



Santiago Canyon College

Follow-Up Report

Submitted to the Accrediting Commission for Community and Junior Colleges

March 2016

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Santiago Canyon College

Follow-Up Report

Submitted by:
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Submitted to:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

March 15, 2016

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CERTIFICATION OF FOLLOW-UP REPORT

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

From:

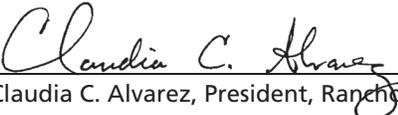


John Weispfenning, Ph.D., President, Santiago Canyon College 2/23/16
Date

Santiago Canyon College
8045 E. Chapman Avenue
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I certify there was broad participation/review by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:



Claudia C. Alvarez, President, Rancho Santiago Community College District Board of Trustees 2/23/16
Date



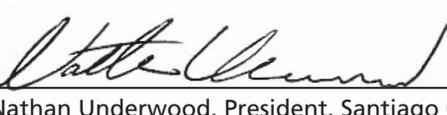
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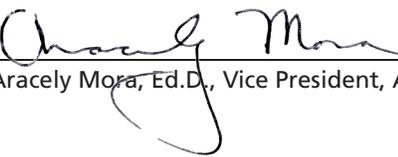
Corinna Evett, President, Santiago Canyon College Academic Senate 2/23/16
Date



Thomas S. Andrews, President, California School Employees Association, Chapter 579 2/25/16
Date



Nathan Underwood, President, Santiago Canyon College Associated Student Government 2/23/16
Date



Aracely Mora, Ed.D., Vice President, Academic Affairs, Accreditation Liaison Officer 2/23/16
Date





TABLE OF CONTENTS

1.	Acknowledgments	3
2.	Certification Page.....	5
3.	Table of Contents	7
4.	Statement of Report Preparation	9
5.	Response to the Commission Action Letter	
	a. Response to College Recommendation 1	10
	b. Response to College Recommendation 2	12
	c. Response to College Recommendation 3	14
	d. Response to College Recommendation 4	15
	e. Response to College Recommendation 5	17
	f. Response to College Recommendation 6	19
	g. Response to Commission Recommendation	20
6.	Appendix A: Evidentiary Documents	22





STATEMENT OF REPORT PREPARATION

A 14 member team visited Santiago Canyon College (SCC) 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 accreditation 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 (RP-01). Following the ACCJC Team Visit, Santiago Canyon College, on November 21, 2014, received a draft report representing the findings of the evaluation team that visited the College (RP-02). The draft report summarized the team's visit and included commendations and recommendations for the College. The College was provided the opportunity to respond to the report and to correct errors of fact.

On February 6, 2015, Santiago Canyon College President Dr. John Weispfenning received a letter from the Commission stating that "The Commission took action to **reaffirm accreditation** and require the College to submit a Follow-Up Report in March 2016." The Follow-Up Report is intended to address concerns identified by the ACCJC in the February 6, 2015 letter to Dr. Weispfenning (RP-03).

In response to the Commission's letter, an Accreditation Task Force was formed to address the identified deficiencies resulting in the College's six recommendations (RP-04). The Accreditation Follow-Up Report was prepared by the Accreditation Task Force whose membership was determined by the College President and the Academic Senate President. The preparation of this report followed the College's review and approval process.

On February 19, 2015, President Weispfenning met with SCC Accreditation Liaison Officer (ALO), Dr. Aracely Mora, to discuss the Team Evaluation Report and a preliminary plan for addressing the ACCJC recommendations. Following this preliminary meeting, on March 23rd 2015, President Weispfenning met with Academic Senate President Corinna Evett and ALO Mora to discuss the Team Evaluation Report Recommendations and the formation of the Accreditation Task Force that would be responsible for leading the College's efforts with the Follow-Up Report.

Ten days later, on April 2, 2015, President Weispfenning, Senate President Evett, and ALO Mora met to discuss the composition of the SCC Accreditation Task Force and to identify lead individuals to assign to each recommendation. On April 28, 2015, President Weispfenning informed College Council of the formation of an Accreditation Task Force and charged the committee with the development of the Accreditation Follow-Up Report (RP-05).

President Weispfenning convened the first meeting of the SCC Accreditation Task Force on May 5, 2015 (RP-06). At the meeting, Academic Senate President Evett and ALO Mora were identified as co-chairs of the task force. The agenda for the meeting included an overview of the work of the Follow-Up Report Task Force and discussions on membership, responsibilities, timelines, and expectations as well as the selection of recommendation leads. A subsequent meeting of the Accreditation Task Force occurred on May 15, 2015, and each recommendation team reported on their progress (RP-07).

During the months of June, July, and August, the Accreditation Task Force members developed draft outlines to responses, and on August 19, 2015, the Follow-Up Report co-chairs presented a workshop to inform the College community on the progress of addressing the ACCJC recommendations (RP-08). Task Force members discussed their work and solicited input, and the co-chairs shared the proposed Fall 2015 report preparation timelines (RP-09). The writing, editing, and refinement of the Follow-Up Report continued throughout the months of September, October, and November 2015. Members of the Accreditation Task Force regularly shared updates with participatory governance committees (RP-10, RP-11, RP-12).

In the weeks prior to the submission of response, this document was shared in draft form with the SCC community through a shared electronic file. The College's Academic Senate and College Council approved this document prior to submission to the Board of Trustees for approval (RP-13, RP-14, RP-15). The Board of Trustees considered and approved this Follow-Up Report prior to the final submission to the Commission (RP-16, RP-17).

