EVALUATION REPORT

Santiago Canyon College
Orange, California

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

The report represents the findings of the evaluation team
that visited
Santiago Canyon College from October 6-9, 2014

Henry C.V. Yong, Ed.S.
Chair

Date: February 6, 2015

Institution: Santiago Canyon College
8045 East Chapman
Orange, CA 92869

Team Report: Comprehensive Evaluation Report

This Report represents the finding of the External Evaluation Team
That visited Santiago Canyon College October 6-9, 2014.

Subject: <u>**Commission Revision to the Team Report**</u>

The comprehensive External Evaluation Report (Team Report) for Santiago Canyon College provides details of the team's findings with regard to the College's policies, procedures, and practices and deficiencies in those policies, procedures, and practices which the team concluded led to noncompliance with Accreditation Standards. The Team Report should be read carefully and used to understand the team's findings. Upon a review of the Team Report sent to the College, and the Institutional Self-Evaluation Report and evidence submitted by the College, the following changes or corrections are noted by the Commission for the Team Report:[1]

Concerning Recommendation 1: The Commission found that the issues of noncompliance noted by previous teams in 2005 and 2008 had been resolved. Therefore, the 2014 recommendation is revised to read:

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

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[1] The Team Chair has concurred with this change.

Santiago Canyon College
External Evaluation Visit Team Roster
Monday, October 6 through Thursday, October 9, 2014

Mr. Henry Yong (Chair)
President
Evergreen Valley College

Ms. Kristina Allende
Professor of English and Literature
Mt. San Antonio college

Dr. Stephen Payne
Command Historian
Defense Language Institute Foreign Language
Center

Dr. Lisa Lawrenson
Associate Vice President of Instruction,
Curriculum and Basic Skills
American River College

Dr. Ron Oxford
Librarian
West Hills College Lemoore

Mr. Robert Isomoto
Vice President Business & Administration
Santa Monica College

Mr. Michael Tuitasi
Vice President Student Services
Santa Monica College

Dr. Keiko Kimura (Assistant)
Dean, Language Arts
San Jose City College

Dr. Markus Geissler
Professor, Computer Information Science
Cosumnes River College

Ms. Leticia Barajas
Vice President Academic Affairs & Workforce
Development
Los Angeles Trade-Tech College

Mr. Rick Rantz
Dean, The Extended Campus
Allan Hancock College

Dr. Patrick Schmitt
Chancellor
West Valley-Mission CCD

Dr. Renee De Long Chomiak
Dean of Counseling Services
Cerritos College

Mr. Erik Cooper
Dean of Planning, Research, and Resource
Development
Sierra College

Summary of Evaluation Report

Institution: Santiago Canyon College

Dates of Visit: October 6-9, 2014

Team Chair: Henry C. V. Yong Ed.S., President, Evergreen Valley College

A 14-member team visited Santiago Canyon College from October 6-9, 2014 for the purpose of evaluating how well the institution is achieving its stated purposes, analyzing how well the College is meeting the Commission standards, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the status of the College.

In preparation for the visit, team members attended an all-day training session on September 12, 2014, conducted by the ACCJC, and studied Commission materials prepared for visiting team members. The team was divided into four committees, one for each standard. Team members read the College's self-study report, including recommendations from the prior Santiago Canyon College visiting team, and assessed the printed, electronic, and online evidence provided by the College.

A pre-visit was conducted by team chair and team assistant on September 11, 2014. Prior to the visit, team members completed written evaluations of the self-study and began identifying areas for further investigation. On the day before the formal visit, the team members met to discuss their views of the written materials provided by the College and reviewed the 2014 Self-Evaluation completed in July 2014, and other materials submitted to the Commission since its last comprehensive visit.

During the visit the team met with over 80 faculty, staff, administration, members of the Board of Trustees, and students. The team chair and several team members met with members of the Board of Trustees, the President of the College, and various administrators. The team also attended two open forums to allow for comments from any member of the College.

The team felt the self-study was well-organized and attractively presented. The college made evidence available and accommodated all requests for meetings and documentation. The team felt that the self-study report was sound. The faculty and staff who attended the open forums were candid and collegial. Overall, the team found the self-study accurately reflects the college and the work they have done and continue to do to serve students.

Through examination of documents and conversation with college stakeholders, the team determined that Santiago Canyon College is in compliance with respect to all Eligibility Requirements and Commission Policies.

With respect to the Standards, the team affirmed that the college has made substantial gains in the areas of course and institutional learning outcomes assessment, program review, and resource

allocation. Of the nine team recommendations and one Commission Recommendation addressed in the 2014 self-evaluation document, the team found that the college has responded satisfactorily to eight of these recommendations. The work involved in meeting the Standards has required significant efforts in recent years, which may be the reason why the college still needs time to complete evaluation cycles relative to planning and ensure that the results of these efforts are used to guide improvement. Completion of assessment cycles was a theme that emerged in five of the team's recommendations.

Nevertheless, the team found the college has completed substantial work to date and has made significant strides since the 2005 and 2008 self-evaluations. The team wishes to express its appreciation to and admiration for the college and its dedication to student success.

Commendations and Recommendations of the 2014 Visiting Team

<u>Commendations</u>

The members of the accreditation visiting team commend Santiago Canyon College for its dedicated engagement in the accreditation process and its openness in working with the visiting team members. The team recognizes the following accomplishments of note:

1. The team commends the college for its collegial atmosphere and high level of respect, professionalism, and collaboration.

2. The team commends the college for planning and designing an architecturally impressive, sustainably-focused campus which enhances the learning environment and fosters pride amongst the students and staff.

3. The team commends the college's maintenance and operations staff for its outstanding work in keeping a clean and well-maintained campus that enhances the student learning experience.

4. The team commends the college's level of collaboration in the development of 17 Associate Degrees for Transfer (ADT).

5. The team commends Student Services for their leadership in the development, assessment, dialogue, and use of results to guide sustainable quality improvement of student learning outcomes and service area outcomes.

6. The team commends the college library for its innovation in continuing and extending services to library patrons. In the wake of reduced library hours, the library has been able to support the college's dedication to student success by providing in-person reference services beyond open hours through the creation of an instant message/chat and text message system.

7. The team commends the college's Continuing Education division's commitment to serving the instructional and community needs of its service area, amidst significant staffing and facilities challenges.

8. The team commends the college for developing and sustaining the Student Transitioning and Registering Services (STARS) Program, operated through the Orange Education Center's (OEC) Division of Continuing Education, assisting students enrolled in the non-credit program to transition to degree-credit courses and programs.

<u>Recommendations</u>

As a result of the October 2014 visit, the team made the following recommendations:

1. In order to meet the Commission's 2012 expectation for meeting student learning outcomes standards, the team recommends that the college strengthen its assessment of program student learning outcomes to guide improvement. The college should also

identify and address outcomes assessment for community services (community education). (II.A.1.c, II.A.2, II.A.2.b)

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

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

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

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

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

ACCREDITATION EVALUATION REPORT FOR
SANTIAGO CANYON COLLEGE

INTRODUCTION

Santiago Canyon College is a comprehensive community college that supports the educational needs of the following Orange County communities: Anaheim, Garden Grove, Orange, Santa Ana, Tustin, and Villa Park and is one of two colleges in the Rancho Santiago Community College District (RSCCD). The district was established in 1971, and together with its sister college, Santa Ana College, RSCCD serves a population of more than 700,000.

Santiago Canyon College began first on a 30-acre plot of land, where 2,500 students began taking classes in what was then known as the RSCCD Orange Campus. As the student population flourished, RSCCD Board of Trustees voted in 1996 to establish a multi-college district. In 1997, the Orange Campus officially changed to Santiago Canyon College. In 2000, the college became fully accredited by the Western Association of Schools and Colleges.

Within the 82 acres that house the college, Santiago Canyon offers 82 degrees and 94 certificates that support the college's mission of providing an innovative learning community to foster student success. The college helps students achieve goals of transfer, associate degrees, certificate programs, community services, career education, continuing education, high school diploma program, and basic skills development. In fall 2013, the college served 13,859 students, with continuing education accounting for almost 5,000 students of this total.

Major trends that have impacted the college since its last comprehensive accreditation evaluation include the following developments:

- Enrollment: In 2009, the college came in as number four in the *Community College Week* ranking of fastest growing community colleges with an enrollment of 10,000 or more. Today the college has an enrollment each semester of nearly 14,000 students in its credit and non-credit programs. In January 2013, due to Field Act requirement issues at the Orange Education Center's site, classes were temporarily moved to other locations, causing a 15% decrease in Full-Time Equivalent Student (FTES). Current evidence indicates that 18-24 months are needed for project completion.

- Transfer: The number of the college's students who transfer to California State Universities and private universities has increased over the past six years and according to the state's Transfer Velocity Project, the percentage of the college's students who transfer to a university is consistently above the statewide average.

- Grants: In recent years, the college was awarded a series of grants supporting student achievement in STEM (Science, Technology, Engineering, and Mathematics). These grants include a $3.23 million five-year Title V STEM grant; the five-year "Strengthening Transfer Education and Matriculation in STEM" with California State University, Fullerton; and a $1.25 million five-year grant for the Upward Bound Math and Science Program, a partnership with local high schools. The collective impact of

these grants has led to the doubling in the number of students who have declared STEM majors. Today, more than 1,700 SCC students are preparing for STEM careers.

- Student Led Accomplishments: The college has received high marks in a number of areas, including a championship-winning women's soccer team with state and national championships in 2009, an award-winning forensics team, a Model United Nations Program, and a softball team that reached Super Regionals in 2013.

- Campus development: The campus completed the 2012-2016 Educational Master Plan, and enhanced the physical campus by adding of a parking lot and facilities for athletics and instruction.

The college has also experienced many milestones since its 2008 accreditation review that include the following:

- Opening the science center in fall 2010

- Welcoming the 4th Santiago Canyon College president

- Breaking ground and then opening the Athletic and Aquatics Complex in spring 2013

- Opening the new Humanities Building in spring 2014

- Opening the SCC softball complex in January 2009

Santiago Canyon College completed a full self-study 2005 and was reaffirmed. In an effort to align the accreditation of colleges within multi-college districts, Santiago Canyon College underwent a subsequent abbreviated self-study in 2008 alongside its sister college, Santa Ana College. As a result of a comprehensive accreditation visit in fall 2008, the accreditation of Santiago Canyon College was reaffirmed but the college was also placed on warning. The college also submitted a progress report in 2009 and then in 2010. The warning was removed in 2010. The college also submitted a midterm report in 2011.

The 2014 Santiago Canyon College Self Evaluation Report is thorough. Over a two-year period, from Fall 2012 through Summer 2014, the report writers and self-evaluation teams made a good effort to explain the progress the college has made regarding the ACCJC Eligibility Requirements and Accreditation Standards. The Steering Committee included administrators, faculty members, a student, a district liaison, two members of the board of trustees, and classified staff. The Standard committees included administrators, classified staff, and faculty. There were no students identified as having worked on the Standards. The self-evaluation was signed off on July 14, by all the key academic, staff, student, and administrative representatives of the college and district.

EVALUATION OF INSTITUTIONAL RESPONSES
TO THE 2005 RECOMMENDATIONS

Recommendation 1

The team recommends that the college should continue to develop and refine the Educational Master Plan (EMP) as part of its cycle of evaluation, so that college goals and objectives are clearly identified, are based upon an analysis of qualitative and quantitative data, are measurable and are regularly reevaluated (I.B.2, I.B.3).

Since 2005, Santiago Canyon College (SCC) has developed three Educational Master Plans (EMPs). The first two were similar and essentially syntheses of the direction that individual departments or programs were headed. For the 2012-2016 EMP, the Educational Master Plan Committee (EMPC) took a whole-institution approach. The process included input from focus groups and discussion groups. Although there is no overall SCC Strategic Plan, the EMP is tied to the Technology Plan and the Facilities Plan through the SCC Mission Statement and fifteen SCC Goals. Decisions made during the Program Review and Resource Review processes consider all three plans.

The Educational Master Planning Committee (EMPC), supported by the Office of Institutional Effectiveness & Assessment (OIE&A) developed fifteen SCC goals after interviewing students, classified staff, faculty, and administrators and conducting several forums to gather as much input as possible. The goals were developed using a SMART goal model: Specific (clearly linked to the underlying issue), Measurable (it will be evident when a goal is met), Attainable (within the power of the College alone to complete), Realistic (completed with the available resources), and Timely (completed by 2016). The goals were mapped to district goals and included 29 action items designed to identify how each goal would be achieved as well as individuals and college organizations, councils, and committees that were responsible to achieve each goal. After receiving feedback on the draft and making adjustments, the goals were, in turn, approved by the Academic Senate, the College Council, the president, and the Board of Trustees. The EMPC also developed an evaluation tool that will require each department or unit to identify which goals were met and how. If a goal was unmet, a rationale and steps to remedy the situation were required.

In spring 2013, the college established six institution-set standards or benchmarks and success indicators for student achievement. The six institution-set standards and success indicators include: Successful Course Completion Rate at 63 percent; Number of Student Earning a Degree at 600; Number of Students Earning a Certificate at approximately 575; Number of Students Transferring to a 4-Year Institution at approximately 650; Job Placement Rates by CTE Program TOP Code at 68 percent; and Fall-to-Fall Persistence at 45 percent. The college looked back at the data in each category four or five years in five of the six areas and was able to show that it had either met or exceeded its goals in five of six of its standards at the beginning and end of the period. One area, Job Placement Rates by CTE Program TOP Code, included data from only one school year, 2011-2012. Moreover, in three areas the college was able to show significant improvement over time.

Given the evidence provided, the team determined that the college has made significant progress in this area and has collaboratively articulated goals and stated objectives in measurable terms.

Understanding of the goals seems widespread. The team affirms that the college has satisfactorily addressed Standard I.B.2 of this recommendation.

Nonetheless, the college has not yet evaluated its current goals or success indicators, thus the college has not yet evaluated progress toward meeting its goals in an ongoing and systematic cycle of evaluation. From the evidence it seems clear SCC has developed appropriate tools to complete this task, but additional evidence is needed to show task completion in order to satisfactorily address Standard I.B.3.

Recommendation 2

Building upon the groundwork and planning timelines in place for instructional student learning outcomes (SLOs), the college should complete the work that it has begun so effectively in that area and assure that work on SLOs is undertaken in student services and all other areas of the college in which the standards require. Assessment of outcomes should be used to guide improvement (II.A.1.c, II.A.2.b, II.A.3, II.B.4).

The evaluation team confirmed that Santiago Canyon College defines course, program/degree, and institutional learning outcomes, assesses their course and institutional student learning outcomes, and engages in meaningful dialogue leading to continuous quality improvement.
Team members also affirmed that Student Services actively assesses student learning outcomes (SLOs) and Service Area Outcomes (SAOs) and that these outcomes are used to guide improvement. The team found that the college has satisfactorily addressed Standards II.A.3 and II.B.4.

However, the team could not find evidence of program level outcome assessment and dialogue for all instructional programs. Evidence of identified learning outcomes and assessment for community services was also lacking.

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

Recommendation 3

The college should capitalize on the strengths of the new program review process by assuring that the reviews are completed fully and thoughtfully, and that the resultant analysis and conclusions inform the annual DDP and EMP process (II.A.1.a, II.A.1.c, and II.A.2.a).

The team reviewed the newly revised program review process and noted the demonstrated high quality of reflection in the process. The Department Planning Portfolios (DPPs) are on an annual cycle which informs the program review process every 3 years, which in turn informs the EMP process every six years. The college has satisfactorily addressed this recommendation.

Recommendation 8

The college should work with the district in incorporating SLOs into the evaluation process for faculty members and others directly responsible for monitoring SLOs and achieving them (III.A.1.c).

