

Senators present:

Barbara Sproat
Corinna Evett
Danielle Martino
Doug Deaver
Eric Hovanitz
Emma Breeden
Jim Granitto
Jim Isbell
Joyce Wagner
Mary Mettler
Michael DeCarbo

Morrie Barembaum
Nooshan Shekarabi
Shawn Cummins
Steven Deeley

Non-Voting Members

CIC

Craig Rutan

ASG Representative

Guests:

John Smith

I ORDER OF THE AGENDA

As set

II Approval of Minutes

November 2, 2010

Professor Martino moves to approve

Professor Hovanitz seconds

Minutes approved without dissent

III PUBLIC COMMENTS

- A Professor Rutan discussed an issue Professor Baldizon-Rios has brought to his attention pertaining to what constitutes a “significant lapse of time” in regards to course repeatability. This pertains to students that receive a passing grade in a class, leave the college for a few years, and the course they passed is a prerequisite for a course they want to now take and they want to retake the course to be better prepared. At SCC our catalog says three years and at SAC the catalog says two. Professor Rutan warned that there needs to be consensus amongst the two Colleges and that this should be a Faculty-driven decision, not one made by the District Administration.
- B Professor Shekarabi requested that the Honors Coordinator remain on the agenda and part of our continuing conversation.
- 1 Professor Martino read an email sent from Professor Debbie Brooks (appendix 1) that dealt with the Honors Coordinator.
 - 2 Professor Evett said that she has responded to the email, stating that many of these concerns are being addressed in the senate and specifically the EVT.
- C President Barembaum said that the Chancellor has tentatively approved six positions at SCC: Chemistry (1), Art, Biology, Chemistry (2), Psychologist in the Health Center, Music (these were the top six positions presented by SCC; with Math, American Sign Language and Counselor as our next in line)
- 1 Professors Evett and DeCarbo brought attention to the cooperation and collegiality that was present in the creation of this list, and applauded the administration for allowing the senate to participate so fully.
 - 2 President Barembaum adds that the Chancellor is very dedicated to creating the New Faculty Institute

D President Barembaum said there is another grant, and we have sent in a letter of intent. It is a grant to discover the use of “open source only” materials for some specific courses at the College; it is an effort to allow for textbook affordability. More information to follow (appendix 2).

E Professor DeCarbo announced the Faculty Excellence Presentation.

IV ASG
No report

V ACTION

A SLOARC

Postponed: action will be taken on the committee description (appendix 6).

VI DISCUSSION

A Flex Calendar

- 1 Faculty Forum should be added to the Flex schedule after the convocation.
 - a There will be more faculty input into the agenda and creation of the program.
- 2 At the Senate Retreat we will get a State presentation on Senate
 - a We will discuss dues
 - b We will discuss divisions
 - c Michelle Pilatti from ASCCC will make a presentation as well

Professor Granitto moves to suspend the rules

Professor Evett seconds

The motion passes without dissent

Professor Cummins moves to accept the Flex Calendar pending the addition of the Faculty Forum.

Professor Martino seconds

The Flex Calendar is accepted without dissent.

B C-ID Resolution

Professor Rutan brought forth the resolution to endorse participation in the C-ID project.

If a course has a C-ID number, that course is articulated to the CSU's, so if a course has a C-ID number then the student can take that course at any campus where that course has a C-ID. (appendix 3)

- 1 This allows for greater ease in transfer for students.
- 2 It will facilitate the new transfer degrees
 - a Professor Rutan will present SB1440 to the Board on December 6th at 4:30.
- 3 We will be acting in accordance with the wishes of the State Legislature.

Professor Martino moves to suspend the rules

Professor Granitto seconds

The rules are suspended without dissent

Professor Cummins brought forth the resolution

**Professor Baldizon-Rios supplied the second
The resolution passes without dissent**

C Program Assessment

Professor Rutan brought forth a Program outcome assessment: a step-by-step Guide, that will be presented at CIC and soon brought forth to all Faculty. (appendix 5)

- 1 December 6th Professor Rutan wants your program outcomes and how they relate to the college institutional learning outcomes.

