 2.15—SLO Report Template
PA 2.16—Assessment Inservice

PA 3.1—2009 Follow-Up Report
PA 3.2—Abbreviated Institutional Self-Study Fall 2008, pp. 125-126
PA 3.3—Academic Program Review Template
PA 3.4—DPP Activity Prioritization Report
PA 3.5—DPP Guidelines
PA 3.6—Program Review Executive Summary Template
PA 3.7—Activity Evaluation Report Template
PA 3.8—College Council Minutes 05 11 2010
PA 3.9a—EMPC Minutes 01 27 2011
PA 3.9b—EMPC Minutes 02 10 2011
PA 3.10a—Draft Administrative Services Program Review
PA 3.10b—Administrative Services Program Review 2008-2011
PA 3.11a—EMPC Minutes 04 28 2011
PA 3.11b—EMPC Minutes 05 12 2011
PA 3.11c—Plan for EMP 2012-2016

PA 6.1—2011-2012 Catalog
PA 6.2—SLO Assessment Counts by Division
PA 6.3—Flex Calendar Spring 2011
PA 6.4—Summer SLO Institute
PA 6.5—Program Assessment Guide
PA 6.6—Educational Master Plan 2007-2012, pp. 96, 98, 102, 78
PA 6.7—Program Outcomes Count
PA 6.8—Program Outcomes Matrix
PA 6.9—Program Outcomes Assessment
PA 6.10a—Economics Program Review 2011
PA 6.10b—Mathematics Program Review 2011

PA 7.1—CIC Minutes 09 13 2010
PA 7.2—COR Philosophy 110H

PA 8.1a—SLO Workshop Spring 2009
PA 8.1b—SLO Coordinator Emails

PA 10.1—Distance Ed Toolbox
PA 10.2—Flex Calendar Fall 2011
PA 10.3—Blackboard Workshops Email 07 21 2011
PA 10.4—Distance Education Update 01 15 2010
PA 10.5—Distance Ed Update Email 02 05 2009
PA 10.6—Blackboard Workshops Flyer

PA 11.1—Academic Program Review Template
PA 11.2—Academic Senate Minutes 11 16 2010

PA 12.1—Quadrennial List 2011
PA 12.2—Missing SLOs and Assessments Email 07 12 2011
PA 12.3—CIC Chair Email 04 20 2011
PA 12.4—Course SLO Matrix

PA 13.1a—SLO Assessment for Credit Courses 09 23 2011
PA 13.1b—Mathematics SLO Assessment Report 02 02 2011

PA 17.1—2008-2009 Plan A
PA 17.2—2009-2010 Plan A
PA 17.3—2010-2011 Plan A
PA 17.4—2011-2012 Plan A

PA 18.1—Astronomy Lab Survey
PA 18.2—Biology Lab Survey
PA 18.3—Chemistry Lab Survey
PA 18.4—Physics Lab Survey

PA 19.1a—New Degrees Certificates 2007
PA 19.1b—New Degrees Certificates 2008-2010

PA 20.1a—Electrician 2008 Report
PA 20.1b—Gemology 2008 Report
PA 20.1c—Human Development Childcare 2008 Report
PA 20.2—Career Ed Technical Advisory Committees

PA 21.1a—SCC Plan B
PA 21.1b—SCC Plan B Catalog
PA 21.2a—SCC Plan C
PA 21.2b—SCC Plan C Catalog
PA 21.3a—SCC UC Articulation
PA 21.3b—SCC UC Articulation Catalog
PA 21.4—SCC USC Articulation
PA 21.5—Transfer Web Links
PA 21.6a—SCC AP Guide
PA 21.6b—SCC AP Guide Catalog

PA 21.7a—CLEP and IB Exam Guide
PA 21.7b—SCC CLEP Guide Catalog
PA 21.7c—SCC IB Guide Catalog
PA 21.8—Assist.org Website
PA 21.9—Transfer Center Activities

PA 22.1—Career Services SLO Report 2010-2011
PA 22.2—Student Services Program Review Template
PA 22.3—Career Services Program Review
PA 22.4—Admissions and Records Program Review
PA 22.5—Counseling Program Review

PA 23.1—Catalog Task Force Minutes 01 13 2011
PA 23.2—Catalog Production Timeline 2011-2012

PA 24.1—Exercise Science DPP
PA 24.2—SCC Online Admissions
PA 24.3—Future Teacher Conference Agenda 2011
PA 24.4—Tech Prep Grant
PA 24.5—Early Decision/Early Welcome

PA 25.1—Student Leadership Institute
PA 25.2—ASG Town Hall Meeting
PA 25.3—Annual Book Run
PA 25.4—Voter Registration Drive

PA 26.1—BSI Counseling
PA 26.2—CAMP Counseling
PA 26.3—Tech Prep Grant Counseling

PA 27.1—Discover SCC
PA 27.2—Battle of Bands
PA 27.3—CAMP Newsletter

PA 28.1—CCC Assessment Instruments 2009
PA 28.2—Multiple Measures 2008
PA 28.3—Math Test-Retest 2009
PA 28.4—Appropriateness of Placement Waivered 2010
PA 28.5—TELD Ratings of Placement 2010
PA 28.6—Appropriateness of Placement CTEP 2011