The team confirmed that the college responded to this recommendation in its Midterm Report in 2011. Please refer to 2008 Recommendation 1 for the team's response.

Recommendation 10

The college with the support of the district should examine the budget allocation model and ensure that the college identifies all discretionary general and categorical funds that are available to support the needs of the college (III.D.1.c).

The team confirmed that the college responded to this recommendation in its Midterm Report in 2011. Please refer to 2008 Recommendation 2 for the team's response.

EVALUATION OF INSTITUTIONAL RESPONSES
TO THE 2008 RECOMMENDATIONS

Commission Recommendation 1

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

In 2009, the college president convened a task force that developed recommendations and actions to improve the planning process in six categories. The new planning process resulted in the Commission removing the college from warning status and reaffirmed accreditation. The institution's planning process is broad-based and offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. The quality of program reviews is high, and the Santiago Canyon College planning process involves collegial input from eighteen different committees with several committees having the chance to review plans and resource allocations before adoption by the College Council and president. In spring 2011, the EMPC developed a template for an Administrative Service Program Review that included "areas that do not fall under the Academic or Student Services Program Review" that allows these areas to analyze their functions and purpose in servicing the mission and to a develop strategic plan. (II.A.1, II.A.2.f, III.B.2, III.D.1, III.D.2, III.D.3, IV.B.3.a, IV.B.3.b)

The EMPC also played a role in the refinement of the college's mission statement. SCC's mission statement has been reviewed and revised twice in the past four years through governance processes. Survey results to college stakeholders ensured widespread dialogue and input in revisions. (I.A.1, I.A.3)

As described above, in 2009, the college began a process of analyzing its planning process and developed recommendations along with actions to improve planning in six different categories. The college continued to review its planning processes and in the fall of 2010, the College Council began a process of modifying and expanding the role of the EMPC that, in turn, led to the formation of the Budget Committee in May 2011. In November 2012, the college recognized that the Budget Committee's charge was too large and the college began discussing the creation of a planning committee, the Planning & Institutional Effectiveness (PIE) Committee. The College Council approved the Academic Senate's recommendations of responsibilities for the PIE in April 2013. (I.B.4)

The team confirmed that the PIE committee is also refining the planning processes for the 2015-2016 planning and budget allocation process but "was unable to include the Collegial Governance Committee segment of the planning process in the modified/transitional 2014-2015 planning cycle." (I.B.6)

The team found that the college has satisfactorily addressed this recommendation but is working toward compliance with Standard I.B.6.

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 process for faculty members and others directly responsible for monitoring SLOs and achieving them (III.A.1.c).

The team reviewed evidence that demonstrated full time and part time faculty and administrators directly responsible for student progress have effectiveness in producing learning outcomes as part of their evaluation. This team found that the college has satisfactorily addressed this recommendation.

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.1.a)

The college response was accepted by the ACCJC Commission in January, 2012. The team affirmed that the model continues to be used as indicated in their 2011 Midterm report. The team found that the college has satisfactorily addressed this recommendation.

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 its 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.2.f, III.B.2.d, III.D.1, III.D.2, III.D.3, IV.B.3.a, IV.B.3.b).

The college response was accepted by the ACCJC Commission in January, 2011. The team affirmed that this process continues as indicated. The team found that the college has satisfactorily addressed this recommendation but is working toward compliance of Standard I.B.6.

Team Recommendation 4

In order to maintain 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 (III.D.1.b, III.D.2.a, III.D.2.g)

The team interviewed personnel with oversight in this area to affirm that repeated courses are being appropriately reported for state apportionment funding, in compliance with existing regulations. The team found that the college has satisfactorily addressed this recommendation.

Team Recommendation 5

The team recommends that a set of written policies and regulations be created that establish appropriate communication processes between the trustees and district employees. The team further recommends that board adherence to these regulations and procedures be assessed within a systematic culture of evidence and cycle of continuous improvement (IV.B.1.a, IV.B.3.a, IV.B.3.e, IV.B.3.f).

The college's response was accepted by the ACCJC Commission in January, 2012. The team confirmed that the policies continue to be followed. The team found that the college has satisfactorily addressed this recommendation.

Team Recommendation 6

The team recommends that the district review its board evaluation policy/regulation to ensure integrity and effectiveness, and that its assessment results are widely communicated and applied within a systematic culture of evidence and cycle of continuous improvement (IV.A.5, IV.B.1.g).

The team members found evidence of a standard board evaluation policy and that the board undergoes a yearly self-evaluation as described. The team found that the college has satisfactorily addressed this recommendation.

ELIGIBILITY REQUIREMENTS

1. Authority

The evaluation confirmed that Santiago Canyon College is a public, two-year community college operating under the authority of the State of California, the Board of Trustees of the Rancho Santiago Community College District. Santiago Canyon College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

2. Mission

The evaluation team confirmed that Santiago Canyon College's updated mission statement was adopted by the Board of Trustees on September 23, 2013. The mission statement is published widely throughout the college, including the College's web page and the college catalog.

3. Governing Board

The evaluation team confirmed that the Rancho Santiago Community College District is governed by an eight-member Board of Trustees that oversee the activities of the district's two public community colleges, Santa Ana College and Santiago Canyon College. The non-voting student trustee serves for one year. Seven trustees are elected to the Governing Board for four-year staggered terms from each of the seven districts representing the residents of Anaheim Hills, East Garden Grove, Irvine, Orange, Santa Ana, Tustin, and Villa Park.

4. Chief Executive

The Board of Trustees of the Rancho Santiago Community College District appoints the college president based on the recommendation of the district chancellor. The full-time responsibility of the president is to Rancho Santiago and he possesses the requisite authority to administer board policies under the supervision of the chancellor.

5. Administrative Capacity

The administrative staff employed by Santiago Canyon College has the appropriate preparation and experience to support the mission and purpose of the college. There are appropriate procedures in place to fill administrative positions when they become vacant.

6. Operating Status

The evaluation team confirmed that Santiago Canyon College is operational and actively serves students seeking certificate and degree completion.

7. Degrees

Santiago Canyon College offers a wide variety of degree and certificate programs. The majority of students enrolled at the college are actively seeking degrees or certificates. The college offers

65 Associate of Arts/Associate of Science degrees, 17 Associate of Arts/Associate of Science Transfer degrees, 48 Transcriptable, 22 Skill, and 24 Non-credit certificates.

8. Educational Program

The evaluation team confirmed that Santiago Canyon College degree programs align with the College's mission and fields of study are aligned with generally accepted practices in degree-granting institutions of higher education. The team also confirmed that programs are of sufficient content and length, are taught at appropriate levels of quality and rigor, and culminate in identified student learning outcomes.

9. Academic Credit

The team verified, by examining course outlines, syllabi and other evidence, that Santiago Canyon College has appropriate policies and procedures in place to properly calculate clock hours to credit hours and to award academic credit based on accepted practices.

10. Student Learning and Achievement

The evaluation team confirmed that Santiago Canyon College defines course, program/degree, and institutional learning outcomes, assesses their course and institutional student learning outcomes, and engages in meaningful dialogue leading to continuous quality improvement.

11. General Education

The evaluation team confirmed that Santiago Canyon College incorporates general education into its degree programs, including demonstrated competencies in composition, numeracy, and other major areas of knowledge. There are comprehensive learning outcomes for the students who complete the general education component, and degree credit is reflective of the quality and rigor appropriate for higher education.

12. Academic Freedom

The team verified board policy (BP 4030) that defines and upholds academic freedom, stating that "The teacher should be free to think and to express ideas, free to select and employ materials and methods of instruction, free from undue pressures of authority, and free to act within his/her professional group."

13. Faculty

The team verified that the college has a highly qualified faculty consisting of approximately 104 full-time members. This number is of sufficient size to support the educational programs offered by the college. Faculty members are responsible for both curriculum review and learning assessment.

14. Student Services

The student services provided by Santiago Canyon College to its student population are appropriate to enable students to develop and learn. The range of student services is consistent with the college mission. The college has identified Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) for student services programs. Assessment of outcomes guides improvement of these services.

15. Admissions

The requirements for admission to the College are clearly stated in the catalog and on the college web site. These requirements are reflective of the college mission and of its status as an open admission institution. Rancho Santiago Community College District Board Policy 5010 describes the admission requirements and it is consistent with California Education Code and Title 5 regulations.

16. Information and Learning Resources

Santiago Canyon College possesses appropriate and sufficient information and learning resources. These resources support the mission statement and the instructional programs of the college and they are readily available and accessible to students.

17. Financial Resources

The team verified that the College has a sufficient funding base, financial resources, and plans for financial development that support its programs and services at an adequate level as well as to improve institutional effectiveness and assure ongoing financial stability.

18. Financial Accountability

The team verified that the College undergoes a regular external audit by a qualified certified public accounting firm. The audit report is available for public scrutiny and it follows accepted practices of accounting. The college submitted a copy of the budget, the financial audits, and the corresponding management letters. There were no material findings by the auditor.

19. Institutional Planning and Evaluation

The college publishes a fact book that is made public on the college website. The institution does provide and makes public evidence of planning for improvement of institutional structures and processes, student achievement of educational goals and student learning.

20. Integrity in Communication with the Public

Santiago Canyon College provides appropriate general information, information on requirements, and information about policies affecting students in the catalog and on the college web site.

The mission statement of the College is clearly articulated in the College Catalog as well as in the Educational Master Plan. The College Catalog, the schedule of classes and the College's website also provide the public with current information on degrees and curricular offerings, student fees, financial aid, refund policies, admissions policies, transfer requirements, hours of operation and appropriate contact information such as phone numbers and specific web pages where needed.

The names and academic preparation of the faculty and administration are listed in the back of the catalog. The names of the Governing Board members are also listed. The college works with local media to ensure publication of important dates and activities of interest in various community and media outlets (e.g. governing Board Meetings, Accreditation Public Forums, lectures and workshops, and performances). The college also does a certain amount of direct mail to provide information and reminders about various activities, such as school performances or the start of registration.

21. Integrity in Relations with the Accrediting Commission

The Governing Board and self-evaluation provides assurance that the College adheres to the Commission's eligibility requirements and accreditation standards and policies (Board Policy Manual, Section 1: Bylaws of the Governing Board). The institution complies with Commission requests and directives and describes itself to all accrediting agencies in identical terms with complete, honest and accurate disclosure.

COMMISSION POLICIES COMPLIANCE

Policy on Public Notification of an Evaluation Visit and Third Party Comment

In advance of the 2014 visiting team visit, the college published on its website and disseminated information regarding the dates of the visit, the team members, and all other information pertinent to college stakeholders. The Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment is available on the college website.

The college meets the policy on Public Notification of an Evaluation Visit and Third Party Comment.

Policy on Standards and Performance with Respect to Student Achievement

The college's self-evaluation provides evidence of defined elements of student achievement and has identified expected measures of performance. Elements of performance are published and include job placement rates, licensure attainment, numbers of certificates earned, numbers of degrees earned, transfer rates. Institution-set standards have been established and are published. Analyses of the college performance are included in the self-evaluation.

The college meets the policy on Standards and Performance with Respect to Student Achievement.

Policy on Credits, Program Length, and Tuition

The team reviewed documentation and interviewed college stakeholders to confirm that college credit hour assignments and degree programs are within the range of good practice in higher education and are consistent across courses, including classroom, laboratory, distance education, and clinical practice. Tuition is consistent across degree programs, credit hours utilize the Carnegie Unit, and the college is in compliance with the Commission Policy on Institutional Degrees and Credits.

The college meets the policy on Credits, Program Length, and Tuition.

Policy on Transfer Policies

The college provides information to students and the public regarding transfer policies. Criteria for transfer are included in the college's transfer documentation.

The college meets the policy on Transfer Policies.

Policy on Distance Education and Correspondence Education

The college submitted a substantive change in 2008 with reference to its distance education programming. The college has a policy for defining and classifying a course as offered by distance education, in alignment with USDE definitions. These policies are consistently and accurately applied when assigning classification to a course. The college uses various methods

to verify the identity of students enrolled in distance education or correspondence education courses. All students are provided with a unique login to access distance education course materials. In addition, all distance education courses include a required on-campus component or proctored evaluation. The college's infrastructure supports its distance education offerings.

The college meets the Policy on Distance Education and Correspondence Education.

Policy on Student Complaints

The college publishes clear policies for handling student complaints that is posted on the college's website and is available in the college catalog. The team reviewed complaint files and confirmed that files for the previous six years are available and demonstrate accurate implementation of the complaint policies and procedures. The team found no issues that could indicate the college's noncompliance with the Accreditation Standards. The college's accreditation status with the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges is published on its website.

The college meets the Policy on Student Complaints.

Policy on Institutional Disclosure and Advertising and Student Recruitment Materials

The colleges publishes a catalog and schedule of courses that provides accurate, current, and detailed information to students and the public about its programs, locations, and polices. This information is also found on the college website. The college's accreditation status with the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges is published on its website.

The college meets the Policy on Institutional Disclosure and Advertising and Student Recruitment Materials.

Policy on Title IV Compliance

The team examined financial aid documents and interviewed financial aid personnel. The team found no issues raised by the USDE regarding financial responsibility requirements. Audit findings for federal grants were corrected and resolved prior to the subsequent audit. The college currently has a loan default rate of 18.2% (2013-14), demonstrating the college's ability to manage default rates.

The college maintains a Vocational Cosmetology Education Agreement with the Santa Ana Beauty Academy for the purposes of the college's Cosmetology Program. The Santa Ana Beauty Academy currently holds approval by the Bureau for Private Postsecondary Education, as required by California Education code 94893 and 94894 as well as Title 5 of the California Code of Regulations Code Section 71660. The team reviewed the Agreement as well as the Individual Instructor's Services Agreement.

The college demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations.

The college meets the policy on Title IV Compliance.

Policy on Institutional Degrees and Credits

The team found evidence that the college is in compliance with this policy. Credit hour assignments and degree program lengths are within the appropriate range of good practices in higher education and are reliable and accurate across courses.

<h1 style="text-align:center">STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS</h1>

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data to verify the effectiveness by which the mission is accomplished.

A. MISSION

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

General Observations

A review of the mission statement reveals that the college views itself as an "innovative learning community dedicated to personal growth." It defines its purpose as fostering student success and helping students to succeed in achieving core outcomes. Through its mission statement, the college avows a commitment to maintaining standards of excellence. More ambiguous are references to providing "transferable" and "an engaging education to a diverse community."

The Board of Trustees approved the revised mission statement as part of its Consent Calendar on September 23, 2013. Although the college does not have a vision statement to support its mission, Institutional Learning Outcomes with four core competencies have been established to support it:

> Learn – About Self and Others, Academic and Professional Issues
> Communicate – With Clarity and Accuracy and in Diverse Environments
> Act – With Awareness of Self and the Local and Global Community of Persons
> Think – Critically, Creatively, and Reflectively

Further, the college has established 15 institutional goals that support the mission statement and these are used to support integrated planning and institutional effectiveness.

The mission statement is reviewed and revised on a regular basis in a collegial governance process by the Academic Senate and College Council and approved by the Board of Trustees. In the past four years, SCC has reviewed and revised its mission statement two times: in the spring of 2011 and again in the spring of 2013. The current version reflects a slight revision and was the product of the Educational Master Planning Committee (EMPC) that was tasked by the College Council to conduct review and make recommendations to the 2011 mission statement.