Members of Accreditation Task Force:
Corinna Evett, President, Academic Senate/English Professor
Aracely Mora, Ed.D., Vice President, Academic Affairs/ALO
Aaron Voelcker, Dean, Institutional Effectiveness, Library & Learning Support Services
Joyce Wagner, Chair, Curriculum & Instruction Council/Mathematics Professor
Michael DeCarbo, Secretary/Treasurer, Academic Senate/Communication Professor
Roberta Tragarz, Faculty Co-Chair, Education Master Plan Committee/English Professor
Scott James, Faculty Coordinator for Distance Education
Lynette Beers, Faculty Co-Chair Professional Development Committee/English Professor
Marilyn Flores, Dean, Arts, Humanities and Social Sciences
Arleen Satele, Vice-President, Administrative Services
Craig Rutan, Physics Professor
Melinda Womack, Communication Professor
Victoria Williams, Facilities Coordinator



RESPONSE TO COLLEGE RECOMMENDATION 1:

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

The College has accelerated its efforts in student learning outcomes assessment to understand better where students are meeting, or not meeting, the College's standards, including in the area of Community Services.

Within its outcomes assessment process, the College uses outcomes mapping to assist each award program with identifying the extent to which program and course student learning outcomes align with institutional student learning outcomes. Within this mapping process, each course student learning outcome must moderately or majorly contribute to at least one program student learning outcome for core or required courses of a degree or certificate. College constituents document these connections in the revised SLO Mapping for Degree and Certificate Programs forms. Previously, these forms required that only courses, not specific learning outcomes, were mapped to program outcomes ([R1-01](#)).

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

Programs that have core or required courses that are outside of the program's discipline have been an obstacle for faculty, making apparent the need to share outcomes assessment results across disciplines in a more centralized and timely fashion. Historically, faculty have had access to only a portion of the course level assessment results. As such, it was unrealistic to expect faculty to be able to utilize the SLO Mapping for Degree and Certificate Programs for those programs that reach outside of a single discipline in core courses. The Office of Institutional Effectiveness is working to build a software solution that will replicate course-to-program mapping values but will also include the assessment results for all core or required courses within an award program so that access to information is no longer a limiting factor. In the interim, the Office of Institutional Effectiveness has developed

the Institutional Effectiveness and Accreditation Dossier that houses all course level student learning outcome assessment reports, academic and non-academic program reviews, and other annual planning documents and is available to all District employees. The dossier now serves as a central repository for institutional effectiveness and accreditation related documents so that matters of student learning and achievement, as well as of quality assurance, can be shared District wide, eliminating the need for redundant communication to share information that is readily available ([R1-05](#), [R1-06](#)).

In the self-evaluation document it was written,

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

The Office of Institutional Effectiveness replicated the surveys created by the Curriculum & Instruction Council in *SurveyMonkey* so that these surveys could be deployed electronically to student email accounts. With the assistance of Student Services, the College distributed four surveys to students who petitioned to receive any of the aforementioned Liberal Arts degrees during the week of June 1-5, 2015 ([R1-07](#)). While the initial response rate for each of the surveys was lower than desired, the responses themselves were positive ([R1-08](#)). The Curriculum & Instruction Council analyzed and discussed the quantitative and qualitative information gleaned from the surveys in order to determine if the assessment tools themselves were adequate in evaluating whether or not program student learning outcomes were being achieved at an appropriate rate and whether or not any programmatic improvements or changes needed to be made based on the results of the surveys ([R1-09](#), [R1-10](#)). The Curriculum & Instruction Council agreed that the information was useful for evaluating the Liberal Arts degrees. At the request of the Curriculum & Instruction Council, the College is investigating the feasibility of incorporating the Liberal Arts Degree Surveys into the petition-forward process in order to maximize the number of responses for future assessment cycles.

In an attempt to increase the response rate of 2014-2015 graduates, the survey links were redistributed in the fall 2015 semester to those students who were



RESPONSE TO COLLEGE RECOMMENDATION 1:

awarded a Liberal Arts Degree the previous academic year. The College will discuss and analyze the results of the second distribution of the survey in spring 2016.

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

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

The first question is designed to glean what learning is critical to the course, and the second question is designed to determine the learning that will occur that can be tied to institutional student learning outcomes. From the instructors' responses, the SLO Coordinator developed two student learning outcomes for each participating course, and the Office of Institutional Effectiveness incorporated student learning outcomes into a survey to be administered to enrolled community service students near or after the conclusion of each course. The College included optional demographic questions in the survey so that learning outcomes results could be disaggregated by student groups so as to meet the requirement of new ACCJC accreditation standards in the coming years ([R1-11](#)).

In order to determine the best mode of delivery for student surveys that will yield the maximum number of responses, the College investigated two options: in-class survey deployment and electronic survey deployment. In-class survey deployment is a much more resource dependent option requiring hard-copy surveys to be printed and provided to faculty members prior to the last day of the course. Once students complete the student learning outcomes surveys, faculty return the completed surveys to the Community Services Program Office for manual data entry into a homegrown database for future query and analysis. Electronic survey deployment is far less resource dependent as it merely requires that instructors mention the survey to students, and the Community Services Program staff soliciting student feedback distributes a link to the electronic survey via email to students.

Upon conclusion of the summer 2015 pilot of SCC Community Services student learning outcomes assessment, the College determined that while the electronic survey deployment option was less resource dependent, the response rate was underwhelming. In order to maximize the number of responses per course and the opportunity for student assessment and feedback, the College determined that the in-class survey deployment option was the better of the

two. Beginning fall 2015, Community Services Program staff contacted all Community Service instructors asking them to respond to the aforementioned two questions so that student learning outcomes could be developed for courses that had already been scheduled ([R1-12](#)). Beginning spring 2016, no Community Service course will be offered without identified student learning outcomes. The College will measure all Community Service course learning outcomes using the standardized format developed during the pilot process, and faculty will deploy the student learning outcomes assessment in class on the final day of the course. The College houses the results of in-class surveys within the database developed during the pilot process, and the Community Services Program Office now manages the database.

By strengthening assessment to guide improvement through implementing the mapping of course-level student learning outcomes, improving the distribution of student learning outcomes assessment data, and initiating the use of student learning outcomes assessment in Community Services, the College has satisfied the recommendation.



RESPONSE TO COLLEGE RECOMMENDATION 2:

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

At the time the College prepared the *2014 Institutional Self Evaluation*, the College had not completed full cycles of its new planning and resource allocation processes. However, during the 2014-2015 academic year, the College included all designed components of the planning and resource allocation process for the 2015-2016 planning and budget allocation cycle. In like manner, the Planning & Institutional Effectiveness (PIE) Committee developed a formal evaluation tool for the College's planning and resource allocation process, and the committee utilized the planning and resource allocation process evaluation tool during the 2014-2015 academic year.