PA 29.1a—Vision and Mission Matrix
PA 29.1b—Program Accomplishments Matrix
PA 29.1c—SLO Matrix

PA 30.1—Library RFID Purchase

PA 30.2—SCC Wireless Map
PA 30.3a—Librarian Professional Development 2008-2010
PA 30.3b—Friedenrich Professional Development
PA 30.3c—Geissler Professional Development
PA 30.3d—Ho Professional Development
PA 30.3e—Sproat Professional Development
PA 30.3f—Varela Professional Development
PA 30.3g—Wong Professional Development

PA 31.1a—Circulation Closing Procedures
PA 31.1b—Collection Management Policy and Procedures
PA 31.1c—E-Reference Policy and Procedures
PA 31.1d—Fine Review
PA 31.1e—Library Research Instruction by Appointment
PA 31.1f—Photography and Filming Policy
PA 31.1g—Photography Request Guidelines
PA 31.2—Library SLOs
PA 31.3—Library Chat Webpage
PA 31.4—Library Chat Usage 2009-2011

PA 32.1—Librarian Request 2010
PA 32.2—Library BI Template

PA 33.1—CI Track

PA 34.1—Syndetic Solutions 2008
PA 34.2—Xerox Lease Agreement 2010
PA 34.3—Letter to Dean of Leatherby Libraries 09 14 2010

PA 35.1—Faculty Evaluation Workshop 2008
PA 35.2—Faculty Evaluation Workshop Sign-in

PA 36.1—Contract Probationary Tenure Review Packet
PA 36.2—Tenured Faculty Eval Packet

PA 37.1—Faculty Hire Recommendations 2010

PA 38.1—RSCCD Vision and Goals 2011
PA 38.2—Enrollment Trends 2006-2010
PA 38.3—Classified Position Announcement
PA 38.4—Faculty Staff Diversity Report 2009
PA 38.5—Faculty Staff Diversity Report 2010
PA 38.6—HRES Annual Report 2007-2008
PA 38.7—HRES Annual Report 2008-2009
PA 38.8—HRES Annual Report 2009-2010

PA 39.1—Flex Calendar Fall 2008
PA 39.2—Flex Calendar Spring 2009
PA 39.3—Flex Calendar Fall 2009
PA 39.4—Flex Calendar Spring 2010
PA 39.5—Flex Calendar Fall 2010
PA 39.6—CTE Perkins-VTEA Staff Development
PA 39.7—New Faculty Institute

PA 40.1—SCC Facilities Master Plan 2011

PA 41.1—College Council Minutes 07 27 2010

PA 44.1—Flex Week Technology Training

PA 45.1—SCC Technology Plan 2007-2012
PA 45.2—SI Lab

PA 48.1—CFO Resolution 11 17 2010
PA 48.2—OLHS Meeting Notes 09 16 2010

PA 51.1—Board of Trustees Minutes 06 22 2009
PA 51.2—Title V Letter
PA 51.3a—Kaleidoscope Overview
PA 51.3b—Kaleidoscope Proposal
PA 51.3c—What's New 09 02 2011
PA 51.4—Teacher Pathway Partnership
PA 51.5—BAPR Minutes 05 26 2010

PA 52.1—College Council Minutes 11 09 2010
PA 52.2—College Council Minutes 06 28 2011
PA 52.3—College Council Minutes 05 24 2011
PA 52.4—SCC Budget Committee
PA 52.5—Proposed Collegial Governance Structure 2011

PA 53.1—What's New 01 28 2011
PA 53.2—What's New 09 09 2011
PA 53.3—All College Meeting Email 10 07 2009
PA 53.4—2010-2011 SCC Planning Process Email 09 15 2010

APPENDIX B
Glossary of SCC Planning and Accreditation Terminology

Acronyms

ACCJC   Accrediting Commission for Community and Junior Colleges.

ARCC   Accountability Reporting for the Community Colleges: Report used to document the performance of the California Community Colleges.

BAPR   Budget Allocation and Planning Review: Committee charged with oversight of budget and planning for the district. Includes representatives of the District Office and both colleges.

BAPR WG   Budget Allocation and Planning Review Work Group: Group tasked with specific budget and planning activities; reports to the BAPR Committee.

DPP   Department Planning Portfolios: Database used to gather and update planning information, including vision, mission, goals, and needs.

EMP   Educational Master Plan: Document that includes departments' and programs' five-year plans, vision, mission, goal statements, and their current and future roles in the SCC instructional paradigm. The first Educational Master Plan covered the period 2001-2006, while the second covered the period 2007-2012. To align planning processes with the six-year accreditation cycle, the third EMP will cover the period 2012-2016, while the fourth EMP will cover the full six-year period 2016-2022.

EMPC   Educational Master Planning Committee: Group charged with oversight of the development of the SCC Educational Master Plan, Program Reviews, and the annual Department Planning Portfolios.

FTES   Full-Time Equivalent Student.

RSCCD   Rancho Santiago Community College District.

SAC   Santa Ana College.

SCC   Santiago Canyon College.

SLO   Student Learning Outcome: General student *achievement goals* that describe *what a student should learn to do* outside of the class as a result of learning experiences that take place within a class.

SLOARC   Student Learning Outcome and Assessment Review Committee.

Santiago Canyon College
8045 East Chapman Avenue
Orange, CA 92869
www.sccollege.edu
714-628-4900