Findings and Evidence

The mission statement is disseminated in numerous publications including: the Santiago Canyon College Catalog, the Educational Master Plan, Class Schedules, various committee agendas, the SCC website, and in displayed in all major SCC offices. Additionally, the self-study also provided evidence that the mission statement was central to intuitional planning and decision making. The mission statement is not only contained in the Educational Master Plan (2012-2016) but the SCC Faculty Vision and Core Values Statements of 2011 in the master plan specifically

states that the faculty will "Explore creative and innovative ways to advance the mission of the college." (I.A.2, I.A.4)

The plan also documents that faculty and classified staff wanted to maintain "the comprehensive mission of the college." SCC Goal 15 stated: "Strengthen capacity to seek and acquire grant funding for the purpose of developing innovative programs and services that align with the college mission and vision." Finally, the appendices contained department missions developed to complement the overall college mission statement. Similarly, in the SCC Academic Program Review template, each program needs to answer the question, "How is SCC's mission statement reflected in your goals?" Under Part VI: Curriculum and Program Management, each program needs to explain the following:

With SCC's Mission Statement in mind, explain how your program meets the academic, developmental, and vocational needs of SCC's diverse student population? Does your program offer learning opportunities that extend beyond the traditional classroom experience?

The mission statement is also referred to by the Academic Senate when the faculty discussed planning, make decisions, and consider resolutions as evidenced in the senate's Statement of Philosophy and Guiding Principles 2013. Likewise, the first statement in the Enrollment Management Committee's (EMC) Strategic Enrollment Management Framework is the SCC Mission Statement. Later in the same document, the EMC listed "Alignment to the College Mission" as the first bullet under Things to Consider when the committee developed a strategic enrollment management framework. (I.A.1, I.A.4)

Another Academic Senate resolution in support of adopting a new handbook for the Planning & Institutional Effectiveness Committee included the statement, "Review college-wide resource allocation requests and evaluate them based on how well they support the college mission and meet institutional goals." This statement is also contained in the Planning & Institutional Effectiveness Committee section of SCC webpage. Finally, at least two of the Institutional Student Learning Outcomes contained in the mission statement are required in each course taught at the college as evidenced in the checklist contained in the SCC Curriculum and Instruction Handbook: 2012-2013. (I.A.4)

The EMPC was also tasked with a review of the mission statement. In order to do its work, the committee conducted a college wide survey. The results of the survey found that 90 percent of respondents either agreed or strongly agreed with each of the three statements contained within the mission statement. Those surveyed also recommended changes to each of the statements. The committee then revised the mission statement and the Academic Senate affirmed the mission statement on September 3, 2013. The College Council adopted the revised mission statement on September 10, 2013, and the Board of Trustees approved the new mission statement on September 23, 2013. (I.A.1, I.A.3)

The reference to a "transferable" and an "engaging education to a diverse community" could be reviewed to more clearly define the student population the college serves. The latter term implies an inclusive atmosphere but does not distinguish the college from any other California community college, even though the self-evaluation indicates that the college has conducted work to identify the students it serves. "Transferable" allows for a dual interpretation, such as

"transfer" to a four-year institution or "transferable" career and technical skills, but also contributes to a mismatch in understanding of the mission. In fact, when individuals from the career technical education division and the continuing education division were asked how their educational programs fit within the mission of the college, they felt that "transferable" meant "transferable skills" and that their programs were "innovative" in nature. Another interview revealed the comment that "we are mainly a transfer institution." Perhaps the ambiguity in these terms leads to these generalizations.

Conclusions

It is clear that the college has invested much time and effort in conducting widespread dialogue on the development and refinement of its mission statement, ensuring that programs and services are aligned with its purposes, character, and the college population. The college appears to have data on its student population and has used that data to develop programs, such as its apprenticeship courses. The mission is published widely and is made available to all college stakeholders, has been approved by the governing board on a regular basis, and is central to institutional planning.

The college meets the Standard. As evidenced above, the educational purpose of the college is easily identified in the mission statement and the college describes what it intends to provide its student population. However, the mission statement could more clearly identify "its intended student population."

B. IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

General Observations

The college has embarked on a new integrated planning model and resource allocation process that uses program reviews and status updates to allow the college to determine progress toward achieving stated goals. Student Learning Outcomes are a critical component of the annual planning process and are used to identify success and deficiencies within a given program. Departments are encouraged to include plans of action within their Department Planning Portfolios.

The college has also developed a set of six institution-set standards with success indicators to help determine how well it is doing in "providing an accessible, a transferable, and an engaging education…", per the college mission statement. The college was able to show that it had either met or exceeded the Institution-Set Standards in five of six areas during the first year it gathered evidence as well as at the end of the period. Moreover, in three areas the college was able to show significant improvement over time. In order for its institution-set standards and success

indicators to assist in guiding the college further along a path of improving student learning, the college may consider raising the bar on goals it has already met.

Santiago Canyon College demonstrates it makes a conscious effort to produce and support student learning, and to measure student learning. The college shows that it ties various reports, such as the program review and Department Planning Portfolio (DPP), to resource allocation processes. This process is relatively new and undergoing further revision and refinement.

Findings and Evidence

Formal structural lines of communications are detailed in the Collegial Governance Framework in the Collegial Governance Handbook. The SCC self-evaluation identified several committees and councils, as well as departments and service areas that conduct ongoing collegial self-reflective dialogue concerning the continuous improvement of student learning and institutional processes. The main governance committees and councils include: the Curriculum & Instruction Council, the Educational Master Planning Committee, the Enrollment Management Committee, the Planning & Institutional Effectiveness Committee, the Academic Senate of Santiago Canyon College, and College Council. (I.B.1)

Most of the above committees and councils have a wide variety of members from throughout the SCC community of faculty, classified staff, administrators, and students. All of these committees are focused on improving student learning and institutional processes within their domains and several have overlapping membership. (I.B.4)

One committee, The Student Learning Outcomes & Assessment Review Committee consisted of eight faculty, three administrators, two classified staff, and one student who met "bimonthly to discuss learning outcomes related issues pertinent to the college." The mission of the committee was:

> To assist faculty, staff, and the entire college community in preparing students to better think, learn, communicate, and act on knowledge gained through their experience at Santiago Canyon College.

The committee facilitated a forum for "faculty to share experiences regarding the assessment of student learning outcomes related issues pertinent to the college." It also hosted a workshop "about program definitions and outcomes, course to program mapping, and general education outcomes and programs assessments." In November 2013, the committee voted to disband and the Academic Senate noted that the committee had served the college well in helping the college community understand, develop, utilize, and assess student learning outcomes. Additionally, the college had created the Office of Institutional Effectiveness & Assessment (OIE&A) in the spring of 2011 with a Title V Grant and hired an assistant dean of institutional effectiveness & assessment and a research specialist.

The Student Learning Outcomes & Assessment Review Committee felt that the OIE&A was able to take over their duties and responsibilities. Along with the OIE&A, the college believes that the Academic Senate of Santiago Canyon College, the Curriculum & Instruction Council, and the Planning & Institutional Effectiveness Committee can continue to guide Santiago Canyon College effectively on its student learning outcomes path. (I.B.1)

The college has developed 15 institutional goals to support the mission of the college. The goals were initiated by the OIE&A after interviewing students, classified staff, faculty, and administrators and conducting several forums to gather as much input as possible. The goals were developed using a SMART goal model: Specific (clearly linked to the underlying issue), Measureable (it will be evident when a goal is met), Attainable (within the power of the College alone to complete), Realistic (completed with the available resources), and Timely (completed by 2016). The goals were mapped to district goals and included action items designed to identify how each goal would be achieved as well as individuals and college organizations, councils, and committees that were responsible to achieve each goal. (I.B.2)

After receiving feedback on the draft and making adjustments, the goals were approved by the Academic Senate, the College Council, the president, and the Board of Trustees. The EMPC also developed an evaluation tool that will require each department or unit to identify which goals are met and how. If a goal is unmet, a rationale and steps to subsequently meet the goal must be provided.

In 2013, the college established six institution-set standards or benchmarks for student achievement. These six institution-set standards and corresponding success indicators include: Successful Course Completion Rate at 63 percent; Number of Student Earning a Degree at 600; Number of Students Earning a Certificate at approximately 575; Number of Students Transferring to a 4-Year Institution at approximately 650; Job Placement Rates by CTE Program TOP Code at 68 percent; and Fall-to-Fall Persistence at 45 percent.

These standards are to be evaluated annually, along with the assessment of progress toward institutional goals, but there was no written evidence confirming this and an interview with the Academic Senate leadership confirms that a review has not happened yet. (I.B.6)

In five of the six areas, the college did look back at four to five years of data in each category. For the five areas that had multi-year data, the college was able to show that it had either met or exceeded its goals in four of five standards at the beginning as well as at the end of the period. Moreover, in three areas the college was able to show significant improvement over time. Nonetheless, the college may consider evaluating the goal every two years or so. A goal that is easily exceeded will not help the college continue improving. In one area, Job Placement Rates by the Career Technical Education (CTE) Program TOP Code, included data from only one school year, 2011-2012. (I.B.6)

Additionally, in an interview with the Academic Senate leadership, the members explained that increases in certificates were likely caused by auto-awarding certificates to students who had completed requirements for the certificates, but not yet claimed them. In this instance, the college should reevaluate whether the current goal will be realistic as the surge in certificates subsides or whether this should be reset.

The college has made some gains in student course completion and course retention rates, including basic skills and distance education success rates. The college expects these two student groupings may reach the levels that traditional and non-basic skills students are achieving within four or five years. In addition, the college has made significant increases in the number of degrees and certificates awarded from 2008-2013. Other data showed increases in the

transfer rates to California State University campuses, the University of California campuses, and private or out-of-state colleges, as well as other student success data. (Standard I.B.3)

In 2008, the ACCJC gave Santiago Canyon College a Recommendation to "complete a meaningful analysis of its planning process…" In 2009, the college president convened a task force that developed recommendations and actions to improve the planning process in six categories. The new planning process resulted in the Commission removing the college from warning status and reaffirmed accreditation.

The college began a process of analyzing its planning process and developed recommendations along with actions to improve planning in six different categories. The college continued to review its planning processes and in the fall of 2010, the College Council began a process of modifying and expanding the role of the EMPC that, in turn, led to the formation of the Budget Committee in May 2011. In November 2012, the college recognized that the Budget Committee's charge was too large and the college began discussing the creation of a planning committee, the Planning & Institutional Effectiveness (PIE) Committee. The College Council approved the Academic Senate's recommendations of responsibilities for the PIE in April 2013.

The college also developed a self-defined process for resource allocation "PIE Resource Request Prioritization Rubric that allows the Planning & Institutional Effectiveness Committee (PIE) to evaluate resource requests based on the relation to the College Mission. The requests support for College Goals, the connection to the College's Educational Master Plan, the Technology Master Plan, and Facilities Master Plan. (I.B.4)

The funding priorities that the PIE committee develops are reviewed at the department or unit level, then by the division and Joint Chairs Committee, after which by the Vice Presidents, then PIE, before reaching the Budget Committee. After the Budget Committee analysis, the funding priorities are reevaluated by the PIE committee before they are sent to the College Council, which submits a funding recommendation to the president, who approves the recommendations in rank order based on funding received through the district, grants, and alternative sources. The PIE committee is also refining the planning processes for the 2015-2016 planning and budget allocation process and "was unable to include the Collegial Governance Committee segment of the planning process in the modified/transitional 2014-2015 planning cycle." (I.B.3, I.B.6)

While the college has put significant effort to integrate various planning documents, student learning outcomes assessments, and program reviews into a cohesive resource allocation process, it will be very important that the college articulate a clear, systematic process by which it will re-evaluate its goals, progress in meeting its goals, and processes by which it develops those goals. The college acknowledges that this is an area for improvement and has set as an action improvement item to create a single place for all institutional effectiveness activities, but the college should also strive to build a self-reflective process. (I.B.3)

Relative to program review, the college has established Academic Program Reviews, reviews of Student Service areas, and reviews of Administrative Services. The results of these reviews are shared during FLEX week and throughout the academic year in department meetings. In addition, the college has identified 12 Institutional Student Learning Outcomes (ISLOs). The ISLOs are grouped into four major outcomes (Learn, Communicate, Act, and Think) that are embedded within the mission statement of the college, three in each group. All are worthwhile

ISLOs.

The tool used to measure the actual outcomes is an annual "Student Satisfaction Survey." The district also collects data from its Graduate Student Study Survey. Both surveys are used "to assess the quality of College provided services and education levels." While surveys of student opinion on the ISLOs and education levels may very well be a factor to consider, other factors may shed important information in that regard. (I.B.3)

Unfortunately, according to the evidence presented in the descriptive summary for Standard I.B.5, the Santiago Canyon College Student Satisfaction Survey: October 2013, only 35 percent or 159 "of the student respondents [totaling 454 of over 13,000 students who were enrolled at the end of spring 2013. (p. 20 Headcount)] were aware that SCC has Institutional Student Learning Outcomes (ISLO)." Nevertheless, such assessments demonstrate that the college does use documented assessment results to communicate matters of quality assurance to its students. (I.B.5)

The college has embarked on evaluating its program review documents. The college convened "an ad hoc group" to review the previous template and make the new template "more user friendly, "eliminate redundancies and "to improve the quality of information … reinforcing the need to utilize student learning outcome assessment results and student achievement data to guide the development and continuation of program plans." The new template required "specific examples of course student learning outcomes that students met" as well examples of course learning outcomes that students did not meet. The new template asked departments to discuss any changes considered as a result of the review, changes made, and to describe if the changes were successful. (I.B.7)

As well as revising its Academic Program Review Template, the college also revised the Administrative Services Program Review Template and the Student Services Program Review Template. The self-evaluation reported, "It is anticipated that before the next … cycle begins" further revisions to the Student Services Program Review Template will be made.

As a result of the Program Review Process, the college intends "to account for hybrid units…" Additionally, the college recognizes that the program review structure "is mutually exclusive between Academic Program Review and Student Services Program Review." and has thus identified an area of actionable improvement. While the college has a program review process that evaluates those instructional and service oriented units that have responsibility for both the instructional and service oriented components, work is needed to integrate these areas.

Conclusions

The institution's planning process is broad-based and offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. The Santiago Canyon College planning process involves collegial input from nineteen different committees with several committees having the chance to review plans and resource allocations before adoption by the College Council and president.

Based on the evidence provided and subsequent evidence requested by the site team prior to and during the visit, SCC succeeds at creating an environment of collegial governance, but the

college does not engage in regular self-reflective dialogue regarding the effectiveness of student learning or the improvement of institutional processes. For example, the Academic Senate and College Council were both involved in setting institution-set standards in 2013, but those same groups have not revisited those standards subsequently. Likewise, the college has used an ad hoc process to create new committees, such as the Planning & Institutional Effectiveness, or discontinue committees, such as the Student Learning Outcomes & Assessment Review Committee. The College may be better served by developing a systematic means by which it evaluates the functions and structures of its decision-making bodies. (I.B)

SCC provides a great deal of detail in responding to each standard and much of the evidence provided points to functioning processes. However, the College does not appear to have expeditiously acted upon recommendations made by the Commission, thus there are areas within its institutional planning process that have not been fully implemented, thus not evaluated. (I.B.3)

The college refined the planning processes for the 2015-2016 planning and budget allocation process and, due to timing, "was unable to include the Collegial Governance Committee segment of the planning process in the modified/transitional 2014-2015 planning cycle." As the planning and resource allocation models are still in transition, in terms of use for the current budget year, the college still needs to formalize a process by which it evaluates, assesses, and refines its planning documents, processes, and structures. (I.B.3)

In February 2014, the Rancho Santiago Community College District 2013-2016 Strategic Plan Activities Update included updates on district goals and objectives achieved by the district and SCC, but it's unclear what effect this evaluation has had on student learning, programs, or processes at SCC. The district is in the first full-year of using its integrated planning model and will not evaluate the process until the end of the fiscal year. (I.B, I.B.6)

The college does not meet the Standard.