In fall 2014, collegial governance committees identified in the planning model were provided an opportunity to prioritize resource requests related to the committee's primary responsibility and forward a list of prioritized requests to the vice president overseeing that College function. As one example, during the 2014-2015 academic year, all units and departments forwarded their technology requests to the Technology Committee in preparation for 2015-2016 planning. The Technology Committee then prioritized those requests based on priorities and goals established in the Technology Master Plan prior to forwarding the list of technology requests on to the Vice President of Academic Affairs, who has oversight of instructional technology at the College (R2-01). Subsequently, the Technology Committee has created a rubric by which to evaluate future requests and implemented this tool in fall 2015 (R2-02). The committee intends to assess the effectiveness of this rubric in Spring 2016 and amend as needed for Fall 2016 requests.

Evaluation is a critical component of the planning and resource allocation process at the College and was included early on in the current model's inception. Beginning in the 2013-2014 "Year at a Glance" document, the need for an evaluation component to evaluate the planning and resource allocation process itself was identified (R2-03). During the single transitional year of planning at SCC in 2013-2014, the evaluation consisted of the vice presidents from Academic Affairs, Continuing Education, Student Services, and Administrative Services soliciting feedback for improvement from faculty, staff, and administrators from their respective areas. The PIE Committee discussed that feedback at a meeting in spring 2014 after the prioritization process had already concluded (R2-04, R2-05). In 2014-2015, the PIE Committee developed a more formal and systematic evaluation process that consisted of a survey, designed by a task

force of the PIE Committee, to solicit feedback from faculty, staff, and administrators who participated in the planning and resource allocation process during the 2014-2015 academic year. The survey, deployed in April 2015, asked questions targeting respondents' attitudes toward the forms utilized to help facilitate the planning and resource allocation process, attitudes about the planning and resource allocation process itself, and attitudes about overall satisfaction with the outcome of the process and resources received, if any (R2-06, R2-07).

At its May 6, 2015, meeting, the PIE Committee met to discuss the results of the planning and resource allocation process survey and to carefully weigh all feedback and suggestions for change. Some suggestions that came from those who participated in the process implied that the planning process itself, in its entirety, was not well known among all who participated. For some, only the parts in which they participated were known, and any steps that followed after their direct participation were not clear. For many, the process was much too laborious with very little benefit to be gained by the individual unit in participating in the process. The PIE Committee decided to focus on communicating about the planning process. The committee decided to make elements of the process easier by making information readily available to those completing Resource Request Forms rather than having those individuals search for information. The PIE Committee also made the process easier by reviewing the Planning Process Flowchart and Resource Request Forms and eliminating any redundancies that had inadvertently been built in the process and the related documents (R2-08).

As a result of removing redundancies and better providing information, requestors are now asked to identify which one of eight categories the request falls into: staff, faculty, equipment, facilities, etc. (R2-09). This sorting by the requestor allows for a streamlined process so that requests reach the appropriate evaluation committee sooner. Further, it provides vital information to the Budget Committee so that as funds become available in each category, the items can be promptly funded. In 2014-15, the Budget Committee spent many hours determining whether a request could be funded with money from specific categorical programs. As a result, requestors often had to provide additional information, and decisions were delayed until responses were received and acted upon. With this information now provided on the front end, members of the Budget Committee will save many hours of work, and decisions can be made and communicated more quickly.

Ultimately, the PIE Committee was careful to make only moderate changes to the process itself since this was the first year of full implementation of



RESPONSE TO COLLEGE RECOMMENDATION 2:

the planning and resource allocation process. The committee was still unclear as to whether some of the negative feedback received on the survey was a result of genuine dislike of the newer process or a result of a general, but expected, resistance to change. It was determined that a second year's worth of evaluation survey data would be needed to ultimately make that determination.

Similarly, at the District level, the Planning & Organizational Effectiveness (POE) Committee developed an evaluation survey that went out on June 1, 2015 to members of District governance committees designed to ascertain the degree to which District committee members understood District wide planning as well as District governance committee member satisfaction with the District wide resource allocation and District operations resource allocation processes. This survey was based on the survey deployed by SCC's Planning & Institutional Effectiveness (PIE) Committee ([R2-10](#)).

Results of the District survey suggested that better alignment of planning and resource allocation timelines between the Colleges and the District must occur in order to ensure that District resource requests in need of support from the Colleges are woven into college-level planning processes at the appropriate time. In order to be prioritized high enough to receive funding, District level resource requests must be received by the appropriate collegial governance committee or vice president at SCC in order to be considered by the Planning & Institutional Effectiveness (PIE) Committee for the subsequent year ([R2-11](#), [R2-12](#), [R2-13](#)).

By implementing formal assessment of the planning and resource allocation processes at both the College and District, the College has satisfied the recommendation.



RESPONSE TO COLLEGE 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)

Beginning in the 2014-2015 academic year, the College developed and implemented a process for evaluating its progress toward its goals that were published in the *2012-2016 Educational Master Plan*. The results of the evaluation and an assessment of the process then became the basis for revising the evaluation process for use in subsequent evaluation cycles.

In the 2013-2014 academic year, the Educational Master Planning Committee (EMPC) worked to develop an "Educational Master Plan Midterm Update Survey" designed to evaluate the degree to which the College has achieved each of its 15 stated Educational Master Plan Goals as detailed in the *SCC 2012-2016 Educational Master Plan*. At the time of goal development, the College also identified action items. These action items were actions that the College determined to be momentum points, or milestones, in the College's achievement of each of the 15 *SCC 2012-2016 Educational Master Plan* goals and are specific to each of those goals. In total, the *2012-2016 Educational Master Plan* had 29 action items identified. Furthermore, each action item had a responsible party assigned to it. This structure allowed for a specific individual or group, such as a committee, to be held accountable for an action item to be carried out during the span of the four-year educational master plan cycle ([R3-01](#)).