D Review of College Mission Statement

There are revisions coming to the Mission Statement, see the attached possible revisions and discuss with your Department and Divisions. (appendix 7)

- 1 Any possible language changes should be brought forth by December 9th by 4pm. Professor Deeley, Rutan or Barembaum.

E Fall ASCCC Plenary Resolution

During Flex Professor Martino will have a review of the resolutions and their impact on our campus and the State at large. If you want to see the resolutions visit ASCCC.org

F Educational Vision Taskforce

Professor Wagner announced that the taskforce has pared down the seven recommendations and is focusing on two: numbers 2 and 5.

- 1 In regards to committee communication the taskforce recommends:
 - a That minutes must be kept for every meeting
 - b That the minutes must be submitted in a timely and professional manner to the Senate.
 - c That the minutes from all committees should be available online.
- 2 The taskforce was charged with writing a resolution to this effect.
- 3 In regards to the Faculty Forum, the Senate has begun by adding it to the Flex Calendar and will review the progress at their first meeting in Spring.

VII REPORTS

CIC

- A Professor Rutan reports that within one year a committee will come back with proposed solutions for our inability to offer the computer skills requirement; quite possibly a placement test.
- B He also states that YOU must be trained on Curricunet, there will no longer be paper Curriculum.
 - 1 If you have quads soon, you must be trained
 - 2 There will be a training session during Flex on Tuesday January 18, 2011; 8:30 to 10:20.

VIII ADJOURNMENT

Professor DeCarbo moves.

Professor Isbell seconds

There was no dissent

Appendix 1

Hello Senators,

I don't like the turn things are taking in the Senate concerning programs asking for special treatment. I'm on the advisory committee for honors and believe there should be some compensation for the coordinator. That said, there are other programs that have also suffered cuts and singling out one over the others is unfair. Would one of you please consider bring forth a resolution for the Senate to form a task force to work with the office of the v-pres for instruction to

1. put together a list of what was cut
2. determine the faculty priorities on what to reinstate funding & LHE to, as funding becomes available
3. keeping in mind that not everything will be reinstated in full, but that some things may return in stages

As much as I support getting compensation for the honors coordinator, it needs to be done fairly. I am sure that when everything and everyone is considered there will be returning support for the honors program, but I would prefer it be returned in the context of what is best for the college as a whole.

Thanks, Debbie

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*Debra Brooks, Geology Professor
Department of Earth Space and Physical Sciences
Santiago Canyon College
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Orange, CA 92869-4512
714.628.4788*

Appendix 2

Please see the two attachments:

OpenSourceTextbook1.pdf

OpenSourceTextBook Grant 2 NOTE THIS IS UPSIDE DOWN.pdf
(You must rotate the image, sorry for the inconvenience)

Appendix 3

Spring 2011 (updated 11/30/10)
Monday, January 17 2011

No flex sessions today due to school holiday

Tuesday, January 18, 2011

8:30-10:20 am

CurricUNET Training with Craig Rutan (in Room U-101) This activity is a pre-requisite for all faculty members who are involved in curriculum course changes.

10:30-11:50 am

What is Supplemental Instruction and how can I use it in Bio 211, Bio 23, Chem 219, Math 180 and Physics 217? – (Cindy Swift in Room SC-226)

10:30-11:50 am

Program SLO Assessment – Marcelo Pimentel (Room E-205) Come join us for an informal discussion and sharing regarding ideas and models for program SLO assessment. Let's explore what your program is doing or what it seeks to do with respect to program SLO

12:00-1:20 pm

Piloting the New Academic Program Review Part I – Randy Scott, Alex Taber, and Joyce Wager (in Room E-304) - Learn how economics and mathematics adjusted to the revised template for academic program reviews, their challenges and successes. – Recommended for all academic departments.