Recommendations

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

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

STANDARD II: STUDENT LEARNING PROGRAM AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports student learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

General Observations

Santiago Canyon College instructional programs offerings focus on general education, transfer, pre-collegiate, non-credit, apprenticeship, and career and technical courses and programs. The college awards 65 Associate of Arts/Associate of Science degrees, 17 Associate of Arts/Associate of Science Transfer degrees; 48 certificates, and 24 non-credit certificates. The team site visit to the Chapman Center provided evidence of Continuing Education's commitment to serving the college's service area residents. The college offers extensive non-credit course offerings throughout the service area and in five correctional facilities. The college, through its Business & Career Technical Education Division, operates the largest apprenticeship program in California with sites throughout Orange County as well as on campus. The college offers numerous early college outreach and community-based programs to serve the service area's educational needs.

Student awards at Santiago Canyon College have increased substantially over the last five years. The college is commended for the increase in state-approved certificate awards, from 208 in 2007-2008 to 990 in 2011-2012; AA degree awards have increased by 34%, and AS degree awards have increased 72%. Faculty have demonstrated an esprit de corps as they developed 17 Associate of Transfer degrees over the past two years, making it a leader statewide.

Findings and Evidence

Santiago Canyon College offers high-quality instructional programs focused on transfer, apprenticeship and career-technical programs. The college has identified program and general education learning outcomes that reflect the learning expectations for students who complete these programs. The college's mission statement includes the four institutional learning outcomes: Learn, Act, Communicate, and Think. Curricular integrity is evidenced through course alignment to the institutional learning outcomes. Policies and procedures are in place for course approval and review through the curriculum committee. (II.A)

Santiago Canyon College uses research and data analysis results including labor market, local employment, and demographic data to identify instructional program needs. In 2013, the college embarked on an extensive environmental scan that identified demographic trends that inform the college as it considers new courses and programs and determines the types of improvements needed in existing programs. The college's Educational Master Plan 2012-2016 outlines 15 institutional goals. The college uses internal and external environmental scan data to make decisions regarding increased student success and student persistence as well as achievement of learning outcomes. (II.A.1)

Santiago Canyon College delivers instruction designed to prepare students for transfer and the workforce with its 14 career-technical education programs and 7 apprenticeship programs. The college could benefit from additional analysis and dialogue on the implications to the instructional program offerings at the college and by identifying its target populations as indicated in the Educational Master Plan Goal #1. (II.A.1.a)

Santiago Canyon College courses include various methods of student evaluation and assessment of learning including forums, discussion, projects, and other direct forms of assessment. A review of a broad sample of course outlines confirmed that faculty use multiple methods for delivering course content. While faculty discuss the teaching methodologies at the Curriculum and Instruction Committee, the college can strengthen its approach to assessing the effectiveness of instructional modality in relationship to student performance. The college recognizes its need to engage in discussions centered on student progress and success and instructional modalities and methods through its actionable improvement plan. (II.A.1.b, II.A.2.e)

Santiago Canyon College has developed course, program, general education, and institutional outcomes relying on expertise of faculty. The team did not find evidence of learning outcomes for community services offerings. Course, program, and degree student learning outcomes and assessments apply the same for face-to-face instruction and distance education offerings. Departments choose the assessment tools most appropriate and relevant for their students. While there is ample evidence of assessment at the course level, the team found limited evidence of assessment and dialogue at the program level. Team members confirmed that program level assessment and dialogue are not occurring for all instructional programs. (II.A.1.c, II.A.2.b)

Santiago Canyon College may benefit from additional methods to assess institutional student outcomes to provide the college with additional tools and metrics for assessment, reflection, and improvement. The college assesses the institutional level outcomes through the Student Satisfaction Survey administered annually. The team found evidence that the course level results of the triennial assessment cycle are shared at department and division meetings. The team did not find robust evidence of program outcomes assessment and dialogue for the college's interdisciplinary programs. (II.A.1.a, II.A.2.a, II.A.1.c)

Santiago Canyon College regularly evaluates all courses and disciplines through its annual department planning portfolio and triennial program review. These processes inform the development of the Educational Master Plan. Faculty assessment is ongoing, and each student learning outcome is assessed at least once every three years. The assessment cycle incorporates a timeline for the gathering of assessment data, analysis of data, sharing of results within the department or discipline, the reporting of results and an indication of changes implemented. The

college is transitioning to a newly acquired software, TaskStream, which will streamline the system of compiling student learning outcomes and assessments at the student, program, and institutional level. The software was piloted in winter 2014, with a college-wide transition expected by 2015. The college expects that with full implementation of TaskStream, the OEI will be able to produce regular reports in a more expeditious manner. Departments have assigned faculty coordinators to keep track of the assessment cycle for each course. The assessment results are shared at department meetings. Resource allocations tied to assessment results are not clearly evidenced given the college's fiscal condition since the last site visit. The team did find evidence of course revisions based on student outcome assessment and department dialogue. (II.A.2.d)

Santiago Canyon College identifies student learning outcomes for courses, programs, certificates, and degrees. The program and course level outcomes are included in the SCC College Catalog and course syllabi. The college has developed comprehensive SLO assessment plan for each department and course. The college's institutional learning outcomes are widely publicized on the SCC webpage and throughout the college. Faculty assess student achievement of course outcomes. Course level assessment cycle and plans are available, and a culture of assessment exists. The team, however, could not find evidence of program level outcome assessment and dialogue for all instructional programs. The team recommends that the college provide avenues for engaging and promoting in ongoing dialogue on assessment and achievement of learning outcomes at the program level for continuous quality improvement. (II.A.1.c, II.A.2.b, II.A.2.e)

Santiago Canyon College uses research and advisory group feedback to determine apprenticeship and career technical program offerings. The college uses input from community-based organizations and student demand trends to determine non-credit (continuing education) course offerings. Apprenticeship course offerings are determined based on regular meetings with the joint apprenticeship councils. (II.A.2.b.)

High-quality instruction with appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning were evident in the sampling of Santiago Canyon College courses. Instructional quality is maintained through the college's curriculum approval process. The college relies on the expertise of the faculty through the Curriculum and Instruction Committee and Academic Senate to review and approve all courses. Additionally, the college requires career technical education courses to demonstrate input from employers and labor market demand for college approval as evidenced with the recent approval of the Biotechnology program. (II.A.2.c)

Santiago Canyon College provides face-to-face, online, hybrid, and technology-enhanced delivery systems. Faculty have the option of selecting from 25 options for methods of instruction appropriate for each course as determined by the discipline faculty and approved by the Curriculum and Instruction Council (CIC). Online instruction is offered through Blackboard and MyOpenMath. The college's Substantive Change Report was submitted and accepted by ACCJC 2008. Online and hybrid courses require an addendum to the course outline of record which are approved separately by the CIC. Faculty evaluate the instructional methods every four years through the course review process. The college could benefit from establishing a consistent distance education orientation to ensure student readiness. Although the college has established clear processes for distance education course approval, the team did not find evidence of sufficient mechanisms to ensure review of program quality and effectiveness. (II.A.2.d)

Santiago Canyon College regularly evaluates all course outcomes and program data through its program review process. Faculty participate in the college's integrated planning process through the annual department planning portfolio and triennial program review processes. The academic program review process provides faculty with comprehensive data on student performance, course offerings, faculty workloads, instructional facilities, and other metrics over a four year period. (II.A.2.f)

Santiago Canyon College's Math Department uses and reviews the effectiveness of its departmental course examinations to assure student learning and minimize test biases and disproportionate impact. (II.A.2.g)

Each required course outline of record at Santiago Canyon College contains the standards for awarding units of credit which are compliant with the college catalog. All courses required for degrees and certificates are listed in the catalog accompanied by the program level outcomes. The college awards units of credits based on student achievement of the course objectives and outcomes listed in the course outlines. Additionally, the college awards degrees and certificates based on achievement of the stated program requirements. Units of credit awarded are consistent with college policies. (II.A.2.h, II.A.2.i)

Santiago Canyon College clearly states its general education philosophy in its college catalog. The inclusion of courses in the general education curriculum is determined by faculty with expertise in general education areas. The courses in the general education curriculum have stated institutional learning outcomes in the areas of "Learn", "Communicate", "Act", and "Think". Course outlines of record indicate alignment with these institutional learning outcomes. The Curriculum and Instruction Council uses a nine step approval and course review process to review its courses and its learning outcomes on a quadrennial cycle. (II.A.3)

The general education program of Santiago Canyon College has comprehensive learning outcomes in major areas of knowledge including the areas of the humanities and fine arts, the natural sciences, and the social sciences. The college's institutional learning outcomes are its general education outcomes. These institutional learning outcomes apply to the entire student population, not just those students who earn degrees. (II.A.3.a)

Santiago Canyon College assures that those earning its Associate Degrees have developed skills that are transferable to the workforce and to the community. Students must complete courses in the natural sciences, the social and behavioral sciences, the humanities, cultural breadth, language and rationality, and lifelong understanding and self-development. Additionally, graduates must demonstrate proficiency in mathematics, reading, and oral communication. Each of these proficiencies connects directly to one of the college's institutional student learning outcomes. The college removed a fourth proficiency in spring 2013: computer literacy. This decision was made jointly by the faculty at Santiago Canyon College and Santa Ana College. The rationale for the decision was that students who graduate attain computer literacy in their courses through the use of the Blackboard learning management system, of common computer programs, and of the research tools available through the college library. (II.A.3.b)

The mission statement of Santiago Canyon College illustrates the college's dedication to assisting students as they achieve intellectual and personal growth, as does the general education philosophy statement. Additionally, two of the college's institutional learning outcomes address

ethics and effective citizenship. Courses in the general education curriculum include those focusing on ethics, citizenship, and sensitivity to others and to the environment. The academic environment of the college fosters ethical human beings and effective citizens. (II.A.3.c)

All of the associate degrees, certificates of achievement, certificates of proficiency, non-credit certificates, and associate degrees for transfer focus on a specific area of inquiry and/or an established interdisciplinary core. The college catalog specifies the degree requirements and areas of focus for each of the offered degrees. (II.A.4)

Santiago Canyon College provides career and technical education programs that focus on state, federal, county, and city municipalities. Its apprenticeship program is the largest in California, including the areas of cosmetology, operating engineers, maintenance mechanics, carpentry, surveying, electrical, and power lineman. Areas requiring external licensure after program completion include cosmetology, water utility science, real estate, surveying, and human development. For other areas not requiring external licensure, student success is based on program completion. This completion is tied to the achievement of course and program student learning outcomes. Results of the 2012-2013 'Career and Technical Education Outcomes Survey" included data on reasons for studying at the college, employment status, educational pursuit choices that included reasons for no longer taking classes, and satisfaction levels. The consideration of the connection between coursework and the employment showed varying levels of impact. The faculty and administration of career and technical education programs review core indicators and local success, retention, and persistence rates as plans are developed. This shared rationale is documented in CurricuNet and is reviewed by the Curriculum Committee. (II.A.5)

The Santiago Canyon Catalog is available to students and to the public both in print and online. The catalog includes course descriptions and degree and certificate descriptions. Also included is information about course pre- and co-requisites, recommended preparation, units earned, required semester hours, and transfer status. Program, degree, and certificate listings include learning outcomes, major requirements, and necessary program-specific information. Transfer policies also appear both in the print catalog and online, as does information about using Advanced Placement, College-Level Exam Program, and International Baccalaureate units. In all credit and non-credit class sections, students are provided with a syllabus that includes the student learning outcomes, the requirements, and the expectations for each course. Syllabi are reviewed by department chairs and division deans to ensure adherence to syllabus requirements. The Santiago Canyon College catalog is reviewed each year to ensure complete, clear, and accurate information. (II.A.6)

The Santiago Canyon College Catalog contains information about its transfer-of-credit policies regarding courses taken at other regionally accredited institutions and regarding transferring from Santiago Canyon College to a four-year institution. The decision on transferring in of credits taken at other institutions is made after review of a student's transcript by the articulation officer in consultation with the counseling department and, if necessary, discipline specific faculty members. Students work with counselors to complete an education plan which identifies courses needed to complete a student's educational goal and, if that goal is transfer, the transferability of those courses. Santiago Canyon College maintains transfer agreements with many four-year institutions. The Articulation System Stimulating Inter-Institutional Student Transfer and the Course Identification Numbering System both assist students with the

evaluation of transcripts. Additionally, the college has seventeen associate degrees for transfer that guarantee students who earn them admission to a local California State University. (II.A.6.a)

Santiago Canyon College makes appropriate arrangements when programs are eliminated or their requirements are significantly changed so as to limit disruption to the students. Administrative regulation AR 6134, adopted in January 2000, outlines procedures for program discontinuance. Among these procedures is the clarification that any program discontinuance that affects employment is a matter of collective bargaining. Additionally, the college considers effects on students, balancing the college curriculum, education and budget planning, and issues of regional coordination for CTE programs when considering the elimination of or significant changes to a program. Qualitative and quantitative data are used in this process. In fall 2010, the college did not enroll any new cosmetology students in anticipation of budget constraints. A memorandum of understanding with Saddleback College allowed students successfully to transition to that college to complete their program. The cosmetology program was re-instituted in spring 2014 using an off-site facility. Also, in 2008, the college eliminated the travel and tourism degree due to declining enrollment as a result of the impact of the internet on travel. As there was data showing a two-year enrollment decline and continuous class cancellations, the college did not require a program/student exit strategy. In fact, no students and no faculty were affected by the discontinuance of the program. Students desiring to begin a program in this area were redirected to Orange Coast College's hospitality/travel/tourism program. (II.A.6.b)

Santiago Canyon College represents itself clearly, accurately, and consistently to current and prospective students, to the college community, and to the public. The primary methods of communication used are the college catalog, the schedule of classes, the college website, course syllabi, and brochures, fliers, reports, and news releases. The college has accounts with both Facebook and Twitter. The college catalog is reviewed annually, and it is available in both print and online formats. The catalog contains all current and approved policies and course, program, and degree information that was approved by the Curriculum and Instruction Council the previous year. When degree, certificate, or program approvals occur after the catalog's publication deadline, the college publishes an addendum that provides the most current information. Additionally, three schedules of classes are published each year in fall, spring, and summer. If a winter intersession is scheduled, a schedule of classes will be published for it, as well. These class schedules are available both in print and online and are reviewed as drafts before being finalized. Instructors provide each student with a course syllabus that accurately represents the college's policies and procedures. Each syllabus contains information specific to the course, contact information for the instructor, and any college policies that are required. Instructors who use the Blackboard learning management system often upload syllabi for access by their students. Brochures and fliers are developed by individual departments and programs as necessary. These fliers are reviewed by faculty and staff in the appropriate areas annually and are revised if necessary. (II.A.6.c)

Board Policy 4030 relates the academic freedom policy of Santiago Canyon College. This policy appears in the college catalog, in the agreement between the Rancho Santiago Community College District and the Faculty Association of Rancho Santiago Community College District and in the instructor information handbook that is available online each semester. Board Policy 5201 addresses standards of student conduct. The academic honesty policy of Santiago Canyon College appears in the college catalog, in summary in the schedule of classes with a reference to

the college catalog, and in course syllabi. The college is committed to creating an environment in which respect and purposeful exchange of ideas and viewpoints are center. (II.A.7)

Santiago Canyon College's academic freedom policy appears in the college catalog, and the college maintains a strong commitment to academic freedom for its faculty. Faculty follow this policy as they clearly distinguish between statements of fact and opinion during class discussions and in instructional materials. (II.A.7.a)

Santiago Canyon College provides information regarding academic honesty and the consequences for dishonesty in its college catalog, in the Curriculum and Instruction Handbook, and on student services web pages. Additionally, instructors include academic honesty guidelines in their course syllabi either directly or by referencing. The college subscribes to Turnitin.com to assist in both the detection of plagiarism by the professor and in the identification of unintentional plagiarism by the student. For its distance education students, the college has established a policy for academic honesty in online courses. This policy is posted on the Blackboard login page and in the distance education faculty handbook. Students are required to use a unique student identification and password to login to the secure learning management system so as to have their identity verified. Additionally, instructors use written assignments, frequent discussions, group work, student-to-student interaction, and high tech analytical tools, such as the Blackboard Evaluation Center, as other methods of student identify verification. (II.A.7.b)

The free expression of ideas by students, staff, unofficial college groups, and visiting speakers is welcomed by Santiago Canyon College. As the college is a public, open-access institution, it does not champion specific beliefs or world views. The faculty of the college have adopted a core set of values that encourage free and open dialogue both in the classroom and in committee settings. (II.A.7.c)

As Santiago Canyon College does not offer any courses in foreign locations to students other than U.S. nationals, this standard is not applicable. (II.A.8)

Conclusions

The team found abundant evidence that Santiago Canyon College offers high quality programs and courses on campus and offsite. Institutional data reflects that the college has significantly increased its awards over a five year period despite an overall decrease in the number of sections offered. The college's commitment to transfer is evident through it development of 17 Associates of Transfer degrees and transfer rates.