In spring 2015, the "2012-2016 Educational Master Plan Midterm Update Survey" went out to all responsible parties so that the EMPC could determine what goal related activity had occurred since fall 2012. Respondents to the survey had to identify the goal and action item they were electing to update, provide detail on the activity that had occurred to date, and identify whether the action item had been completed or not. In the event that the action item had been completed, the survey asked respondents to identify the institutional support they received related to their activity and what affect that activity had on the institution. In the event that the action item had not been completed, the survey asked the respondents to identify the work that still remained to be completed and any resources that were necessary to complete the work ([R3-02](#)).

After the first round of responses, 21 out of 29 action items had responses. Of the 21 action items that had been updated through the survey, 10 were completed, and 11 still had work that remained to be completed ([R3-03](#)).

During the fall 2015 semester, the Educational Master Planning Committee (EMPC) worked to fill in the gaps where there were no responses for eight action items. Collectively, this information was pulled together to provide a report back to the College community on the progress made in achieving the *2012-2016 Educational Master Plan* goals ([R3-04](#), [R3-05](#)). This report came as part of an open forum designed to solicit feedback from College constituents on multiple sources of data, both external and internal, as the College began the development of its next educational master plan and the development of its next set of educational master plan goals. The College wide discussion around this information was to determine campus opinion as to whether the unachieved goals were still relevant, warranting inclusion in the next iteration of the educational master plan, and, if so, whether or not the remaining action items were adequate to lead the College to goal completion ([R3-06](#)).

There were many lessons learned in the process of evaluating progress toward achieving the stated goals of the College. Most notable was the lack of initial participation in the "Educational Master Plan Midterm Update Survey." It is unclear as to whether responsible parties were reluctant to participate in the survey because of the perceived lack of progress in goal achievement or if it was suspected that the perceived lack of progress would reflect poorly on the responsible parties. What is clear, however, is that the next evaluation of the goal achievement process should include more frequent opportunities for responsible parties to provide updates on action items and goal achievement as well as more frequent opportunities to request resources in the event that a resource need is what is holding the College back from achieving a specific goal.

By developing and implementing an evaluation process for the achievement of the College's goals and then assessing the evaluation process, the College has satisfied the recommendation.



RESPONSE TO COLLEGE 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)

The College has strengthened the collegial governance process by instituting a yearly evaluation of all collegial governance committees and the governance system. The governance process has been modified to include three steps in its systematic evaluation. The first step occurs in the fall when each governance committee and council reviews its mission, responsibilities, goals, and committee composition. In the spring, each committee conducts a self-evaluation as the second step of the process. The third step occurs the following fall when the College Council reviews the committees' self-evaluations as part of its comprehensive evaluation of the system of governance.

The District and its Colleges embrace the concept of participatory governance. Participatory governance at the College consists of a system of councils and committees. The *Collegial Governance Handbook* outlines and maintains the principles, organizational structure and reporting relationships, operating procedures, missions, responsibilities, and membership of each of the College's councils and committees. Using the recommendations of collegial governance committees following the completion of their annual evaluation, College Council updates the *Collegial Governance Handbook* (R4-01).

The Rancho Santiago Community College District (RSCCD) has policies in place that detail much of the governance structure in the District and, thus, at Santiago Canyon College (SCC). Board Policy 2510 specifically outlines the role of each constituency group in conducting participatory governance (R4-02). As detailed in the *SCC 2014 Institutional Self Evaluation*, RSCCD relies on the professional expertise and perspectives of employees across the District to maintain collaborative decision-making processes.

For the collegial governance committees, regular assessments ensure that committee members are oriented to the work of the specific committee and that the committees are goal oriented. Each collegial governance committee conducts evaluations in the fall and spring of every academic year. The fall evaluation process requires each committee to review its committee template, which is found in the *Collegial Governance Handbook* (R4-03, R4-04). During this process, committees focus on a review of their mission, responsibilities, goals, and committee composition. This review occurs at the committee's first meeting. The initial review serves the purpose of educating committee members about the mission and responsibilities of the committee as well as the purpose of reviewing the actual composition of the committee

to ensure that the designated constituencies are appropriately represented.

The second piece of the evaluation process occurs at the end of each spring semester. All collegial governance committees conduct a self-evaluation that includes a review of the following: 1) Committee Mission 2) Committee Responsibilities 3) Major Accomplishments 4) Actions Pending 5) Challenges 6) Recommendations, and 7) Evidence. Each fall, the College Council reviews all committee evaluations in order to assess the effectiveness of the governance process (R4-05). College Council makes recommendations for changes based on themes or issues identified during the review of governance committee evaluations. In addition, College Council determines if any gaps, redundancies, or problems exist and recommends needed changes or modifications to the governance process to the College president (R4-06, R4-07). In fall 2015, College Council created a task force comprised of a classified staff member, a faculty member, and an administrator who identified themes, trends, commendations, and recommendations as they reviewed the spring 2015 committee evaluations. The task force presented its findings to College Council on November 24, 2015 and identified four recurring themes throughout the evaluations:

- Insufficient resources for committees to carry out their work;
- The need to manage increasing regulations and changing standards from external entities;
- The need to consolidate some committees and to work more efficiently, and
- The need to strengthen communication and ties between committees and increase understanding of purpose and committee interconnectivity.

After analyzing and discussing the information from the task force, College Council discussed some of the identified themes that the College had already begun addressing. For example, College Council recognized that the collegial governance calendar had been adjusted to optimize and increase governance committee member participation. Additionally, some committees have changed the modality of their meetings to allow for online and/or virtual meetings. Furthermore, increasingly, more governance committees present information from other related governance committees at the beginning of each meeting so that committee members understand what activity is occurring elsewhere in the collegial governance framework. This allows connections to be drawn and strengthened between a given governance committee and activities carried out by another governance committee (R4-08).