12:00-1:20 pm

CPR/NAD Training – Paul Roberts (Room S-106) Review in artificial respiration and manual artificial circulation that is recommended for use in cardiac arrest cases.

1:00–2:30 pm

Bowers Museum – Benjamin Franklin: In Search of a Better World: Join us for the afternoon at

Bowers Museum in Santa Ana for this fascinating exhibit which features seventy-five rare and significant artifacts from Ben Franklin's life. From the Bowers Museum website: "The exhibition presents the stories of Franklin's life through his personal belongings used during his early years in Boston as a rebellious teenager, during his life as a printer and during his years or serve to the American colonies and the newly formed United States. A scientist, inventor, diplomat, humorist, philanthropist and entrepreneur, Franklin's dynamism comes to life further through hands-on and interactive activities." Meet in the lobby of the museum at 1 pm for the docent tour. Optional no host lunch will begin at 11:45 am in the award-winning museum restaurant, Tangata. Admission to the museum: \$18 (possibly less if we are a group of ten or more). RSVP to Leah Freidenrich for tour and lunch by Thursday, January 13th.

1:30-2:50 pm

Let's Talk.: A Best Practices Roundtable Discussion Among Basic Skills Instructors – Mary McMullin, Maureen Roe, Alison Williams, Diana Babayan, and a representative from Continuing Education (in Room E-206) Professors from Reading, Continuing Ed, Math, English, and ACE will share a favorite strategy for reaching the Basic Skills student. Instructors from these disciplines are encouraged to bring some of their own ideas about and experiences with effective practices in the classroom.

3:00-4:20

Introduction to Blackboard, Scott James (in Room L-115)
Learn the basics of how to use Blackboard and the administrative Blackboard procedures at SCC. Please email your WebAdvisor ID to james_scott@sccollege.edu by Tuesday, January 11, 2011 if you plan on attending this workshop.

3:00 – 4:00 pm

Math and Science Division Department Chair Meeting (in Room SC-226)

4:00-5:20 pm

Library/Arts, Humanities & Social Science Department Chair Meeting (in Room E-107)

6:00-9:00 pm

Division and Department Meetings for Adjunct Faculty Arts, Humanities & Social Sciences
Division (Room D-101) Department meetings and locations will be announced at the Division meetings.

6:00-9:00 pm

Adjunct Counseling Department Meeting (in Room E-107)

6:30-8:30 pm

Business Department Adjunct Faculty Meeting (in Room B-103)

Wednesday, January 19, 2011

9:00-11:50 am

Academic Senate Retreat (in Room SC-105)
Retreat for all current senators and interested faculty.

10:00-11:50 am

Training Session for the microscope camera and ancillary software with Charlene Powers
(in Room SC-129)

10:30-11:50 am

Blackboard – An Introduction to Assignments, Testing, and Grading – Scott James (in Room B-208) This workshop will focus on creating, deploying, and grading assignments and tests. Participants will also discuss the unique challenges associated with testing online. Please email your WebAdvisor ID to james_scott@sccollege.edu by Tuesday, January 11th if you plan on attending this workshop.

10:30-11:50 am

Teacher's Studio IV —.Games in the Classroom: Learning can be Fun. – Maureen Roe

(in Room A-210) Join your colleagues for the fourth in our series on teaching methodology. We will discuss a variety of activities where students participate in verbal and written games as first day ice-breakers and as practice with words/sentence structure and other concepts discussed in the course.

12:00-1:20 pm

Piloting the New Academic program Review part II. – Randy Scott, Alex Taber, and Joyce Wagner (in Room E-304) – This session will help departments piloting the new academic program review template during the spring semester.

12:00-1:20 p.m.