The college has identified distance education as a way to serve a more diverse population. The college needs to evaluate the provision of instructional and support services offered through distance education to ensure they are of the quality as in-person instruction.

The college supports a culture of dialogue through its department, divisional and joint chair committees. As the college offers numerous interdisciplinary programs, the dialogue is of significant importance to guide program improvement. Given the tools available, the college seemed focused on addressing student learning outcomes for compliance. The college could

benefit from establishing a renewed focus on quality and intentionality to facilitate program improvement.

The college could benefit on establishing the forum and time to engage in dialogue among instructional programs. The college should consider additional assessment methods to enhance the value of its assessment methods and deepen institutional dialogue on assessment results to guide instructional improvements.

The college does not meet the Standard.

Recommendations

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

Recommendation 5: In order to meet the standard, the team recommends that the college fully integrate distance education into existing planning and program assessment processes to ensure the quality of distance education. (II.A.2.d, III.C.1.b)

B. STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of student and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

General Observations

Santiago Canyon College provides a cadre of Student Support Services Programs. Services that assist students in the Matriculation process include Admissions and Records, Counseling and Student Support Services, Financial Aid, Learning Outcomes and Assessment, Outreach, and Student Health and Wellness. Special Programs that provide additional Counseling and support, as well as assist special populations, include College Assistance Migrant Program (CAMP), Disabled Students Program and Services (DSPS), Extended Opportunities Programs and Services (EOPS), Guardian Scholars (Foster Youth), Business & Career Technical Education (BCTE) Division, Cooperative Agencies Resources for Education (CARE), and California Work Opportunity and Responsibility to Kids (CalWORKS) Programs, Science Technology, Engineering and Mathematics (STEM), International Students, Student Life and Leadership, Transfer Services and Veterans Services.

Many of these Student Support Services at Santiago Canyon College have primarily been offered in the traditional in-person format with planning efforts to provide more online services to reach distance education students. There are currently online admissions, new student orientation, E-

Advisor for online counseling, online registration through WebAdvisor, and online class payment, to name a few. Because Santiago Canyon College is in a two-college district, plans are well underway to pilot and implement a degree audit system tied to a student education planning tool in conjunction with Santa Ana College and Rancho Santiago District Office personnel. Many student services areas have created a matrix in order to move support services into an online format.

The Santiago Canyon College's catalog, schedule of classes, and website have a great deal of information on the programs and services offered through Student Services. The catalog is available in both printed and online formats. The Student Services departments are well noted with signage as well as cross-references to other programs that may assist students on campus. Additionally Counseling gives students an "Academic Planning Guide," which outlines the information presented during a new student orientation and how to be a successful college student. In addition to informing students about the Student Services programs on campus, the Student Services webpage notes many support services across campus to assist students including the Academic Support Center, Math Study Hall, Language Lab, AB 540 information, and Student Discipline and Code of Conduct.

Santiago Canyon College provides many services in order for students to apply and to know their correct placement level in order to enroll in appropriate classes. The college uses CCCAPPLY, sponsored by the California Community College's Chancellor's Office, and currently one-hundred percent (100%) of students apply online. All placement instruments are approved by the California Community College's Chancellor's Office which contracts with independent consultants for validation purposes. The assessment tests include College Tests for English Placement (CTEP) for native English speakers, Test of English Language Development (TELD) for non-native speakers/ESL students, and the Mathematic Diagnostic Testing Project (MDTP). Santiago Canyon College and Santa Ana College share placement and assessment practices. The Cashier's Office is physically located next to the Admissions and Records Office if students need assistance with payment options. However, it is a function that is run by the District Office.

Santiago Canyon College Student Services have continued the former matriculation program, now called the Student Success and Support Program from the California Community College Chancellor's Office, to assist students with proper placement and assessment, orientation in both an in-person and online format, and eventually creating an abbreviated and comprehensive education plan. Efforts are being made to tie the Student Equity Plan, which is due to the Chancellor's Office on January 1, 2015, to the Student Success and Support Program (SSSP) Plan, which is due October 17, 2014, as well as to basic skills. The college Student Success Committee, which is composed of Student Services personnel as well as faculty members across campus, meet to identify and promote services to promote student success.

Student Services departments use the same planning tools as the rest of Santiago Canyon College which include the Department Planning Portfolios (DPPs) and Program Review. Student Services departments annually review and track their progress in achieving goals. They examine past practices and accomplishments, address progress on current goals and plan for future goals and activities. Additionally, the departments have defined student learning outcomes (SLOs) or Student Area Outcomes (SAOs) for their areas.

Findings and Evidence:

Santiago Canyon College has demonstrated a commitment to providing a robust array of Student Support Services. In addition to a variety of Student Services and Academic support services, some unique services include providing Business and Career Technical Education hourly counseling support to Business CTE students through Perkins funds, outreach efforts to high school students including an Early Welcome Program, classroom instruction in counseling and education courses, a large Apprenticeship program, an inmate program located in five (5) county jails, the College Assistance Migrant Program (CAMP), Honors Program, Model United Nations, and STEM Services. The Orange Education Center's (OED) Division of Continuing Education assists students enrolled in the non-credit program who wish to continue their studies into a credit program with STARS, the Student Transitioning and Registering Services Program. STARS was recognized by CASAS in 2011 and received an award as a Promising Practice from the California Department of Education. (II.B, II.B.1)

A catalog task force meets annually at Santiago Canyon College to insure that catalog information is accurate and current as well as disseminated yearly. The task force is co-chaired by the Curriculum and Instruction Council chair and Dean of Counseling and Student Support Services. Evidence provided verifies that the catalog contains all required information listed to meet the standard. The document is well organized and easy to follow. (II.B.2)

There is evidence that Student Services departments at Santiago Canyon College are well underway in the Student Learning Outcomes (SLO), newly-implemented Service Area Outcomes (SAO), and Program Review processes (II.B.3, II.B.4). Departments have completed many rounds of program review, which can be found in the resource section of the Student Services web page. Budget needs are noted through Department Planning Portfolios (DPPs), which are then used by the College Budget Committee and the Planning and Institutional Effectiveness (PIE) committee. These Student Services budget and resource requests are part of the shared governance process to determine overall college priorities and resource allocation (II.B.3.).

The Vice President of Student Services at Santiago Canyon College led the development of processes for the assessment of Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), Student Services departmental program review, and consistent dialogue for quality improvement. Student Services leaders have participated in many retreats and discussions in program planning and Student Learning Outcomes (SLOs) in partnership with the Office of Institutional Effectiveness and Assessment. (II.B.4)

A variety of surveys have been conducted throughout Santiago Canyon College's Counseling and Student Services in order to evaluate the delivery of services. Each fall a "Counseling Program Effectiveness Survey" is conducted to evaluate counseling appointments and/or drop-in sessions. Results from the fall 2013 survey of 105 respondents indicated that one-hundred percent (100%) "strongly agreed" or "agreed" that the counselor the student met with was attentive to their needs. Results from the "Orange Education Center Student Satisfaction Survey" indicate that ninety percent (90%) of student respondents ranked counseling services at that site as "excellent" or "good". The students who were interviewed by the accreditation visiting team indicated they were very satisfied with the student services offered on campus. They also liked the availability and accessibility of course offerings. (II.B.3.c)

There is evidence that Santiago Canyon College is well underway on implementing the guidelines from SB 1440, the CSU AA/AS-T transfer degrees. Santiago Canyon has developed 17 of the AA-T or AS-T Degrees for CSU Transfer. They achieved the Chancellor's Office requirement of 13 Degree pathways. The AA-T and AS-T Degrees include Anthropology, Business Administration, Communication Studies, Elementary Teacher Education, English, Geology, Geography, History, Kinesiology, Mathematics, Philosophy, Physics, Political Science, Psychology, Sociology, Spanish, and Studio Arts. (II.B.1.)

Santiago Canyon College offers a variety of activities that encourage personal and civic responsibility. The ASG sponsors a Constitution Day, which is an American federal observance that recognizes the adoption of the United States Constitution and those who have become U.S. citizens. (II.B.3.b)

Santiago Canyon College provides programs that enhance student understanding and appreciation of diversity. Student clubs include those in support of AB 540 students, diverse spiritual faiths, and promoting women in leadership roles. There are Safe Space and Safe Zone efforts to promote sensitivity with LGBTQ and AB 540 students. Activities and events are planned in conjunction with Associated Students and the Office of Student Life and Leadership. (II.B.3.d)

The aesthetics of Santiago Canyon College promote both intellectual and personal development. The walls of buildings are plastered with flyers and signage encouraging students to attend a variety of activities that include Career Services, Health and Wellness, Transfer Services, Special Programs, and Study Abroad. Additionally, many of the college's classrooms, offices, and public spaces on the main campus display art and sculptures created by the college's students, faculty, and staff. (II.B.3.b)

All placement instruments are approved by the California Community College's Chancellor's Office which contracts with independent consultants for validation purposes. The assessment tests include College Tests for English Placement (CTEP) for native English speakers, Test of English Language Development (TELD) for non-native speakers/ESL students, and the Mathematic Diagnostic Testing Project (MDTP). Santiago Canyon College and Santa Ana College share placement and assessment practices. (II.B.3.e)

Santiago Canyon College's Office of Admissions and Records maintains student records permanently, securely, and confidentially. The college application and the apprenticeship application are 100% online, and the noncredit application is in the process of going paperless. (II.B.3.f)

New faculty and staff of Santiago Canyon College are trained on Family Rights and Privacy Act (FERPA) guidelines at the beginning of the academic semester. Additional faculty workshops are also offered at the end of the semester that cover drop policies and grade changes. Faculty are only permitted to access student information as it relates to their course rosters. (II.B.3.f)

All permanent academic records (Class 1) at Santiago Canyon College are scanned into laser fiche, and paper documents are secure in a locked filing cabinet and room. After being scanned, disposable (Class 3) documents are shredded to meet Title V guidelines. (II.B.3.f)

Conclusions

Santiago Canyon College Student Services has a variety of services to assist students with the matriculation process to help them complete their educational goals. Counselors are well distributed throughout many of the support programs on campus.

Although the college provides a variety of support services, they are not always easy to identify both in-person and online. For example, the Honors Program and Model United Nations Programs have been re-instituted. However, the programs do not appear to be heavily marketed. They are housed in the new H building; but it would be beneficial to see signs, webpages, and information on how to find these programs. Guardian Scholars (Foster Youth) is another program on campus and the webpage identifies a program, but no location is noted nor are signs visible on campus.

Student Services personnel are aware of the need for more online services to assist distance education students. There are currently efforts to get degree audit and student education plans fully operational. College Student Services personnel note they will attempt to better integrate online student service evaluations into the regular evaluation processes in order to ensure that high quality student services are available to online students in an equitable manner (II.B.4.). Many surveys were used throughout the Student Services departments. While surveys are one method of assessing improvement, more quantitative data will assist in assuring that student needs are addressed.

The college meets this Standard.

Recommendations

None.

C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

General Observations

Santiago Canyon College (SCC) demonstrates a commitment to providing students with a variety of instructional support programs in various formats to facilitate student learning and achievement. Library and learning support services contribute to student success in a variety of instructional support approaches. These consist of print books and periodical; information competency instruction in courses, workshops, and one-on-one; reference help in face-to-face, chat, or text format; eBooks and research databases; tutorial services; and specialized instructional support centers.

Findings and Evidence

There is extensive evidence that faculty expertise is utilized in the selection of educational materials at Santiago Canyon College and that the need for a baseline budget to maintain the collection and databases is recognized. This is documented in the Library Program Review and annual Department Planning Portfolio. While a stabilized budget is attempting to be re-established, the self-evaluation identifies several areas where the materials collection and eResources have been supplemented from various grants and a purchase of eBooks by the Friends of the Library.

The collection size at Santiago Canyon College is documented as including more than 40,000 print books, 14,000 Electronic books, 21 print periodical titles, 1,000 audio-visual materials, and 43 databases. Additionally, instructor required course reserves and a Reserve Textbook Collection are housed at the circulation desk for in-library use. The library staff notes that they periodically distribute surveys to faculty, classified staff, and students to gather input about the effectiveness of and satisfaction with library resources. A faculty/staff purchase recommendation link is also available on the college's library website in order to help guide purchases.

Although the report mentions the need to better communicate available eResources to students and faculty, interviews provided an indication that current offerings appear to meet curriculum needs. Access to the electronic resources has been enhanced with the addition of *EZ Proxy* for single sign-on to all password protected resources. Librarians annually evaluate all database subscriptions using usage data and adhering to the Library Collection Management Policy and Procedures.

Maintenance and enhancement of research materials, equipment, and levels of staff are ongoing efforts. College budget cuts are identified as being a continual detriment to meeting budget requests. The self-evaluation identifies severe budget cuts beginning in 2008-2009. The Academic Senate of Santiago Canyon College passed a resolution in support of increased funding which resulted in supplemental funding and an allocation model to direct future collection development expenditures. It is apparent that the lack of a stable and appropriate materials budget has had and will continue to have an unfavorable effect on student learning. The team suggests that the college fully utilize its budget process to identify funding sources for research materials that will support student learning at Santiago Canyon College.

According to the self-evaluation, after the implementation of the Statewide Database Purchase in 2012, the Santiago Canyon College Library supplemented the standard databases with additional or enhanced versions of databases to increase the depth and breadth of the collection. Furthermore, the library implemented the *EBSCO Discovery Service (EDS)* to create a single access point to all library materials. In the 2013 "Library Student Survey," eighty-nine percent of student respondents indicated that they had been able to retrieve articles for their assignments using the online magazine and journal databases.

An excellent example of providing students with instructional support is the well-designed reference services offered at Santiago Canyon College. The Information (Reference) Desk is staffed by librarians during open hours, and students can also seek professional guidance via the library web page widget "Chat with a Librarian" and "Text a Librarian" reference services. The library also houses an instruction laboratory that has 36 computers where discipline-specific

library instruction classes, workshops, and two transferable, one-unit classes are taught. Two computers provide access for hearing and visually impaired users as well.