RESPONSE TO COLLEGE RECOMMENDATION 4:

The effectiveness of the governance process and of integrated planning is further evaluated through an annual survey of the SCC Planning & Institutional Effectiveness (PIE) Committee's resource allocation process (R4-09). As the College's central planning committee, the PIE Committee reviews all requests for resource allocation and makes recommendations to College Council. In addition, the PIE Committee regularly administers a planning process evaluation survey and seeks input for planning process improvement from the College community.

In 2014-2015, the Planning & Institutional Effectiveness (PIE) Committee developed a formal and systematic evaluation process consisting of a survey designed by a task force of the PIE Committee. In April 2015, the committee deployed the survey in order to solicit feedback from faculty, staff, and administrators who participated in the planning and resource allocation process during the 2014-2015 academic year. The survey asked questions targeting respondents' attitudes toward the forms utilized to help facilitate the planning and resource allocation process, attitudes about the planning and resource allocation process itself, and attitudes related to the overall satisfaction with the process. At its May 6, 2015, meeting, the PIE Committee met and discussed the results of the planning and resource allocation process survey and carefully weighed all feedback and suggestions for change (R4-10, R4-11, R4-12).

A similar process of evaluation occurs at the District through its Planning & Organizational Effectiveness (POE) Committee. Since the October 2015 External Evaluation Site Visit, the District has continued to implement its integrated planning process, following the processes established in the *Rancho Santiago Community College District 2013 Planning Design Manual* (R4-13). The *2013 Planning Design Manual* serves as a resource that guides integrated planning. The Planning & Organizational Effectiveness Committee conducted an evaluation of the planning process through a survey administered to all members from its Colleges and the District who serve on the six Rancho Santiago Community College District (RSCCD) participatory governance committees (R4-14).

Annually, the POE Committee produces a progress report in order to inform the District community about movement toward achievement of the RSCCD goals. The progress report on the District *Comprehensive Master Plan* is an essential accountability tool in the RSCCD planning design because it reinforces and sustains a District wide dialogue on its long-term and short-term goals. The POE Committee prepares the progress report on the District *Comprehensive Master Plan* in late spring each year. The POE Committee distributes the progress report that describes the prior year's activities related to the RSCCD goals each

fall. This document is a key assessment tool in spring planning meetings including the Board of Trustees' February planning retreat (R4-15, R4-16, R4-17).

As documented in the *Rancho Santiago Community College District 2013 Planning Design Manual*, RSCCD routinely assesses its planning and decision-making processes and makes revisions as needed. The District conducts a formal assessment of planning every three years. The assessment includes gathering District wide input and using that feedback to prepare an assessment report that is submitted to the District Council. District Council reviews the assessment report and recommends revisions to planning and/or decision making processes as warranted by the assessment. The chancellor considers the recommendations, and approved changes are documented with revisions to the *Rancho Santiago Community College District Planning Design Manual*. In addition to the formal assessment process, the co-chairs of the Planning & Organizational Effectiveness (POE) Committee review and update the *Rancho Santiago Community College District Planning Design Manual* annually to capture minor changes in descriptions, timelines, or processes. The report may include recommended changes to the planning or decision-making processes. These recommendations are forwarded to District Council for review and input. The District incorporates feedback as warranted and forwards the assessment report to the Chancellor. The Chancellor reviews the report with District Council and determines which changes, if any, will be made to District planning or decision-making processes. The POE Committee co-chairs are responsible for making changes to the manual and making those changes available to the entire District community.

By creating a consistent and regular process for the evaluation of its governance system and using the results to inform its activities, the College has satisfied the recommendation (R4-18).



RESPONSE TO COLLEGE 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)

The College's approach to fully integrating distance education into existing planning and program evaluation processes began by making Distance Education an official part of the collegial governance process (R5-01, R5-02). This integration includes adding the distance education coordinator in the curriculum process as a voting member of the Curriculum & Instruction Council where the coordinator advises faculty on creating and maintaining high quality distance education curriculum as well as the distance education addendum (R5-03). In addition, the College has developed a department planning portfolio for distance education (R5-04).

Beyond formalizing the relationship of distance education to the governance structures, the College has taken a holistic approach of improvement to meet the high-quality expectations for its online program. Starting with services to students, the College has created a *Blackboard* Help Desk, created and maintained a distance education web page, and created an "Is Distance Education Right for You?" online orientation. In addition, the College has evaluated its entire student services program for online support (including the creation of a matrix and actionable improvement plan for each service area). Furthermore, the College hired a faculty distance education coordinator whose charge is to support faculty and students in online course delivery as well as to monitor and evaluate program quality and effectiveness through College wide distance education integration (R5-05, R5-06, R5-07, R5-08, R5-09, R5-10).

Per SCC's collegial governance structure, the Technology Committee is responsible for distance education related planning. Based upon the recommendation to further integrate distance education into existing College planning, the College created a distance education specific committee. In spring 2015, the Academic Senate and College Council approved the establishment of the Distance Education Program Committee (DEPC) that consists of faculty from each division, a student, and a student services classified staff member (R5-11). This committee is co-chaired by the distance education coordinator and an administrative dean. The Distance Education Program Committee mission is to steer distance education College wide and to work with the distance education coordinator to establish standards, procedures, and policies that contribute to the quality and growth of distance education. Also as part of the committee's responsibilities, DEPC will evaluate the annual distance education student survey and make recommendations for improvement based upon the results.

In order to maintain high quality distance education offerings, the College has an online teaching certificate program that interested faculty members complete before they are eligible to teach online classes. This certificate program is a comprehensive certification partially based on the @One online teaching certification curriculum. The 120 hour program contains three classes, Introduction to Online Teaching and Learning, Teaching Online with *Blackboard*, and Creating Accessible Media. The Introduction to Online Teaching and Learning course covers all of the online teaching theory, policies, procedures, organization, and expectations for teaching online. Furthermore, this class has a dedicated assignment and policy that professors include an online student orientation in their welcome letter to their students (R5-12).

Orienting students to online classes is an important part of ensuring that all students have the tools and information needed to support success. Even though the College provides an orientation, faculty can also use freely licensed orientations that are available online. More recently, the College has adopted the California Community College system's Online Education Initiative (OEI) student orientation. In addition, the College has taken steps to implement the OEI online student orientation as the new standard for orienting students who are considering enrolling in online classes beginning in 2016 (R5-13, R5-14, R5-15).

