

Santiago Canyon College

abbreviated institutional self-study

in support of reaffirmation of accreditation

fall 2008

sccollege.edu



Santiago Canyon College

**Abbreviated Institutional Self-Study in
Support of Reaffirmation of Accreditation**

FALL 2008

Submitted by:

Santiago Canyon College
8045 East Chapman Avenue
Orange, CA 92869-4512
www.sccollege.edu

To:

The Accrediting Commission for
Community Colleges of the
Western Association of Schools
and Colleges

SPECIAL INTRODUCTION

In the spring of 2005, Santiago Canyon College completed a comprehensive Self-Study Report. This was followed by a visit of Commission representatives in October of 2005.

At the January 2006 meeting of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, the Commission reviewed the institutional self-study report and the report of the evaluation team that visited Santiago Canyon College in fall 2005. The Commission acted to reaffirm accreditation for a six-year period.

At the same meeting, the Commission also acted to synchronize the comprehensive visits of the two colleges of the Rancho Santiago Community College District.

In order to facilitate this change, Santiago Canyon College was asked to complete an **abbreviated Self-Study**, accompanied by a visit of the Commission representatives, in the fall of 2008.

The items listed below are those areas that indicate the Commission's expectations of what will be included in Santiago Canyon College's **Abbreviated Self-Study Report**.



Juan Vázquez
President

Abbreviated Self-Study Requirements

- Cover Sheet
- Certification Page
- Table of Contents
- Introduction
- Abstract
- Organization for Self Study/Report
- Certification of Compliance/Eligibility
- District Map and Assessment of District Functions
- Statement of Reporting Preparation
- Response to Recommendations
- Progress on Planning Agendas
- Evidence for responses to recommendations and progress on planning agenda

SCC ABBREVIATED 2008 ACCREDITATION SELF-STUDY REPORT

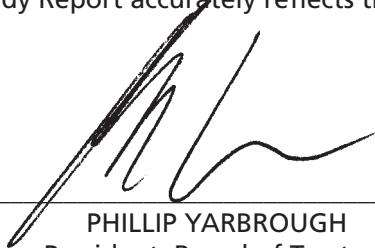
CERTIFICATION OF THE 2008 INSTITUTIONAL ABBREVIATED SELF-STUDY

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

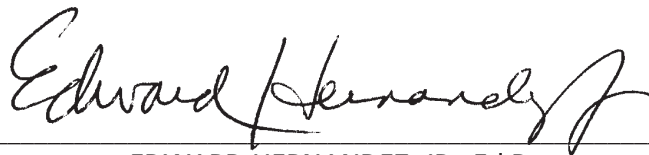
FROM: Santiago Canyon College
8045 East Chapman Avenue
Orange, California

The Abbreviated Institutional Self-Study Report is submitted to the Accrediting Commission for Community and Junior Colleges for the purpose of assisting in the determination of the accreditation status of Santiago Canyon College.

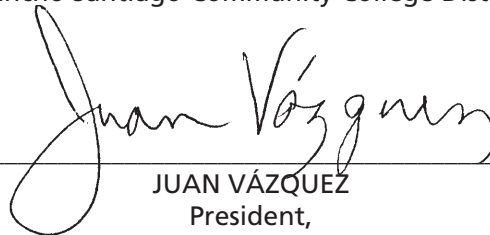
We certify that there was a broad participation by the campus community, and we believe that the Abbreviated Self-Study Report accurately reflects the nature and substance of the institution.



PHILLIP YARBROUGH
President, Board of Trustees
Rancho Santiago Community College District



EDWARD HERNANDEZ, JR., Ed.D.
Chancellor,
Rancho Santiago Community College District



JUAN VÁZQUEZ
President,
Santiago Canyon College

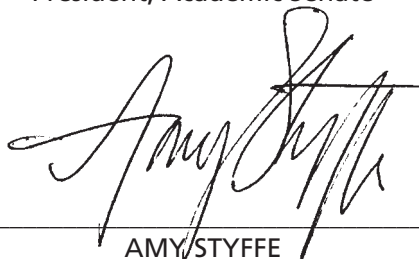


MARY HALVORSON
Co-Chair, Accreditation Self-Study Report and
Accreditation Liaison Officer
and
Vice President of Academic Affairs

SCC ABBREVIATED 2008 ACCREDITATION SELF-STUDY REPORT



ROSEMARIE ENRIQUEZ
Co-Chair, Abbreviated Accreditation Self-Study Report
and
President, Academic Senate



AMY STYFFE
Representative, Classified Advisory Group



SEAN DADASHI
President,
Associated Student Government

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BRIEF HISTORY OF SCC

BACKGROUND OF SCC (1971 – 1998)

The vision for Santiago Canyon College began in 1971 when the Orange Unified School District joined with the Santa Ana Unified School District to form the Rancho Santiago Community College District. In that same year, the residents of the City of Orange voted to levy a self-imposed tax to raise the funds to purchase the initial 30 acres in the area of east Orange that became the new college site.

The Orange Campus first opened its doors as the second campus of Rancho Santiago Community College in 1985. In May 1996, the Rancho Santiago Community College District Board of Trustees took action to make the Orange Campus the second college within the district to create a multi-college structure. At that time, the college in Santa Ana, Rancho Santiago Community College was renamed Santa Ana College (SAC), and the Orange Campus became Santiago Canyon College (SCC). Since its beginning SCC has grown an average of approximately 2% annually.

PHILOSOPHY OF SCC

SCC endorses the “open door” policy of the state of California, which offers higher education for high school graduates and others over the age of 18 by offering both credit and non-credit (adult education) classes. The wide variety of classes provides an opportunity for quality education to the 195,000 residents who compose a rich tapestry of diversity in the services area cities of Orange, Villa Park, and parts of Anaheim and Tustin. This population is comprised of a wide range of diversity in education, socioeconomic levels, and languages spoken in the home. While all credit classes are taught in English, the majority of the classes at the continuing education site (Orange Education Center) are classes in English as a Second Language (ESL).

ACCREDITATION HISTORY (1998 – 2008)

In 1998, SCC applied for and was awarded eligibility status for accreditation by ACCJC. SCC was accredited by WASC in January 2000. A mid-term report addressing the recommendations of the 1999 WASC visiting team, was completed in 2003, followed by a successful mid-term visit. No additional recommendations were issued following the 2003 mid term visit. In fall 2005 SCC completed its institutional self-study. The college was fully accredited for six years in January 2006 following an October 2005 on-site visit by a WASC accrediting team. In January 2006 the Commission also voted to synchronize the comprehensive visits of SAC and SCC. To facilitate this change, SCC was asked to complete an abbreviated Self-study Report, accompanied by another visit of the Commission representatives in the fall of 2008.

SCC CHANGES IN 1998 – 2005

- During the 1998-1999 academic years the SCC faculty defined departments and moved from a model of faculty-led, clustered divisions to departments with department chairs. These original department chairs were instrumental in the academic planning process that resulted in a more comprehensive instructional program in fall 1999 and formed the first SCC Academic Senate. At this time the faculty defined its first governance structure and primary areas of academic and professional responsibility, per AB 1725. In the spring of 2001, the college was reorganized into divisions. At this time, a vice president of academic affairs, a vice president of student services, three academic deans and a dean of counseling and student services, each with appropriate support staff, were assigned to the college.
- In 2002-2003, the main SCC campus consisted of four permanent buildings and 28 portables on a 64-acre campus. This campus was surrounded by undeveloped land on one side and suburban development on the other three sides. The Orange Adult Learning Center was renamed the Continuing Education, Orange Center. It is commonly referred to as the Orange Education Center.
- A new president, Juan Vázquez, was selected to lead the college, and a new position of vice president of continuing education was added. The governance structure of the college was reorganized and the first Educational Master Plan (EMP) was completed following a two-year comprehensive planning and data collection process. At SCC a registrar was hired and the number of full-time admission specialists increased.
- The community passed a \$337M bond to assist the district to acquire land and undertake construction and renovation projects at SCC, SAC, and the district office. The district purchased the 18.77 additional acres of undeveloped land adjacent to the SCC campus, bringing the total campus area to 82 acres. A new facilities plan, approved by the Board of Trustees, was designed by the facilities committee for new buildings, their locations, roads, pedestrian walk ways, and more.
- Classes were offered during the day, evening, and weekend, with schedules of classes varying in length from full semester to four-week sessions. The increase in students required many new programs, courses, and changes in the number of student services.
- The Student Services and Instruction Building was completed and ground was broken for the new 40,000 square foot Library. A 90,000 square-foot building on a nine acre plot was purchased by the district to provide new facilities for the continuing education classes. This center was named the Orange Education Center. The district's Community Services program was decentralized and two full-time staff members were assigned to operate the SCC portion of the program.
- A Title III grant was received to assist with the implementation of student learning outcomes (SLOs) into all programs and courses, including an assessment component.
- The college increased its offerings to 43 degrees and 26 certificate programs. To ensure the quality of education, SCC had a total of four vice presidents, five deans, and an appropriate support staff.

IMPROVEMENTS 2005 – 2008

- The college completed a second five-year Educational Master Plan and its first Technology Plan. The Technology Plan included equipment and planning for the main SCC campus and the Orange Education Center (continuing education).
- The Library, Fine and Performing Arts and Communication Division was established and a new Dean hired for this division. Performing Arts and Communication had previously been part of the Arts, Humanities and Social Sciences Division, which is now the Humanities and Social Sciences Division.
- The Library increased its holdings by nearly 50% with a \$700,000 State Book grant.
- A new Writing Center opened in the fall of 2007 to provide supplemental instruction for basic skills students and other students needing learning assistance to improve writing skills.
- The Academic Success Center (ASC) increased its course offerings that assist non-credit students to transition into college credit classes. 3713 students were served in 2007.
- The ground breaking for the new science building took place in spring 2008.

OUTLOOK FOR THE FUTURE

- The next five years promises to be another dynamic and exciting time for SCC. The college will continue to reinvent itself and carve out new historical progress with each passing day. This allows it to mold and shape its future to adapt to the changing needs of the community it serves as well as the global changes that are occurring.
- Through all of its expected and unexpected changes and growth, the success of the students toward transfer, employment, and lifelong learning remains the top priority of the college.
- By following the future plans as described in the 2007-2012 Educational Master Plan, the college will start again on a new and wondrous journey to meet its new goals and objectives for the success of the students.

SCC Service Area

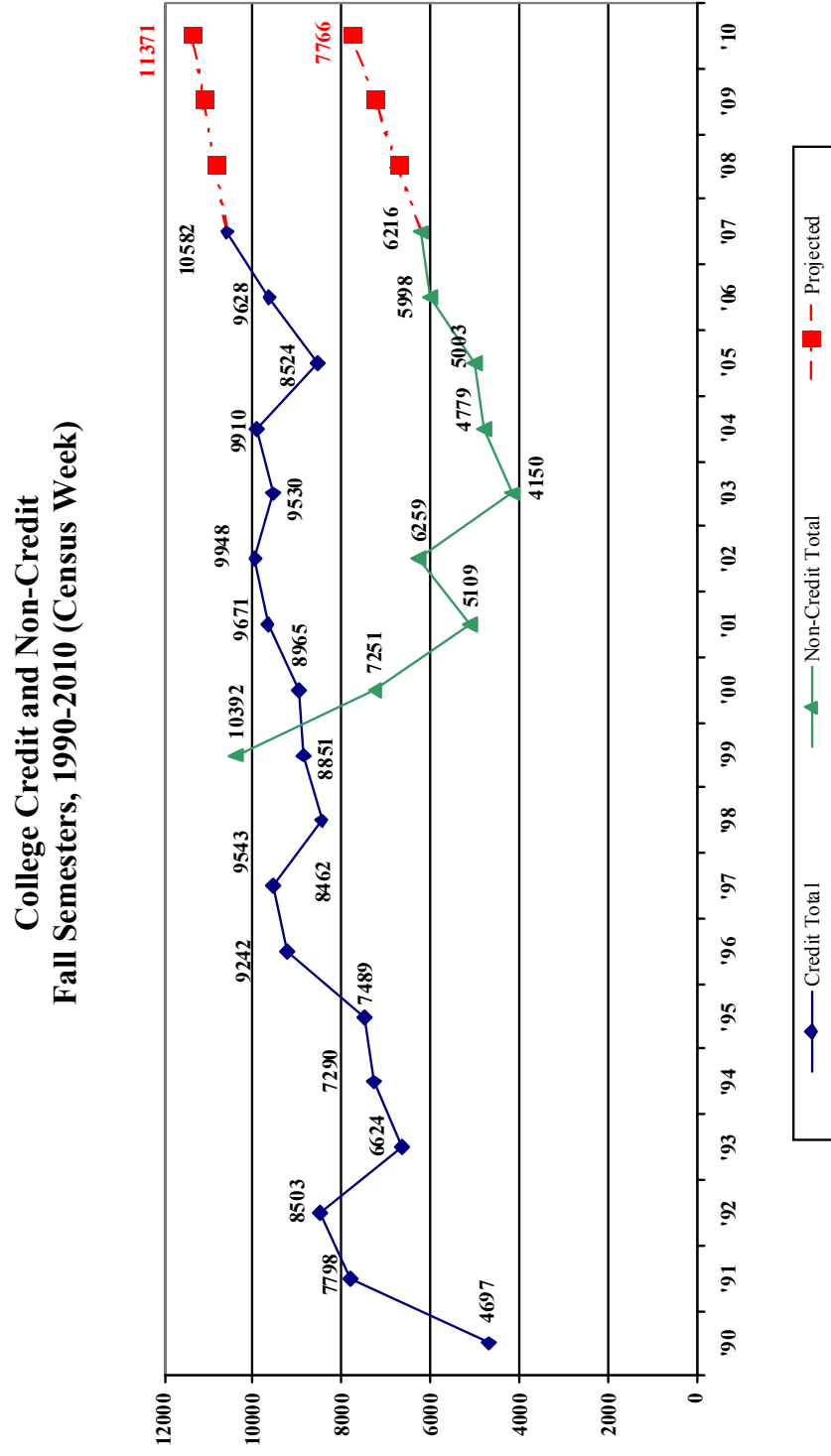
SCC Service Area Population (2000, 2004, 2008)

City	Zip Code	2000 Census		2004		2008	
		Total	≥18	Total	≥18	Total	≥18
Anaheim Hills	65% of 92807	23,735	17,865	24,687	18,582	25,211	18,976
	100% of 92808	19,612	14,202	20,399	14,772	20,832	15,085
Orange	95% of 92865	17,199	12,501	18,281	13,287	18,586	13,508
	95% of 92866	14,664	11,063	15,586	11,758	15,846	11,955
	95% of 92867	39,007	28,024	41,460	29,786	42,152	30,283
	95% of 92868	22,074	16,338	23,462	17,366	23,854	17,655
Villa Park	95% of 92869	36,136	26,554	38,408	28,223	39,049	28,694
	100% of 92861	5,932	4,446	6,194	4,642	6,253	4,687
Other/N. Tustin	5% of 92705	2,033	1,473	1,387	1,005	1,441	1,044
Silverado/Mojeska	9% of Uninc.	12,796	10,161	8,731	6,933	9,071	7,203
Total		193,188	142,626	198,595	146,355	202,294	149,091

Ethnic Distribution of SCC Service Area (Age 18+) Population, Census 2000

City	African American		Asian		Latino		White		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Anaheim	751	2%	4,069	13%	12,760	40%	12,864	40%	1,622	5%	32,067	5%
Orange	1,296	1%	9,033	10%	26,007	28%	54,714	58%	3,429	4%	94,480	4%
Tustin Foothills	7	0%	106	7%	107	7%	1,190	82%	33	2%	1,443	2%
Villa Park	35	1%	586	13%	236	5%	3,499	78%	119	3%	4,475	3%
Unincorporated	37	0%	1,148	11%	1,463	14%	7,107	70%	406	4%	10,161	4%
Total	2,127	1%	14,944	10%	40,573	28%	79,373	56%	5,610	4%	142,626	4%

SCC Enrollment Trends and Student Characteristics

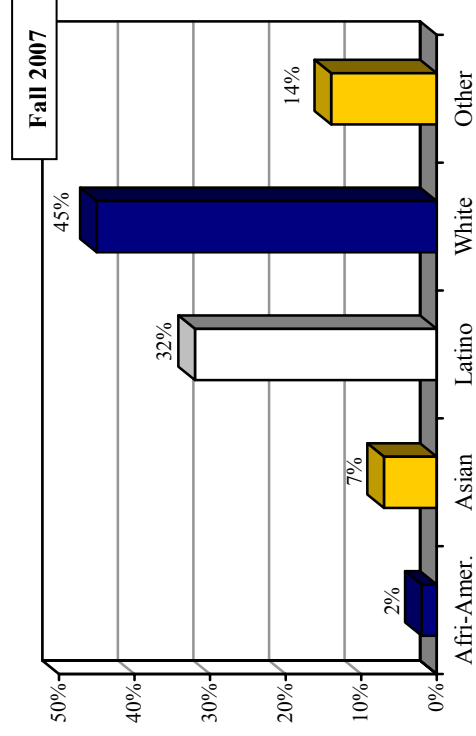


SCC non-credit program separated from SAC non-credit program in 1999.

SCC Enrollment Trends and Student Characteristics

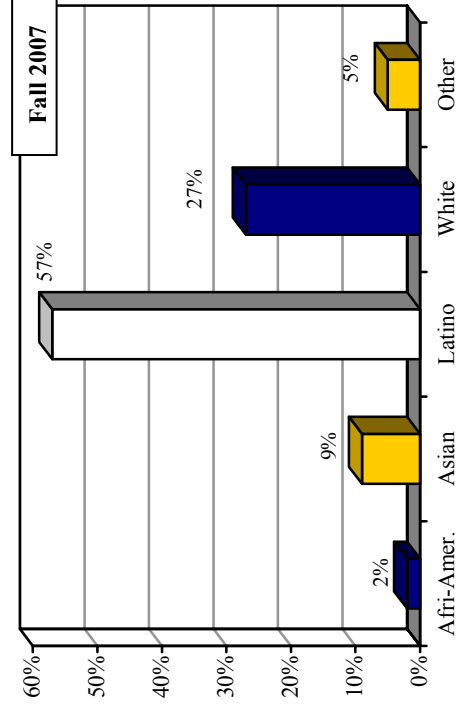
College Credit - Ethnicity

	Fall 2005	Fall 2006	Fall 2007
African-American	2%	2%	2%
Asian	7%	7%	7%
Latino	30%	31%	32%
White	49%	47%	45%
Other	12%	13%	14%



Non-Credit - Ethnicity

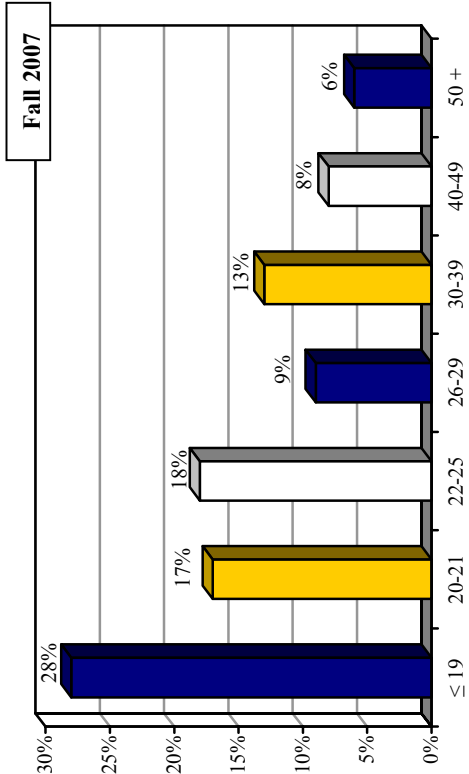
	Fall 2005	Fall 2006	Fall 2007
African-American	1%	3%	2%
Asian	7%	12%	9%
Latino	50%	52%	57%
White	17%	28%	27%
Other	25%	5%	5%



SCC Enrollment Trends and Student Characteristics

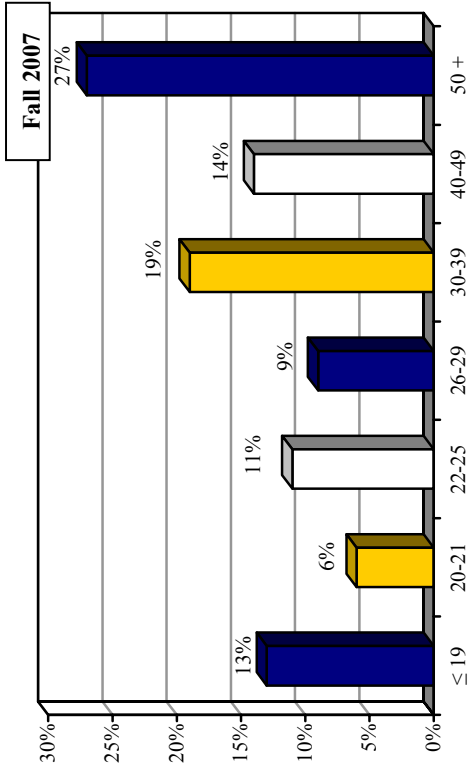
College Credit - Age

	Fall 2005	Fall 2006	Fall 2007
19 & under	29%	27%	28%
20-21	18%	18%	17%
22-25	17%	18%	18%
26-29	8%	10%	9%
30-39	12%	12%	13%
40-49	8%	8%	8%
50 & over	7%	7%	6%



Non-Credit - Age

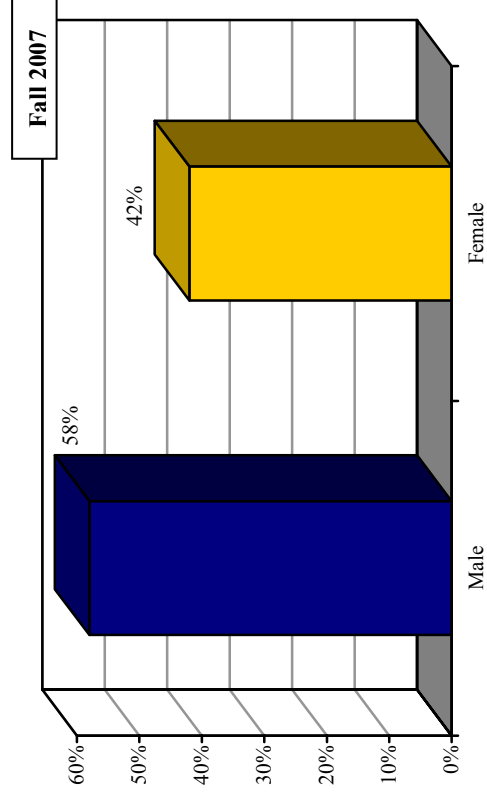
	Fall 2005	Fall 2006	Fall 2007
19 & under	15%	13%	13%
20-21	7%	7%	6%
22-25	11%	12%	11%
26-29	9%	10%	9%
30-39	19%	19%	19%
40-49	13%	14%	14%
50 & over	27%	26%	27%