Title V, Developing Hispanic-Serving Institutions (HIS) Grant at SCC (in Room E-206)

What does Title V mean for SCC? How will it benefit our college? This informational workshop will present an introduction and overview of the components of the funded five-year 3.2 million dollar federal grant. It will describe the development of the proposal, and the four strategies to increase student success and improve teaching and learning included in the grant. Find out about a renewed emphasis on science, technology, engineering and math, as well as additional support for student learning outcomes and assessment. Facilitators: Nahla El-Said, Mary McMullin, Kay Powell, Cynthia Swift, Alison Williams, and STEM Counselor.

1:30-2:30 pm

Extreme Googling—Leah Freidenrich and Anita Varela (in Room L-219) You know you want to know MORE about the world's most diverse search engine – Google! Join us for a hands on walk through to be amazed, amused, and refreshed on some of the features of this amazing search tool. We will touch upon Google Scholar, Google Documents, and other unique functions that faculty and students alike can use. Get your game on with Google!

1:30-2:50 pm

Disruptive Students-Here's an Answer for That! Loretta Jordan (in Room E-206) Many faculty members are unaware of their rights when they are faced with disruptive students. This workshop will review the Student Code of Conduct, as well as the rights and recourses available to you as a faculty member.

1:30-3:30 pm

Math Department Meeting (Room U-78)

1:30-3:20 pm

Communicating with Blackboard, Scott James (in Room B-208) Participants will learn how to use the Discussion Board, Virtual Classroom, Office Hours, Blackboard Email, Messages, and the Digital Dropbox. Participants will also discuss best practices for connecting with students online. Please email your WebAdvisor ID to james_scott@sccollege.edu by Tuesday, January 11th.

3:30-4:50 pm

Math Assessment Workshop, Anne Hauscarriague (in Room U-78)

6:00 –9:00

SCC Academic Senate Minutes – APPROVED February 1, 2011
Senate Business Meeting November 30, 2010

Division of Mathematics & Sciences Full-Time and Adjunct Meeting (in Room SC-105)

Department meetings and locations will be announced at the Division meeting.

6:30 – 8:30 p.m.

Career Technical Education Full Time and Adjunct Meeting (in Room U-89)

Thursday, January 20, 2011

8:00-1:00 pm

Department Meetings

ACE, 9-11 am, Room D-208

Biology/Life Science, Time TBD, Room SC-132

Communication, 10 am -12 pm, Room D-129

DSPS, Time & Room TBD

Earth, Space & Physical Science, 10 am – 12 pm, Room SC-205

English, 9:00 am-noon, Room D-116-10

Exercise Science, 9 am, Room S-106

Library & Information Studies, 9 am – 12 pm, Room L-108

Modern Languages, 10 am-12pm, Room E-315

Philosophy, 9-11 am, Room E-316

Social Sciences I (History, Political Science, Geography, Economics), 9-10am, D-116-10

9:00 – 12:00 pm

Counseling Department Meeting - (in Room E-107)

12:00 – 1:20pm

Accreditation Never Sleeps: SCC's Midterm Report. - John Weispfenning (in Room E-304)

Meet with the SCC Accreditation Steering Committee to discuss the College's Mid Term Report, due in October of 2011. The session will include the development of a plan to

report on the 2008 Abbreviated Self-Study's Planning Agendas and on the recommendations of the 2008 visiting team.

1:00-2:20 pm

Advanced PowerPoint - Sandra Rohr (in Room B-208) Learn more about putting together creative and exciting PowerPoint presentations.

2:30-3:50 pm

Book Discussion: Cutting for Stone by Abraham Verghese -- From Publishers Weekly: "Lauded for his sensitive memoir (My Own Country) about his time as a doctor in eastern Tennessee at the onset of the AIDS epidemic in the 1980s. Verghese turns his formidable talents to fiction, mining his own life and experiences in a magnificent, sweeping novel that moves from India to Ethiopia to an inner-city hospital in New York City over decades and generations. Sister Mary Joseph Praise, a devout young nun, leaves the south Indian state of Kerala in 1947 for a missionary post in Yemen. During the arduous sea voyage, she saves the life of an English doctor bound from Ethiopia, Thomas Stone, who becomes a key player in her destiny when they meet up again at Missing Hospital in Addis Ababa. Verghese weaves the practice of medicine into the narrative and creates a fascinating story which bobs and weaves with power of coincidences and a shared fate." (Facilitated by Leah Freidenrich, in Room E-205)