High quality student services are an important part of the College's overall mission of supporting student success. Deploying student services online requires staff and student training, support, and technology designed to effectively and securely deploy services. Many student services are, and have been, offered online for many years. The College provides an online application, registration, and records system (R5-16, R5-17, R5-18). The Library has also been offering live chat services, online databases, and many other electronic online support services (R5-19). California's Online Education Initiative (OEI) has also helped the College to better support online tutoring. With the Worldwide Whiteboard implementation, which has been paid for by OEI, the College is better positioned to effectively communicate with online students using existing tutors. In addition, the distance education coordinator has conducted a full in-house evaluation of online support services and developed a plan that was given to each service area with recommendations for improvement (R5-20). The College also assigned a project manager to regularly connect with the service areas in order to audit their progress as well as to communicate training or technology needs to the distance education coordinator. Moreover, the College has provided a *Blackboard/Online Classes* Help Desk to students for many years. This Help Desk is available by phone, computer conference, or email. Further supporting students, the College has continued to



RESPONSE TO COLLEGE RECOMMENDATION 5:

develop a distance education web page. The web page lists all of the distance education specific services that are available to students online. Those services include the name and contact information for the Help Desk and distance education coordinator, Out of State information and rules, learning management system (*Blackboard*) orientations and tutorial videos, and staff/student training opportunities. The web page also contains the Online Education Initiative's Student Readiness orientation. The College requires that all online teaching faculty know of this orientation, and the College also encourages faculty to use it for all of their students. For additional visibility, the College lists the orientation on *Blackboard's* information page as well as on the College's distance education web page ([R5-21](#), [R5-22](#), [R5-23](#), [R5-24](#)).

By formalizing the relationship of the distance education program to the governance system and integrating distance education into existing planning and assessment structures, the College has satisfied the recommendation.



RESPONSE TO COLLEGE 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)

The College has taken several steps to make professional development more inclusive and more beneficial for all employees. These steps included changing the Faculty Development Committee to the Professional Development Committee, broadening the committee's charge, expanding its membership, and assessing the needs of classified staff members.

As part of the College's self evaluation, the Faculty Development Committee began having conversations in October 2013 with regard to making the membership more inclusive of classified staff (R6-01, R6-02). Later, on April 22, 2014, the Academic Senate approved the resolution to change the name, composition (that included the addition of four classified staff members), and duties of the Faculty Development Committee (R6-03, R6-04). In fall 2015, the Faculty Development Committee officially became the Professional Development Committee (PDC) (R6-05). In addition to the revised responsibilities, the Professional Development Committee continued to oversee the planning and coordinating of the College's Professional Development Week, formerly known as FLEX Week.

In an effort to meet the professional development needs of the classified staff, in November 2014, the Professional Development Committee developed a survey and made this available both in paper and online forms to all classified staff. Utilizing the results of the paper and online survey, the Professional Development Committee made several revisions to the previous FLEX session topics, descriptions, and evaluation forms to make them more inclusive of classified staff (R6-06, R6-07). Beginning in spring 2015, the College provided two specific professional development opportunities for classified staff, and both workshops were well attended (R6-08). Likewise, the "Fall 2015 Professional Development Schedule" included several topics of need as reflected in the classified staff survey. Even though the Professional Development Committee broadened the scope of professional development offerings to include classified staff in the spring and then provided even more comprehensive professional development opportunities in fall 2015, the classified staff survey revealed that there was a need for more mid-semester and Friday morning professional development workshops so that more classified staff would be available to attend. Therefore, on June 11, 2015, the President's Classified Hawks Advisory Group, in coordination with the Professional Development Committee, held an MS Outlook Professional Development Workshop, which

was identified by the classified staff survey as an area of professional development need (R6-09, R6-10, R6-11, R6-12, R6-13).

In August 2015, in collaboration, the Professional Development Committee and the classified collective bargaining unit sent a special invitation to all classified staff members inviting them to a variety of professional development opportunities scheduled the week preceding the fall 2015 semester. In addition, the invitation provided classified staff with a short survey in order to assess their needs and availability. The Professional Development Committee collected the classified staff participation, evaluation, and survey results in August 2015 (R6-14, R6-15). In response to the specific recommendations of the ACCJC visiting team, the Professional Development Committee comprehensively reviewed all outcomes (surveys, attendance, and evaluations) and developed a report to include outcomes in all areas of professional development as well as suggestions for improvement. At the end of fall 2015, the Professional Development Committee shared the report with the College and provided an opportunity for feedback. Utilizing the governance process, the College will continue to assess, modify, and plan for comprehensive professional development opportunities for all staff based on their needs (R6-16, R6-17). The Professional Development Committee will continue to work in collaboration with multiple constituencies to ensure all professional development opportunities are accessible and available to all members of the Santiago Canyon College community.

By broadening the membership, charge, and responsibilities of the Professional Development Committee to include classified staff members, the College has satisfied the recommendation.



RESPONSE TO COMMISSION RECOMMENDATION

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

The College took several key steps beginning in 2014-2015 and continuing in 2015-2016 to eliminate its structural budget deficit.

After the ACCJC recommendation was disseminated to the College community, the main three participatory governance committees: College Council (CC), Planning & Institutional Effectiveness (PIE) Committee, and Budget Committee (BC) held initial discussions about eliminating the structural deficit ([CR-01](#), [CR-02](#), [CR-03](#)). Members of President's Cabinet also discussed issues surrounding the College's structural deficit. At the District level, the Fiscal Resources Committee and District Council, the two of the six collegial governance committees in the District, discussed Santiago Canyon College's (SCC's) structural deficit ([CR-04](#), [CR-05](#)).