SCC Enrollment Trends and Student Characteristics

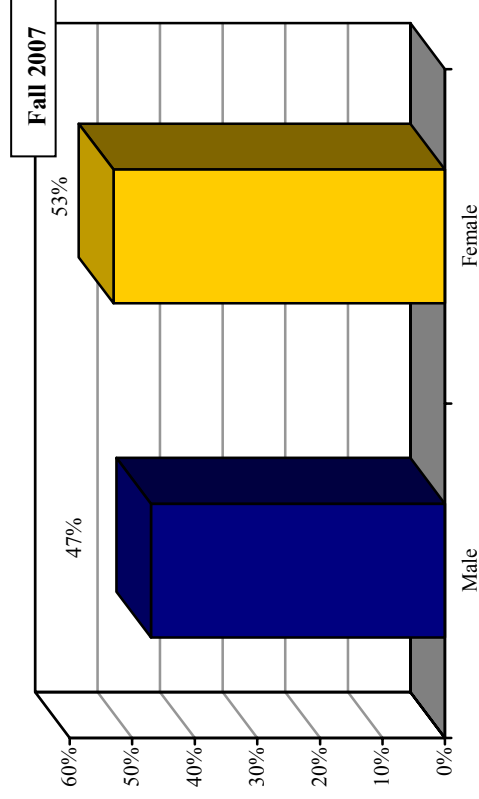
College Credit - Gender

	Fall 2005	Fall 2006	Fall 2007
Male	54%	56%	58%
Female	46%	44%	42%



Non-Credit - Gender

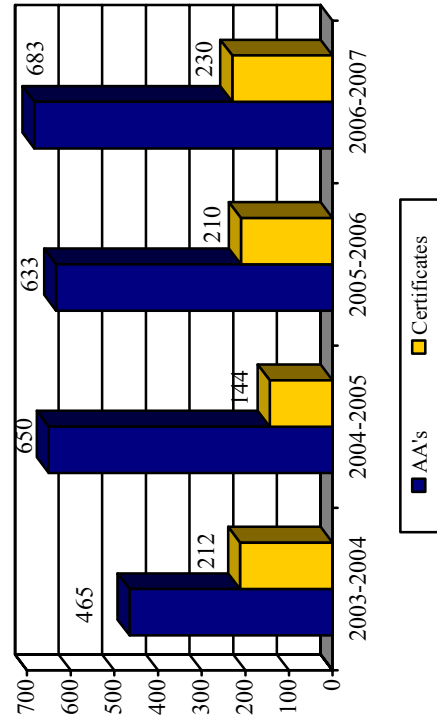
	Fall 2005	Fall 2006	Fall 2007
Male	46%	47%	47%
Female	54%	53%	53%



SCC Enrollment Trends and Student Characteristics

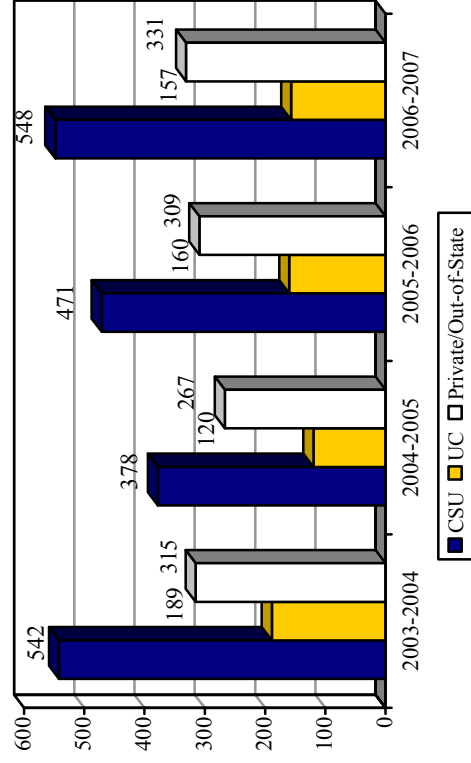
Associate Degrees and Certificates Awarded

	Associate Degrees	Certificates	Total
2003-2004	465	212	677
2004-2005	650	144	794
2005-2006	633	210	843
2006-2007	683	230	913



Transfers to CSU, UC, and Private and Out-of-State Universities

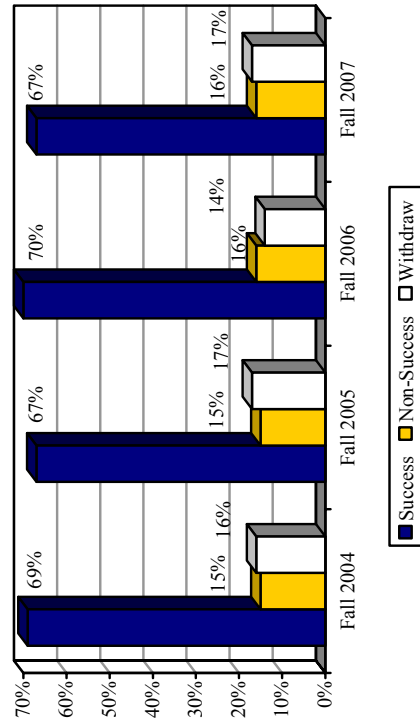
	CSU	UC	Private/ Out-of-State	Total
2003-2004	542	189	315	1046
2004-2005	378	120	267	765
2005-2006	471	160	309	940
2006-2007	548	157	331	1036



SCC Student Outcomes

Course Completion Rates

	Success (A,B,C,Cr)	Non-Success (D,F,NCr)	Withdrawal
Fall 2004	69%	15%	16%
Fall 2005	67%	15%	17%
Fall 2006	70%	16%	14%
Fall 2007	67%	16%	17%



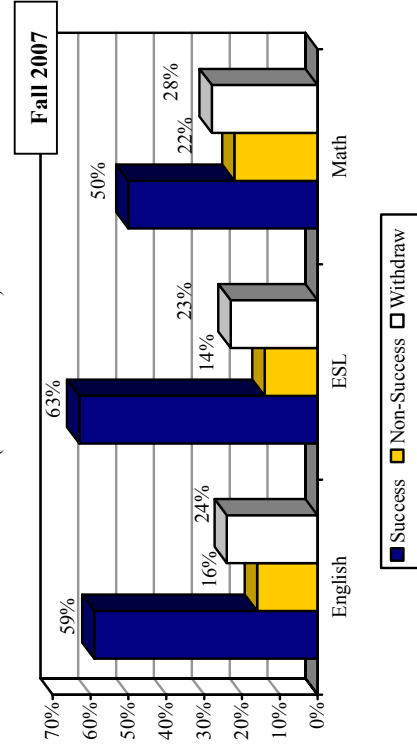
Basic Skills Course Completion Rates

	Success (A,B,C,Cr)	Non-Success (D,F,NCr)	Withdrawal
Fall 2004 English* ESL** Math***	55% 61% 51%	23% 15% 24%	22% 24% 25%
Fall 2005 English ESL Math	58% 52% 50%	17% 25% 22%	25% 23% 27%
Fall 2006 English ESL Math	59% 65% 49%	18% 15% 21%	25% 20% 30%
Fall 2007 English ESL Math	59% 63% 50%	16% 14% 22%	24% 23% 28%

*All courses under English 101, College Freshmen English

**All ESL courses offered

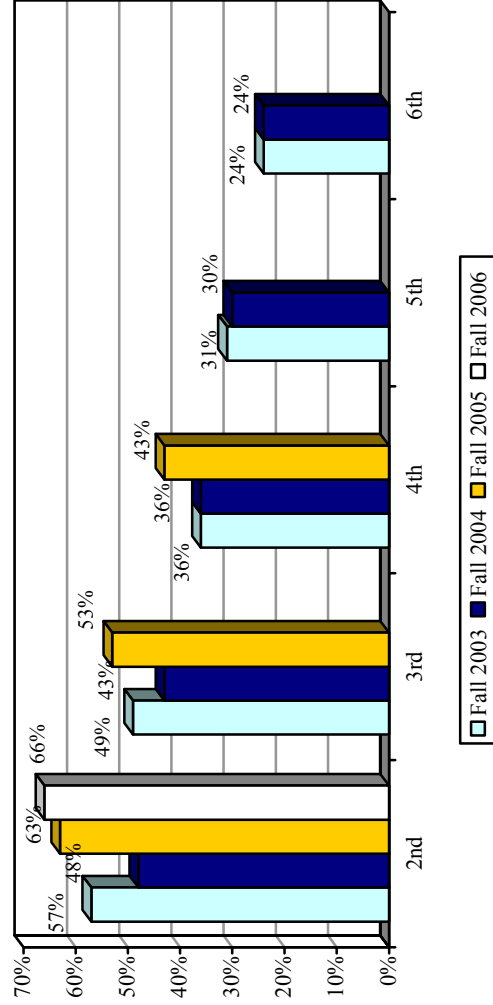
***All math courses under 100 (transfer-level math)



SCC Student Outcomes

Persistence of New Freshmen Second to Sixth Semester Rates

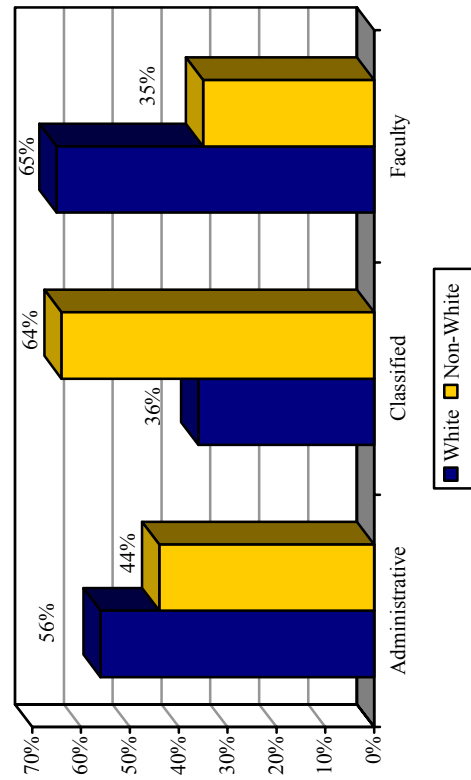
	2 nd	3 rd	4 th	5 th	6 th
Fall 2003 Cohort n=2,979	57%	49%	36%	31%	24%
Fall 2004 Cohort n=3,440	48%	43%	36%	30%	24%
Fall 2005 Cohort n=2,815	63%	53%	43%		
Fall 2006 Cohort n=2,785	66%				



SCC Full-Time Staff

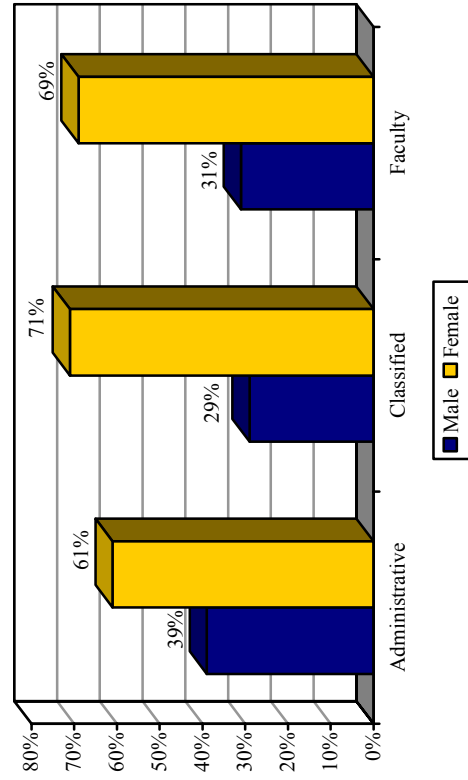
Ethnicity – Fall 2007

	Administrative n=23	Classified n=118	Faculty n=127	Total n=268
African-American	0%	6%	3%	11
Asian	9%	10%	6%	22
Latino	35%	46%	17%	84
White	56%	36%	65%	138
Other/ Unknown	0%	2%	8%	13



Gender – Fall 2007

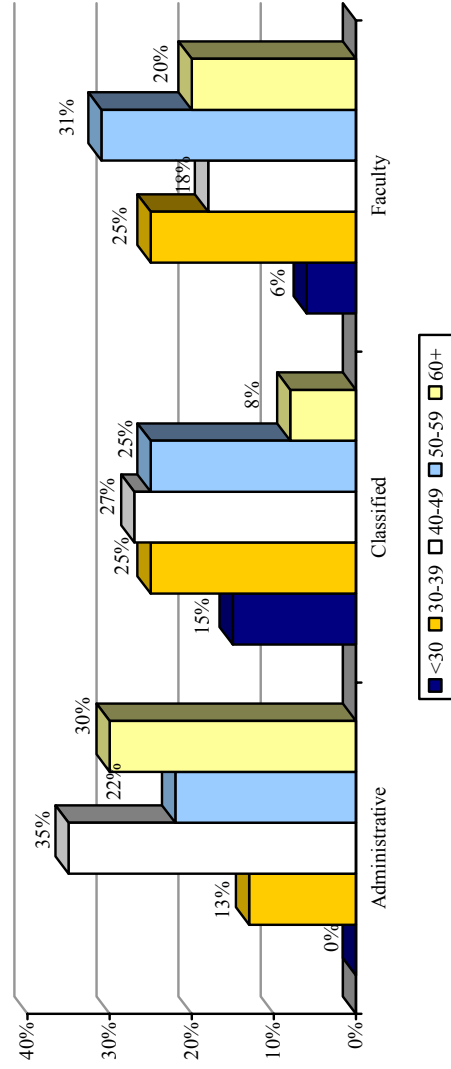
	Administrative n=23	Classified n=118	Faculty n=127	Total n=268
Male	39%	29%	31%	83
Female	61%	71%	69%	185



SCC Full-Time Staff

Age – Fall 2007

	Administrative n=23	Classified n=118	Faculty n=127	Total n=268
<30	0%	15%	6%	25
30-39	13%	25%	25%	65
40-49	35%	27%	18%	63
50-59	22%	25%	31%	74
60+	30%	8%	20%	41





ABSTRACT OF ABBREVIATED SELF-STUDY

The abbreviated self-study covers the eleven recommendations made after the 2005 on-site visit and the planning agendas that were stipulated in the full self-study report of 2005. These planning agendas identified areas of the college that the staff felt needed to be improved or incorporated into a rapidly growing college.

Since the self-study and re-affirmation of accreditation in 2005, the population of SCC has continued to increase yearly, and this has led to growth in all aspects of the college, including the number of administrators, permanent facilities, staff, programs, departments, courses offered, and number of certificates and degrees offered and completed.

As discussed in this abbreviated self-study, the college has made steady progress in incorporating student learning outcomes into its courses and programs, completed its second Educational Master Plan (EMP), and began the process of developing assessment models and incorporating them into the SLO process. The college is confident that by the end of 2010 all courses and programs will have completed their SLOs and will have made excellent progress toward completing the assessment phase of the SLOs.

Inasmuch as this time period only covers three years rather than the anticipated six years for a full self-study, not all of the recommendations or planning agendas have been fully completed, but good progress has been made as presented in this abbreviated self-study.

The college has met six of the eleven recommendations and made excellent progress on the other five. The recommendations met refer to the EMP, the SLOs for the Library and learning support services, the post-retirement benefit liabilities of the district, a new system for insuring timely evaluations, and a completed technology plan for the credit and non-credit divisions.

Despite the many challenges it has faced in growth, economic uncertainty, and the need for more facilities, the conclusion of staff and students is that SCC has been able to provide a safe, secure environment, a high degree of integrity, and an educational program that meets the needs of the community.

**Organization of the
Abbreviated Self-Study**



ORGANIZATION OF THE ABBREVIATED SELF STUDY

Planning Phase

In the summer of 2006, the vice president of academic affairs and the president of the academic senate were appointed by the president of Santiago Canyon College (SCC) to serve as co-chairs of the abbreviated self-study.

The planning for the self-study process began with the organization of the steering committee and the development of a timeline and organizational chart.

The whole steering committee met in the fall of 2006 to begin the process of identifying faculty and staff to serve on the individual committees who were charged with addressing the recommendations and planning agendas. Committee members was selected based on their role in the college and their expertise in governance structures.

The steering committee met on a regular basis to review the progress of each sub committee.

Preparation Phase

Each committee worked within the guidelines of the timeline to respond to the recommendations and planning agendas. It was the responsibility of each chair to ensure that a thorough and accurate answer to each recommendation and planning agenda was completed.

The document was then circulated through out the college for additional input or comments before it was reviewed for final approval by the academic senate and the board of trustees.

Accreditation Co-Chairs

Mary Halvorson
Rosemarie Enriquez

Members of the Steering Committee

Administrators

Ruth Babeshoff	Curtis Childress
Tricia Evans	John Hernandez
Steve Kawa	Larry Mercadante
Aracely Mora	Jose Vargas
John Weispfenning	

Faculty

Mary McMullin	Steven Deeley
Marcelo Pimentel	Lana Wong
Alison Williams	

Classified Staff

Robert Waldron

District Staff

Nga Pham	Julie Slark
----------	-------------

Student

Ryan Koh

Consultant

Barbara Zunich

**Timeline for Santiago Canyon College's
2008 Abbreviated Self-Study Accreditation Visit**

Date/Time	Meeting	Planned Activity	Tasks for Upcoming Meeting
February, 2007	Academic Senate President Vice President of Instruction	Review Recommendations and Planning Agendas	Review college governance structure to determine steering committee membership
March, 2007	Academic Senate President Vice President of Instruction	Identify steering committee membership	Solicit potential steering committee membership
April, 2007	Steering Committee	Orientation to Abbreviated Self-Study Review Recommendations and Planning Agendas Discuss Timeline Discuss strategies for broad college participation	Steering Committee-Identify membership for individual committees. Bring to September meeting
June, July and August, 2008	Office of Academic Affairs	Identify and organize tasks, activities and resources to support work of steering committee.	Bring support material to September meeting.
September 21, 2007	Steering Committee	Review Recommendations and Planning Agendas Review Committee membership Identify tasks for committees Review support material	

**Timeline for Santiago Canyon College's
2008 Abbreviated Self-Study Accreditation Visit**

Date/Time	Meeting	Planned Activity	Tasks for Upcoming Meeting
September, October and November 2007	Individual Committees meet Steering Committee members meet individually with Vice President, Academic Senate President and Editor to discuss Progress	Collect Evidence and draft response to Recommendations and Planning Agendas	Draft responses for submission at December meeting
November 30, 2007	Steering Committee	Submit draft responses to editor	
December, 2007 and January, 2008	Editor Office of Academic Instruction Support Staff	Edit document and prepare first draft for committee review	Send first draft to steering committee members
February, 2008	Steering Committee Individual Committee members All stakeholders	Review first draft of Abbreviated Self-Study. Send corrections to Editor	Corrections to Editor to prepare second draft
March, 2008	Steering Committee	Review second draft Send corrections to editor	Editor to prepare final draft

**Timeline for Santiago Canyon College's
2008 Abbreviated Self-Study Accreditation Visit**

Date/Time	Meeting	Planned Activity	Tasks for Upcoming Meeting
April, 2008	Steering Committee	Review final draft of Abbreviated Self-Study. Make initial plan for team visit in October. Discuss exhibit items/ evidence	Submit exhibit items and evidence to Office of Academic Affairs.
May, 2008	All Stakeholders	Academic Senate and CPAC review for submission to Board of Trustees	
June, 2008	Office of Academic Affairs Board of Trustees	Abbreviated Self-Study sent to Board of Trustees for review and approval.	
June, July and August 2008	Office of Academic Affairs Editor Support Staff	Submit Abbreviated Self-Study to Publications Organize evidence	Prepare for September meeting
September, 2008	Steering Committee	Review purpose and process of team visit. Finalize Team Visit Plans for October Visit	

August 25, 2007

Major Recommendations Organizational Chart

Recommendation	Facilitator(s) responsible for gathering input from appropriate committee/ personnel and writing 1 st draft	Input to 1 st draft provided by the following SCC committees and/or personnel
Recommendation 1: The college should continue to develop and refine the educational Master Plan (EMP) as part of its cycle of evaluation, so that college goals and objectives are clearly identified, are based upon an analysis of qualitative and quantitative data, are measurable, and are regularly re-evaluated. (IB2, IB3)	Mary Halvorson Rosie Enriquez	EMP Committee Julie Slark John Hernandez
Recommendation 2: Building upon the groundwork and planning timeline in place for instructional student learning outcomes (SLOs), the college should complete the work that it has begun so effectively in that area and assure that work on SLOs is undertaken in student services and all other areas of the college in which the standards require. Assessment of outcomes should be used to guide improvement. (IIAc, IIA2b, IIA3, IIB4)	John Hernandez Mary Halvorson	SLO Committee John Weispfenning Academic Senate Ruth Babeshoff Julie Slark
Recommendation 3: The college should capitalize on the strengths of the new program review process by assuring that the reviews are completed fully and thoughtfully, and that the resultant analysis and conclusions inform the annual DDP and EMP process. (IIA1a, IIA1c, IIA2a)	Mary Halvorson Rosie Enriquez	Instructional Deans Department Chairs John Hernandez Ruth Babeshoff

Major Recommendations Organizational Chart

Recommendation	Facilitator(s) responsible for gathering input from appropriate committee/ personnel and writing 1 st draft	Input to 1 st draft provided by the following SCC committees and/or personnel
Recommendation 4: Student services should revise its program review process to include more interpretation of data and complexity of analysis. Program reviews should meet a high standard of thoroughness, including the specific assessment of SLOs. (IIA1c, IIA1f, IIA1g)	John Hernandez Ruth Babeshoff	Counseling Faculty Student Services Program Leaders Julie Slark
Recommendation 5: As was recommended in ACCJC's Evaluation Report of 1999, the college should complete the program review process for all learning support services. (IIC1)	John Weispfennig	Library Faculty Tutoring Center Staff Computer Center Staff
Recommendation 6: The library and other learning support services should engage in and complete the identification of SLOs and use them to assess student achievement and thereby identify areas that can improve student learning. (IIAc, IIB4, IIC2)	John Weispfennig	Library Faculty Tutoring Center Staff Computer Center Staff
Recommendation 7: The college should review the evaluation processes for staff, faculty, and administrators and ensure that all supervisors adhere to written timelines for their completion and submission. (IIIA1b)	Mary Halvorson John Hernandez Steve Kawa Jose Vargas	Juan Vázquez Instructional Deans Ruth Babeshoff Loretta Jordan Classified Managers John Didion

Major Recommendations Organizational Chart

Recommendation	Facilitator(s) responsible for gathering input from appropriate committee/ personnel and writing 1 st draft	Input to 1 st draft provided by the following SCC committees and/or personnel
Recommendation 8: The college should work with the district incorporating SLOs into the evaluation processes for faculty members and others directly responsible for monitoring SLOs and achieving them. (IIIA1c)	Mary Halvorson	John Didion Juan Vázquez
Recommendation 9: The college should develop a technology plan to articulate institutional priorities in addressing technology needs. (IIIC2)	Curt Childress	Technology Committee Mary Halvorson
Recommendation 10: The college, with the support of the district, should examine the budget allocation model and insure that the college identifies all discretionary general and categorical funds that are available to support the needs of the college. (IIID1a)	Steve Kawa	College Council BAPR Peter Hardash
Recommendation 11: The college, with the support of the district, should determine the annual costs of funding its future post-retirement benefit liabilities as soon as possible, so that the potential impact to the college's budget allocation can be incorporated into the financial planning process. (IIID1c)	Steve Kawa Juan Vázquez	Peter Hardash

August 28, 2007

Standard I: Institutional Mission and Effectiveness
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) responsible for gathering input from appropriate committee/ personnel and writing 1 st draft response.	Input to 1 st draft provided by the following SCC committees and/or personnel
Planning Agenda for I. A. 1 SCC will continue to analyze the needs of its students and the community based on the growth of the student population, the demographics of the students and the reason they indicate they are coming to SCC, local labor and industry needs and the make-up of the community. The institution will add new programs and services as needed.	Mary Halvorson Tricia Evans	Julie Slark Nga Pham
Planning Agenda for I.B.1 SCC will use appropriate activities, such as those listed above, to ensure that the collaborative spirit of the college continues and remains focused on the same priorities. At the same time, SCC will use its five-year SLO plan for training faculty and staff to develop appropriate SLOs for their respective programs and courses. The Title III funding received effective fall 2005 will help realize this plan by supporting the training of a core of teachers to assist with the development of SLOs for future programs and courses.	Aracely Mora	SLO Committee Title III Coordinator Mary Halvorson

Standard I: Institutional Mission and Effectiveness
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) responsible for gathering input from appropriate committee/ personnel and writing 1 st draft response.	Input to 1 st draft provided by the following SCC committees and/or personnel
Planning Agenda for I. B. 3 Prior to the next EMP revision, the college will evaluate its global progress toward meeting the established goals and objectives of the five-year plan (2002-2007)	Rosie Enriquez Mary Halvorson	EMP Committee
Planning Agenda for I. B. 6 Upon completion of the first five-year cycle of the EMP, a thorough evaluation will be made.	Rosie Enriquez Mary Halvorson	EMP Committee
Planning Agenda for I.B. 7 In 2006-2007, SCC will engage in a college wide dialogue to evaluate the effectiveness of the EMP during its first five-year cycle and to determine how the process affected the various departments, disciplines and programs.	Rosie Enriquez	Mary Halvorson EMP Committee