Santiago Canyon College has created instructional support beyond library services by providing a Tutoring Center, Academic Success Center and the Science and Teaching Resource (STAR) Center. The Tutoring Center provides resources and tutoring for more than 27 subjects that cover 124 classes. During interviews, however, the team determined that specialized tutoring for some disciplines and vocational programs is not available. Review of evidence coupled with interviews also revealed that comparable tutoring services for distance education students are not provided by Santiago Canyon College. The Science and Teaching Resource (STAR) Center provides additional support to students who are enrolled in historically difficult science classes. This support is designed through a series of different modalities. For student use, faculty have created over 50 directed learning activities for chemistry, physics, and biology that cover content in approximately 11 courses in the sciences. STAR specifically focuses on students in the Physics, Biology, Chemistry, Geology and Astronomy disciplines. (II.C.1)

There is a significant effort by the librarians at Santiago Canyon College to develop a system of collection development and communication with faculty in order to gather information on the selection of library materials and insure the quality and depth of the collection. The librarians do collection development in particular subject areas and rely heavily on faculty recommendations, the professional literature, and student requests at the reference desk. Student requests are tracked using a program called LibStats, and that information is then shared with the librarians for collection development. Librarians attend a wide variety of meetings, and a librarian is also assigned to the Curriculum & Instruction Council (CIC). The CIC curriculum approval process encourages faculty and librarian to communicate about library resources when a course is reviewed or new one is being approved. The "Library Update" has been published and distributed to all faculty, classified staff, and administrators each semester since 2009. This informational publication is sent to all staff, faculty, and administration in order to keep them informed and to initiate dialog.

The Tutoring Center at Santiago Canyon College also relies on faculty and staff to select and to maintain student learning equipment and materials. The college's tutoring services include both one-on-one and group tutoring provided to students enrolled in adult education or college credit classes. Usage reports are generated by the *CI Track* attendance system. Santiago Canyon College has identified the need to extend tutoring services to its online students and is currently in the evaluation phase of this project. The Academic Success Center (ASC) provides a total of 118 computer stations in various rooms, and there is a room available to record audio and visual assignments in as well. Additionally, faculty members have developed general education course directed learning activities that are available in the ASC. Students majoring in the sciences have access to the Science Teaching and Resource (STAR) Center where a full-time science coordinator and three instructional assistants provide support with visual aids, specialized software, anatomical models, and other learning tools. (II.C.1.a)

The Santiago Canyon College Library utilizes Student Learning Outcomes (SLOs) to teach information competency skills. The primary mode of library instruction is identified as taking place during one-on-one reference interactions. Online reference and instruction is also offered via instant message/chat and text message. These interactions are evaluated by using *LibStats* data and student surveys. The Santiago Canyon College Library also offers discipline-specific library instruction and workshops that reinforce information competency. The library instruction

programs utilize student learning outcomes, and there have been three pre and post-test assessments since 2008 of the library instruction program. (II.C.1)

The Santiago Canyon College Library also offers two one-unit credit courses. Library 100 teaches basic college-level research skills, and Library 103 teaches advanced internet research. The student learning outcomes are assessed according to the annual college assessment cycle. Information competency skills are achieved by utilizing common student learning outcomes for reference interactions, library instruction sessions, instant message/chat, text, and workshops at Santiago Canyon College. Interviews with library staff did provide information that the college is exploring different instruction modalities to more fully address information competency instruction for distance education students. The College reported they are still in the evaluation stages of planning for such offerings as a/synchronous online library workshops. The team encourages the college to expedite efforts in this area. (II.C.1.b)

The Tutoring Center at Santiago Canyon College also focuses on student learning outcomes to improve information competency. The five areas focused on also were measured in a "Direct Measurement Quiz 2012-2013" that showed an eighteen percent improvement in the areas of concentration. The Academic Success Center (ASC) provides assistance with developing information competency skills, however at a very basic level. (II.C.1.b)

The Santiago Canyon College Library provides access to materials both on campus and online. In-person services are offered Monday through Thursday from 7:30 a.m. to 7:30 p.m., and online reference service, instant message/chat, and text reference are available Monday through Wednesday from 7:30 a.m. to 10:00 p.m. and Thursday from 7:30 a.m. to 7:30 p.m. During open hours, there is always a minimum of one librarian on duty. The team found evidence that in addition to instant message/chat and text message reference services, there is a robust set of eResources online that include eBooks, magazine and journal databases, and tools that help with citations. Santiago Canyon College has interlibrary loan services with other colleges. The library facility houses 96 desktop computers and 17 laptop computers, and two are designed for the hearing and visually impaired. The library also has an instruction laboratory with 36 computers.

The Santiago Canyon College self-evaluation documents the hours for the Tutoring Center, Academic Success Center (ASC), and Science Teaching and Resource (STAR) Center. It is noted that access to Americans with Disabilities Act compliant software and hardware is documented as is the usage of social networking tools to communicate services and hours to students.

Hours for the Santiago Canyon College Library were found to be insufficient in a "2013 Santiago Canyon College (SCC) Faculty and Staff Library Survey", with only thirty-six percent of faculty finding the hours sufficient for student needs. Students also frequently commented on the need for additional library hours. The Tutoring Center is noted as having high usage statistics, and increased hours of operation there are also suggested by student survey respondents. Due to staff retirements and budget concerns, library hours have been shortened to their current levels and increased staffing is needed to raise the hours to a more accessible amount of student access. Additional staff are being requested through the Library Program Review and Library Department Planning Portfolios. (II.C.1.c)

Santiago Canyon College has provisions for monitoring and security of the library. This is accomplished by having library faculty or staff oversee the library during all hours of operation

and having video surveillance cameras on both floors. There are also security gates, and books and audiovisual materials are either RFID tagged or in locked tagged cases. Doors are alarmed, and the classroom management software *SynchronEyes* is installed on computers in the library.

 The Tutoring Center, Academic Success Center (ASC), and Science Teaching and Resource (STAR) Center at Santiago Canyon College all utilize the Informational Technology Services staff to help in the updating and maintenance of their respective centers. They also secure the computers to the tables to prevent theft. (II.C.1.d)

Library staff of Santiago Canyon College purchase their databases at group rates through the California College Library Consortium and maintain membership with the Council of Chief Librarians. In order to increase access to resources, the library has borrowing agreements with several local colleges and universities. These agreements are reviewed on an annual basis. The library also has subscriptions that enhance their services *with Ex Libris, Syndectics, and Library Anywhere.* GoPrint is the printing software, and Xerox maintains the copy machines. (II.C.1.e)

The Santiago Canyon College Library evaluates its programs, services, and resources through the Program Review and Department Planning Portfolio process. Student learning outcomes have also been created for reference services, discipline-specific library instruction, and credit courses. The two library courses assess their student learning outcomes on a regular basis established by the college. Analysis is done on collection use, library instruction evaluations, various surveys, reference interactions, and usage statistics. Once the analysis is completed, the information is utilized in the Educational Master Plan (EMP), Program Review, and Department Planning Portfolio (DPP). (II.C.2)

Santiago Canyon College's tutoring center also assesses student learning outcomes through surveys and a direct measurement quiz. The Academic Success Center (ASC) uses the Program Review Process to evaluate its services. The Science Teaching and Resource (STAR) Center, which is grant funded, has staff assigned who have established a formal plan to implement and measure success of the center. A main tool of this process is a self-evaluation. (II.C.2)

Conclusions

Santiago Canyon College has a strong library and student support services system in place designed to increase student success. Although unable to expand resources and access due to the current budget climate, the library staff has been innovative in use of limited funding. Reference services are commended as well as the well-designed system of database evaluation and assessment.

There is also a strong system of instructional support offered through the Santiago Canyon College Tutoring Center, Academic Success Center, and Science and Teaching Resource Center. Like the library, instructional support needs a permanent and sufficient budget allocation in order successfully to fulfill its missions. Formal agreements exist with other institutions in order to increase access to resources.

As noted, there are several strengths of the Santiago Canyon College library and Learning Support Services including the development of student learning outcomes and their usage in assessment, evaluation, and improvement of services. One area for future planning is in the arena of distance education. The College provides remote assistance and instruction to online

students through instant message/chat and text; however, to more fully enhance services the team encourages the College to investigate other offerings for its distance education students, including online tutoring.

The college meets the Standard.

<u>Recommendations</u>

None.

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

General Observations

Santiago Canyon College employs qualified personnel who support student learning and evaluates its employees on a regular and systematic basis. Evaluation of program and service personnel is conducted regardless of delivery mode of that program or service. Faculty members are provided with professional development opportunities, as well as an opportunity to provide input into the types of professional development they seek. However, the level to which professional development opportunities are provided based on the needs of staff is not equitable to that of faculty. Santiago Canyon College has also adopted an online certification program for faculty teaching distance education courses.

Santiago Canyon College criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. The college employs a diverse faculty and staff. Campus human resources planning is integrated into the College planning process and is based on needs identified in the Department Planning Portfolios. Santiago Canyon College enacted layoffs as a result of the recent financial crisis. The College Council and the administration had input into determining how reductions in human resources would occur. The college reorganized to operate effectively amidst these layoffs; however, the college is concerned about meeting the 50 percent law amidst rehiring needed administrators and classified staff members at the district level and the college level.

Santiago Canyon College also upholds a written code of professional ethics for all of its personnel.

The college adheres to the Rancho Santiago Community College District's written policies ensuring fairness in the hiring process. An Equal Employment Opportunity Monitor oversees the hiring process for all positions. Administrators are also trained on fair employment practices to promote consistency. The District's Human Resources Committee also reviews hiring and recruitment data, human resource staffing plans, and district policies. The college shows an awareness of diversity and equity.

Findings and Evidence

Santiago Canyon College employs qualified faculty and staff. District Human Resources provides training and screens all applicants to ensure that they have the necessary qualifications to be employed at the college. Job descriptions are posted on the Rancho Santiago Community College District website for prospective applicants, many of the job descriptions for classified have not been updated and reflect revision dates in excess of ten years. Job descriptions are reviewed when position vacancies occur. (III.A, III.A.1.a)

The personnel of the college are regularly and equitably evaluated. Human resources personnel provide dean training on the performance review process. Members of the Senate, Union, and the vice president review performance evaluations to ensure procedures were followed and evaluations were conducted equitably. The results of the Santiago Canyon College 2013 Self Evaluation Survey were used to address concerns about the low return rate of online evaluations. Subsequently, evaluations in fall 2014 are being conducted in the classroom instead of online. Some evidence was provided that demonstrated that full time and part time faculty and administrators directly responsible for student progress have effectiveness in producing learning outcomes as part of their evaluation. (III.A.1.b, III.A.1.c)

The college engages in equitable employment procedures. Personnel records are secured and confidential. The college and the district shows understanding of and concern for issues of equity and diversity in terms of its mission, non-discrimination policy, training and professional development opportunities, equal employment opportunity advisory committee, human resources committee, student equity committee, and intra-cultural events on campus. There is some alignment between diversity and equity efforts on campus and between campus and the district office. The district reviews its diversity and equity in hiring data on an annual basis. Recently, the human resources committee was formed, and it is reviewing employment data and demographics, and EEO funding. The college demonstrates integrity in the treatment of its employees and students. (III.A, III.A.3.a, III.A.3.b, III.A.4, III.A.4.a, III.A.4.b, III.A.4.c)

Rancho Santiago Community College District's Board Policy 7001 on ethical behavior of employees is upheld by Santiago Canyon College. Violations of the ethics code can result in progressive discipline or termination, depending upon the severity of the violation. Additionally, the College has several ethics policies that reinforce Board Policy 7001. An ethics code is included Board policy, but also in the Purchasing Department Code of Ethics, Board of Trustees Code of Ethics/Standards of Practice, Student Code of Conduct, and Academic Freedom Board Policy. Additionally, the college develops personnel policies and procedures are publically available for information and review. The District subscribes to the Community College League of California's (CCLC's) policy/procedure service that provides recommended language for all of the required board policies and administrative regulations and provides two updates per year that the District reviews to ensure that its policies and regulations reflect current legislation, state regulation, and accreditation practices. The District's employment procedures and personnel policies are available for the public on its website. These policies and procedures are equitably and consistently administered. (III.A.1.d, III.A.3)

Santiago Canyon College and Rancho Santiago Community College District provides employees with professional development opportunities. The Faculty Development Committee oversees professional development for faculty and staff and determines their teaching and learning

professional development needs. A FLEX calendar is then approved by the Academic Senate of Santiago Canyon College. The Human Resources Office also provides training on varied topics for staff, faculty, and administrators. Evaluation of training occurs after campus professional development activities, and the results of those evaluations are assessed by the professional development committee for improving ongoing training and creating new training. Online opportunities for professional development are also available. Staff members have some input into professional development planning, and some professional development has been provided at the campus level specifically for staff. FLEX week activities take place at times that staff cannot participate in, so the professional development committee is working on creating opportunities that work better with the schedules of classified staff. (III.A.2, III.A.5, III.A.5.a, III.A.5.b)

The college, due to the financial crisis, had to lay off employees and redistribute responsibilities across the college. The college has a developed procedure for determining the number of staff and administrators that need to be hired. That procedure is included in institutional planning. The college remains concerned about how hiring additional staff and administrators will affect the fifty percent law. (III.A.6)

Conclusions

The college has a clear and regular process for faculty and staff evaluation that is equitably administered. The college has included evaluation of effectiveness in producing learning outcomes in the faculty and administrative evaluation process.

The college employs a diverse faculty, staff, and administration that is qualified to support student learning. The College is aware of issues related to diversity and equity in hiring, and the college makes an effort in its hiring processes to include diversity and equity in interview questions. It is recommended that the college strengthen its use of existing diversity and equity hiring data in its human resources planning and training. (III.A.3.a, III.A.4, III.A.4.b)

Also, regular and periodic reviews of job descriptions are needed. Human resource planning for staff, faculty, and administrators is integrated into the college's planning process. However, it is recommended that the campus human resources planning process be more clearly aligned with district human resource allocation processes. (IIIA.1,III.A.2, III.A.6)

Professional development opportunities are provided based on the needs of faculty. The level to which professional development opportunities are provided based on the needs of staff is not equitable to that of faculty. The college has implemented changes to its professional development planning process to include more classified staff on the committee and it is creating a survey of staff to assess their professional development needs. It is recommended that the college follow through with its survey of classified staff members' professional development needs, and use that data to determine future training. (III.A.5)

The college meets the Standard; however, the team urges the college to address the issue of adequately providing for the professional development of classified staff.

Recommendations

Recommendation 6: In order to increase effectiveness, the team recommends that the college strengthen its efforts to provide all personnel with appropriate opportunities for continued professional development and assess classified staff members' professional development needs as a basis for training. (III.A.5.a, III.A.5.b)

B. PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

General Observations

In 1980, the Rancho Santiago Community College District (RSCCD) purchased thirty acres in Orange, California, from the Irvine Co. with the intention of someday opening a second college which would provide educational opportunities for the residents of the eastern portion of the District's service area. In 1985, the RSCCD opened the Orange Campus with 2500 students and, in 1996, when the enrollment more than doubled, the Board of Trustees voted to add a second college and to become a multi-campus district. The name was officially changed to Santiago Canyon College (SCC) in 1997. SCC received full accreditation as an independent college in 2000. Through donations and purchases, the campus has grown to 82 acres. In 2005, SCC established the Orange Educational Center (OEC) to meet student needs for Adult Basic Education, ESL, and CTE business skills.

Santiago Canyon College is located in Santiago Canyon in the foothills of the Santa Ana Mountains. Although it is surrounded by residential homes, the college is situated on the border of suburban development and parkland, wildlife preserves and undeveloped lands. The campus is visually appealing. There are nine buildings and 2800 parking spaces on eighty two acres. A staff of three skilled maintenance workers, eleven full-time custodians, and two part-time custodians maintain the facilities. The landscaping and grounds maintenance is done by an outside company. Overall, the buildings, classrooms, and grounds are very clean and well maintained.