The SCC Budget Committee is the collegial governance committee that deals with budgetary matters. The mission of the Budget Committee is to provide fiscal analysis of College planning and to advocate greater efficiency and effectiveness of budget resources. The Budget Committee facilitates communication about budgetary matters between College constituents and the District. As two of the committee's primary responsibilities, the Budget Committee reviews the District and College budget allocation models and recommends changes if necessary. The committee also regularly reviews College revenues and expenditures and communicates any concerns about the budget or proposals for budget adjustments to the College community ([CR-06](#), [CR-07](#)).

In the 2014-2015 fiscal year, the Budget Committee monitored and reviewed expenditures on a monthly basis to ensure that the College was making progress toward addressing its structural deficit. The committee proposed the use of appropriate categorical funding to the Planning & Institutional Effectiveness (PIE) Committee as well as to College Council. Upon implementation of the Budget Committee's recommendations, the College saw a decrease in its structural deficit. Following the Budget Committee's recommendations, the College implemented the following to address the budget shortfall:

Significant reductions in operational costs:

- Hourly staff/overtime,
- Supplies,
- Travel,
- Renegotiated contracted services,

- Reduced water usage (mandatory water scheduling to only twice a week),
- Reduced electricity use (installation of retro-fit to efficient LED lighting),
- Froze expenditures on new items, and
- Recruited internal candidates only with no hiring to the vacated position, unless critical to fill new positions with categorical funding.

Revenues:

- Increased rental revenues and
- Maximized the use of other sources of funds:
 - Categorical/IELM/Lottery/Scheduled Maintenance,
 - Bookstore Commission, and
 - Transferred appropriate personnel costs to categorical funds.

([CR-08](#), [CR-09](#))

An overestimation of revenues in 2013-2014 led to an ending deficit of \$1.6 million, which was carried forward as a structural deficit for the College's budget in 2014-2015. Notably, from July 1, 2014 to June 30, 2015, the College reduced its operating deficit from \$1.6 million to \$404,000. Using its stabilization fund, the District funded the shortfall, and the College entered 2015-2016 with the deficit resolved. In its review of the College, ACCJC also noted that the adjunct faculty expenditures line item was the only item not fully budgeted in the 2014-2015 fiscal year ([CR-10](#)).

As the College developed its tentative budget and adopted budget for the 2015-2016 fiscal year, the goal was to fully fund all accounts, including the adjunct faculty budget and the operational accounts. In addition, the College community determined to no longer rely on the District stabilization fund ([CR-11](#), [CR-12](#), [CR-13](#), [CR-14](#), [CR-15](#)).

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

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

([CR-16](#), [CR-17](#))



RESPONSE TO COMMISSION RECOMMENDATION

As of September 14, 2015, the Rancho Santiago Community College District Board of Trustees approved the Adopted Budget. In 2014-2015, the College's allocated general fund budget was \$35.2 million. For the 2015-2016 fiscal year, the College's allocated general fund budget was \$38.1 million. With the 2015-2016 fiscal year budget, the College was able to fully fund the adjunct faculty budget and the operational accounts. For the first time in four years, the Santiago Canyon College budgeted ending balance is \$-0- ([CR-18](#)).

For the remaining fiscal year, the Budget Committee will continue to review College revenues and expenditures, to communicate concerns to constituent group, and to propose adjustments to budgets as requested. By maintaining fiscal discipline, the College continues to save where it can and is working toward its goal of a positive general fund ending balance for 2015-2016 of \$380,000.

By eliminating the structural deficit in the budget, the College has satisfied the recommendation.



APPENDIX A: EVIDENTIARY DOCUMENTS

Citation	Document
RP-01	2014_External_Evaluation_Visiting_Team_Composition_Document
RP-02	Draft_Evaluation_Report_(10-2014)
RP-03	2015_ACCJC_Action_Letter_(02-06-2015)
RP-04	Task_Force_Membership_2016
RP-05	CC_Minutes_(04-28-2015)
RP-06	Accreditation_Task_Force_minutes_(05-05-2015)
RP-07	Accreditation_Task_Force_Minutes_(05-15-2015)
RP-08	Flex_Calendar_Fall_2015
RP-09	Accreditation_Follow-Up_Report_Timeline_2015-2016
RP-10	CIC_Minutes_(10-05-2015)
RP-11	EMPC_Minutes_(10-08-2015)
RP-12	CC_Minutes_(11-24-2015)
RP-13	Posting_Email_to_College_Community
RP-14	AS_Resolution_F2015.10_Approval_of_the_SCC_2016_Follow-up_Report
RP-15	CC_Results_of_Vote_Email
RP-16	RSCCD_Board_Minutes_(01-25-2016)
RP-17	RSCCD_Board_Agenda_(02-22-2016)
R1-01	Completed_SLO_Maps_(Degrees_and_Certificates)
R1-02	Program_Review_Template_APR_2014-2016_Final
R1-03	Program_Review_Example_Biology_APR_2014-2016
R1-04	Program_Review_Example_Economics_APR_2014-2016
R1-05	Institutional_Effectiveness_and_Accreditation_Dossier_Screenshot
R1-06	Institutional_Effectiveness_and_Accreditation_Dossier_Links
R1-07	Liberal_Arts_Degrees_Survey_Tools
R1-08	Liberal_Arts_Degrees_Survey_Results
R1-09	CIC_Minutes_(05-18-2015)
R1-10	CIC_Minutes_(10-19-2015)
R1-11	Community_Services_Backflow_Prevention_Device_Repair_SLO_Survey
R1-12	SLO_Development_Compliance_Spreadsheet_-_Community_Services
R2-01	Prioritized_Resource_request_list_from_Technology
R2-02	Technology_Committee_Rubric
R2-03	Year_at_a_Glance_2013-2014
R2-04	PIE_Meeting_Minutes_(05-07-2014)
R2-05	PIE_Meeting_Minutes_(05-21-2014)
R2-06	Planning_and_Resource_Allocation_Process_Survey_2015
R2-07	Planning_and_Resource_Allocation_Process_Survey_Results_2015
R2-08	PIE_Minutes_(05-06-2015)
R2-09	PIE_Minutes_(09-02-2015)
R2-10	RSCCD_Districtwide_Planning_Process_Survey_2015
R2-11	POE_Meeting_Minutes_(04-22-2015)
R2-12	POE_Meeting_Minutes_(08-26-2015)
R2-13	RSCCD_Districtwide_Planning_Process_Survey_Results_June_2015
R3-01	EMPC_2012-2016_-_Mapping_the_Goals_P._73-75
R3-02	EMP_Midterm_Update_Survey
R3-03	EMP_Midterm_Update_(10-22-2015)
R3-04	Flex_Calendar_Spring_2016
R3-05	EMP_Institutional_Scan_Info_Session
R3-06	EMPC_Minutes_(11-12-2015)