August 25, 2007

Standard II: Student Learning Programs
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) responsible for gathering input from appropriate committee/ personnel and writing 1st draft	Input to 1st draft provided by the following SCC committees and/or personnel
Planning Agenda for II.A. 1 (c) SCC will implement the Title III five-year plan by meeting the timeline established in the 5-year SLO plan. This will ensure the systematic implementation of appropriate SLOs and assessment into all programs and courses. Following the steps outlined in the five-year SLO plan. SCC expects to have SLOs, including the assessment component, implemented in all Course outlines and programs by 2010.	Aracely Mora Marcelo Pimentel	Title III Coordinator SLO Committee Mary Halvorson
Planning Agenda for II.A.2 (a) SCC will follow its five-year SLO plan, which establishes student learning outcomes throughout the curriculum (II.A-22). The SCC Curriculum Council and Student Learning Outcomes Committee will design a course outline that reflects written student learning outcomes in all courses.	Bev Pirtle Marcelo Pimentel	Curriculum and Instruction Council SLO Committee Mary Halvorson
Planning Agenda for II.A. 2 (b) SCC has a five-year plan to establish student learning outcomes and assessment methods for all degree and certificate programs, including vocational occupational programs. (II.A-22)	Bev Pirtle Marcelo Pimentel	Curriculum and Instruction Council SLO Committee Mary Halvorson
Planning Agenda for II. A.2 (c) SCC will complete its five-year SLO plan to establish student learning outcomes at the program and course level and will relate the assessment component to the synthesis of learning for students in all programs.	Bev Pirtle Marcelo Pimentel	Curriculum and Instruction Council SLO Committee Mary Halvorson

Standard II: Student Learning Programs
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) responsible for gathering input from appropriate committee/ personnel and writing 1st draft	Input to 1st draft provided by the following SCC committees and/or personnel
Planning Agenda for II. A. 2 (d) Recognizing the growing importance of technology has in education, the SCC technology committee will examine the potential for expanding on-line education and seek ways in which technology in the classroom can provide more diverse, effective teaching modalities to enhance instruction and provide for different student learning styles.	Curt Childress Mary Halvorson	Technology Committee Online/Distance Education Facilitators
Planning Agenda for II. A. (e) The student learning outcomes of the program review model will be enhanced to focus more on the achievement of SLOs.	Marcelo Pimentel Mary Halvorson	Instructional Deans Department Chairs Academic Senate Curriculum and Instruction Council
Planning Agenda for II. A. 2 (f) SCC will establish SLOs at the course and program level in the next five years in order to assess student learning based on identified, measurable outcomes. Those assessments will be used to improve student learning outcomes.	Marcelo Pimentel Beverly Pirtle	SLO Committee Curriculum and Instruction Council Mary Halvorson
Planning Agenda for II. A. 2 (g) As SLOs for math courses and programs are completed, the department will develop assessment criteria to measure the effectiveness of student learning.	Dean-Business, Science and Math Math Department Chairs	Math Department Faculty
Planning Agenda for II. A. 2 (h) SCC will follow its five-year SLO plan, supported by Title III funding, to establish SLOs within all courses.	Marcelo Pimentel Beverly Pirtle	SLO Committee Curriculum and Instruction Council Mary Halvorson

Standard II: Student Learning Programs
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) responsible for gathering input from appropriate committee/ personnel and writing 1 st draft	Input to 1 st draft provided by the following SCC committees and/or personnel
Planning Agenda for II. A. 2 (i) SCC will follow its adopted five-year plan to establish SLOs at the program level and will then award degrees and certificates based on student achievement of a program's stated learning outcomes.	Mary Halvorson	SLO Committee Curriculum and Instruction Committee
Planning Agenda for II. A. 3 (a) SCC will follow its adopted five-year plan to establish SLOs at the program and course level. When this is accomplished, the general education SLOs and the individual course and program SLOs will be fully integrated and compatible.	Marcelo Pimentel Beverly Pirtle	SLO Committee Curriculum and Instruction Council Mary Halvorson
Planning Agenda for II. A. 3 (b) SCC will continue to enhance the alignment among its general education outcomes in Plan A (SCC Catalog) and general education courses.	Beverly Pirtle	SLO Committee Curriculum and Instruction Council Mary Halvorson
Planning Agenda for II. A. 3 (c) To help students develop an increased awareness of "understanding and awareness of environmental issues," as well as " understand the way science develops and to analyze scientific data," the college will ensure that these outcomes are addressed in appropriate courses.	Larry Mercadante	Department Chairs- Sciences Faculty-Sciences

Standard II: Student Learning Programs
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) responsible for gathering input from appropriate committee/ personnel and writing 1 st draft	Input to 1 st draft provided by the following SCC committees and/or personnel
Planning Agenda for II. A. 4 SCC will continue to increase the numbers of degrees and certificates, which students can earn at SCC.	Bev Pirtle Mary Halvorson	Curriculum and Instruction Council Ruth Babeshoff Admissions and Records Counseling
Planning Agenda for II. A. 5 SCC's vocational and occupational programs will continue to work with advisory groups and the district's research department to analyze employment needs, and will adjust its course and program offerings as appropriate.	Tricia Evans Bev Pirtle	Career Education Faculty Julie Slark Nga Pham
Planning Agenda for II. A. 6 (a) The SCC Student Services Council will review, assess, and possibly revise the Transfer Planning Guide, and will analyze whether to incorporate this information as a section in the catalog. Requests will be made to include the cost of publishing extra copies of the Transfer Planning Guide to ensure that all prospective transfer students receive a copy. (II A-46)	Ruth Babeshoff John Hernandez	Student Services Council

Standard II: Student Learning Programs
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) responsible for gathering input from appropriate committee/ personnel and writing 1 st draft	Input to 1 st draft provided by the following SCC committees and/or personnel
Planning Agenda for II.B.1 The student services departments/ programs of SCC will continue to participate in college- wide activities to ensure that the programs and services they offer contribute to students’ ability to successfully reach their educational goals.	John Hernandez Ruth Babeshoff	Counseling Department Chairs Counseling Faculty Student Services Program Leaders
Planning agenda for II. B. 2 (a, b, c, d) The catalog will be reviewed annually by the Catalog Task Force to ensure that it meets the needs and expectations of students and provides accurate and appropriate information, academic program requirements, and major policies affecting students.	Bev Pirtle Mary Halvorson Ruth Babeshoff	Catalog Task Force Curriculum and Instruction Council

Standard II: Student Learning Programs
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) responsible for gathering input from appropriate committee/ personnel and writing 1 st draft	Input to 1 st draft provided by the following SCC committees and/or personnel
Planning Agenda for II. B. 3 (a) SCC will continue to expand and improve its student services to support the needs of current and future students by carefully analyzing and evaluating students' responses to the various types of student satisfaction surveys conducted by the district's research department and various student services departments. Future plans include analysis and expansion of intercollegiate athletics to include additional sport teams for men and women. With the hiring of the articulation officer and the acquisition of additional staff and space for the Transfer Center and the Pathways to Teaching program, expanded transfer services will be possible. Current plans include the development of course curriculum for future teachers, and the possibility of an associate degree in education is being studied. The outreach department is currently making plans to expand its activities beyond high school and community outreach by working with SCC's career education division to develop relationships with businesses and industries.	Ruth Babeshoff John Hernandez Larry Mercadante	Student Services Program Leaders

Standard II: Student Learning Programs
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) responsible for gathering input from appropriate committee/ personnel and writing 1 st draft	Input to 1 st draft provided by the following SCC committees and/or personnel
Planning Agenda for II. B. 3 (b) The college will strengthen its Cross Culture Resource center through the addition of additional staffing and funds as resources permit. Other areas targeted for further development in the next few years are: student leadership training, service learning opportunities, and health education events.	Loretta Jordan	John Hernandez Health Center Faculty and Staff Office of Student Life and Leadership
Planning Agenda for II. B. 3 (c) The counseling department has requested additional full-time contract counseling faculty and additional funding for hourly (part-time) counseling through its discipline, department, and program document, a component of the Educational Master Plan (EMP. (II. B-29)	Ruth Babeshoff	Counseling Department Chairs and Faculty John Hernandez
Planning Agenda for II. B. 3 (d) The lack of student involvement in many of the college's special programs and services and enrichment activities will be re-evaluated and addressed by student services and instruction personnel.	Loretta Jordan John Hernandez	Office of Student Life and Leadership ISC Student Leadership John Hernandez
Planning Agenda for II. B. 3 (e) In summer and fall 2005, SCC will be revising and updating its current Matriculation Plan, which requires the evaluation of testing and course placement practices to ensure that its placement practices are as effective as possible.	Ruth Babeshoff	Testing Center Personnel Student Services Staff Department Chairs-English, Math and Reading

Standard II: Student Learning Programs
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) responsible for gathering input from appropriate committee/ personnel and writing 1 st draft	Input to 1 st draft provided by the following SCC committees and/or personnel
Planning Agenda for II. B. 4 SCC student services departments and programs will continue to engage in on-going review of its programs and services to evaluate their impact on students. As to determine their impact on student learning and will help determine where additional improvements and/or changes are needed.	Ruth Babeshoff John Hernandez	Counseling Department Chairs Counseling Faculty Student Services Program Leaders

Standard II: Student Learning Programs
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) responsible for gathering input from appropriate committee/ personnel and writing 1 st draft	Input to 1 st draft provided by the following SCC committees and/or personnel
Planning Agenda for II. C. 1 (a) Planning for the educational equipment and materials for the new building is an on-going staff project, and SCC is strategically positioned to offer state-of-the-art technology to its students, staff and faculty. Staff is evaluating radio frequency identification technology (RFID) to improve materials management and security, and evaluating various “smartboard” technologies for the bibliographic instruction classroom and the technology training classroom. Best Books for College Libraries (five volumes) has been purchased and the library faculty members plan to use it as a major tool to evaluate and build the library collection. In conjunction with the district’s Information Technology Services (ITS) personnel, a proposal for a wireless network throughout the college to facilitate use of personal laptops and wireless devices is being developed. Finally, librarians are committed to attending at least one professional conference during the next academic year to continue to explore new technologies that support student learning.	John Weispfenning	Library Faculty and Staff Curt Childress

Standard II: Student Learning Programs
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) responsible for gathering input from appropriate committee/ personnel and writing 1 st draft	Input to 1 st draft provided by the following SCC committees and/or personnel
Planning Agenda for II. C. 1 (b) When the new dean is hired, policies, procedures and programs will be reviewed in order to assess whether additional services need to be offered to students, staff, and faculty. Additionally, library faculty will begin to develop specific student learning outcomes designed for structured library bibliographic instruction sessions.	John Weispfenning	Library Faculty and Staff

Standard II: Student Learning Programs
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) responsible for gathering input from appropriate committee/ personnel and writing 1 st draft	Input to 1 st draft provided by the following SCC committees and/or personnel
Planning Agenda for II. C. 1 (c) The significant increase in bibliographic instruction sessions highlights the need for additional librarians as well as for extended coverage at the reference desk during evening hours when a bibliographic instruction session has been scheduled. The hiring of an additional librarian in fall 2005 will be a key factor in initiating dialogue about innovative scheduling that will best benefit students. In addition, librarians need to continue to use the library's DDP as a vehicle for charting and documenting the need for additional librarians. In an on-going attempt to improve services and provide adequate resources in a fluctuating economic climate, librarians will continue to explore grant opportunities. This will entail research on grant writing, attendance at grant writing seminars, and mentoring by other faculty members. In order to better inform the campus community about the scope of library services and library resources, librarians will develop a template for use in bibliographic instruction. Such a template will ensure consistency in the delivery of instruction and will be developed collaboratively with faculty from other departments.	John Weispfenning	Library Faculty and Staff

Standard II: Student Learning Programs
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) responsible for gathering input from appropriate committee/ personnel and writing 1 st draft	Input to 1 st draft provided by the following SCC committees and/or personnel
Planning Agenda for II. C. 1 (d) The increase in the number of computers and users in the new facility will necessitate enhanced security measures to protect the privacy of the user and to protect the library from inappropriate use of the computers. Options being considered by the library include installing a system requiring students to swipe an identification card to activate computer access.	John Weispfenning	Library Faculty and Staff Curt Childress
Planning Agenda for II. C. 1 (e) The SCC library will maintain appropriate contracts and remain aware of possible new technologies that will require additional contracted services.	John Weispfenning	Library Faculty and Staff

August 28, 2007

Standard III: Resources
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) – responsible for gathering input from appropriate committee/personnel and writing 1st draft response.	Input to 1st draft provided by the following SCC committees and/or personnel
Planning Agenda for III. A.1 (b) A workshop on the purpose and proper implementation of evaluations will be held to help ensure that all supervisors adhere to the completion of evaluations according to timelines established through Board policy, administrative regulations, and the contracts of various employee groups.	Mary Halvorson Jose Vargas	John Didion
Planning Agenda for III. A. 1 (c) SCC will continue to address SLO topics and the role faculty, staff, and administration play in incorporating student learning outcomes into the evaluation process.	Mary Halvorson John Hernandez	Juan Vázquez John Didion
Planning Agenda for III. A. 2 Based on current and anticipated future needs of both the credit and non-credit divisions of the institution, SCC will review the needs of its growing and changing student population annually to provide appropriate hiring recommendations to the district. Additional emphasis will be placed on ensuring that the non-credit division has adequate full-time faculty.	Mary Halvorson Jose Vargas	John Hernandez Steve Kawa Juan Vázquez Deans Classified Managers

Standard III: Resources
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) – responsible for gathering input from appropriate committee/personnel and writing 1 st draft response.	Input to 1 st draft provided by the following SCC committees and/or personnel
Planning Agenda for III. A. 4 (b) The district's Human Resource Department will assess the college's personnel to ensure employment equity and diversity consistent with the district mission. SCC will continue to promote diversity of faculty and staff according to its student population.	Mary Halvorson John Hernandez	Juan Vázquez, District Human Resource Vice Chancellor and Assistant Vice Chancellor, Jose Vargas
Planning Agenda for III. A. 5 (a) The college will offer appropriate staff development activities for classified and academic staff that will ensure they are kept informed of up-to-date policies and procedures, as well as workshops and seminars that improve the work environment, support the college mission and goals, improve the skills of employees, and continues the dialogue regarding the infusion of student learning outcomes.	Tricia Evans Mary Halvorson	Faculty Development Committee John Hernandez Classified Hawks
Planning Agenda for III. B. 1 (a) To follow the facilities plans of the district and SCC to continue to build-out the SCC campus to meet student and staff requirements as the enrollment increases.	Steve Kawa	Facilities Committee

Standard III: Resources
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) – responsible for gathering input from appropriate committee/personnel and writing 1 st draft response.	Input to 1 st draft provided by the following SCC committees and/or personnel
Planning Agenda for III. B. 1 (b) The college president and vice president of administrative services will continue to request additional funds to support the new facilities and expected enrollment growth. This effort needs to be supported by all SCC constituencies, especially the college representatives on the Budget Allocation and Review Committee (BAPRC). The district and SCC administrators need to continue their efforts with the City of Orange and Orange County Transit Authority (OCTA) to provide a sidewalk to the OEC and bus service on Batavia Street. The goal is to have a sidewalk constructed on Batavia Street by the end of the 2005 calendar year. Initial contacts with OCTA have been made and additional efforts will be made throughout the year until a satisfactory public transportation solution is reached.	Steve Kawa Jose Vargas	College Council Juan Vázquez
Planning Agenda for III. B. 2 (a) The college will continue to seek supplemental funding to ensure that all new buildings have the equipment and supplies needed.	Steve Kawa	Facilities Committee

Standard III: Resources
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) – responsible for gathering input from appropriate committee/personnel and writing 1 st draft response.	Input to 1 st draft provided by the following SCC committees and/or personnel
Planning Agenda for III. B. 2 (b) The SCC Facilities Committee has initiated the process of looking at short and long-term plans for the ancillary services. The committee has also initiated the development of interim plans for space as it becomes available when constituencies move out of their existing facilities into a new building. It is the goal to have these plans completed and submitted to CPAC by the fall of 2005. Working in cooperation with the district and SCC's master plan architect, the Facilities Committee will explore alternatives that would provide additional parking during the major construction period of the next five to ten years.	Steve Kawa Jose Vargas	Facilities Committee College Council
Planning Agenda for III. C. 1 (b) The college is working on a plan to determine the best use of the remaining TTIP training dollars. This is to be completed in fall 2005. Additional training sessions to assist instructors with advanced technology are also being planned. Furthermore, many SCC students are using the Web more frequently for their information and services requests. Therefore, the Web Task Force will continue to meet with faculty and staff to discuss the enlargement and enhancement of web usage.	Tricia Evans Curt Childress	Faculty Development Committee Classified Hawks Web Task Force Technology Committee

Standard III: Resources
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) – responsible for gathering input from appropriate committee/personnel and writing 1 st draft response.	Input to 1 st draft provided by the following SCC committees and/or personnel
Planning Agenda for III. C. 1 (c) The director of academic support will create a plan identifying specific hardware that needs to be replaced, with a timeframe that will ensure the college is keeping its infrastructure maintained and current. The plan will include upgrading or replacement of administrative computers, classroom computers, academic file servers, and network equipment. It will also include a proposed budget amount for yearly planning purposes. The college will continue to seek alternative funding sources to assist SCC complete its plans for upgrading or replacing current technology.	Curt Childress	Technology Committee
Planning Agenda for III. C. 1 (d) The college will continue to use FCCC for its software licenses and purchases when possible, but because FCCC doesn't offer all the products the college needs, other sources must be used as well. ITS will continue to provide SCC with the standard Microsoft products, but will allow other licenses that are useful to SCC. The district will continue to monitor the technology needs of SCC.	Curt Childress	Technology Committee

Standard III: Resources
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) – responsible for gathering input from appropriate committee/personnel and writing 1 st draft response.	Input to 1 st draft provided by the following SCC committees and/or personnel
Planning Agenda for III. C. 2 The college has requested that the director of academic support create a plan that identifies all computing systems and the timeframe for replacement or enhancement. This will help the college keep its computers maintained and current while providing a necessary budget amount for yearly planning. As a part of this plan, there will be a section to assess the effective use of current technology resources. This section will be used as a basis for improved use of technology resources.	Curt Childress	Technology Committee
Planning Agenda for III. D. 1 (b) SCC will continue to seek outside sources to assist SCC develop additional financial resources to meet its expenditure requirements, especially in regard to equipping and furnishing new facilities.	Steve Kawa Jose Vargas	College Council
Planning Agenda for III. D. 1 (d) CPAC is the forum where constituents are involved in major recommendations that are forwarded to the college president. Consequently, it is the responsibility of CPAC representatives to ensure that all decisions are in alignment with the EMP or to be aware of any deviation from the EMP that is being proposed because of lack of funds. If necessary, CPAC needs to request additional funding from the district to help it meet the DDP expectations outlined in the EMP.	Steve Kawa Jose Vargas	College Council

Standard III: Resources
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) – responsible for gathering input from appropriate committee/personnel and writing 1 st draft response.	Input to 1 st draft provided by the following SCC committees and/or personnel
Planning Agenda for III. D. 2 (c) SCC representatives on BAPRC must continue to pursue answers to the budget concerns and questions raised by SCC's constituents. The BAPRC representatives will strive to improve the budget process to ensure that SCC can continue to offer high quality educational programs.	Steve Kawa Jose Vargas	College Council Juan Vázquez
Planning Agenda for III. D. 2 (g) An end to the state budget crisis does not appear imminent. Therefore, the college and district must continue to look for alternate ways of operating more efficiently as well as pursue alternate sources of revenue, including partnerships and additional grants. Efforts have been taken in this area, but need to be enhanced and sustained for the next few years.	Steve Kawa Jose Vargas	College Council Juan Vázquez
Planning Agenda for III. D. 3 To alleviate any mistrust on how funds are expended, CPAC will continue to allocate a portion of each meeting specifically to review the college budget and ensure there is consensus on how funds are allocated and spent within the college. This will also help to ensure budget planning is consistently in alignment with the EMP.	Steve Kawa Jose Vargas	College Council

August 28, 2007

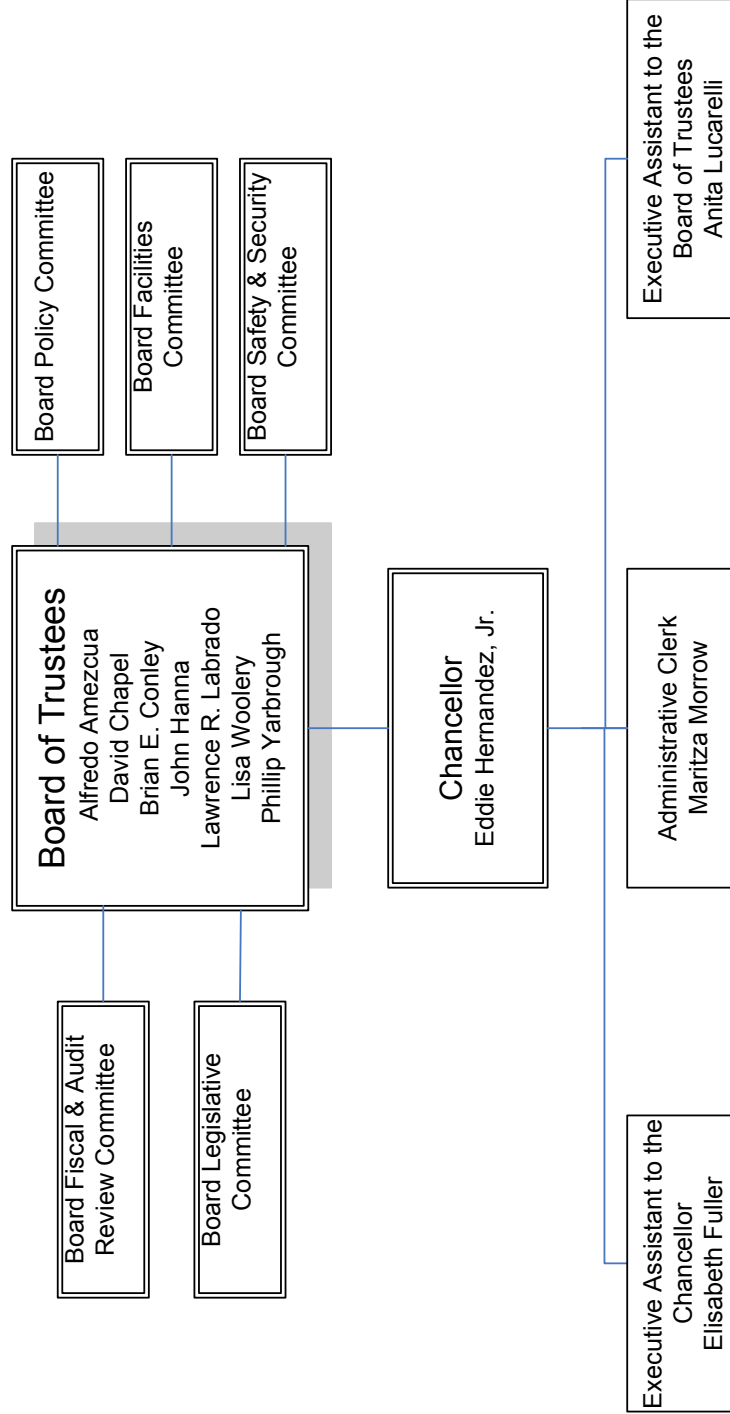
Standard IV: Leadership and Governance
Planning Agenda Organizational Chart