Friday, January 21, 2011 (Common Day)

9:00-10:00 am

Library/Arts, Humanities and Social Sciences Division Meeting (in Room D-101)

10:30 am- 12:00 pm

Faculty and Staff Convocation (in Room SC-105)

12:30-2:30 pm

Faculty Forum (in Room SC-105) Informal gathering to discuss issues of faculty concern. If any faculty member has a topic of discussion please email James Granitto (granitto_james@sccollege.edu) or Jared Kubicka-Miller (miller_jared@sccollege.edu). An agenda will be sent to all faculty prior to event. No flex credit will be given for this event.

1:00-4:00 pm

Faculty Work Groups and Course Development
Arranged individually and by department

Appendix 4

Whereas, transfer is an essential part of the mission of the California Community Colleges; and
Whereas, Santiago Canyon College strives to offer a complete set of transfer courses to students;
and

Whereas, Santiago Canyon College makes every effort to ensure a student's transfer timely and efficient; and

Whereas, courses that have a C-ID number are accepted for transfer to any California State University (CSU) campus;

Resolved, that the Santiago Canyon College Academic Senate recommend Santiago Canyon College's participation in the course identification numbering system (C-ID);

Resolved, that the Santiago Canyon College Academic Senate encourage Santiago Canyon College faculty to submit courses for a C-ID number.

Appendix 5

***Program Outcome Assessment:
A Step-by-step Guide***

Step 1: The Program Outcomes

- *Go to the EMP on our college website. Under your program description, you will find your program outcomes (PSLOs).*
- *If you do not have PSLOs, or wish to re-write those found in the EMP, re-write them, and place them here.*
- *Be sure your PSLOs are clear, concise and easy to measure.*

Some Good Examples:

- **PSLO (A):** Demonstrate an ability to analyze and evaluate topics and problems in a way that comports with scientific method.
- **PSLO (B):** Demonstrate knowledge of the discipline of biology.
- **PSLO (C):** Demonstrate an ability to critically communicate, in either written or oral form, various aspects of modern biological science.

PLACE YOUR PSLOs HERE:

PSLO (A):

PSLO (B):

PSLO (C):

Step 3: Select a Sampling Option for Data-gathering based on What You Want to Reveal About Student Success in Your Program

Ask yourself these questions:

- *What kind of data do you want to capture regarding your PSLOs?*
- *What do you think is the best method of finding-out whether or not students in your program are achieving success?*
- *What course, or courses, can you isolate and gather data from as a “sample population” that may represent the overall success of the program?*

Here are Five Sampling Options for Assessing PSLOs:

Option A:

Focus on the assessments you are already doing in your discipline’s intro (i.e., the “100 level”) course. Gather that data across multiple sections (e.g., take the data from three sections of the 100 level course). Aggregate that data and roll it up to the program outcome level—look at that data and analyze it, in other words, through the lens of program outcomes.

Option B:

Gather data from multiple sections of the final capstone course within your discipline. Look at that data through the lens of the program outcomes.

Option C:

Gather data from one course that is the highest level course populated by the greatest amount of majors in your discipline.

Option D:

Gather data from various sections of various courses. Aggregate that data and look at it through the lens of the program outcomes.

Option E:

Gather data from the population-sample of majors only, say, through the use of an exit exam of some sort, or a mock-certification-exam.

Step 4: Select an Assessment Tool for Extracting Data from Your Chosen Samples (Step 3)

Note that these are some examples of possible assessment tools. You may choose to use a different assessment tool if these do not work for your area. Make sure that you explain your assessment tool somewhere in your assessment packet.