APPENDIX A: EVIDENTIARY DOCUMENTS

Citation	Document
R4-01	CG_Handbook_updated_(12-01-2015)
R4-02	Board_of_Trustees_BP_2510_Participation_in_Local_decision_Making
R4-03	EMC_Minutes_(09-16-2015)
R4-04	SSEC_Minutes_(09-28-2015)
R4-05	CC_Minutes_(11-24-2015)
R4-06	Committee_Evaluation_Email_Message_from>Weispenning
R4-07	CG_Evaluation_Task_Force_Report_Fall_2015
R4-08	CC_Minutes_(11-24-2015)
R4-09	Planning_and_Resource_Allocation_Process_Survey_2015
R4-10	Planning_and_Resource_Allocation_Process_Survey_Results_2015
R4-11	PIE_Meeting_Minutes_(05-06-2015)
R4-12	PIE_Meeting_Minutes_(05-20-2015)
R4-13	RSCCD_Planning_Design_Manual_2013
R4-14	RSCCD_Districtwide_Planning_Process_Survey_2015
R4-15	RSCCD_Districtwide_Planning_Survey_Results_(06-22-2015)
R4-16	RSCCD_Annual_Progress_Report_Fall_2014
R4-17	RSCCD_Strategic_Plan_Report_2013-2016
R4-18	Progress_Report_on_the_Comprehensive_Master_Plan
R5-01	AS_Resolution_S2015.7_-_Support_for_the_Creation_of_DEPC
R5-02	CC_Minutes_(07-14-2015)
R5-03	CIC_Minutes_(11-17-2014)_w_Handouts_pg_10.pdf
R5-04	DE_Department_Planning_Portfolio_2015-2016
R5-05	Blackboard_Help_Desk
R5-06	Distance_Learning_Website
R5-07	DE_Online_Skills_Survey
R5-08	Distance_Learning_Video_Tutorials
R5-09	Student_Services_Support_Evaluation
R5-10	Faculty_DE_Coordinator_position
R5-11	CC_Minutes_(07-14-2015)
R5-12	Online_Teaching_Certificate_Info
R5-13	DE_Online_Skills_Survey
R5-14	Distance_Learning_Video_Tutorials
R5-15	DE_Faculty_Handbook_P_8-9
R5-16	CCCApply_application
R5-17	Apply_to_SCC
R5-18	WebAdvisor_for_Students
R5-19	Library_Online_Services
R5-20	Student_Services_Support_Evaluation
R5-21	Blackboard_Help_Desk
R5-22	Distance_Learning_Website
R5-23	DE_Online_Skills_Survey
R5-24	Distance_Learning_Video_Tutorials
R6-01	PDC_Minutes_(10-08-2013)
R6-02	FDC_Minutes_(10-22-2013)
R6-03	AS_Minutes_(03-18-2014)
R6-04	AS_Resolution_SP2014.6_Approval_of_FDC
R6-05	CG_Handbook_updated_(12-01-2015)
R6-06	PDC_Classified_Survey_Tool_2015
R6-07	PDC_Survey_Results_2015_Update
R6-08	Flex_Calendar_Spring_2015
R6-09	MS_Outlook_Professional_Development_Email
R6-10	MS_Outlook_2013_E-Book_Workshop_Materials_1
R6-11	Outlook_2013_How_to_Use_Scheduling_Assistant_Workshop_Materials_2
R6-12	Printing_calendar_with_start_and_end_appointment_times_Outlook_2013_Workshop_Materials_3
R6-13	Use_Color_To_Process_Messages_Quicker_In_Microsoft_Outlook_2013_Workshop_Materials_4



APPENDIX A: EVIDENTIARY DOCUMENTS

Citation	Document
R6-14	Flex_Calendar_Fall_2015
R6-15	Classified_Invitation_Email
R6-16	Classified_Staff_Development_Agenda
R6-17	Classified_Staff_Development_Sign-In
CR-01	CC_Minutes_(06-09-2015)
CR-02	PIE_Meeting_Minutes_(05-06-2015)
CR-03	Budget_Committee_Minutes_(04-20-2015)
CR-04	FRC_Minutes_(09-23-2015)
CR-05	DC_Minutes_(09-21-2015)
CR-06	CG_Handbook_updated_(12-01-2015)
CR-07	Tentative_and_Adopted_Budget_SB_361_Revenue_Allocations
CR-08	CC_Minutes_(09-08-2015)
CR-09	Budget_Committee_Minutes_(06-02-2015)
CR-10	Budget_Committee_Minutes_(06-02-2015)
CR-11	Budget_Committee_Minutes_(06-02-2015)
CR-12	RSCCD_Tentative_Budget_2015-16
CR-13	RSCCD_Adopted_Budget_2015-2016
CR-14	RSCCD_Unrestricted_General_Fund_Assumptions_(08-17-2015)
CR-15	FRC_Minutes_(07-08-2015)
CR-16	RSCCD_Adopted_Budget_2015-2016
CR-17	RSCCD_Adopted_Budget_2015-2016
CR-18	BoT_Minutes_(09-14-2015)



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NONDISCRIMINATION POLICY

The Rancho Santiago Community College District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The Chancellor shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or because of his or her association with a person or group with one or more of these actual or perceived characteristics. Inquiries regarding compliance and/or grievance procedures may be directed to District's Title IX Officer and/or Section 504/ADA Coordinator. RSCCD Title IX Officer and Section 504/ADA Coordinator: John Didion, 2323 N. Broadway, Santa Ana, CA 92706, 714-480-7489.