Planning Agenda	Facilitator(s) – responsible for gathering input from appropriate committee/ personnel and writing 1 st draft response.	Input to 1 st draft provided by the following SCC committees and/or personnel
Planning Agenda for IV. A. 1 With the exception of how information is transmitted to SCC constituencies from the Board of Trustees meeting, there is no need to change the current format of participation and decision making processes. The president will develop a system for enhancing his weekly reports to the college to include important Board information and decisions.	Juan Vázquez	Public Information Officer College Council
Planning Agenda for IV. B. 2 (d) College-wide budget meetings will be held twice each year to communicate expenditure and revenue information to the college constituents	Steve Kawa	College Council
Planning Agenda for IV. B. 3 (c) SCC's leadership team will work through BAPR to seek changes in how district allocations are decided to ensure that SCC has the fiscal support it needs to sustain its anticipated growth and development. As state funds allow, SCC will request a larger proportion of the district funds allocated to the individual colleges.	Steve Kawa Jose Vargas	Juan Vázquez

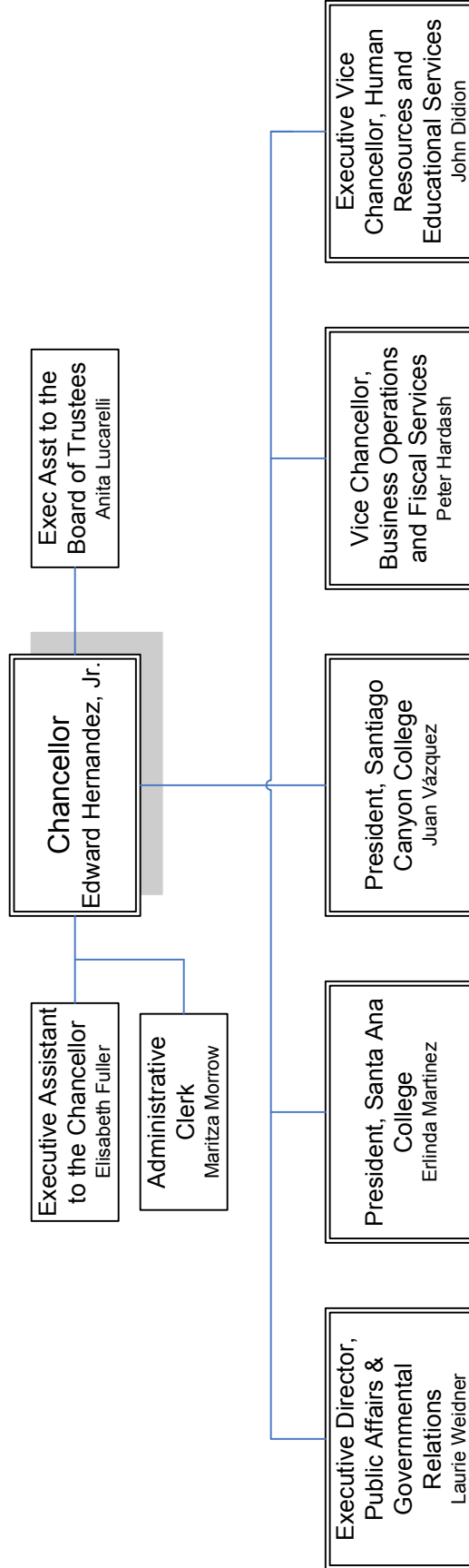
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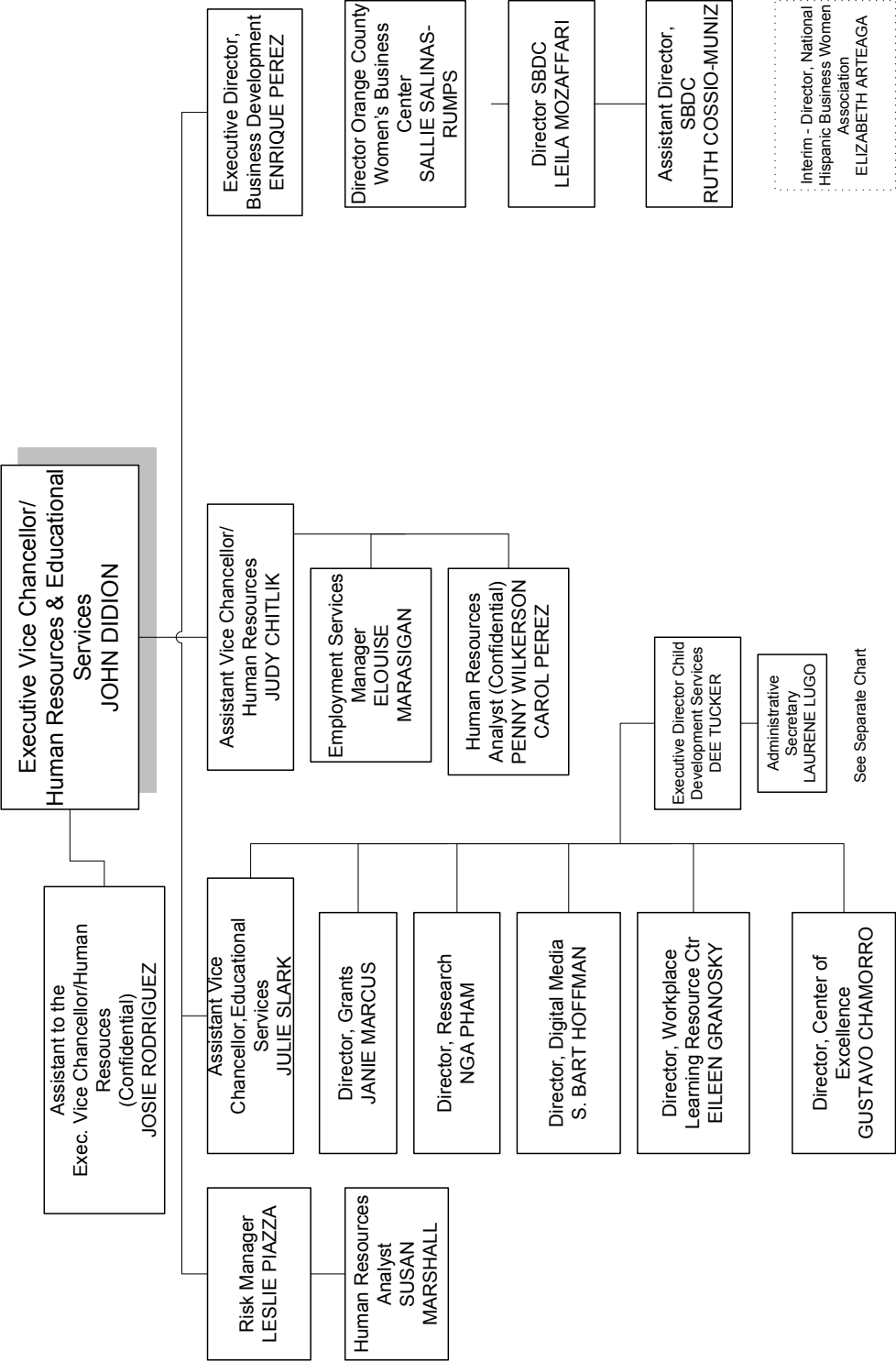
Rancho Santiago Community College District **Board of Trustees**



Rancho Santiago Community College District Chancellor



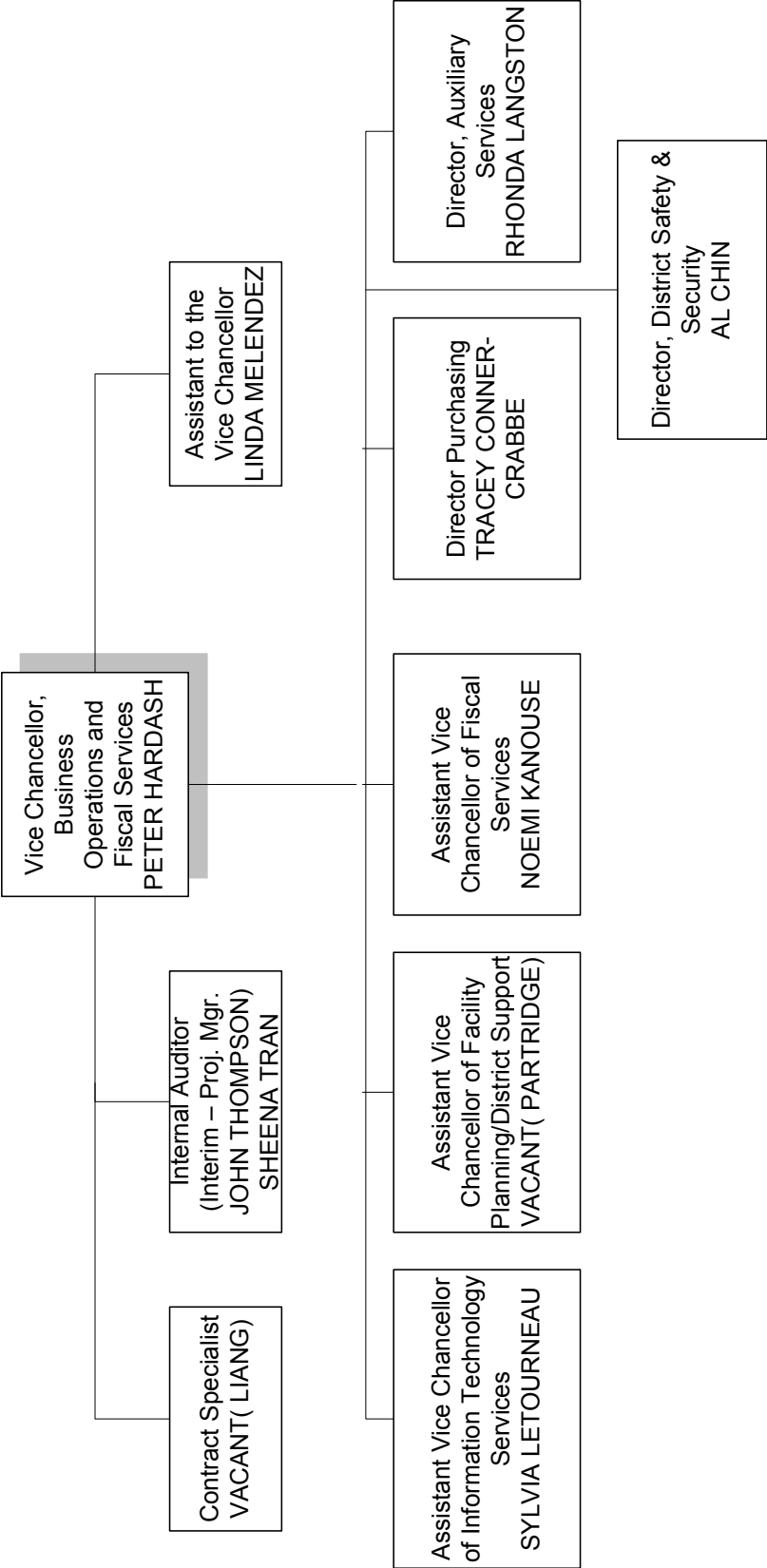
Rancho Santiago Community College District
Human Resources & Educational Services

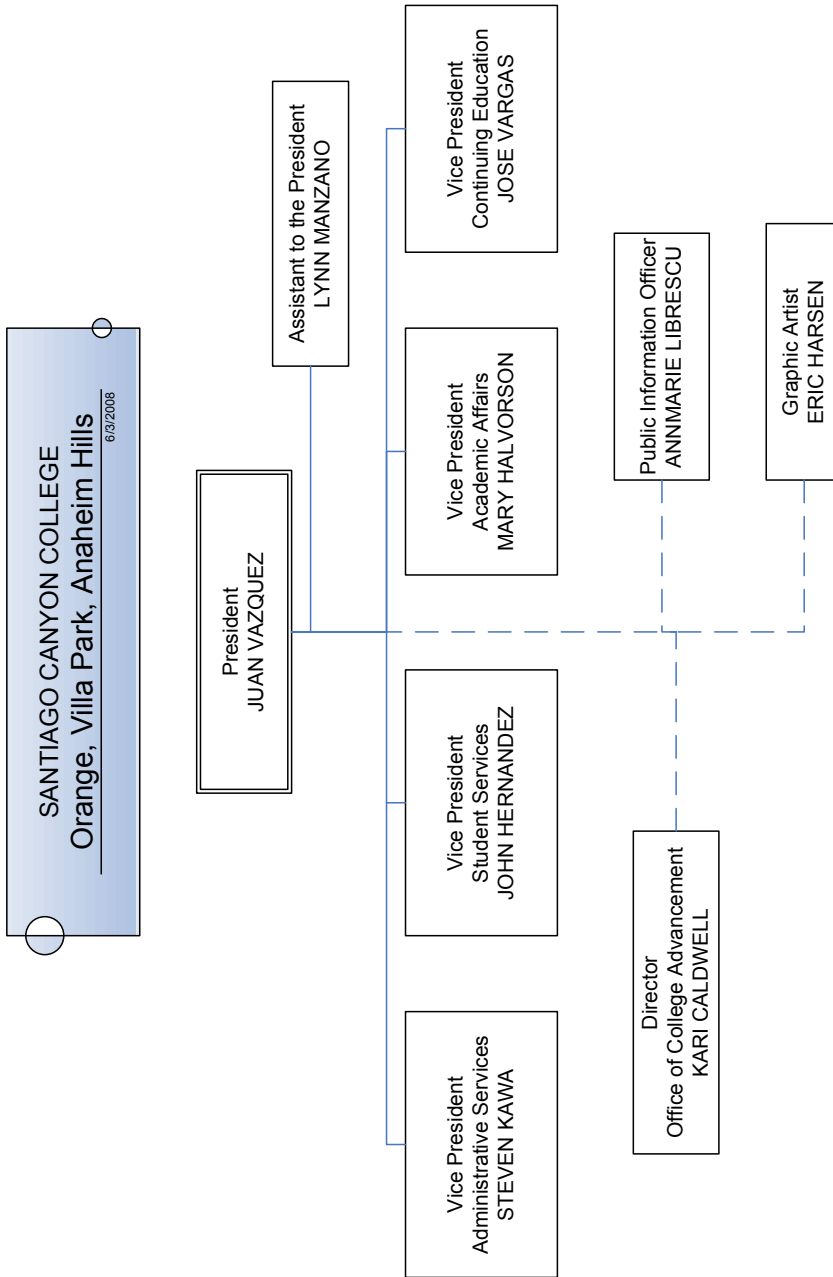


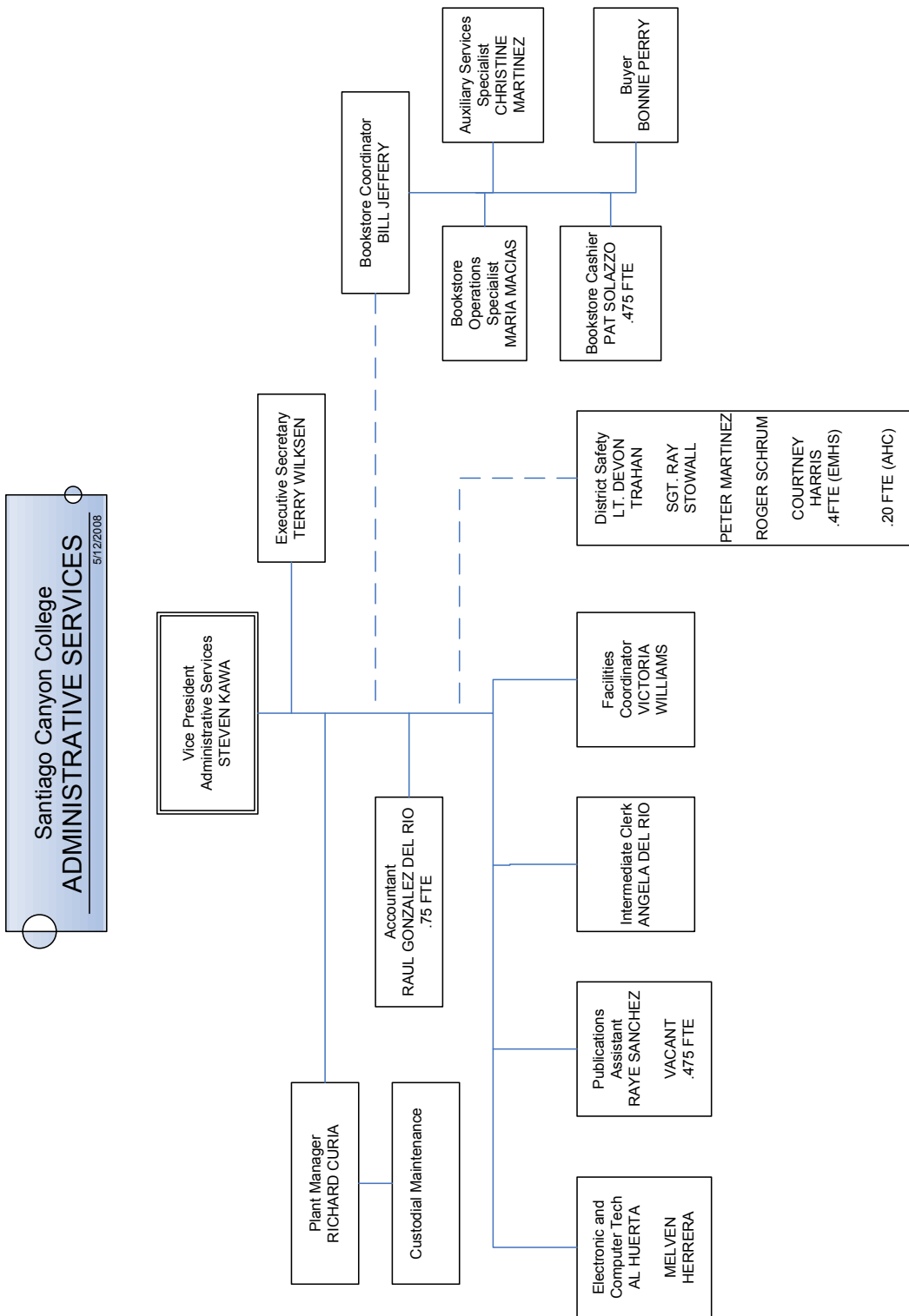
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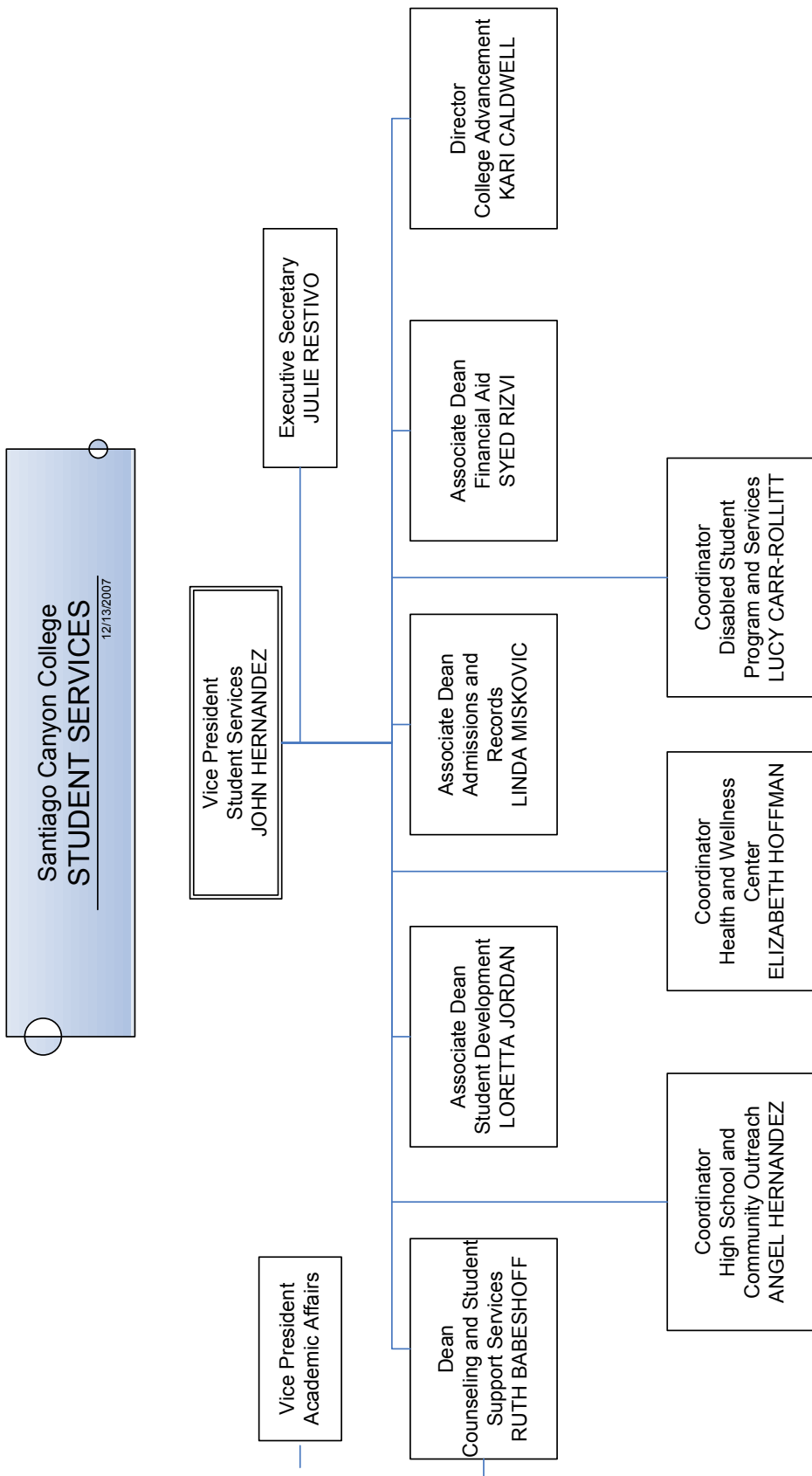
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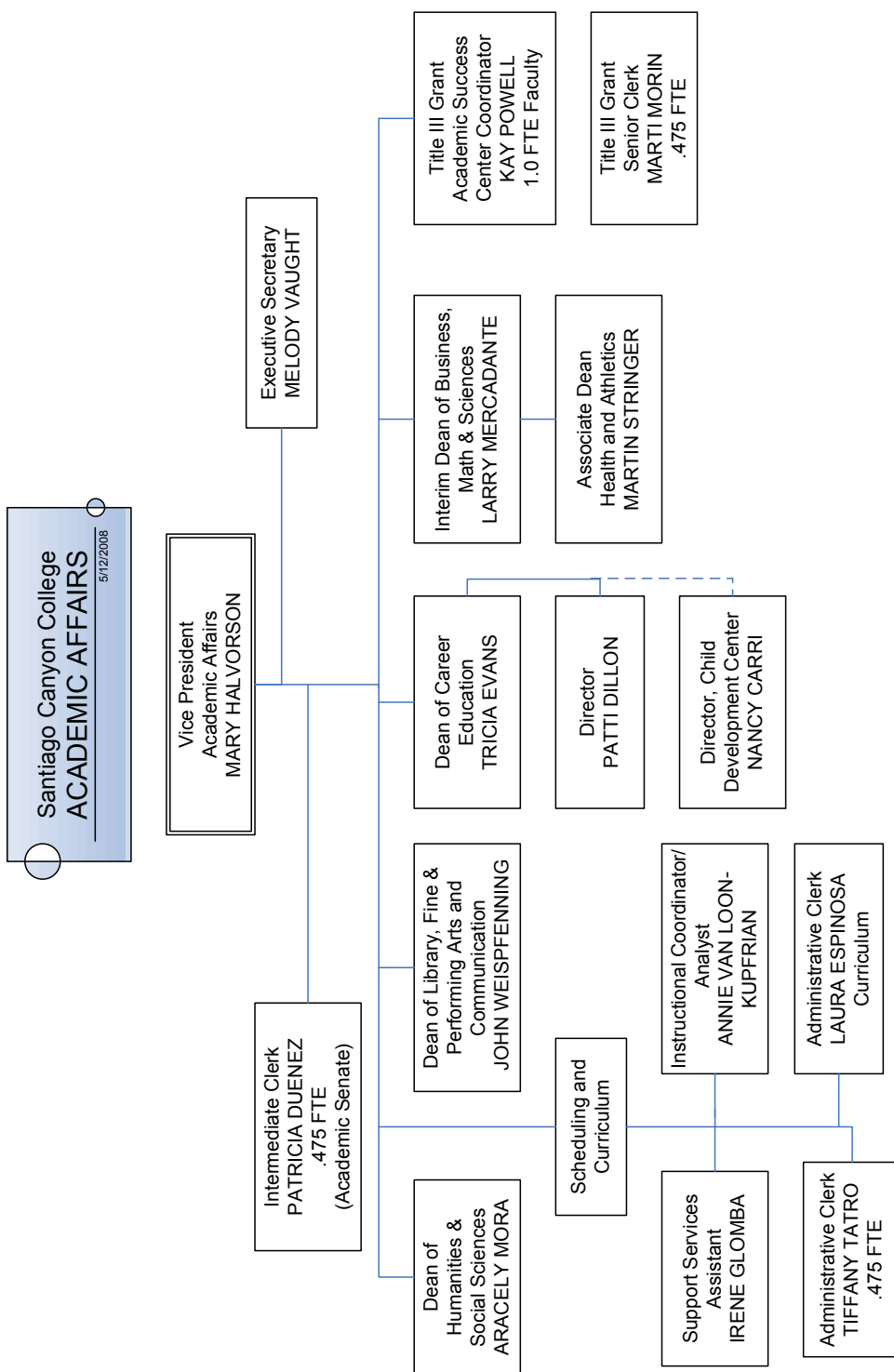
**Rancho Santiago Community College District
Business Operations and Fiscal Services**