Findings and Evidence

Santiago Canyon College provides a safe working environment. All buildings are approved by the California Department of State Architect. Routine repairs are handled through the Office of Administrative Services activities/dispatch log system. Issues and concerns that cannot be addressed immediately by the facilities staff are reviewed by the college's Facilities Committee for recommendations and a plan of action. When the plan of action requires financial resources or additional personnel, the Facilities Committee refers the issue to the Administrative Services Office and/or the Planning and Institutional Effectiveness Committee for further discussion and action. All actions of the Facilities Committee are communicated to the campus community via meeting minutes or bulletins. (III.B, III.B.1)

The long range facilities plan includes the removal of all temporary buildings. However, classes and staff at the Orange Education Center had to be relocated due to renovations necessary for Field Act compliance. The English as a Second Language classes were relocated to a leased facility at 1937 Chapman Avenue, Suite 2000. Although a much smaller facility, the college recognizes the importance of the programs at the site for this segment of the community, and intends to fully support the Continuing Education Program until the Orange Educational Center is rebuilt. The majority of the Division of Continuing Education was relocated to the temporary buildings on the main campus. The cost for the Orange Educational Center project is estimated at $16 million and is scheduled to be completed in 2016; at which time, the removal of all temporary buildings would be possible. (III.B.2.a)

The college has disaster and emergency plans in place. In addition, the Safety Committee and the Santiago Canyon College Safety and Security Department plan and hold frequent drills to ensure the College's readiness for all types of emergency events. The College staff regularly checks and certifies fire sprinklers, fire extinguishers, fire alarms, medical supplies, elevators and evacuation equipment. (III.B.1.b)

The college routinely inspects and checks that all equipment, facilities, and classroom are in working order and safe. For off-campus sites, the College assigns personnel to insure the operation and safety of the site. The Santiago Canyon College Safety and Security Department regularly patrols and monitors off-campus sites. There has been a video surveillance system installed throughout the main campus to help deter crime. There is minimal crime at the college and the off-site locations. As required by the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, the annual crime statistics are available on the website. (III.B.1.b)

The topography of the campus has many changes in elevations, which make accessibility to some of the buildings very challenging. Through interviews with college personnel, the team confirmed that the college has established procedures for accommodating students to access all buildings. (III.B.1.b)

Measure E was approved by the voters in 2002. Of the $382 million in funds, Santiago Canyon is allotted $184.7 million or 48.2% of the total funds. SCC was able to construct a library, a student services/instructional building, a science building, a humanities building, an athletic and aquatics complex, a softball field, and much needed parking lots. This tripled the number of buildings and resulted in an impressive campus design that is architecturally consistent, visually appealing and functional for the students and staff. (III.B.1.a)

A new Facilities Master Plan (FMP), approved by the Board of Trustees in 2011, supports and was aligned with the College's Mission Statement and with the 2007-12 Educational Master Plan. The 2011 FMP projects and phases facilities needs for a student population of 20,934 in the year 2020. There is currently over 356,000 assignable square feet. A Student Services building, a Fine and Performing Arts Building, a Student Center, two instructional buildings, and a central plant are planned. There will also be renovation projects and site improvements. To fulfill the 2011 FMP, there will need to be a future general obligation bond. (III.B.2.a)

At Santiago Canyon College, physical resource planning is integrated with its institutional planning. The basis for the development of the FMP is, in a large part, the division unit plans and the department planning portfolios. In addition, the development of the space allocations and the

design of the buildings constructed with Measure E funds were based on input from the departments which were to occupy the new buildings. (III.B.2.b)

During the past few years, Santiago Canyon College has experienced a declining budget with increased facilities and maintenance needs. The College has had to deny or delay requests due to insufficient funding, staffing or training. With new buildings coming on-line, the College is concerned with the total cost of ownership. The College is uncertain as to whether the funding of the operational costs of new buildings should be added to the college budget by District, or does the responsibility fall on the College to fund these operating costs out of the current operating budget. (III.B.2)

The Rancho Santiago Community College District has a Physical Resources Committee (PRC) which is one of the RSCCD's governance committees. The PRC is comprised of representatives from the colleges and the District. The PRC reviews issues related to the RSCCD facilities, equipment, land, general obligation bond funds, and other assets. The PRC also reviews the Facilities Master Plans. In June 2013, the district hired an Assistant Vice Chancellor of Facilities Planning, to monitor the RSCCD's physical resources and to support the colleges with their facility needs. (III.B.2.b)

Conclusions

Santiago Canyon College is a well maintained and safe campus. Measure E funds enabled the college to complete most of the projects in the 2004 Facilities Master Plan. The 2011 Facilities Master Plan is based on the 2007-2012 Educational Master Plan and will require a future construction bond to be completed. At SCC, physical resource planning starts with the division unit plans and departmental planning portfolios. The college has an active and working College Facilities Committee which addresses campus facility needs.

It is suggested that the college work with the Assistant Vice Chancellor of Facilities Planning and the district's Physical Resources Committee in advocating the college's facility priorities and funding. In addition, it is suggested that the college seek clarification on the responsibility of the district versus the responsibility of the college in addressing the total cost of ownership for newly constructed buildings.

The college meets this Standard.

Recommendations

None.

C. TECHNOLOGY RESOURCES

Technology resources are used to support student learning and services to improve institutional planning.

General Observations

Santiago Canyon College and the District Office offer technological support to meet the learning, teaching, communication, research, and operational systems needs of the college. The District Technology Advisory Group maintains the College's technology infrastructure. The College's shared governance process and the District planning processes guide future planning. Technology planning is integrated with institutional planning, and technology resources are systematically assessed for effectiveness. The results of these assessments are the basis for improvements. The college provides support and training for faculty. User input is utilized as a source for improvements.

Findings and Evidence

Santiago Canyon College and the District Office offer technological support to meet the learning, teaching, communication, research, and operational systems needs of the college. Technological support is offered through Wide Area Network, Local Area Network, wireless network, servers, switches, and other systems that support the College's software and hardware. The Rancho Santiago Community College Technology Advisory Group (TAG) maintains the College's technology infrastructure. (III.C, III.C.1)

The college implemented Datatel, including WebAdvisor, to improve efficiency in enrolling students and maintaining student records. Major technology installations have occurred in the Science Center, Athletic and Aquatics Complex, and the Humanities Building. *Blackboard* is used as the District's learning management system. (III.C.1.a)

Students in online courses are provided with orientation by way of *Blackboard*, *Turnitin*, and by way of individual faculty. There is a lack of evidence that students receive any additional support. Technology workshops are held regularly for staff, faculty, and administrators. Additionally, FLEX events are provided on support technology, distance education, web technologies, document formatting, ADA accessibility, and professional enrichment. (III.C.1.b)

The District's Information Technology Services office provides centralized maintenance, support, and upgrades to the technology infrastructure. In spring 2013, an Information Technology Services position was added to provide local network support to Santiago Canyon College. Datatel and AdAstra were added. The result was a 24 hour, seven day a week web registration site, lab attendance consolidated onto one platform, and an online positive attendance system. (III.C.1.c)

The college's Distance Learning Coordinator, Technology Committee, and Technology Master Plan, and the District's Strategic Technology Plan guide planning. Technology planning is integrated with institutional planning, and the use of technology resources is assessed for effectiveness. The results of these assessments are the basis for improvements. The college recently hired a Distance Education Coordinator who has created a Distance Education Handbook for faculty, as well as Instructor Certification for online teachers. The "Distance Education Student Survey," the Department Planning Portfolios and Program Reviews, and the District's Learning Management System subgroup identify technology needs. (III.C.1.a)

The Voice Over IP Telephone System Project (VOIP), Station Wiring Replacement Project, Video Surveillance Project, and Wireless Implementation Project are examples of upgraded or replaced technology on campus (III.C-070 to III.C-080). (III.C.1.d)

The Technology Committee is part of the shared governance structure at the college. The Technology Committee surveys technology users, and evaluates those results to make recommendations to PIE. PIE evaluates proposed requests and associated expenditures and sends its feedback to the Technology Committee, who then works with the Technology Advisory Committee at the District Office. Some of the software changes that have transpired as a part of the College's evaluation and recommendation process include an online drop system and add codes, an Early Alert online system, and a College wide mobile emergency alert system, and a more robust version of *Blackboard*. (III.C.2)

Conclusions

Santiago Canyon College has integrated technology with its institutional planning. The College distributes and utilizes its technology resources to support the development, maintenance, and enhancement of its programs and services. The College assesses its use of technology resources and uses the results of those evaluations as the basis for improvement.

It is suggested that the College provide services for its online students in the areas of online tutoring services and academic support, as well as enhanced training of students in online learning technology. The College is working on an online orientation for online students, and it is recommended that the training be completed and implemented, and then assessed for effectiveness.

Additionally, it is recommended that the college provide more professional development opportunities in technology that meet the needs of staff.

The college meets this Standard.

Recommendations

Recommendation 5: In order to meet the standard, the team recommends that the college fully integrate distance education into existing planning and program assessment processes to ensure the quality of distance education. (II.A.2.d, III.C.1.b)

D. FINANCIAL RESOURCES

Financial resources are sufficient to support learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plants and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

General Observations

Like most community colleges, Santiago Canyon College reduced course offerings and services, eliminated staff positions, and suspended programs to survive the state fiscal crisis over the past several years. The chosen reductions were results of discussions by the governance committees and the entire campus community. In 2012-13, the college instituted a new governance committee, the Planning and Institutional Effectiveness Committee, to link institutional planning and resource allocation.

The Rancho Santiago Community College District moved to a new revenue allocation model based on Senate Bill (SB) 361 in 2012-13. Per this model, the district allocates revenues to the colleges in the same manner that it receives revenues from the State. Santiago Canyon College produces approximately 30 percent of the District's Full Time Equivalent Students. After funds were allocated for the district office and district wide expenses, SCC received 23 percent of the district's revenues in 2013-14.

Findings and Evidence

Santiago Canyon College's mission and goals serve as the foundation for financial planning. Beginning at the department level, the college's mission and goals are incorporated into the 2012-16 Educational Master Plan and Department Planning Portfolios. The Department Planning Portfolios include a resources needed column, which identifies the funds necessary to achieve the goals. In the program review process, the departmental planning requests are further examined to determine how the requests support the college's mission and goals. Departmental Planning Portfolios are reviewed and updated on an annual basis. (III.D.1)

The Planning and Institutional Effectiveness Committee (PIE) is the principal governance committee which was created in 2012 to link institutional planning with resource allocation. Per the PIE Committee's process, all requests must be submitted on the "Santiago Canyon College Resource Request Form." The form requires that the request detail how the request supports the SCC mission or goals, the Educational Master Plan, the Technology Master Plan, or the Facilities Master Plan. Once the PIE Committee receives all requests, the committee reviews and prioritizes a list which first goes to the Budget Committee for fiscal review and then to the College Council, which will make the final recommendations to the College president. The college used a modified version of this process in 2013-14, but fully intends to utilize the new process with the 2014-15 planning cycle. (III.D.1.a)

At the district level, the Fiscal Resources Committee (FRC) is responsible for financial recommendations to the Chancellor. All District constituency groups, including SCC, are fairly represented on the committee. In 2012, the RSCCD adopted a new budget allocation model which is modeled after the SB 361 community college funding formula. Base FTES for SCC is 29.2% and 70.8% for Santa Ana College (SAC). These percentages are used to determine the distribution of any revenues and expenditures which the district realizes throughout the fiscal year. These percentages will change yearly depending on the number of FTES generated by each college. The FRC fully expects that there will be adjustments and refinements to the allocation model and that it may take three to five years to fully transition to this new model. (III.D.1.a)

The recent financial crisis affected SCC very significantly. In preparation for budget reductions, the entire campus community engaged in discussions on how to address these reductions. The college came to agreement on a "concentric circle" approach to planning for budget reductions. The college reviewed its mission and goals and defined its core priorities. It was decided that the programs and services in the farthest circle from the core, those programs and services which least support the college's mission and goals, would be the first to be reduced or eliminated. When the college had to reduce $1.5 million from its budget, the college eliminated three deans, a foundation director, a public information officer, a sports information director, and others. The college also made deep cuts to its part-time classified staff and part-time faculty. In addition, the allocation for SCC was reduced by $1.8 million or 5.1 per cent. The College suspended its forensic, Model United Nations, Honors, Study Abroad, and choir programs. Library hours and supplemental instruction labs were also reduced. Despite the budget difficulties and program/services reductions, SCC did a tremendous job of assessing its resources and planning the efficient use of those resources while still maintaining its core priorities. (III.D.1.c)

In March 2010, the Orange Educational Center was approved as community college educational center. SCC received a one million dollar increase in base funding. (III.D.1.b)

The RSCCD maintains a contingency fund per Board policy of five per cent. The district has maintained a total general unrestricted fund balance of $43.6 million, $37.6 million, and $27.2 million for the past three years. For 2014-15, the RSCCD adopted a budget with a $25.3 million dollar fund balance. The fund balance consists of the carryover from the colleges and district office, the five per cent Board Policy contingency, cash, and the Budget Stabilization Fund. The colleges have reserve funds to fund any short term contingencies and initiatives.

For its long-term obligations, the RSCCD has maintained a self-insurance fund for workman's compensation and property and liability. The District has set aside over $36.6 million for its liability for Other Post Employment Benefits (OPEB). The Board approved plan for funding the OPEB liability is to contribute one per cent of payroll plus $500 thousand each year. For the past two years, the District has contributed an amount equal to or exceeding the annual required contribution for OPEB. The District also maintains a capital outlay fund. (III.D.3.c, III.D.3.d)

The RSCCD has a clearly defined budget development calendar. The assumptions of the Governor's State Budget Proposal in January, the May Revision, and adopted State Budget in July are incorporated into the tentative budget for June and the adopted budget in September. There is discussion and review by the Fiscal Resources Committee (FRC) at each stage. The FRC agenda and minutes are posted on the district website. At the college, the Planning and Institutional Effectiveness Committee, Budget Committee, and the College Council holds discussions regarding the budget and posts the agenda and minutes for each committee on the website. In its initial year, the PIE committee's calendar did not align with the District's FRC committee's calendar; the College has made an adjustment to align the calendars. The Vice President of Administration presents monthly expenditure reports to the PIE committee, Budget committee, and College Council. When needed, the College has held open budget forums. (III.D.1.d)

For the years 2011 and 2012, the RSCCD received unqualified opinions for its financial statements. In 2013, the District received an unmodified opinion. The same opinions were received for the district's compliance on State awards for those years. There were minimal audit

findings each year, and the district corrected the issues before the next audit. There were no findings of material weakness. In 2011, the audit of the district's federal awards resulted in a qualified opinion. The district's Internal Audit Department reviewed the program in question, the College Assistance Migrant Program (CAMP), and made recommendations to correct the deficiencies. The recommended procedural changes were implemented for the CAMP program. The RSCCD has since received unqualified and unmodified opinions on their Federal audits in 2012 and 2013 respectively. The Board of Trustees has a Fiscal Audit Committee which oversees the audit process. After approval by the Board of Trustees, all audits are posted on the District website. (III.D.2, III.D.2.a)

The District also conducts an annual performance audit of its Proposition 39 funds for Measure E. There have not been any findings and the opinions have been unqualified. The District has a full and active bond oversight committee who meet on a regular basis. (III.D.2.a, III.D.2.b)
The RSCCD is timely and current with all its state fiscal reporting. The tentative budget, adopted budget, CCSF-311s, and CCSF-320s are all developed, reviewed, and submitted to the Board of Trustees with sufficient time for transmittal to the State Chancellor's Office. In addition, the District is in full compliance with state laws and regulations including the Fifty Percent Law, Gann Limit, enrollment fee reporting, and etc. The college informs the campus community of the reports through the governance committees, and all reports are posted on the website. Also, the use of the Datatel enterprise resource system allows the staff and administrators to access current financial and budget information on a daily basis. SCC had held open forums to further inform the campus community of budget information and issues. (III.D.2)

Santiago Canyon College has a well-defined grant application and approval process. The process is described in the "Instructions to Request for Authorization to Apply for a Grant." All grants must demonstrate how the grant aligns with the SCC Mission and goals, Educational Master Plan, and the Departmental Planning Portfolios. All grants are audited annually by the Internal Auditing Department and an external auditing firm. (IIID.3.b)