The Pre and Post Test

- Create a ten question pre and post test. Distribute the pre test during the first week. Distribute the post test on the 14th or 15th week. Do this in the sample-population that you selected in step #3.
- You can create a mixed type of test: True/False, MC and even personal evaluation of skills, attitudes and knowledge.

The Mock-Exam or Exit Exam

- Create an exit exam. Distribute it to the sample-population you selected in step three.
- Create a mock-certification-exam that mimics those exams utilized by the State of California. Distribute it to the sample-population you selected in step three.
- Embed this mock-exam into the course by way of making it a class exercise (as, say, a very short, condensed mock-exam), or have it function as a take home exam, which is graded as an assignment, and as such, impacts the students' grade.
- Distribute this mock-exam to the population-sample that you selected in step #3.

Embedded Test Question

- Instructors can utilize an embedded question, say, question #50 of their midterm, and rate how students did on that question.
- Instructors across sections can use the same question (even if their tests are different with respect to other questions)
- An instructor can set up a “scenario” type exam question that require, say, 5 student written responses or 5 scantron selections.
- All 5 of these questions can then be perceived as a “set of data”
- One can do this across various courses, and gather (aggregate) many of these 5-point-data-sets into one large data set which can then be seen via the lens of the PSLOs.

Short Paper

- Instructors can have students demonstrate knowledge of SLOs by having students show that “they get it” by writing a paper.
- The paper can be graded with a rubric that directly maps out the SLOs and what the students are supposed to “be able to do” after a series of learning events/class sessions.
- Professors can do this across sections selected in step #3 and utilize the aggregated data of various student learning outcome assessments to evaluate whether or not the students are realizing the PSLOs.

Final Presentation

- Instructors can have students demonstrate knowledge of SLOs by having students show that “they get it” by publicly illustrating what they have, or have not, learned from the course by way of a final presentation.
- The final presentation can be graded with a rubric that directly maps out the SLOs and what the students are supposed to “be able to do” after a series of learning events/class sessions.
- Professors can do this across sections selected in step #3 and utilize the aggregated data to evaluate whether or not the students are realizing the PSLOs.

Final Project

- Instructors can have students demonstrate knowledge of SLOs by having students show that “they get it” by publicly illustrating what they have, or have not, learned from the course by way of a final project.
- Here are some examples: A long research paper, a final painting, a final dramatic or comedic script, a complete business plan and proposal, or a small-scale water-works project.
- The final project can be graded with a rubric that directly maps out the SLOs and what the students are supposed to “be able to do” after a series of learning events/class sessions.
- Professors can do this across sections selected in step #3 and utilize the aggregated data to evaluate whether or not the students are realizing the PSLOs.

Step 5: Create a Program Time-line

Create an assessment time-line. Select what kinds of sample populations you will focus on and work with. Also, consider how you will gather the data. Utilize options from the previous section to fill-in the blanks in this section regarding how you will assess/gather the data.

Here is an example:

II. Assessment Timeline

Semester	Courses and Assessment Techniques		
	PSLO A	PSLO B	PSLO C
Fall 2010	180,185,280,287-embedded questions		
Spring 2011	180,185,280,287-embedded questions		180,185,280,287-student survey
Fall 2011	If needed		180,185,280,287-student survey
Spring 2012		180,185,280,287-embedded questions	180,185,280,287-student survey
Fall 2012		180,185,280,287-embedded questions	180,185,280,287-student survey
Spring 2013		If needed	180,185,280,287-student survey

Fill-in your own matrix here:

III. Assessment Timeline

Semester	Courses and Assessment Techniques		
	PSLO A	PSLO B	PSLO C
Fall 2010			
Spring 2011			
Fall 2011			
Spring 2012			
Fall 2012			
Spring 2013			

PROGRAM OUTCOME ASSESSMENT REPORT, SCC

Department: _____ Year: _____ Semester: _____

Faculty Member: _____

1) PSLOs to be assessed and explanation of assessment tool/method	2) Sample/data set subjected to PSLO analysis, and what is the criteria of success	3) Summary of data collected	4) Analysis of data	5) Program plan of action/what to do next

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Appendix 6

STUDENT LEARNING OUTCOMES
AND ASSESSMENT REVIEW COMMITTEE

Mission

To assist faculty and staff to prepare students to be able to think, learn, communicate, and act on knowledge gained through their experience at Santiago Canyon College. To review student learning outcomes (SLOs) and assessment plans to reflect an emphasis on student success.