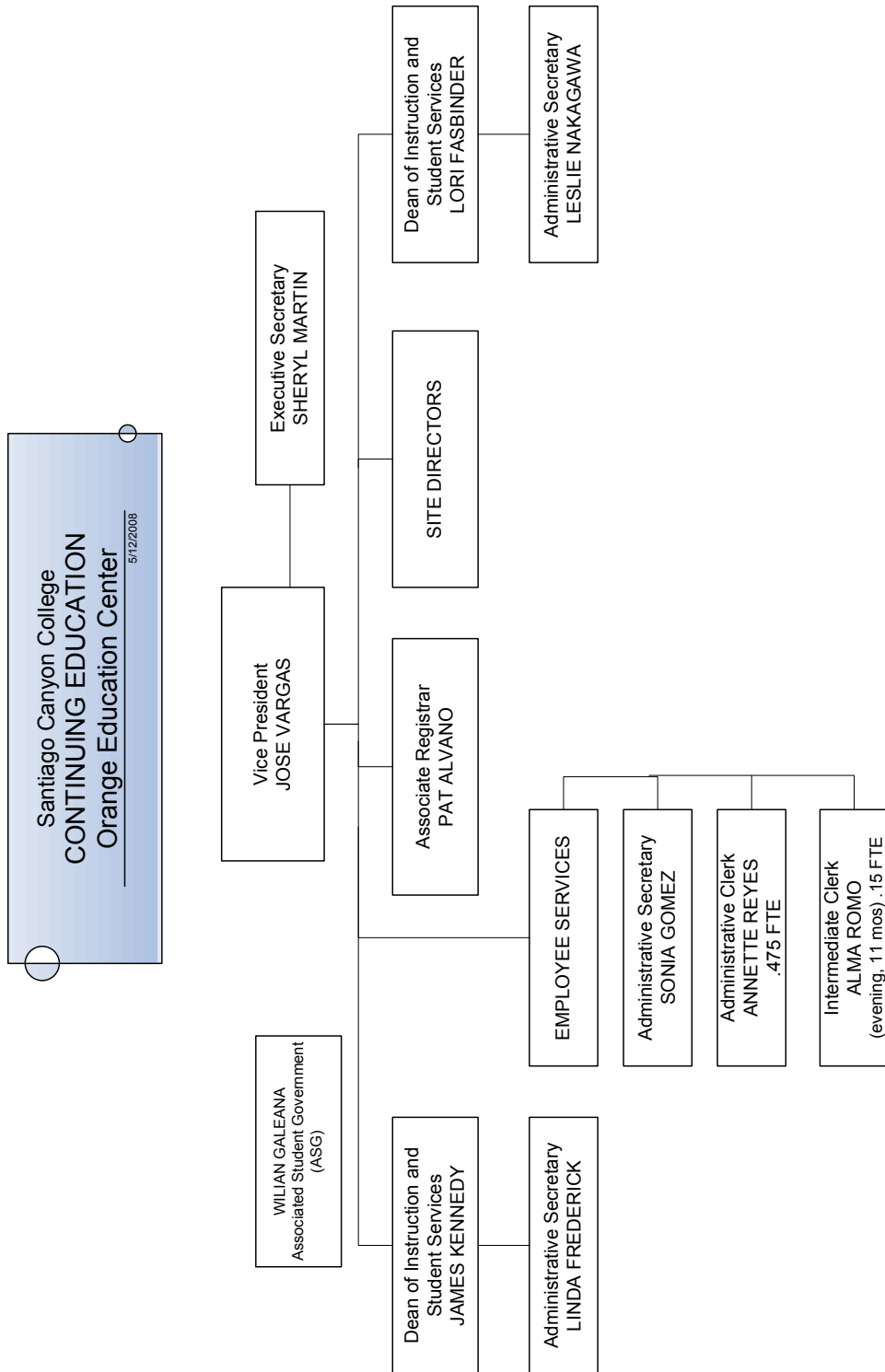












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Certificate of
Eligibility



CERTIFICATE OF ELIGIBILITY

1. Authority

The authority for Santiago Canyon College (SCC), accredited in January of 2000 as the second college of the Rancho Santiago Community College District (RSCCD), is the Board of Trustees. The Board derives its authority from California Education Code 70902 and from its status as the elected community entity who holds the institution in trust for the benefit of the public.

2. Mission

The current education mission of Santiago Canyon College (SCC) was revised and adopted by the Board of Trustees in February 2008. It is the responsibility of the SCC College Council to review the mission statement on an annual basis and make recommendations for its revision and updating.

The mission statement is included in the college catalog and class schedule, appears on all college meeting agendas, and is posted on the web site, in all classrooms, the library, and many other public locations. It appears in all other publications deemed appropriate, such as the quarterly college newsletter, and The Courier.

3. Governing Board

Elected by the voters from the three trustee areas, the governing board of RSCCD consists of seven members who are responsible for the quality and integrity of the institution and who ensure the efficacy of the institution's mission.

The board exercises the right to be an independent policy-making body in accord with the California Education Code and reflects constituent and public interest in activities and decisions as reflected in the minutes of the regularly scheduled board meetings.

The Board of Trustees has adopted board policy # 9002 "Statement of Ethical Conduct" and annually reviews their compliance with this policy to ensure that none of the RSCCD board members have employment, family, ownership, or other personal financial interest in the district.

4. Chief Executive Officer

The Chief Executive Officer of Rancho Santiago Community College District is the Chancellor, Edward Hernandez; he has served in this capacity since 1997.

The chief executive officer of SCC is Juan Vázquez, the fourth CEO, who was appointed president of the college by the Chancellor of RSCCD and confirmed by the Board of Trustees in June 2002. He commenced his duties and responsibilities with SCC in August of 2002.

His primary responsibilities are to provide effective leadership to define the goals of SCC, develop plans, and establish priorities for SCC. He must ensure implementation of federal, state, and local statutes and regulations as well as board policies. His other primary responsibilities are to effectively manage fiscal and human resources to provide noteworthy educational programs and ensure communication and cooperation between SCC constituencies.

5. Administrative Capacity

Santiago Canyon College has sufficient staff, with appropriate preparation and experience, to provide the administrative services necessary to support its mission and purposes. A plan has been developed to provide adequate administrative support commensurate with the anticipated growth of SCC.

In 2001-2002 SCC re-organized its administrative staff to include three additional instructional deans, a vice-president of continuing education, and promoted the director of administrative services to a vice president position. The new dean of the Library, Fine and Performing Arts and Communication, was hired in the summer of 2007, and a new Associate Dean of Exercise Science and Athletics was appointed in spring 2007.

6. Operational Status

The annual enrollment growth rate of SCC averaged two percent annually during the years 2000-2007. Classes are offered in the day, evening, and during weekend college and encompass a wide variety of lengths from four weeks to a semester. In fall, 2007, 2074 full time and 8426 part time students were enrolled in the credit programs, and approximately 10,000 full and part time students were enrolled in the non-credit classes, including inmate education classes. Additionally, students were enrolled in fee-based community service classes. All courses offered on the SCC main campus, the continuing education campus, and adjunct community facilities are listed in the schedule of classes in the SCC catalog and posted on the college's registration web-site. The community education classes are published in a separate class schedule.

7. Degrees

The SCC college catalog contains a listing of the 43 degrees and the 26 certificate programs offered, as well as course credit requirements, and the unit length of study for each degree program.

Degree requirements for specific degrees, as well as descriptions and explanations of courses offered, are provided in the catalog. In spring 2007, 358 SCC students completed an AA degree, 26 earned an AS degree and 124 credit students earned a certificate.

8. Educational Programs

A wide variety of educational and vocational programs are offered for both credit and non-credit students.

For credit students, SCC offers general education, transfer, vocational programs, and certificates that are consistent with the missions of SCC, the RSCCD Board of Trustees, and California Community Colleges.

All courses are conducted at levels of quality and rigor appropriate to the degree offered. The college has identified the general education student learning outcomes and student learning outcomes at the program level. Student Learning Outcomes for all courses are being identified; this process will be completed in fall 2010. The completion of associate degrees, which requires a minimum of two years, meet high standards, and have resulted in valid articulation agreements with state and private four-year institutions.

Students may complete a high school diploma or a General Equivalency Diploma (GED) through courses offered by the continuing education (adult) division.

9. Academic Credit

Institutional policies and transfer requirements as well as the awarding of credit are clearly and accurately described in the SCC college catalog.

Specifically, SCC awards academic credits based on the Carnegie formula; one semester unit of credit is defined as one hour of recitation or lecture plus the required two hours of preparation for each class hour, or three hours of laboratory work each week for a semester.

10. Student Learning and Achievement

SCC conducts regular and systematic assessments of its programs. The Educational Master Plan, which is revised for publication every five years,

the triennial program review, and the quadrennial course review all support this regular and systematic effort.

All programs and courses are moving forward in a planned, systematic manner to identify and link specific student learning outcomes to already established, broader SCC general education student learning outcomes. A timeline to meet this objective has been created and was approved by the College Council in the fall of 2004. According to this expected time frame, by 2010, all courses and programs will have identified their respective student learning outcomes and assessment processes. Specialized training for faculty to ensure the completion of these SLOs is an integral part of the Title III grant awarded SCC in fall 2005.

Administrators, faculty, and staff are working on an on-going basis with the district's institutional research department to facilitate and assess student achievement in specific programs as well as student achievement for the college-wide identified student learning outcomes.

11. General Education

SCC's philosophy and comprehensive general education student learning outcomes ensure that students acquire a breadth of knowledge and intellectual inquiry.

Appropriate competency is expected in reading, computational skills, oral communication, and computer skills and application as reflected in the proficiencies required of all students receiving an A.A. degree. There are specific courses required for the major, with a minimum of 18 units for each degree. Students must complete these courses with a grade of C or better.

Degree credit for general education is consistent with a level of quality and rigor appropriate to higher education, with general education courses spanning the six general academic areas of: Natural Science, Social and Behavioral Sciences, Humanities, Cultural Breadth, Language and Rationality, Lifelong Understanding and Self-Development.

All of these academic areas, appropriate to higher education quality and rigor, have articulation agreements with the UC and CSU systems and various other private institutions of higher education throughout the US.

12. Academic Freedom

RSCCD board policy # 4201 addresses and ensures that SCC maintains an atmosphere in which intellectual freedom and academic independence exist, and ensures that the faculty and students at SCC are free to examine and test all knowledge appropriate to their disciplines as judged by the general academic community. Beginning in the fall of 2004, a copy of this board policy was included in the fall and spring faculty packets and posted on the website. Beginning in fall 2005, the Academic Freedom policy was also placed in the college catalog.

13. Faculty

SCC has a sufficient core of qualified and experienced full-time and adjunct faculty to support its educational programs. Each of the faculty members meets the teaching and hiring requirements that demonstrate competency and sufficient knowledge to teach their assigned classes.

The responsibility of each faculty member to develop and review curriculum and use proper and adequate assessment systems is outlined in each job announcement. All faculty packets contain a clear statement addressing these facts,

which includes the requirement to meet general education SLOs.

Between 2001 and 2007, more than 50 full-time and approximately 125 part-time teaching positions were added to SCC to enhance support and commitment to existing and new programs and the increased student population. To continue to meet the growing student body, six additional full-time faculty members were hired for the 2007-2008 school year; as resources permit additional full-time faculty will be added.

14. Student Services

A 30,000 square foot building, dedicated to student services and instruction, was completed and opened in the fall of 2004. This new building houses major admission, student services, and records functions, 10 classrooms, and 10 faculty offices.

Under the direction of the new vice president of student services, hired in 2005-2006, the student services department provides a full range of services consistent with the characteristics of its highly diversified student population and the mission of SCC.

The characteristics of SCC students and their needs are carefully monitored on an on-going basis through multiple means, including regular research studies. Inasmuch as SCC's students are ethnically diverse and have a wide range of educational preparation for college readiness, special services are regularly evaluated and enhanced to serve these students.

The student services division now includes Admissions and Records, Counseling Center, Career Center, Matriculation, Transfer Center, and the Job Placement office. There are also extended opportunity programs and services (EOPS), CalWORKs, Disabled Student Programs and Services (DSPS), Financial Aid, Outreach and Retention Services, Student Activities, as well as

a Health Center, Cross-Cultural Center, and the Re-entry Students/Women's Center.

During the 2005-2006 academic year, the SCC financial aid office received approval from the U. S. Department of Education to be a stand-alone institution for financial aid processing. A full-time administrator was hired, who ensured the implementation of our new program. In 2007-2008 we completed the second full cycle of processing financial aid.

Also hired during the 2000 – 2007 period was a full-time articulation officer, a full-time tenure track counselor, a full-time outreach specialist and a full time student program specialist as well as a learning disability specialist-assistant professor.

In the non-credit, continuing education (adult) division, student services include academic counseling, a career center, outreach department, and the "Passport to Your Future," program, designed to help students matriculate from non-credit to credit programs.

15. Admissions

Under the direction of the SCC registrar, hired in 2003, and the director of admissions, hired in 2004, SCC's admission policies are consistent with its mission and appropriate for its programs. SCC has an open enrollment policy for high school graduates, people in possession of a California high school proficiency certificate, people 18 years of age and older who can profit from instruction, and high school students who qualify for the career advancement placement program. The qualifications for admission are clearly identified in the catalog as well as instructions of how to prepare for proper course placement and registration.

16. Information and Learning Resources

In May 2006, a new 40,000 square foot, two-story Library facility opened.

It can accommodate 100,000 volumes. Seventy-seven computer work stations, thirteen group study rooms, a Library Instruction Lab, Faculty Development Center, Student Innovation Zone and a copy, print, and a self-check-out station have created a unique learning environment for students, faculty, and community users.

SCC also has a Media Service Department, Tutoring Center, Math Study Hall, Writing Center, and an Academic Computing Center, and a non-credit/credit Academic Success Center, located on the college campus to help students transition from non-credit to college credit classes.

17. Financial Resources

RSCCD maintains a five percent reserve fund; this is two percentage points above the state requirement for California community colleges.

Despite the economic uncertainty for community colleges during the past few years, and the need to continually update and revise its budget, SCC has maintained a reasonably stable funding base. More importantly, it has continued to plan for financial development by identifying and utilizing all available financial resources to support its mission and educational programs.

All constituents of SCC have agreed that the Educational Master Plan (EMP), implemented in 2007, will serve as the primary planning source for resource allocation. Based on annual evaluation components of the departments through their portfolio planning process (DPP), each of the departments, disciplines, and programs, update their section of the EMP annually, and it is completely revised every five years.

The information from the EMP is used by the College Council, who has budgetary oversight for SCC, to identify resource needs and ensure that the funds are appropriately

allocated and distributed to meet SCC's goals and objectives that support its mission.

In 2002, 65% of the voters passed a \$337 million Measure M capital construction bond for RSCCD. This new funding has allowed the district to continue to improve current facilities and build new ones. The first building built on the SCC campus was the Student Services and Instruction building, which opened in the fall of 2004. A new continuing education facility, the Orange Education Center (OEC), was opened in January of 2005, about one mile from the previously rented facilities. Approximately 60% of the funding for the new Library came from a special state revenue bond, with the balance from the Measure M monies. The funding for the new Science Building, which is currently under construction, and the Maintenance facility came from the bond measure. Other buildings are scheduled during the next 5 years as funding permits.

18. Financial Accountability

In all fiscal matters, SCC adheres to specific board-approved policies and procedures that govern the responsible allocation of funds to support all of its educational programs and support services.

The following board policies are examples of how the fiscal procedures of RSCCD are governed: General Money Management policies and procedures BP # 3300; Audit Regulations BP # 3104; Fiscal Powers BP # 3200; Budget Administration BP # 3204; Financial Reports BP # 3216; and Fiduciary and Legal Considerations BP # 3305.

The annual external financial audit is conducted by Macias, Gini & Company, LLP, using approved audits for colleges and universities as its guide.

19. Institutional Planning and Evaluation

At SCC, many committees and councils contribute to institutional planning and evaluation through regularly scheduled meetings.

Facility, faculty, program, and course needs are evaluated and updated on an annual basis through the Educational Master Plan. This “living” document is analyzed and revised annually, as appropriate, to assess the progress of the college toward achieving stated goals that support its mission.

Program reviews are conducted by all departments on a rotating basis, with each department, discipline, and program conducting a complete program review every three years. During this review, each entity reassesses its mission, educational objectives, quantitative/qualitative data, and their progress toward their respective goals.

Considerable progress has been made toward incorporating student learning outcomes (SLOs) into all courses and programs. In the 2002-2003 academic year, a SLO Task Force, which became a permanent sub-committee of the Curriculum and Instruction Council in fall 2004, identified the general education SLOs, implemented workshops to train all faculty members, and began the on-going task of helping faculty write appropriate student learning outcomes. Funding from the Title III grant ensured adequate and proper training of staff to assist them to add SLOs to their respective courses, and a core of faculty is being trained to ensure implementation of SLOs into all future courses and programs.

In addition, faculty are being trained in assessment methodology, and several departments are in the process of researching and implementing measurements at the course level.

20. Public Information

In the fall of 2005-06, SCC published its first independent catalog. This catalog contains accurate and current general information about its mission, courses, programs, and degrees, as well as student services offered.

The names and degrees of faculty members, a list of the governing board members, and other items relative to student attendance, honesty, ethics, and withdrawal are listed in the catalog. Additionally, the catalog gives necessary information for admission, student fees and other financial obligations, degrees, certificates, academic, non-credit, and occupational programs, graduation and transfer requirements, and all major policies that affect students.

These policies include academic regulations and honesty requirements, nondiscrimination, acceptance of transfer credits, grievance and complaint procedures, sexual harassment, and refund of fees. A listing of all related policies and procedures is also posted on the SCC web site.

21. Relations With the Accrediting Commission

The Board of Trustees assures the accrediting commission that Santiago Canyon Colleges demonstrates honesty, integrity, and consistent information to all constituencies, the public, and in its relationship with the accrediting association and all other external agencies.

Furthermore, SCC is proud to provide assurance that it adheres to the eligibility requirements and accreditation standards and policies of the ACCJC, and agrees to comply with all commission requests, directives, decisions, and policies, including making complete, accurate, and honest disclosures of its programs, staff, and activities in its self-study report.

RSCCD Functioning Map



RSCCD Functions/Mapping of Responsibilities

Function	District	College (including Continuing Education)
Program/Course Development	Board of Trustees has final approval of all new program/course curriculums. The District provides supporting research necessary to develop new programs such as labor market analysis, and demographics of the community. They also provide analysis of program/course productivity and monitor, in partnership with the college, resources available for new programs. Contract Education is a primary responsibility of the District.	Program/course development is the primary focus and responsibility of the college and faculty therein. All new programs/courses must follow the college curriculum approval process via the College Curriculum Council that reports to the Academic Senate. New vocational programs also go through a regional approval process. The college CIO and Vice President of Continuing Education oversee all curriculum processes and report to the president.
Course Scheduling	The District has responsibility to negotiate the instructional calendar with the faculty union. Those negotiations ultimately impact the scheduling process for the majority of classes.	The colleges are accountable for developing a schedule of classes that reflect the needs of most students. It is the responsibility of the college CIO, vice presidents, and the deans to develop a schedule of classes that meets the FTES goals of the college/district in a productive and efficient manner.
Program Review	The Assistant Vice Chancellor of Educational Services provides assistance to the college in the development of a program review model. The district research division provides research data that is necessary for any program review. This data includes a productivity measure, course/program student success data, student demographics, and department faculty full-time to part-time ratio.	The colleges, primarily through each Curriculum Council and Academic Senate, develop the program review model. The program review model and the review model process are reviewed on a cyclical basis for its effectiveness. Each program is reviewed every three years. The results of program review lead to appropriate changes within the program to improve student learning outcomes.

RSCCD Functions/Mapping of Responsibilities

Function	District	College (including Continuing Education)
Admissions	Contribute enrollment information for the comprehensive enrollment management reports.	- Ensure compliance with relevant sections of the Education Code and Title 5. - Ensure application and student enrollment data is complete, correct, determine residency, and enforce CAP status, MIS Data Element accuracy. - Each college has a comprehensive A&R department which provides: 1. Year-round application, registration, and enrollment services to current and prospective students. 2. Course roster services for all academic programs. 3. A multifaceted enrollment system for semester-long, short-term, and hourly courses as well as specialized support for specialized academic programs. 4. Functional parameters for enrollment services processing and infrastructure monitoring in partnership with ITS. 5. Oversee implementation of state and local academic policies as appropriate.
Records	Review legal sufficiency of subpoenas and judicial orders for student records.	- Manage all student records, evaluations of transcript grades, petitions and waivers, including imaging and storage. - Oversee and/or process grade changes, A & G petitions, probation and dismissals. - Process all student transcript requests. - Produce temporary, permanent, grade, and enrollment verification rosters for all course offerings. - Manage and maintain faculty records, rosters, attendance and grade reporting which includes imaging and storage. - Maintain an integrated student records database resulting in the creation of one transcript that displays courses at both colleges. - Advertise, monitor, and educate students, faculty, and staff regarding FERPA directory information. - Review record retention policies and schedules annually. - Work collaboratively with ITS to: 1. Continually review and update web site pages. 2. Analyze enrollment reports and the state 320 report.

Function	District	College (including Continuing Education)
		3. Review attendance collection, weekly, daily and positive. 4. Regularly review all related ITS reports and programs. 5. Continually review and update ITS programs related to registration: prerequisite checks, course repetition checks, testing, and class waiver checks. • Maintain auditable admissions, attendance, and transcript files. • Transcript and record keeping services for all affiliated enrollment (online as appropriate). • Develop and update electronic and paper versions of key A&R forms. • Manage all archival educational records and back up documents. • Oversee scanning, imaging, and organization of academic records. • Evaluate academic records for degree and certificate completion • Issue diplomas and certificate of completion. • Evaluate and certify students' eligibility for VA Benefits
Financial Aid	• Accounting - Completes a portion of the FISAP and MIS reports, manages program accounts, mails disbursements, performs monthly reconciliation with IFAS, invoices and recovers overpayments and over-awards to students, balances monthly expenditures with Student Placement, manages the Perkins portfolio and handles fraud and forgery issues. • ITS - Generates checks for disbursements, runs numerous financial aid reports, and provides technical support in creating new required types of reports and interfaces with the mainframe on Datatel and PowerFaid.	• Counsel and educate both students and parents in the application process and the completion of required documents. • Conduct classroom presentations for in-reach purposes. • Create and update all financial aid forms and documents. • Create student files and perform computer work for processing. • Process Financial Aid applications and corrections, performing needed analysis to derive an EFC. • Perform verifications and analyze tax returns. • Clear discrepancies; edit checks, data matches and NSLDS. • Monitor and evaluate Satisfactory Academic Progress and conduct Appeal Committee meetings. • Implement state and federal assistance programs, including Cal Grant, Pell Grant programs, FSEOG, FWS, Perkins Loans, Subsidized Stafford Loans, Unsubsidized Stafford Loans, Parent Loans, Chafee Grants, EOPS Grants and Book Vouchers, CARE Grants, Scholarships, Board of Governor's Fee Waivers, Americorp Awards, and Emergency Book Loans.