During the last few years, the State has depended on substantial apportionment deferral payments. The RSCCD has not had any cash flow issues during this time due largely to the District's healthy fund balance. In the event of an extreme fiscal emergency, the District could borrow from its Retiree Health Benefits Fund or from the Orange County Treasurer. The District has never issued Tax and Revenue Anticipation Notes (TRANs). (III.D.2.d)

Santiago Canyon College is compliant with the Federal regulations for student default rates. The College carefully monitors the rates, and has a default prevention policy as well as a default prevention initiative to mitigate higher default rates. The information on the policy and initiative are located on the College's Direct Loan Program web page. (III.D.3.f)

Contract agreements with external agencies are consistent with the college's mission and goals, as well as the district's mission and goals. Before entering into any contract the use of the District Contract Review Checklist is required to ensure consistency. In addition, a member of the Chancellor's cabinet reviews all contracts. Finally, a contract must have the signature of the Vice Chancellor of Business Operations and Fiscal Services before approval or ratification by the Board of Trustees. (III.D.3.b)

There are several ways which the district and college evaluate their financial management practices. The annual external audit reports highlight any internal control issues and material weakness in the financial reporting systems. Also, the District's Internal Auditing Department continually tests procedures and compliance to regulations. All audit recommendations are discussed in the Financial Resources Committee and a correction plan is developed. At the college level, the Budget Committee and College Council have been reviewing departmental expenditures for consistency with departmental goals. The move to the SB 361 Budget Allocation Model allows the district and colleges to regularly evaluate the expenditures for the District Office and District-wide services. (III.D.3.h)

Santiago Canyon College has always maintained a connection between its resource planning and institutional planning. Institutional planning begins at the department and unit levels with the Department Planning Portfolio and Program Review. The goals and plans in these documents are developed with the analysis of data and the assessment of program effectiveness and future financial, physical and human resource needs. The Department Planning Portfolios and Program Reviews are presented to and reviewed by the Educational Master Plan Committee, the Technology Committee and the Facilities Committee for incorporation into their respective plans. The Department Planning Portfolios are updated annually and Program Reviews follow a two or three year cycle. As of spring 2014, all areas of the college completed the program review cycle. (III.D.4)

In addition to monitoring the college budget expenditures, the Budget Committee advocates efficient and effective use of financial resources. The Budget Committee evaluates fiscal planning, revenues, expenditures, long-range plans, and grant requests for fiscal impact on the college. The Budget Committee also reviews and analyzes the Prioritized Resource Request Recommendation from the Planning and Institutional Effectiveness Committee. The Budget Committee reviews the District and College budget allocation model and recommends improvements as necessary. (III.D.4)

At the district level, the Planning and Organizational Effectiveness Committee (POE) was created to prioritize requests from the colleges, district governance committees, and district office in a parallel manner as the PIE Committee at Santiago Canyon College. The district also adopted the SB 361 budget allocation model as describe in the Response to Recommendation #2. This budget allocation model gives the colleges more control over their budgets. The district acknowledges that the SB 361 budget allocation model will require three to five years of adjustments to be fully implemented and equitable. (III.D.4)

Conclusions

With the newly created Planning and Institutional Effectiveness Committee added to their governance committees, financial resource planning is now integrated with institutional planning on the campus. The college implemented its new budgeting process for the 2014-15 budget cycle. In addition, the move to a SB 361 budget allocation model has given the College the opportunity to increase their share of the District's revenues and greater discretion over their expenditures. The new revenue allocation model was overwhelmingly approved through the district's governance process. Although forewarned that the new model would result in Santiago Canyon College receiving about a million dollars less, the college initially welcomed the new allocation model, but many are now questioning the equity of the model.

The district is financially stable with an ending fund balance of $27.2 million for 2013-14. However, for the district to reverse the recent trend of drawing down its reserves, the college must plan that its annual expenditures do not exceed the annual budget. In 2013-14, the college overspent its budget by $1.3 million. The college had $920 thousand in reserves, so the net deficit for 2013-14 was $330 thousand. The college requested through the Financial Resources Committee to have the deficit backfilled; however, the request was denied. In 2014-15, it is anticipated that Santiago Canyon College will overspend its budget by $1.3 million, and the college no longer has any reserves.

It is suggested that the college assess the performance of the Planning and Institutional Effectiveness Committee after the 2014-15 planning cycle, and make recommendations for improvement if needed. In addition, the college should develop a systematic and formal evaluation process for the Planning and Institutional Effectiveness Committee.

The team suggests that the college work through the Fiscal Resources Committee to clarify the purpose and the appropriate use of the District's Budget Stabilization Account, as well as review the charge back system and expenses for the district office and district wide services. Further, the college should work through the district's governance committees to make adjustments to the budget allocation model, if necessary, to ensure that the College receives a sufficient allocation to achieve its FTES target.

Finally, the college should address and eliminate the structural deficit in the budget through the campus planning processes and governance committees.

The college does not meet the Standard.

Recommendations

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

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Governing Board and the chief administrator.

A. DECISION-MAKING ROLES AND PROCESSES

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

General Observations

The District Board of Trustees has in place a number of policies relating to ethical leadership. In particular, the Board has a policy concerning conflict of interest and a code of ethics. BP (Board Policy) 7001 details code of ethics for every category of employees in the District. These documents confirm that the institution recognizes that ethical and effective leadership enables the college to set and achieve goals and make improvements. (IV.A, IV.B.1.h)

BP 2410, "Setting Policy," details much of the governance structure in the District, and thus at Santiago Canyon College (SCC). In particular, this policy lays out a "mutual agreement policy" and specifies the role of the Academic Senate on each campus in relation to the creation of board policy. In addition, BP 2510 lays out the specific contributions of each group—faculty, staff, and students—in conducting participatory governance on a local, campus level. (IV.A.1, IV.A.2, IV.A.2.a, IV.A.2.b)

As suggested in BP 2410, a group of "councils and committees" makes up the participatory governance at SCC. The "Collegial Governance Framework" and the "Collegial Governance Handbook" lay out in detail the SCC governance structure and its internal relationships clearly and logically. In general, the college has created a widely embracing and participatory structure for both faculty and administration. (IV.A.2.a, IV.A.3)

The institution has a well-developed public web site in regards to accreditation. It appears to comply fully with all relevant ACCJC standards, policies, and guidelines. (IV.A.4)

Findings and Evidence

SCC has established a broad and deep participatory governance structure that embraces the whole of the college community. Conversations with college community members reveal that they feel valued and respected and that their contributions to governance play an important role in the operation of the college. In particular, one piece of evidence, the "SCC 2014 Self Evaluation Survey," shows that over 80% of the respondents agreed that "Institutional leaders at SCC create an environment for empowerment, innovation, and institutional excellence." Overall, the college appears quite satisfied with its participatory governance structure and workings. (IV.A.2.a, IV.A.2.b, IV.A.3)

17 committees and councils (previously 18), all recognized by the Academic Senate, plus the Academic Senate itself, cover the full range of College activities from those with broad charges (e.g., the College Council) to those with relatively narrow charges (e.g., the Web Committee). These committees and councils meet regularly and have substantial agendas. Discussion and debate appears healthy and meaningful in these groups. (IV.A.3)

Faculty provide the majority of membership on most councils and committees as compared to other groups, thus assuring that their voice will be heard and have a strong influence on the course of discussions, debates, and decisions. Six faculty, for instance, sit on the College Council, the highest recommending group of the college, whereas administrators number four and classified staff number four on that same council. Another example is the Accreditation Committee, with four faculty, two administrators, and one staff member. (IV.A.3)

Classified staff participation in governance activities appears funneled primarily through the classified staff union, the CSEA (California School Employees Association). This organization nominates and provides the membership of the various councils and committees on which classified staff sit, including the most important, the College Council. Classified staff serve broadly on many committees. Classified staff meets regularly with the President using a somewhat informal group called the "President's Classified Hawks Advisory Group Meeting." This group is not a regular governance group but appears more of a "meet and confer" about campus activities. The agendas (as provided) do not cover substantial topics of governance save for updates from College Council. (IV.A.3)

Students also are members of a number of councils and committees, including College Council, Budget, and Accreditation. These students are appointed by the Associated Student Body.

A review of the college timelines with respect to its self-studies over the years reveals that the college does act in compliance with Accrediting Commission Standards and responds in a timely manner to respond to recommendations made by the Commission. (IV.A.4)

A major issue appears, however, when the question is broached concerning evaluation and consequent improvement based upon that evaluation. No mention is made in the Self-Evaluation Report of formal evaluation mechanisms for the work of SCC's councils and committees. (IV.A.5)

As a result, the issues of "effectiveness" and "continual improvement" are lacking evidence both in interviews and in the college's self-evaluation. While it is possible to see various changes made in governance structures and procedures over time, these changes have been made, based on the evidence provided, as a result of specific, immediate circumstances rather than a formal evaluation mechanism. The most relevant evidence is the "SCC 2014 Self Evaluation Survey," and while that survey reveals an overall satisfaction with participatory governance, it does not provide guidance for improvement. (IV.A.5)

Conclusions

It is clear that the college and district have worked to develop written policies and guidelines to support ethical and effective leadership throughout its community. There is broad based dialogue from representative groups that participate in decision making in a structured and

organized manner. Roles are clearly defined and the college advances honesty and integrity in its relationships with others and with college stakeholders.

Faculty have a clear voice within the governance structure as evidenced by the numbers of faculty that sit on various committees. Less represented are the classified staff, though their informal advisory group meetings with the president provide additional opportunities to participate in decision making.

Further, there is a lack of evidence demonstrating that the college has effectively developed systemic processes for evaluation of its structures and processes. Changes appear to have been made in a reactionary, rather than a proactive way. The college should continue its work in evaluation cycle completion through a formal and systematic evaluation of its governance structures that will guide improvement over time.

The College does not meet the Standard.

Recommendations

Recommendation 4: In order to meet the standard, the team recommends that the college design and implement regular and frequent evaluation processes for governance, with the results informing planning and action. (IV.A.3, IV.B.3.g)

B. BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities for the Governing Board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

General Observations

The Rancho Santiago Community College District (RSCCD) has an elected board consisting of seven elected trustees (elected per sub-district) and one annually elected student trustee. Board policies are published on the District website, along with Board of Trustees (BOT) agendas and meeting minutes. This information details the operation of the BOT, its schedule of meetings, committee structure, and its standards of operations.

The Board has both policies and practices in place to ensure ethical conduct, to orient new BOT members to its work, and to keep itself informed concerning vital matters relating to both District and college. It has created the necessary policies for financial and education effectiveness, and has appropriate policies in place for the selection of a Chancellor and his/her evaluation. The BOT also has an active process, written into policy, for its own evaluation.

The District and the college have a strong sense of the division of responsibilities between the two that is captured in their mapping/function document. The President has created a strong and collegial climate of participatory governance that informs the work of the whole college.

Findings and Evidence

Santiago Canyon College has a governing board that takes responsibility for setting policies in place to assure that programs and services are of high quality and that the college's fiscal health is strong. Information regarding board members, board policies, agendas and minutes are published on the district website. This information details the operation of the BOT, its schedule of meetings, committee structure, and its standards of operations. (IV.B.1, IV.B.1.d)

A significant part dedicated to standards has to do with Board ethics and potential conflicts of interest. The Board has a code of ethics and a detailed listing of situations that might create conflicts of interest. The Chancellor is charged with overseeing that the appropriate financial disclosure documents are completed by members of the Board. In addition, the Board is an independent entity that acts as a whole after making a decision. (IV.B.1.a, IV.B.1.h)

Board Policy (BP) 2200 describes the sphere of interests and activities of the BOT, including policy establishment, financial, legal, and educational oversight, and delegation of appropriate powers to the Chancellor. BP 4020 describes the BOT's expectations concerning course and curriculum development and board authority over same. (IV.B.1, IV.B.1.b, IV.B.1.c, IV.B.1.j)

The Board also has policies for Board development and orientation of new members. The evidence indicates that they have followed these policies. The Board receives presentations and reports covering all aspects of District and college operations on a frequent basis, and its newer members attend the CCLC "Effective Trusteeship" conference on a regular basis. (IV.B.1.f)

One of the recurring topics of Board education and involvement is the accreditation process. Evidence describes an ongoing education of the Board members in accreditation matters, with a number of presentations at Board meetings involving these matters (including one presentation by ACCJC staff). Board members also attend accreditation working meetings held by the college. (IV.B.1.i)

The Board also has policies in place for its self-evaluation. Surveys of the perceptions held by classified staff, faculty, and administrators of Board work are distributed, collected, and added to a self-evaluation instrument completed by the Board itself. This material is reviewed by the Board on an annual basis, typically in November. (IV.B.1.g)

The selection and evaluation of a Chancellor by the Board are also covered within BOT policies, as are the selection and evaluation of college presidents. The Chancellor is selected by the BOT and evaluated annually by the Board. There are no policies set aside for dealing specifically with the selection and evaluation of college presidents. Instead, these hires and their evaluations are included under general policies of administrative hires and managerial evaluations. (IV.B.1.j)

One of the chief responsibilities of the President of SCC is to communicate with and work effectively with local communities. There is ample evidence of the President's membership in various local groups such as service organizations and local foundations. (IV.B.2.e)

The President works within the framework of the District, including board policies and relevant laws and administrative regulations. His work also includes the alignment of college practices with its mission. (IV.B.2.c)

The distinctions between District functions and college functions are laid out in the "RSCCD Functions/Mapping of Responsibilities," which clearly and comprehensively delineates functions for operations and assigns functions between the District and the College. The document demonstrates that the Chancellor delegates broad authority to the President of SCC in order to appropriately administer the college. To run the college the President, in turn, appropriately delegates authority to the SCC administrative team. (IV.B.2.a, IV.B.3.a, IV.B.3.e, IV.B.3.f)

The President, according to the functions map, is responsible for integrating planning, budget, and educational matters. These responsibilities at SCC are described in a matrix of participatory governance which clarifies that the President's decisions are informed at a deep level by a collegial atmosphere of participatory governance. (IV.B.2, IV.B.2.a, IV.B.2.b)

The President is charged through the functional map with responsibility for integrating budget and educational matters. While the President clearly exercises this authority, a significant challenge remains. A multi-million dollar structural deficit—primarily due to overspending the instructional budget in an attempt to meet FTEs targets set by the District—has been a constant feature of the college, both now and in the recent past. While the district has agreed to annual stabilizations of the SCC budget in order to account for these deficits, there is a lack of evidence that courses have been scheduled to meet the budget guidelines. (IV.B.2.b, IV.B.2.d, IV.B.3.c, IV.B.3.d)

Accurate and timely research is required in today's colleges in order to make data-driven decisions. The local administrator in charge of institutional effectiveness (and thus the President's main source of data) has limited access to data and must work with the District research service in order to respond to local requests for data. (IV.B.2.b, IV.B.3.b)

Conclusions

Santiago Canyon College has a leadership structure made up of a governing board and chief administrator, both of whom have clearly delineated roles and responsibilities aimed at ensuring effective operation of the college. Quality, integrity, and effectiveness are all addressed in board policies and/or procedures for the institution.

Administrative services, both on the District and the college level, must rely on an evaluative process in order to seek continuous improvement. While the expectations of educational excellence and integrity are established, there is a lack of evidence of formal evaluative processes for the decision-making structures and processes established at either the district or the local level. As a result, team members found it difficult to ascertain the proficiency level for these evaluative processes. It was not clear that there was an established timeline for evaluations to take place and that the results were widely communicated and used to guide improvement. (IV.B.2.b, IV.B.3.g)

The College does not meet the Standard.

Recommendations

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

Recommendation 4: In order to meet the standard, the team recommends that the college design and implement regular and frequent evaluation processes for governance, with the results informing planning and action. (IV.A.3, IV.B.3.g)