Responsibilities

- Review, advise, and guide faculty and programs with respect to the writing and implementation of the student learning outcome assessment process at the course, program and general education level.
- To disseminate information regarding SLOs and SLO updates.
- To provide a framework for student learning outcomes (SLOs) and assessment plans that reflect an emphasis on student success.

Chair

One faculty will serve as chair.

Membership

Minimum 7 Faculty with at least one faculty member from each of the Academic Divisions
(Arts, Humanities and Social Science, Library, Mathematics and Sciences, Business and Career
Technical Education, Counseling and Student Support Services, Continuing Education)
Faculty Assessment Coordinator
Vice President of Academic Affairs or designee
Vice President of Student Services or designee
Assistant Dean of Institutional Effectiveness and Assessment
Research Specialist
Support Services Assistant
Student

Appendix 7

THE CURRENT MISSION STATEMENT

Santiago Canyon College - Mission Statement

Santiago Canyon College (SCC) is a diverse learning community dedicated to intellectual and personal growth. Our purpose is to foster a learning environment that helps students develop knowledge and understanding, critical thinking, sound decision making, cultural awareness, effective communication skills, and a commitment to local and global citizenship.

Santiago Canyon College offers a comprehensive curriculum that includes university transfer, associate degree and certificate programs. In addition, we provide community services, career education, continuing education, high school diploma program, basic skills development, and a range of support services for full and part-time students, including those with family and career responsibilities. At SCC we encourage students to plan, implement, and evaluate their educational progress through meaningful reflection and interaction with both the college and community. (Approved by College Council 10/23/07)

*** REWRITTEN VERSION #1**

Santiago Canyon College - Mission Statement #1

Santiago Canyon College (SCC) is a diverse learning community dedicated to intellectual and personal growth. Our purpose is to help students realize success as critical thinkers, sound communicators, life-long learners, and as reflective agents of progressive change at home and abroad.

Santiago Canyon College offers a comprehensive curriculum that helps students realize success with respect to their transfer needs, degree and certification needs, and training needs. We also provide community services, career education, continuing education, high school diploma program, basic skills development, and a range of support services for full and part-time students of various ethnic, class and gender backgrounds, including those with family and career responsibilities.

**** REWRITTEN VERSION #2**

Santiago Canyon College - Mission Statement #2

Santiago Canyon College (SCC) is an academic learning community dedicated to intellectual and personal growth. Our purpose is to help students critically think, critically communicate, critically learn, and critically act as educated citizens of the United States and as citizens of the world.

Santiago Canyon College offers a comprehensive curriculum that helps students realize success with respect to their transfer needs, degree and certification needs, and training needs. We also provide community services, career education, continuing education, high school diploma program, basic skills development, and a range of support services for our diverse body of full and part-time students.

***** REWRITTEN VERSION #3**

Santiago Canyon College - Mission Statement #3

Santiago Canyon College (SCC) is a diverse learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students realize the following core outcomes: critically think, learn, communicate and act.

Santiago Canyon College offers a comprehensive curriculum that includes university transfer, associate degree and certificate programs. In addition, we provide community services, career education, continuing education, high school diploma program, basic skills development, and a range of support services for full and part-time students, including those with family and career responsibilities.

****** REWRITTEN VERSION #4**

Santiago Canyon College - Mission Statement #4

Santiago Canyon College (SCC) is a diverse learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students realize the following core outcomes: critically think, critically learn, critically communicate and critically act as educated citizens of the United States and of the world.