Function	District	College (including Continuing Education)
		• Complete a portion of the FISAP report for submission to the Department of Education. • Process all BOGW's. • Conduct loan workshops and exit counseling for student loans. Process FFELP loans through lenders and guarantee agencies, prepare loan checks for disbursement and reconcile at appropriate intervals. • Calculate and process Title IV refunds and over-award repayments. • Use professional judgment for special circumstances and dependency overrides. • Reconcile Federal Work Study earnings for year-end reporting. • Conduct internal staff training, especially with ITS and the Accounting department for data and financial reporting, keeping abreast of changing federal and state regulations, create new policies and procedures as processes change, and attend conferences, training and workshops to maintain professional currency as appropriate. • Participate in the decision making of the expenditures of the BFAP Administrative Allowance, the purchase of equipment, marketing items, advertisement and organizing financial aid events and the BFAP year-end report. • Coordinate processes and conduct in-services with Accounting, Student Business Office, Cashiers Office, Admissions, Bookstore, Student Activities, Academic Counselors, Faculty, EOPS, Placement, Outreach, Scholarships, and the Computer Center. • Retrieve FAFSA applicants from the Central Processor, notify students with required documents and transmit corrections to electronic ISIR records. • Manage the Web Grant system for Cal Grants B and C. • Use the main computer system to order all student disbursement checks. • Create the Disbursement Schedule, Award Policy, Student Budget, SAP policy and maintain the Policy and Procedure Manual. • Manage the program funds associated with the awarding of financial aid. Complete the FISAP, COD, MIS reports and reconciles all funds. Coordinate the enrollment file, SSCR, Clearing House and GPA verification transmittal with ITS.

Function	District	College (including Continuing Education)
		• Create parameters for the Return to Title IV software system. • Maintain all required financial aid records associated with program reviews and audits, including MIS reports (which are developed in conjunction with ITS), and enrollment and graduation reports (for submission to the FA Clearinghouse). • Coordinate and educate staff and administrators about changes in regulations. • Prepare and submit periodic reports to public agencies. • Coordinate financial aid outreach and awareness programs community-wide and in coordination with internal and external agencies and departments.
Health Services	• Monitor TB testing requirements for faculty and staff. • Provide training and competency testing for Automatic External Defibrillator (AED). • Receive and review student, visitor and staff injury reports. • Serve as members of RSCCD Safety Committee.	Provide a wide range of ambulatory care services for students including: 1. Health care services to all eligible students. 2. Immunizations, TB testing, blood testing. 3. Physician appointments. 4. Ovulatory control, emergency contraception. 5. Low cost medications and prescriptions. 6. Co-sponsors campus-wide health events such as blood drives, alcohol prevention. 7. Emergency response on campus including integrated AED program. 8. Psychological services including crisis intervention. 9. Educational programs to promote wellness. 10. Medical and psych referral services. 11. Staff and faculty first aid, TB testing and influenza vaccinations. 12. Clinical sites for nursing students and medical assistant programs. 13. Post-doctoral internship for Psych Services. 14. Referral to external providers in the greater Santa Ana area. 15. Support services for employees as appropriate. 16. Co-sponsors campus wide health events such as blood drives.

Function	District	College (including Continuing Education)
Community Services	• Provide employee processing and payroll services for community services instructors. • Provide information on economic development programs to community services for inclusion in program materials.	• Provide a fee-based, self-supporting, not-for-credit program of educational and recreational class offerings designed to complement the college's credit and non-credit course offerings curriculums at both Santa Ana College (SAC) and SCC. • Produce three annual class schedules published and mailed to geographically identified services areas. • Develop program offerings designed to have broad-based appeal to college service area constituencies as well as respond to emerging participant markets in our communities. • Foster partnerships with college faculty and staff to maximize course offerings and expanded instructional opportunities. • Maintain close coordination between sister college programs. • Develop plan for on-going assessment of community needs at both colleges service area. • Serve as a marketing tool for entry into college credit and non-credit programs.
Student Life and Leadership	• Evaluate liability exposures for activities and issue certificates of insurance as required.	• Coordinate programs and events for diverse students. • Collaborate with campus community to implement leadership programs focusing in intellectual and psychosocial development. • Develop student leadership opportunities through workshops and conference attendance. • Facilitate an environment where students can participate in the life of the campus and make recommendations to improve college student experience. • Provide advisory role to members of the student governing council. • Provide advisory role to the programming board. • Provide advisory role to student clubs and organizations through the Inter-Club council. • Provide advisory role in the maintenance of ASB yearly budget. • Assist and advise with ASB's/ASG's yearly elections of officers within the governing council. • Promote district wide efforts to encourage voter registration. • Provide training and resources for student club advisors.

Function	District	College (including Continuing Education)
Hiring	• Advertise/recruit positions. • Maintain applicant tracking system. • Review minimum qualifications/equivalency determinations. • Review selection committee membership. • Conduct prescreening process to include testing, completeness of application, and review diversity of the pool of applicants. • Orient screening committee. • Train EEO monitors. • Review committees' screening criteria and interview questions. • Schedule interviews. • Communicate status of candidacy to applicants. • Make employment offers and determine salary placement • Process applicant for employment. • Enter new employee into HR system and submit to payroll for salary processing. • Place new hire on board docket for Board approval. • Conduct new employee orientation.	• Submit personnel requisition to initiate hiring. • Formulate selection committee in accordance with hiring procedures. • Establish selection criteria/interview questions. • Conduct paper screening. • Conduct interviews. • Recommend finalist. • Conduct reference checks. • Conduct final interview. • Select candidate. • Submit status change to human resources to hire.
Employee Group/Union Contracts	• Conduct negotiations on successor agreements or re-openers with individual unions. • Sunshine district proposal • Administer union contracts	• Administer union contracts in accordance with the agreements.
Risk Management	• Oversee the District's workers' compensation program. Liaison between insurance provider/district/employee. • Administer property/liability insurance program. • Administer claims filed against the District. • Review and interpret legal contracts related to district operations. • Provide, review and analyze certificates of insurance for district functions and outside vendors. • Accept, review, and coordinate response to subpoenas for records. • Monitor incident reports to insure district safety issues are addressed and corrected if needed. • Co-chair the Safety Committee, working with various departments. • Monitor driving records of any employee and/or student	• Responsible for evaluating, reviewing and updating the Student Insurance Plan. • Employee ergonomic evaluations are conducted on an as-needed basis. Recommendations and/or purchase of equipment are arranged. • Liaison between the vendors and the District for the continuation of removal of asbestos from SAC. • Evaluate, design, and advise various departments on implementation of guidelines on appropriate student conduct and field trips safety that strategically limit district liability.

Function	District	College (including Continuing Education)
Benefits	- who drives on behalf of the District. - Handle replacement of lost or stolen district-owned items. - Accept, process and maintain all employee documentation pertaining to employee and retiree health and welfare benefits. - Conduct new hire orientations. - Provide educational programs pertaining to retirement, health, and financial assistance. - Liaison between employees, broker, and insurance carrier regarding insurance related problems. - Coordinate Joint Benefits Committee meetings.	- Encourages staff to attend benefit enrollment meetings - Refers questions regarding benefits to the appropriate district staff.
Auxiliary Services a. Bookstores	Initiate capital projects and building improvements to enhance and expand existing facilities in response to the expanding needs of the District.	College (including Continuing Education) - Provide the necessary educational tools to serve and benefit the students, faculty and staff at all college locations including textbooks, course supplies and office supplies. - Initiate and coordinate with faculty and other personnel the acquisition of textbooks, supplies and special related material required for instructional programs. - Conduct opening and closing buy back of used books at least three times per year and expand to off-campus sites and locations. - Purchase supplies and emblematic clothing and soft goods to meet the needs of all students and the college community. - Order announcements and graduation attire for all graduates, faculty and staff participating in commencement. - Maintain accounting records for special student programs including EOPS book grants, Department of Rehabilitation vouchers, scholarships, Veterans Administration and other student support programs established by the Associated Student Government. - Plan/operate convenience store and continue to expand express services to other college sites and centers. - Develop and place vending machines in remote locations to provide school supplies and testing supplies
Auxiliary Services b. Food Services	Contract management of campus dining and catering services, vending services (beverage and snack), catering truck operations and general support services to the District Office, colleges, sites, centers and child development centers.	- Provide a food service delivery system to meet college needs for students, faculty and staff including catering for district and college sponsored meetings, events, activities and programs and special services to accommodate community and student sponsored events. - Receive suggestions, complaints, and problems from

Function	District	College (including Continuing Education)
Auxiliary Services c. Cashier's Offices	- Develop internal controls and fraud prevention systems for cashiering locations. - Install surveillance cameras and panic buttons.	- Collect fees and process refunds for registration fees, parking, health, student ID, material fees, non-resident tuition and enrollment fees. - Photo imaging and fee collection for staff and student identification (ASB ID and staff ID). This includes continuing education sites and centers. - Accounts receivable and billing for student tuition and scholarships including: Veterans, Roadway, Military, Department of Rehabilitation, Journalism, EOPS, JTPA, GAIN, AQMD. Deferred tuition payments, and auditing and billing for non-resident tuition and fees. - Direct office phone and counter support for inquiries related to registration, including administrative holds and billings. - Returned check collection for all district funds (Clearing, Bookstore, Community Education, and Diversified Funds). - Facilitate peak registration fee collection, staffing and setup.
Contracts	- Review and revise contracts, leases, license agreements and other legal documents to ensure that they conform to district standards, protect the District, and accomplish the purposes of the District. - Coordinate with the Risk Manager and the Director of Purchasing to ensure timely and comprehensive handling of contractual matters. - Implement the contracts approval process so that it will provide for the efficient and effective control of contracts. - Provide technical assistance to all levels of management with regard to contract form, contract process, and the necessity for outside legal counsel. - Conduct training sessions for college and district employees with regard to contract policy and procedures. - Maintain the central repository of contracts for all district operations, colleges and offsite educational operations. - Determine the need for legal advice on contract issues. Serve as liaison between the District and outside legal counsel on contractual issues. - Monitor schedule of all college documents, such as leases, agreements, contracts, memoranda of understanding, and amendments to ensure meeting the deadline for Board of Trustees meetings.	- Provide specifications required by the college that should be included in the contract. - Assess the product or service provided to determine if it is in compliance with the requirements specified in the contract.

Function	District	College (including Continuing Education)
	• Maintain at the District Office appropriate case files and records for contracts from the District, colleges and offsite educational operations.	
Foundations	• Conduct programs and activities that support the District's economic development programs.	• Provide comprehensive program of educational philanthropy for the college and provide staff support to a volunteer board of directors. • Implements fundraising activities that serve as revenue generating opportunities for specific college needs including: scholarships, capital campaigns, college endowments, annual giving opportunities, special events, planned gifts, corporate contributions, outreach to special targeted groups, and development of community centered fund-raising opportunities. • Monitor the foundation's investment portfolio, gift receipting and tracking process, donor recognition programs, and compliance with state and federal audit regulations.
Facilities Planning and District Support Services	• Oversee and coordinate the planning of all major capital outlay projects within the District including implementation of the District's Measure "E" local Bond. • Develop and submit the District's Five Year Construction Plan pursuant to State Education Code. • Provide facility planning expertise to colleges, as requested. • Coordinate the screening and hiring recommendations for architects, engineers, space planners, and environmental consultants. • Provide technical assistance and support for the planning and development of all facility projects within the District. • Keep abreast and up to date on major facility planning issues and provide input to constituent groups regarding development of facilities to meet the long term needs of students and modern educational delivery systems. • Act as liaison in the planning and development of facilities with various state and local governmental agencies having responsibility for planning, construction, regulatory compliance, and environmental review. • Develop and update architectural standards for facility development. • Negotiate and review all leases of property and facilities.	• Work collaboratively with departments and divisions to recommend the hiring of project architects and to assist architectural teams in the planning and development of specific project plans. • Serve as district liaison on college committees dealing with facility planning and development. • Facilitate input, revisions, and updates of the college's Facility Master Plan. • Provide technical expertise to faculty, staff, and administration in the planning of facilities to meet the educational needs of the community. • Develop a college facilities master plan based on the requirements specified in the educational master plan. • The Administrative Services Department serves as the liaison between college divisions and departments and the district staff in the development and implementation of major facilities projects. • Review the facilities inventory and submits changes to the district staff.

Function	District	College (including Continuing Education)
	• Coordinate the construction and implementation of major construction and renovation projects. • Do long-range planning to maximize efficient use of facilities for all district sites. • Maintain and manage all documentation relating to district facilities. This includes keeping blueprints and construction documents organized and available for use; transition to an automation system of CADD drawings; and setting standards for work performed by future architects and engineers. • Maintain, manage and continue to upgrade the building automation systems as funding and technology becomes available. Systems shall be designed and installed to provide support while maximizing efficient use of energy. • Make application as needed and maintain all operational permits required by state, local or national codes or regulations. • Define need, develop scope of work and provide a budget for all state-funded Scheduled Maintenance and Hazardous Materials projects as well as locally-funded Facility Modification projects. • Develop and update building and construction specifications, as well as establish and monitor facility standards for new construction and remodel projects. • Provide technical assistance to the District on matters that relate to building maintenance, grounds or custodial service. • Work collaboratively with departments and divisions to recommend the hiring of project architects and to assist architectural teams in the planning and development of specific project plans. • Serve as district liaison on college committees dealing with facility planning and development. • Facilitate input, revisions, and updates of the college's Facility Master Plan. • Provide technical expertise to faculty, staff, and administration in the planning of facilities to meet the educational needs of the community.	
Facilities Maintenance	(See also Facility Planning and district Support Services) Coordinates facility operation for the District Office including custodial services, grounds, building maintenance, and miscellaneous service contract providers.	• Each college has on-going and direct responsibility for maintenance and operation of its facilities. District personnel provides only technical expertise or assistance on an as-needed basis. • Responsible for the issuance of all building, furniture, and equipment keys and maintaining an inventory of all keys distributed.

Function	District	College (including Continuing Education)
Grounds		Responsible for all repair and maintenance of college landscaping in addition to athletic fields. This includes all plants, trees, irrigation systems, parking lots, walkways and roadways within the college.
Budget	- Devise the annual budget assumptions for review and discussion with the Budget Allocation & Planning Review Committee. Ensure that the recommended assumptions are taken to the Board of Trustees for approval. - Establish the revenue budgets and fixed cost expenditure budgets. Provide campuses with their discretionary allocations. - Serve as a liaison with the District Enrollment Management Committee in determining Full-Time Equivalent Students (FTES) targets. - Prepare and coordinate information for the Budget Allocation & Planning Review Committee. - Coordinate budget preparation and augmentations with the Resource Development department for categorical programs. - Coordinate budget preparation and funds availability with the Facilities department for the bonds and capital outlay budgets. - Revise the budget throughout the year as needed. - Prepare the Tentative and Adopted Budget books and present them to the Board of Trustees. - Produce monthly revenue and expenditure year-to-date projection reports. - Produce monthly financial budget comparison reports. - Prepare forecasts and cost estimations for collective bargaining purposes. - Monitor and provide backfill for classified vacancies when requested. - Comply with external reporting requirements.	- Allocate college discretionary funds to departments, disciplines and programs. - Produce monthly financial report comparing actual expenditures to budget. - Consolidate and submit annual college budget request to the District. - Initiate any requirements for new accounts or changes in allocations to accounts that do not affect the overall college discretionary fund.
Fiscal Services	- Act as a resource to campus and district personnel for any fiscal issues. - Prepare quarterly financial and investment reports for submission to the Board of Trustees. - Monitor cash balances to assure liquidity and diversify funds for better market yield when appropriate. - Prepare monthly cash flow statements for the General Fund. - Ensure all financial reports are completed accurately and	- Responsible for informing the District when a service or product has been received from a vendor and that it meets requirements. This contributes to the timeliness of payment to the vendor. - Accountable for the timeliness of expenditures so that products and services are received the same fiscal year they are booked.

Function	District	College (including Continuing Education)
	filed timely. • Serve as the co-chair of the District Enrollment Reporting Committee. Provide financial information and forecasts as necessary. • Monitor arbitrage calculations for bond proceeds. • Provide for bi-annual actuarial studies on workers' compensation, property and liability, and retiree benefits obligations. • Prepare and submit annual continuing disclosure documents for bond issuances. • Prepare monthly bond expenditures and percentage of completion reports. • Act as a liaison on the Board Facilities Committee. • Prepare and coordinate information for the Bond Oversight Committee. • Ensure all district accounts and funds undergo an annual independent audit. Follow-up and resolve any related audit issues. • Present the audit reports to the Board Fiscal & Audit Review Committee. • Monitor federal, state, and local law changes and revise our practices and procedures as necessary to comply with the applicable provisions. • Prepare financial reports and forecasts as requested. • Maintain the Fiscal Services section of the District's website.	
Accounting	• Serve as resource to all district employees regarding accounting issues. • Develop manuals and provide training to end-users on the accounting system. • Interact with program directors, federal, state and local program agencies and external auditors on compliance and audit issues. • Prepare internal reports for the Board of Trustees and other district users. • Prepare quarterly and annual financial reports for submission to the State System Office and Orange County Department of Education. • Prepare Comprehensive Annual Financial Report as required by and in accordance with the Governmental Accounting Standards Board and generally accepted accounting principles. • Perform reconciliation procedures for district activities with	• Maintain student financial aid records. • Responsible for ensuring product or service rendered by an outside party is received and in working order before authorizing payment.

Function	District	College (including Continuing Education)
	the Orange County Department of Education and all district bank accounts. • Maintain Chart of Accounts, general ledger, subsidiary ledgers and special journals. • Receive and allocate district revenues from local, state and federal sources. • Process budgets, verify and monitor expenditures to ensure compliance with all regulations. • Prepare categorical program financial reports. • Prepare and submit the Miscellaneous Income Tax forms (1099). • Provide capital asset summary and support schedules based on established capitalization and depreciation policies in conformity with generally accepted accounting principles. Assure the capital asset subsidiary ledger is in agreement with the general ledger control accounts. • Receive and record collections from students and employees. • Process financial aid transcripts. • Manage and collect Perkins Loan funds and grant over-awards. • Disburse student financial aid payments. • Maintain student financial aid subsidiary ledgers. • Provide support, bookkeeping services and financial reporting to the District Foundation. • Keep updated and adapt to changes in accounting regulations.	
Payroll	• Serve as a resource to all district employees regarding payroll issues. • Collect, prepare and process timely and accurate payroll, payroll taxes and retirement information for all district employees, including retroactive payments, contract changes, and corrections. • Analyze Human Resources, Risk Management and other source documents to ensure proper payments, taxation and withholding to employees. • Maintain records of employee voluntary deductions and remittances. • Balance and process accruals and usage of all leave types (sick, vacation, etc.) verifying compliance with education code requirements and union agreements. • Assure payroll compliance with federal and state	• Prepare time sheets for all hourly staff, including student assistants, utilized by the college and submit them to district Payroll for processing.

Function	District	College (including Continuing Education)
	regulations and district policies and procedures. • Audit, reconcile and file annual, quarterly, and monthly reports to federal and state agencies including, W-2 forms, W-2C forms, 1099 forms, 941 forms, DE43 forms, etc. • Process and reconcile employee insurance benefit payments for full-time employees, domestic partners, retirees and COBRA. • Participate in new hire orientation workshops. • Partner and oversee third party administration for 403B and 457 plans. • Assist departments with calculating budget cost of new positions. • Keep updated and adapt to changes in accounting, tax and retirement law regulations. • Prepare and update the Payroll Procedures Manual. • Prepare and provide necessary schedules, documentation and files to internal/external auditors.	
Accounts Payable	• Process for payment the general obligations of the District in accordance with current state and federal laws, education code, district policies and procedures and audit practices. • Ensure the accuracy, completeness and appropriateness of payments made to outside vendors for goods and services and to staff for expense reimbursements. • Process payments to students for grants, tuition refunds, stipends and other reimbursements. • Disseminate, explain and interpret district, state and federal regulations related to accounts payable functions. Implement new district policies and procedures resulting from new legislation. • Maintain effective relationships with vendors through timely and accurate payment and respond to inquiries. • Monitor timing of payments in order to take discounts, maintain satisfactory credit ratings and avoid or minimize interest expense and penalties due to late payments. • Establish and maintain vendor records and archiving of files in accordance with county, local and state requirements and IRS regulations. • Prepare and provide necessary schedules, documentation and files to internal/external auditors. • Maintain effective relationships with the Orange County Department of Education personnel and departments. • Coordinate accounts payable activities with the Purchasing Department.	• Notifies district Accounting that the product or service has satisfactorily been received and that payment for that product or service can be made.

Function	District	College (including Continuing Education)
Program Management - Datatel	• Prepare, remit, reconcile and file reports to federal and state agencies including 1042, 1042-S and DE542. • Assess current processes, procedures and reporting needs including process mapping. • Establish and set-up system codes and parameters. • Develop screen and record level security classes for various roles and assign employees to appropriate roles. • Determine approvers and alternates for all departments and assign users to appropriate departments and approvers. • Develop new chart of accounts, including account components, subcomponents and account strings. • Work with Information Technology Services (ITS) to develop procedures to add new users into the system with appropriate security classes. • Determine reporting needs and develop reports to accommodate end-users and external reporting requirements. • Coordinate with other areas (human resources and student module teams) to get the most out of the integrated system. • Determine customization, third party software and other needs in addition to the standard Datatel system. • Coordinate schedules and communications between teams, ITS, consultants and end-users. • Design new documents, including requisitions, purchase orders and checks to comply with user, bank and county requirements. • Lead team meetings and provide administrative support. • Facilitate training and consulting sessions. • Document team implementation issues, alternatives, decisions and reasons for decisions. • Manage all implementation sub-projects including vendor conversion, fixed asset conversion, county account translation and vendor tax ID search. • Test system including various scenarios, module to module and live simulation testing. Identify and resolve problems that arise. • Provide ongoing support to users. • Train end-users in the new financial system, including purchase requisition, general ledger/budget, approvals and introduction and navigation training. • Develop training manuals and desk reference guides.	• Assess current processes, procedures and reporting needs including process mapping. • Establish and set-up system codes and parameters. • Develop screen and record level security classes for various roles and assign employees to appropriate roles. • Determine approvers and alternates for all departments and assign users to appropriate departments and approvers. • Work with Information Technology Services (ITS) to develop procedures to add new users into the system with appropriate security classes. • Determine reporting needs and develop reports to accommodate end-users and external reporting requirements including all state reporting. • Coordinate with other areas (human resources and fiscal module teams) to get the most out of the integrated system. • Coordinate implementation of customizations, third party software and other needs in addition to the standard Datatel system. • Coordinate schedules and communications between teams, ITS, consultants and end-users. • Design new documents including transcripts and applications to comply with state and district requirements. • Lead team meetings and provide administrative support. • Facilitate training and consulting sessions. • Document team implementation issues, alternatives, decisions and reasons for decisions. • Manage all implementation sub-projects including conversion of legacy data, determining and testing file transfers to/from the Datatel system (CCCApply, Financial Aid, etc.), and creating documentation. • Test system including various scenarios, module to module and live simulation testing. Identify and resolve problems that arise. • Provide ongoing support to users. • Train end-users in the new student systems including faculties use of WebAdvisor. • Develop training manuals and desk reference guides

Function	District	College (including Continuing Education)
Enrollment Management	• Work closely with campus personnel to identify external influences impacting enrollment and elicit strategies for enrollment growth. • Prepare and obtain certification for the apportionment attendance reports (CCFS-320) and the apprenticeship attendance reports (CCFS-323). • Develop analysis, historical performance trends, and projections compared to the annual targets. • Assure that the methods of collecting attendance and reporting comply with the education code, regulations, advisories and related publications. • Oversee the adequacy of record retention to support the audit trail. • Improve the system's data extraction reports and efficiency in reporting information. • Oversee the system conversion for attendance gathering. • Coordinate completion and submission of the Lifetime Learning Credit and Hope Scholarship forms (1098-T). • Present and discuss Full-Time Equivalent Students (FTES) projections and trends to the District Enrollment Management Committee. • Prepare documents and reports as required or requested by State agencies or district personnel working in collaboration with campus personnel. • PAGR uses data to modify PR and advertising strategies to support enrollment growth and student retention.	• Identify needed revisions to the college projections and collaborate on the suggested changes. • Provide guidance relative to new and revised education code sections and regulations; assure adequacy of record retention. • Coordinate the college portions of streamlining reporting and reducing the labor content; collaborate on system conversion related to attendance.
ITS - Academic Support	• Provide site-licensed operating system and business application software supported by Application systems • Provide technical expertise of hardware/software specifications to college that not only meet district standards but also instructional requirements • Provide technical searches, demonstrations, developments and solutions • Provide reliable and effective-cost network infrastructure to end-users (students and faculty) • Develop system and maintain instructional inventory of hardware and software this is a college function • Develop effective system in deploying, maintaining and monitoring classroom equipments and software this is a college function • Provide technical assistance to faculty, staff, and students on an as-needed basis ITS provides some IT hardware replacement parts such as hard	• College has responsibility for training its faculty on using the equipment and software • College is responsible in purchasing/upgrading instructional software and equipment for faculty • College is responsible in funding technical training(s) for district technician(s) on unique instructional software/hardware • Provide internship program under ITS • Provide technical assistance to faculty, staff, and students on an as-needed basis • Work closely with Media Systems department to support classrooms • Procure and maintain academic servers • Assist faculty and staff with all ITS needs with academic support acts as liaison between ITS and college staff • College is responsible for purchasing miscellaneous IT supplies such as toner cartridges for hardware

Function	District	College (including Continuing Education)
ITS - Application Systems	disk drives • Integrated Enterprise Resource System (Datatel) • Third Party Vendor functionality and integration into ERP • State MIS Reporting • District Research data warehouse • Foundation System • Internal Web Services/intranet/portal • Dot Com Web Services	• College/Department specific reporting • Web Services
ITS - Data Center Operations	• Application Server Farm • Data Storage Farm • Data Processing Operations	• Academic Forms • Student Services Forms • HR Forms • Fiscal Forms
ITS - Network Administration	• Procure and maintain Administrative Servers (Windows and Unix) • Design, implement and maintain Network and infrastructure equipment • Develop mechanisms to manage network growth and internet bandwidth usage • Develop mechanisms for safe and reliable network, e.g. firewalls, antivirus, intrusion systems • Responsible for backups of enterprise and departmental systems • Telecommunications system	• College Help Desk receives all college related technology problems. Academic Support reassigns or works with the ITS network team to resolve the issue. • Identifies network issues and collaborates with network administration for resolutions. (Examples are network switches, infrastructure cable, wireless access, Blackboard, bandwidth, and phone matters) • Identify technology expansion requirements with college staff. Relate needs to the ITS network administration to determine solutions. • Maintain communication with district ITS staff to meet the needs of the colleges related to new buildings, staffing issues and vendor support.
Internal Auditor	Internal audit functions are part of the internal control structure of the District. This function provides independent review, assessment and constructive feedback regarding operations throughout the District. The expertise of the internal auditor provides the District with a back up to various fiscal functions including accounting research, budget analysis, bond issuance functions and managerial functions as necessary. The main functions of the internal auditor include: • Evaluate the adequacy of the internal control structures of the District. • Assess compliance with written policies and procedures. • Investigate reported occurrences of waste and fraud, and recommend controls to prevent or detect them. • Conduct audits, reviews and examinations of activities and transactions throughout the District. • Assist management in evaluating district financial activity. • Assist in internal investigations by documenting, compiling,	• Review current operations to determine if they are in compliance with board policy and administrative regulations. • Working with the District, implement all corrective action recommended by an internal or external audit.

Function	District	College (including Continuing Education)
	analyzing and maintaining custody of evidence. - Review systems established to ensure compliance with policies, plans, procedures, laws and regulations which could have a significant impact on operations. - Review the reliability and integrity of financial and operating information and the means used to identify, measure, classify and report such information. - Review the means of safeguarding assets and, as appropriate, verify the existence of such assets. - Review and appraise the economy and efficiency with which resources are employed. - Review operations or programs to ascertain whether results are consistent with established objectives and goals and whether the operations or programs are being carried out as planned.	
Purchasing	- Assure compliance with federal, state, district rules and regulations. - Execute procurement of all merchandise and services required by the District, in accordance with the appropriate government regulations and board policy. - Manage competitive quotation or bid process, and use cooperative purchasing when feasible. - Prepare, evaluate, analyze and recommend awards of bids for service contracts, equipment and supplies. - Maintain contractor insurance and bonding certificates. - Maintain database and control for service contracts, independent contractors/consultants, leases and rental of property and facilities. - Execute service contracts, and manage services for maintenance agreements which are centralized. (Copiers, hardware/software maintenance, elevators, parking lot sweeping, landscape, etc.) - Provide training for the online requisitioning system and maintain training manuals. - Maintain the Record Retention & Destruction Board Policy.	Prepares purchase requisitions identifying the specific product or service required and forwards them district Purchasing to prepare purchase orders.
Warehouse & Inventory Control	- Ensure shipments of received supplies and equipment are correct, undamaged and delivered to departments and sites. - Make arrangements for the return of items to vendors. - Follow-up on non-delivery or late delivery of orders. - Deliver surplus property from surplus storage site to requestor. - Maintain moveable equipment inventory (fixed assets),	- Maintains a nominal amount for furniture and equipment which is intended for re-use at the college. Identifies other surplus furniture and equipment to be sent to the district Warehouse. - When a need for furniture or equipment surfaces, contacts the district Warehouse to determine if the item is available.

Function	District	College (including Continuing Education)
	• upgrades or equipment, deletions and transfer of equipment. • Prepare inventory reports and reconcile inventory. • Tag all inventoriable equipment. • Coordinate public auction of surplus property and make arrangements for disposal of remaining items. • Maintain district records and when requested, coordinate the delivery and return of record to Schick Storage facility.	
Mailroom	• Provide mail services to all sites. • Prepare mail for delivery to post office. • Sort incoming U.S. mail and distribute to departments and sites. • Sort packages from U.S. post office, UPS, Fed Ex, etc. • Send and receive fax correspondence. • Maintain department and faculty mailboxes.	• Each college and continuing education center has their own mailroom where U.S. mail, outside deliveries and intra-district mail is received and sorted. • Each college and continuing education center also prepares mail and packages for pick up by the district mail service, delivery companies and the U.S. Postal Service.
Safety & Security	• Monitor scheduling of district Safety Officers to ensure adequate and appropriate security coverage exists at all sites and for special events • Spearheaded state-of-the-art security surveillance systems in strategic locations within district property and various campus locations. • Coordinate response to serious incidents and emergencies • Respond to changes in the environment at and around our facilities by recommending policy changes relating to safety and security • Facilitate, coordinate and conduct training activities for district safety staff • Conduct safety and security surveys • Review and update department policies and procedures • Provide training support for district safety officers at all sites • Maintain accurate crime statistics and ensure they are reported to the District and college communities and to the federal Department of Education • Advise district and site administrators on safety and security concerns, and provide updated information regarding significant incidents • Provide technical expertise to administration, staff, faculty regarding possible solutions to safety and security problems • Participate in shared governance discussions at colleges, sites, and centers • Perform payroll and purchasing recordkeeping functions for	• Monitor crime reports and direct increased patrol activities to those areas where crime occurs. • Conduct crime prevention and awareness programs, including alert bulletins, awareness presentations to staff and student groups, safety posters, and email reminders. • Work with Administrative Services staff and Maintenance and Operations Department to identify and correct safety hazards. • Monitor fire and life safety alarm systems, and intrusion alarms systems to ensure proper functioning and to ensure timely response to activated alarms. • Respond to criminal incidents and other emergencies rapidly and appropriately. • Maintain accurate documents about incidents and daily activities. • Maintain effective Lost and Found Property procedures. • Work closely with other departments in handling student disciplinary problems. • Patrol campuses effectively to deter crime and to be available to provide assistance, information and safety and security related services to students, staff and guests. • Enforce parking regulations and direct traffic on campus. • Provide security coverage for special events. • Working with the Administrative Services Department, prepare and maintain an emergency preparedness plan for each site.

Function	District	College (including Continuing Education)
	district safety and security department - Support and advise College Safety Committees and College Emergency Preparedness committees - Liaison with local law enforcement agencies to ensure cooperation and coordination with department - PAGR communicates, shapes and directs internal and external communication during times of crisis.	Conduct emergency drills
Environmental Safety & Emergency Services	- Develops, implements, and maintains procedures, guidelines and/or training programs to ensure federal and state compliance in the following: Environmental Health, Occupational Safety, Emergency Preparedness, Hazardous Materials Management, Hazardous Waste Management, Laboratory Safety, and other programs necessary to ensure a safe and healthful environment for faculty, staff, students, and visitors. - Develop web-based communication systems for dissemination of environmental health, safety and emergency preparedness information *PAGR supports this function by shaping and disseminating information to employees regarding emergency preparedness and related safety issues. - Serves as the District Office recycling coordinator	Performs, and coordinates district-wide facilities inspection programs to ensure that hazards are identified and corrected. Serves as the District's liaison with CAL/OSHA and other regulatory compliance inspectors and participates in their inspections of the campuses. Provides training and technical expertise to faculty, staff, and administration in areas of safety, and environmental health, and emergency services.
College Advancement		- Responsible for the overall development and maintenance of programs that generate community goodwill and financial support for the college. - Develop and monitor college fundraising activities in close collaboration with college foundation. - Direct college alumni activities and serve as community liaison. - Develop and oversee student-centered programs and events that generate revenue for college and student needs - Solicit and disburse funds for scholarships and other program needs.
Transportation	Review driving records and maintain vehicle inventory for insurance purposes.	Responsible for maintaining vehicles assigned to the college. This would include passenger vehicles, trucks, vans, and all utility carts. Administrative Services is also responsible for the assignment of owned or leased vehicles as well as arranging for all rental vehicles including those used for athletic teams and class field trips.

Function	District	College (including Continuing Education)
Facilities Usage	Review liability exposures for users of district facilities and assist uninsured users with obtaining insurance coverage.	Handles all requests from external groups who request usage of college facilities.
Function	District	College (including Continuing Education)
Policies	- Oversee and coordinate revision and development of new board policies and administrative regulations with appropriate staff. - Provide liaison to Chancellor's Cabinet and Board Policies Committee for BPs and ARs. - Provide liaison with CCLC policy subscription service, using their service for consultation and updated legal news. - Responsible for finalizing BP and AR text. - Maintain BP and AR manuals on Intranet. - Communicate BP and AR changes and updates to faculty and staff. - Prepare board docket items related to new or revised BPs. - Answer questions regarding RSCCD BPs and ARs.	- Provide advice and input relative to new and revised BPs and ARs, as requested. - Identify needed revisions, as appropriate. - Ensure faculty and staff awareness of BPs and ARs. - Ensure compliance with BPs and ARs.
Planning	- Facilitate annual review and revision of Board vision and goals. - Facilitate implementation of RSCCD "Plan to Plan". - Provide external and internal environmental scanning information for planning. - Implement special plans, as requested. - Provide planning expertise to colleges, as requested.	- Implement college portions of RSCCD "Plan to Plan" model, i.e., use Board vision and goals to inform and update college plans and goals. - Provide feedback to Chancellor and Board regarding progress towards goals and review of Board vision and goals. - Maintain college master plans and other plans, implement college plans, and evaluate college planning process and progress towards goals.
Resource Development/Grants	- Provide research, coordination, writing and editorial support for planning and development of grant proposals. - Submit grant proposals to funding agencies. - Develop line-item expenditure budgets. - Take budgets, grant-related contracts, and subcontract agreements to docket. - Provide timely grant-related information to relevant departments and individuals. - Provide Grant Development and Management Handbooks on the Intranet. - Provide ongoing grant management technical assistance to grant-funded project staff.	- Define college approval process for seeking grant funding. - Obtain college leadership approval for submission of grant proposals. - Plan and develop grant proposals. - Implement and manage most grant-funded projects, including budgets. - Responsible for completing forms, including status change forms, budget change forms, transfer of expenditure forms, purchase requisitions, load sheets, and payroll sheets. - Complete non-financial progress and final reports required by funding agency. - Responsible for compliance of project activities with

Function	District	College (including Continuing Education)
Economic and Workforce Development	• Provide customized training, testing and assessment services for business and industry on a fee basis. • Maintain close liaison with district credit and non-credit sites as well as with community colleges statewide. • Manage the EWD Workplace Learning Resource Center services with community college economic development programs both within and outside of the District. • Develop and enhance training programs designed to serve local workforce needs. • Identify and expand new and developing markets. • Create partnerships. • Responsible for the operations/program, resource development, and promotion of the Workplace Learning Resource Center and the ACT Center. • Strategic planning and system building for workforce development. • Serve as a resource for district and statewide community college system for training needs. • Deliver economic development services by contract. • Provide no-cost business consulting and low-cost training for existing small businesses and future entrepreneurs. • Conduct job market studies for potential, new and ongoing vocational programs. • Develop labor market surveys for occupational programs. • Manage district VTEA contract. • PAGR provides support to key events with publicity and strategic counsel. Examples include the annual Feria Para Empresarios event, the SBDC, IWE and the programs of the California-Mexico Trade Center.	• funding agency. • Cooperate with Resource Development and Accounting department staff to ensure proper execution of grant project. • Share responsibility between college and District for liaison with funding agencies. • Coordinate career education and workforce development programs and services. • Represent college on district, local, regional and state workforce committees. • Develop and implement strategies for achieving college goals and objectives related to career/occupational/workforce education. • Plan and develop new certificate and degree programs. • Provide leadership for marketing and outreach for high schools, special populations and community. • Collaborate with college departments to plan, develop and implement programs and partnerships with business and industry. • Plan, develop and maintain the college's compliance with appropriate state and federal regulations and policies related to workforce development programs. • Research and prepare a variety of regular and special reports related to career education and workforce development programs. • Provide leadership and supervision for the articulation program with K-12/ROP. • Develop instructional contracts with business and industry. • Create working partnerships. • Review and revise as necessary existing programs to meet industry needs; work with Technical Advisory Committees. • Seek out new training program and expansion opportunities for economic development to meet industry needs. • Market and promote opportunities for job training to community, high schools and special populations.
Research	• Conduct and coordinate institutional research function for colleges and district. • Complete some government mandated reporting (such as IPEDS, SRTK). • Coordinate, monitor and report state performance	• Identify and request research, as needed. • Provide input for the annual research agenda and prioritize research needs of the college. • Conduct routine research to support college program needs, such as program monitoring.

Function	District	College (including Continuing Education)
	- measures (ARCC, VTEA). - Design, conduct, and publish “regular” statistical studies (such as enrollment trends, graduates and persistence reports) to assist in RSCCD’s policy and program planning and development. - Design, conduct, and publish “special” studies to meet departmental, institutional, community, and state/federally-mandated requirements. - Coordinate, assist, guide, and/or support faculty, staff and other individuals conducting research activities. - Coordinate college and district data collection requests from outside agencies. - Validate assessment test course placement instruments used at the colleges. - Respond to research needs in support of departmental activities and grant proposals. - Administer surveys to students, staff and community members. - Develop and maintain outside data sources (NSC, OCLBC, CalPass). - Maintain online data query tools for staff. - Collaborates with PAGR on surveys for employees as part of the PAGR employee relations program. - Collaborates with PAGR on other surveys and research efforts to support the District’s communication program.	- Assist in data gathering for research, as needed. - Review report drafts, disseminate research findings, and use research results appropriately in planning and decision making. - Use “research protocol” for requesting permission to conduct research for non-college-specific purposes.
Child Development Services & Centers	- Provide oversight for operation of CDC’s at all district sites. - Monitor regulations for operation of centers. - Monitor enrollments in relation to contract awards for state, federal and local funding. - Maintain all records and reporting requirements – personnel, financial, grant, state and federal. - Facilitate outreach/marketing plan for all centers. - Collaborate with other divisions/departments. - Supervise all staff (management, certificated, classified) at all centers.	- Refer students for service at the centers. - Coordinate services for special classes of students such as CalWORKS. - Provide maintenance for physical environment. - Facilitate integration between Centers and the Human Development Instructional Departments.
Digital Media Center (DMC)	- Incubate digital media companies that demonstrate the potential for high growth and the creation of livable-wage jobs. - Conduct needs assessments and provide services to help businesses achieve their goals.	- Promote the economic development/job creation mission of the DMC by developing and participating in collaborative, integrated programs within the DMC, that prepare students for employment. - Promote and supervise college instructional programs

Function	District	College (including Continuing Education)
	• Augment and enhance services through relationships and partnerships with other service providers • Monitor businesses to assure that agreed upon milestones are met and resources are used prudently and cost-effectively • Work with incubator companies and affiliate clients to establish their operations in the surrounding area. • Schedule and coordinate facilities maintenance and operations services. • Manage the facility. Schedule and coordinate facilities maintenance and operations services. • Oversee DMC advisory group that assists in advocating the program and identifying qualified candidates for incubation. • Schedule and reserve incubator facilities. • PAGR advises the DMC leadership on marketing, advertising, PR, branding and key events. • PAGR promotes and publicizes the DMC to the media and key constituency groups.	• that foster digital media in the region. • Provide student services for students attending instructional programs at the DMC. • Participate in the collaborative environment among faculty, staff, students, businesses and clients of the DMC. • Purchase and maintain instructional equipment. • Schedule and reserve two instructional conference rooms, three classrooms, and TV/video studio spaces.

Function	District	College (including Continuing Education)
Board of Trustees	Establish structure and create policies related to governance.	
Academic Senates	Provide input directly to the Board on professional and academic matters.	• Academic Senate Presidents attend all Board meetings. • Serve as representatives on all college and district governance committees. • Recommend to the Board annual approval of the college curriculum to include new, revised and/or deleted programs and courses. • Maintain a relationship directly with the Board of Trustees per ABI 725.
ASB/ASG	Provide input to the Chancellor and Board of Trustees on student matters as they pertain to governance.	• Coordinate programs and events for a diverse student body. • Institute variety of programming for students focusing on social, intellectual, and emotional development. • Provide advisory assistance to student clubs via the ASB/ASG Inter-Club Council (ICC). • Coordinate student body president and vice-president

Function	District	College (including Continuing Education)
		elections each spring and Senator elections each fall. • Work directly with the ASB/ASG President as he/she selects the Executive Cabinet. • Provide an environment where students can make recommendations to improve the college student experience. • Coordinate the interview process for the selection of the Student Trustee. • Edit ASB/ASG publications to ensure appropriateness of language and content. • Oversees the allocated budget. • Empower students to be proactive regarding student concerns and causes. • Develop student leadership opportunities through conferences and workshops. • Ensure adherence to high ethical standards. • Provide resources for club advisors to effectively oversee the campus organizations. • Participate in various campus wide committees through shared governance.

Function	District	College (including Continuing Education)
Community Relations • Enhance, monitor and manage community relationships primarily with external constituents.	• The District shares responsibility for community relations with the colleges. • It creates and maintains programs that build goodwill for the organization and improve the quality of life within the service district, as well as with communities of common interest. These include: the community advisors program, speakers' bureau, participation in community events, voter education and registration efforts, publication of a newsletter with college collaboration, participation on community improvement committees, and the production of an annual report. • The college District participates in capacity-building initiatives that increase the residents' ability to benefit from college programs.	• The colleges facilitate communications with neighbors and neighborhood associations, seeking their counsel, as well as sharing plans that affect that locality. • Public Information Officers (PIOs) at the colleges represent the college to the community, providing them with timely information about matters of local interest and significance. • The PIOs write and edit newsletters about the colleges that are mailed to adjacent households, foundation members and alumni. • The PIOs support the college presidents with communications strategies and participation with neighborhood/homeowners association meetings and other appropriate community groups, gathering insights into current issues affecting the colleges and their operations. • The PIOs support college leaders with public relations strategies and speech-writing; and plan,

Function	District	College (including Continuing Education)
		write collateral for and support the coordination of special events - directed toward internal and external audiences. College community also shares key information with the PIO to support a strong community relations program.
Employee Communications - Provide opportunities and tools that facilitate two-way communication amongst employees, administrators and faculty. - By engaging employees, build employees' understanding of the colleges and district's internal "brand" that manifests itself in the programs and services delivered to the community and students. - By creating a sense of community, goodwill is created among employees in support of RSCCD's mission.	- In concert with the colleges, the district PAGR staff helps facilitate dialogue amongst all employees about workplace issues and trends. - The PAGR staff coordinates luncheons with the Chancellor—small group, informal gatherings held at sites throughout the District. - PAGR produces the <i>Rancho View</i> newsletter, which promotes communication and understanding amongst employees district-wide. - PAGR leads internal communication strategy development for particular issues/events that incorporate tactics, including employee surveys, employee forums, and Eblasts. - PAGR frames internal communications efforts about potentially negative or controversial issues/events to ensure that key stakeholders are well informed.	- The PIOs take the lead on facilitating intra-college communication, especially on single-college or single-site issues. - PIOs produce employee newsletters that are distributed within each college, updating employees on key events and initiatives specific to the college. - The PIOs support employee-focused special events using print and electronic channels. - The PIOs frame college-specific internal communications efforts about potentially negative or controversial issues/events to ensure that key stakeholders are well informed. - The PIOs provide the college president and top-level campus cabinet leaders with strategies relating to internal communications. - The college community provides information about staff recognitions and achievements to the PIOs for employee communications tools and PR activities.
Governmental Relations Advises the Chancellor, the Board of Trustees,	- The District leads this functional area, representing the colleges and their issues to elected and appointed representatives at all levels of government. - With counsel from the Board of Trustees, the	College employees provide information about the impact of specific legislation on students, programs, and services to support the District's advocacy efforts.

Function	District	College (including Continuing Education)
and campus leaders about public policy agendas and legislative issues. - Serves as the liaison to elected officials at all levels of government. - Monitors and advocates for legislation at a state and federal level to optimize services to students and the community, and to safeguard and/or advance the interests of the college district.	Chancellor and Cabinet, the public affairs Executive Director develops state and federal public policy agendas. - Researches the legislative impact of specific bills on students, programs and services. - Serves as the District's chief liaison to elected officials and their staff, meeting with them annually and sustaining lines of communication to ensure our collective voice is considered and heard in decision making at local, state, and federal levels. - Initiates strategic activities, supervises and directs contracted political consultants, and participates in legislative committees of county and state Chambers of Commerce, the Orange County Legislative Task Force, and the Orange County Business Council. - Arranges for elected officials to recognize stellar students, staff, programs and achievements.	- College leaders, employees and students may also be asked to accompany the Executive Director, Board members and/or Chancellor on key legislative visits and/or to participate in the annual legislative advocacy trips to Sacramento and Washington, D.C. - College leaders also share information, gleaned from key meetings and industry associations, about current and pending legislation to support the construction of public policy agendas for the District. - Campus public information units work closely with the executive director to ensure that governmental relations support campus-level Public Relations (PR) activities, events, etc.
Graphic Communications - Communicate college and district values in print and electronic media. - Support brand identities and graphic standards of excellence.	- District graphic communications team designs for print and electronic media in consultation with the public affairs communicators and publications team. - Organizes and prioritizes projects, including those intended for instructional, informational, public relations and marketing purposes. - Projects are allocated among graphic designers and desktop publishers based upon initiating source, project familiarity, scheduling availability, and practitioners' specialized expertise.	- Graphic designers and desktop publishers are assigned to each college primarily to support college-initiated communications. - They work with college employees, PIOs and other communications professionals within PAGR to produce of a wide range of projects and applications. - Each supports selected district-initiated requests. - Particular effort is made to keep the college brand identities strong and maintain high standards of visual design in print and electronic media.
Marketing Sustain enrollment, sustain the visibility of the colleges and college district brands, and support enrollment growth through a variety of internal and external marketing efforts.	- Marketing responsibilities are a collaboration between the communications professionals within PAGR, the college president designees and other departments. - PAGR leads the District's Marketing Committee. - The Marketing Committee's efforts focus on advertising messages and medium selection, employing well structured ads and promotional tools that advance the visibility of college programs and services. - PAGR communications professionals, located at the District Operations Center, support marketing assistance requests from District Operations Units.	- Public Affairs and graphic design professionals manage requests for marketing assistance originating with college-located managers. - The PIOs at the colleges identify marketing needs in consultation with departmental managers, ascertain budgets, develop appropriate messages and mediums, and then coordinate collateral production and advertisement placements. - All such efforts are designed to sustain and increase college program enrollments or stimulate sales of specific services.

Function	District	College (including Continuing Education)
Media Relations • Seek third-party credibility by working directly with persons responsible for the editorial (news and features), public service and sponsored programming products of mass media in all mediums—print and electronic. • Take a leadership role in shaping crisis communications plans and strategies to ensure that critical messages are delivered in a timely manner to the community in times of crisis.	• As outlined in AR 1000, the PAGR communicators at the District Office take a leadership role in recommending and implementing the most appropriate strategies, tactics and channels for the release of newsworthy information having district-wide implications or impacting both colleges. • PAGR communicators advise and support campus PIOs and the communications units enable the colleges to seek and seize all available media opportunities to advance the visibility of stellar programs, staff and students. • The PAGR communicators assess how to position the District in national, regional or local media coverage by analyzing current trends, events, and news and crafting media pitches that maximize positive exposure for the institution(s) and program(s). • The PAGR communicators at the District Office manage media relations for administrative appointments, events, economic development programs, fiscal operations or Board actions, including bond measure-related matters. • The PAGR Executive Director, Director of Communications and Internal Affairs, and Director of Community Relations and External Affairs serve as secondary media spokespersons for the District; primary spokespersons include the Chancellor and other designated district spokespersons. • The PAGR communicators at the District Office are constantly seeking significant stories of potential media interest. • The PAGR communicators at the District Office are readily available to provide counsel in media relations matters. • As outlined in AR 1000, employees who receive media inquiries directly are requested to refer callers to PAGR and asked to notify PAGR regarding the call. • On an ongoing basis, the PAGR communicators help	• As outlined in AR 1000, the college PIOs take a leadership role in determining the most appropriate strategies, tactics and channels for the release of newsworthy information by the colleges. • The college PIOs initiate coverage about college-oriented programs, services and events. • The college PIOs serve as secondary media spokespersons for the campus; primary spokespersons include the president and other designated spokespersons on the campus. • The college PIOs support the college presidents and other top leaders in preparation for media interviews. • The college PIOs take a leadership role in creating and directing media relations strategies to position the colleges in the most favorable light. • The college PIOs actively solicit story ideas from the college community. • The college PIOs collaborate with the PAGR communicators at the District Office on stories and issues that involve both colleges. • The college PIOs interface with the Director of Communications and Internal Affairs and the Director of Community Relations and External Affairs on possible media strategies for college-related stories. • As outlined in AR 1000, employees who receive media inquiries directly are requested to refer callers to the college PIO or to the PAGR staff at the District Operations Center.

Function	District	College (including Continuing Education)
	- prepare district spokespersons for media interviews. The PAGR staff tracks, evaluates and quantifies the impact of the District and colleges' collective media relations activities. - During crises, PAGR communicators serve as spokespersons, prepare the chancellor, Board and college presidents, and establish and direct the media center. PAGR communicators shape, communicate, direct and control internal and external communication to sustain open lines of communication during crises.	
Publications - Provide print bindery and photocopy materials to support instructional, marketing, public relations and other organizational communications goals. - Consult with employees on publications provided by outside vendors.	- The district Publications Department provides reprographic and offset products for administrative operations, public relations and marketing purposes. - Employees throughout the District are encouraged to submit reprographic job requests electronically using the web submission system.	- The Publications Department provides reprographic and offset print products to the colleges for academic, administrative operations, public relations and marketing purposes. - Faculty and staff are encouraged to submit reprographic jobs through the Web submission system. - College copy centers provide attended and self-service quick copy service. Printing or copy services requiring large quantities or special features (e.g., binding, special paper, etc.) are forwarded to district Publications. - College copy centers serve as a distribution point for district publications jobs. - College copy centers train faculty and staff on Web submission. - Provide attended and self-service quick copy service. Printing or copy services requiring large quantities or special features, e.g., binding, special paper, etc. are forwarded to district Publications. - Serve as the distribution point for district publications jobs
Sports Information By communicating about the colleges' athletic programs through external channels, including media outlets, websites and publications, the positive image of the colleges is	- The campus PIO and Director of Community Relations and External Affairs interfaces with the college's Athletic Director and division Dean to ensure that college needs are being met and to forecast any anticipated future needs. - The Director of Community Relations and External Affairs is available to provide counsel on the best practices for athletic publications and events on an as-needed basis.	- The Sports Information Coordinators manage the media relations for intercollegiate athletic teams, college golf tournaments, Hall of Fame events, and all athletic-related events and recognitions. - The college PIOs supervise the Sports Information Coordinators on each campus to ensure that sports information is fully integrated into the campus' and District's communications plans. - At Santa Ana College, the Sports Information Coordinator manages the content of the athletic website and provides maintenance for the site to

Function	District	College (including Continuing Education)
increased within the community attracting more students and encouraging greater community support. By communicating about the colleges' athletic programs through internal channels, including newsletter articles, Eblasts and events, goodwill is sustained among the student body and the employees for the college.		ensure its pages are kept current. - At Santiago Canyon College, the Sports Information Coordinator provides content for the athletic website. - The Sports Information Coordinators at both colleges plan, write and manage the production of publications, including athletic schedule cards, media guides and brochures. - The Sports Information Coordinators provide statistical record-keeping at home athletic events and select away competitions as needed. - The Sports Information Coordinators seek stories that highlight athletic and academic achievement of student-athletes. - The Sports Information Coordinators keep the college PIOs informed about the athletic programs and the PIOs keep the college presidents abreast of the progress of the athletic programs. - The Sports Information Coordinators respond to public inquiries about the colleges' athletic programs and interface with sports information coordinators from other area colleges. - The Sports Information Coordinator regularly interfaces with the coaches, the athletic director and dean to ensure that college needs are being met. - The Sports Information Coordinators communicate with the college community through channels including Eblasts, the college newspaper and internal newsletters about the athletic programs. - The college PIOs lend support and counsel to athletic events of importance on an as needed basis. - The college PIOs review and edit all key athletic publications and releases to ensure for consistent quality and graphic standards.
Web Sites Provide an online presence for the community, faculty, staff, students, prospective students and media to access general, registration and	- Web content management responsibilities for the district web site are a collaborative effort of PAGR, ITS and the nearly 40 content publishers from district departments. - With the addition of the Electronic Media Specialist position (Spring 2006), PAGR oversees the branding and messaging of the web site and trains and assists the content publishers in maintaining web pages for their respective departments. - PAGR collaborates with ITS on any recommended	- Santa Ana College and Santiago Canyon College currently take responsibility for maintaining their own web site content. - Content is maintained through a collaborative effort of the college web committees and educational and service departments. - The college PIOs provide content for the areas that they maintain and update. - College graphic designers provide support in designing new web pages as needed.

Function	District	College (including Continuing Education)
event information related to RSCCD, Santa Ana and Santiago Canyon colleges and educational centers within the District.	functional or design changes of the district web site.	
Intranet • Create a vibrant employee Intranet with updated and relevant information, news and initiatives that allows for two-way communication as appropriate. • Provide an online presence for administration, faculty and staff to access to district policies, handbooks, reports, forms and directories.	• The district intranet is currently a collaborative effort of PAGR, ITS and the content publishers from district departments. • When requested, the Electronic Media Specialist posts calendar items of district-wide import on the Intranet, collaborates in the construction of web pages for district-hosted special events including the Chancellor's Ball. • PAGR also collaborates with ITS on any recommended functional or design changes.	• Upon request, the PAGR staff at the colleges posts information on the Intranet calendar regarding upcoming events and collaborates in the construction of web pages for college-hosted special events.
Media Services	•	• Provide and maintain audio visual equipment used in classrooms for college activities and for many district events.



RESPONSES TO RECOMMENDATIONS

RECOMMENDATION 1:

The college should continue to develop and refine the Educational Master Plan (EMP), as part of its cycle of evaluation, so that the college goals and objectives are clearly identified, are based upon an analysis of qualitative and quantitative data, are measurable, and are regularly re-evaluated. (1B2, 1B3)

PROGRESS TOWARD RECOMMENDATION

Using the mission statement of the district and SCC as its foundation, SCC completed a second Educational Master Plan (EMP) in the spring of 2006 for the years 2007-2012.

The format of the 2002 – 2007 EMP proved to be a successful foundation for the planning and resource allocation for SCC. The document included a collegewide vision, mission statement and goals of the college, as well as discipline, department and program mission statements, goals, objectives, and expected future needs, such as staff, equipment, and/or facilities for each discipline, department, and program (changed to Department Planning Portfolio (DPP) in 2008) The EMP was updated annually and served as a measuring tool to determine the degree to which the college and the DPPs met their stated goals and objectives.

A section was added to the 2007 – 2012 EMP entitled *Assessment of Progress*.

This section provided an opportunity for the college and each DPP to analyze and document the progress made during the previous five years. The qualitative and quantitative information in the *Assessment of Progress* section was obtained from analysis of student success rates, student Satisfaction Surveys, and statistical data on attendance, retention, grades, certificates, degree completions, new programs added, and transfer data. This information will assist in planning for the future.

Progress was also evaluated via program reviews, use of technology advisory committees, program/course quadrennial reviews, budgeting, and evaluations. Taken together, this information evaluated the global progress of SCC toward meeting the established goals and objectives of the original EMP.

The systematic cycle of evaluation, integrated planning, resource allocation, and re-evaluation of all components of the college was made possible by the universal acceptance and use of the EMP. It provides the guide for structured and planned growth of the college, and has proven to be highly effective for SCC.

EVIDENCE FOR RECOMMENDATION 1

2002 – 2007 EMP

2007 – 2012 EMP

Advisory Committee Minutes

Student Satisfactory Surveys

District Statistical Data Report

12 Measures of Success (June 2007)

RECOMMENDATION 2:

Building upon the groundwork and planning timeline in place for instructional student learning outcomes (SLOs), the college should complete the work it has begun so effectively in that area.

PROGRESS TOWARD RECOMMENDATION

The college completed its general education and program student learning outcomes. General education outcomes were completed in 2004.

Next, Student Learning Outcomes (SLO) workshops and training provided faculty with the expertise to develop program level SLOs. Core to the development of program and course SLOs was the understanding that these SLOs supported and promoted student achievement and success within the general education curriculum. The completed SLOs are now part of each department and program's educational master plan and are documented in the SCC Educational Master Plan (EMP) document.

In spring 2007, the Student Learning Outcomes Review and Assessment Committee (SLOARC) and the SCC Curriculum Council began the process of designing a course outline that reflected student learning outcomes for all courses. The result was the development of a student learning outcomes matrix, which requires faculty to identify course student learning outcomes and to indicate the relevance of those student learning outcomes to the general education outcomes. Beginning fall 2007, and each year thereafter, all new courses, revised courses, and courses due for quadrennial review will use the new course outline.

The establishment of general education, program and course SLOs has made it possible for the college to embark on the next phase of its five-year, Title III, SLO plan. In fall 2007, the SLOARC began its review of assessment models and tools. This phase addresses the establishment of assessment methods to measure student progress towards achieving course, program, and general education outcomes.

The resources provided by the Title III

grant made it possible in fall 2007 to hire a statewide SLO consultant who provided all day training on various assessment models to faculty and administrators representing all academic departments. District assessment experts were also included in the discussions and review process. Assessment methods are now being reviewed and faculty has been trained on assessment methodology.

The Student Learning Outcomes and Assessment Review Committee, along with several departments, has begun to address assessment methods for degree and certificate programs. As a result, several academic departments are developing and piloting various assessment tools.

The Educational Master Plan committee is meeting with the SLOARC to develop technology-driven mechanisms that ensure and reinforce the integral relationship between general education, program and course SLOs, and the Educational Master Plan.

In fall 2007, the Curriculum and Instruction Council revised the program review model to ensure that the achievement of student learning outcomes was an integral part of the process. Outcomes Assessment, which includes a series of standards that serve to guide the faculty in their evaluation, is a major component of the model. To determine the standard of excellence in the Outcomes Assessment component, faculty must engage in a review of documented support evidence.

This review includes an assessment of student learning needs and styles, a review of student learning outcomes for each course, an analysis of the assessment of those outcomes, the interpretation of data to determine the extent of student learning, and the degree to which the course level SLOs support general education student learning outcomes. Based on the interpretation, analysis, and evaluation of the documented evidence, faculty assign a rating to each standard in the component. An action plan must be developed for each sub standard rating as well. Faculty members are required to address how their findings will inform their Educational

Master Plan.

Significant progress has been made towards implementing SLOs at the program and course levels. The college is continuing to investigate and study appropriate assessment models that will relate the synthesis of learning for students in all programs and courses.

Complimenting the progress made in developing SLOs for courses and programs, the Division of Student Services has made outstanding progress as well.

In the spring of 2006, the Division of Student Services implemented a comprehensive timeline and framework for the establishment of student learning outcomes (SLOs) within every department and program. When fully implemented, this framework will systematically utilize the department's SLOs in guiding, assessing, and improving all student services departments and programs.

The first planning retreat with program leaders occurred in January 2006; Julie Slark, RSCCD Assistant Vice Chancellor for Educational Services, facilitated the day-long retreat, which featured an SLO primer as well as several small group discussions. On April 9, 2006, the all student services staff meeting was dedicated to *"Starting the Student Learning Outcome Dialogue"* facilitated by John Hernandez, SCC Vice President for Student Services and Julie Slark, RSCCD Assistant Vice Chancellor for Educational Services. This seminar allowed for an in-depth SLO presentation and small group activities with student services faculty and staff, and provided an overview of how this process would unfold.

On June 7, 2006, student services registered for an audio conference on *"Getting Started with Assessment in Student Affairs"* that was attended by approximately 15 program leaders and staff. This audio conference provided critical assessment information to get program leaders thinking about identifying appropriate methodologies when conducting assessments.

On July 17, 2006, student services program leaders once more held a one-day planning

retreat to finalize a student learning outcomes implementation framework. The following outcomes were achieved from this retreat:

- Organizational flow chart that provided a visual of the Student Services SLO framework
- Timeframe and timelines
- SLO Mapping Grid that matched departmental SLOs with the college's learning outcomes
- First draft of an SLO status report that will become a template for an annual report.

The timeframe and timelines were useful in operationalizing the SLO framework. The following timeline items were developed and consequently were completed or are in progress:

- December 2006: each Student Services department identified 1-2 SLOs
- January 2007: Staff development session on Assessment Methods
- End of February 2007: Develop assessment plan for SLOs
- 2007-08 academic year: Implement SLO assessment
- June 2008: submit SLO status report for 2007-08

On January 19, 2007, an in-service training was presented on *"Completing our SLO Framework through Assessment"* facilitated by Dr. Marilee J. Bresciani, Associate Professor of Postsecondary Educational Leadership at San Diego State University. Dr. Bresciani's research focuses on the evaluation of student learning and development. This seminar provided program faculty and staff an opportunity to receive additional training on outcomes-based assessment and provided the necessary "next steps" for finalizing assessment methodologies in each department and program.

To date 100% of all student services programs have defined the expected student learning outcomes for their areas; identified appropriate assessment

methodologies for their expected student learning outcomes; and are all moving forward with assessing their expected student learning outcomes. Several departments have already completed their assessment cycle and all will have documented this process by June 2008 utilizing a standardized SLO Assessment Report template.

Implementation of assessment plans and SLO measurement will continue on an on-going basis; this systematic assessment cycle ensures that Student Services (1) implement identified learning outcomes and identify methods to gather data, (2) interprets the results or evidence of the assessment, and (3) evaluates program goals, activities, and outcomes on an on-going basis to ensure decisions for program improvement, planning, budgeting, etc. are shaped by the results of the assessment.

EVIDENCE FOR RECOMMENDATION 2

Santiago Canyon College Student Learning Outcomes Implementation Strategy and Timetable

List of academic departments with program level student learning outcomes and examples of course outlines

List of academic departments with course level student learning outcomes and examples of course outlines

List of academic departments with assessment tools to assess student learning outcomes.

Curriculum Council Minutes

Examples of Assessment Methods reviewed and being piloted

List of Departments/examples of assessment tools being used.

Educational Master Plan with program level SLOs

Revised Course outline

Minutes from EMP/SLOARC meetings

Online Courses for fall 2005 – Fall 2008

Flex Activities for Staff Development – Fall 2007 and Spring 2008

Examples of Department Program Review Models (old version/new version)

Minutes from SLOARC on assessment tools/website

Math Department SLOs and Assessments

List of SLO workshops

Course outline pages with SLOs and matrix

General Education Outcomes

Curriculum Summary 2005-2006, 2006-2007, 2007-2008

Catalog 2005-2006, 2008-2009

January 23, 2006 Student Services Program Leaders Retreat Agenda

Spring 2006 All Student Services Staff Meeting PowerPoint Presentation

NASPA Student Affairs West, February 2007 Newsletter Article "Santiago Canyon College SLOs"

July 17, 2007 Student Services Program Leaders Retreat Agenda

Organizational Flow Chart of the Student Services SLO Framework

January 19, 2007 Assessment In-Service Agenda and Handouts

Student Services SLO Method-to-Measure-to-Timeline Matrix

SLO Assessment Report template

Student Services Learning Outcome Grid

Workshops for faculty training

Revised Review Model

RECOMMENDATION 3:

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

PROGRESS TOWARDS RECOMMENDATION:

The college has made great strides in its efforts to enhance the program review process to assure that the reviews are complete and thoughtfully executed and that the conclusions arrived at through this process inform the educational planning process.

In fall 2007, the Curriculum and Instruction Council reviewed and approved a revised program review model. Major components of the program review include:

- 1)goals and objectives
- 2)curriculum and program management
- 3)resources
- 4)faculty
- 5)internal and external communication
- 6)outcomes assessment-student learning outcomes
- 7)outcomes assessment-program outcomes.

Each major component consists of a series of standards that serve as prompts to guide faculty in their evaluation. This model, built on the strengths of the existing template, was redesigned to ensure that the evidence of each discipline, department, and program was thoroughly reviewed and documented. In order to determine the standard of excellence for each component of the program review, the model requires a specific review of documented support evidence.

Faculty are required to review, interpret, analyze and evaluate such evidence as:

- 1)successful course completion rates
- 2)rates of progress through course sequences

- 3)demographics and other characteristics of students
- 4)number of students earning degrees and certificates
- 5)numbers of students who transfer to four year institutions, take and pass external license examinations or find jobs in the field
- 6)faculty load information (FTEF per FTES) and other pertinent information.

Such a review produces a rating that indicates whether or not the standard is met, and, if met, to what degree of excellence. In addition, the new program review model includes the requirement that departments describe the actions that will be taken to improve sub-standard ratings.

The revised model requires that once department faculty have completed the review process discussed above, they provide a written description of how the department plans on utilizing what has been learned through the analysis process to inform the DPP and EMP planning process. This is required for each major component of the academic program review.

In spring 2008, the Math, English, Reading, Communication, Physics, Chemistry, Astronomy, Geology, and Library departments used the revised program review model to assess their instructional programs. All academic departments and programs will have completed the process by the end of the academic year 2008-2009.

EVIDENCE FOR RECOMMENDATION 3

Program Review Model—Old Version

Example of Completed Program Review Model—Old Version

Program Review Model- New Version

Example of Completed Program Review Model—New Version

RECOMMENDATION 4:

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

PROGRESS TOWARD RECOMMENDATION

To assist in the evaluation of the services and programs of student services, program reviews are scheduled on a three-year cycle that has been developed and implemented since the last accreditation visit. As of fall 2006, all student service areas have completed a program review. However, as was noted in the last accreditation visit, the level and complexity of analysis was uneven and should include more interpretation of data.

At their 2007 retreat, Student Service program leaders reevaluated the student services program review process. This resulted in a revised template that will include the following six sections:

- Signature Page
- Program Description (vision, mission, overview of services-functions, and a funding source statement)
- Organizational Chart
- Student Learning Outcomes (SLO statement, methods, implementation of assessment process, results, decisions, and recommendations)
- Program Accomplishments (qualitative and quantitative data, survey evaluation results, other relevant data to assess program effectiveness)
- Analysis (evaluation of strengths and weaknesses, challenges, and opportunities, recommendations for areas of concern; discussion of future direction, including facilities and technology)

Finally, it was decided that rather than having a rotating program review cycle with various due dates, all student service departments and programs will, in the future, submit program reviews at the

same time, namely, June 30, 2009 and subsequently every three years.

EVIDENCE FOR RECOMMENDATION 4

July 17, 2007 Student Service Program Leaders Retreat Agenda

Student Services Program Review Template

RECOMMENDATION 5:

As was recommended in ACCJC's Evaluation Report of 1999, the college should complete the program review process for all learning support services. (II.C.1)

PROGRESS TOWARD RECOMMENDATION

The Tutoring Center & Academic Computer Lab completed a program review in Spring 2005, and the review was updated in Spring 2007 to include the most recent assessment findings and analysis.

The Library reviewed and modified the templates for academic and student services program reviews in Fall 2007 to produce a combined template that allowed the Library to evaluate the effectiveness, strengths, and weaknesses of its academic program as well as of its student learning support service components. The Library piloted the revised template through its program review in Spring 2008.

The Tutoring Center & Academic Computer Lab and the Library will be reviewed in the future on the same three-year timeline established for other academic and student services units.

EVIDENCE FOR RECOMMENDATION 5.

Program Review – SCC Tutoring Center and Academic Computer Lab

SCC Library Program Review template

Academic Program Review – Library

Library Program Review Meeting Minutes
2/19/08

RECOMMENDATION 6:

The library and other learning support services should engage in and complete the identification of SLOs and use them to assess student achievement and thereby identify areas that can improve student learning. (II.A.c, II.B.4, II.C.2)

PROGRESS TOWARD RECOMMENDATION

Identification of Outcomes

The Tutoring Center & Academic Computer Lab and Library have completed the identification of student learning outcomes (SLOs) for their programs.

In early 2008, the Tutoring Center & Academic Computer Lab moved from assessment solely with non-direct measurements to including direct measurement of student learning outcomes related to study skills, such as reading strategies, note-taking, and preparation for examinations.

Outcomes:

Students who access services provided by SCC's Tutoring Center or Academic Computer Lab will be able to do one or more of the following:

1. Identify main ideas and key words.
2. Demonstrate correct use of punctuation, word choice and formatting rules.
3. Conduct research using EBSCO databases or other internet search engines.
4. Develop Word documents, save files, and send files.
5. Utilize effective time management, information organization, and review techniques.

In Fall 2006, the Library faculty identified student learning outcomes (SLOs) for both credit (i.e., library courses) and other instructional programs (i.e., group bibliographic instruction and reference consultations) as follows:

Credit Instruction Outcomes:

(Library and Information Studies 100, first taught Fall 2007)

1. Students will identify how information is organized and stored.
2. Students will utilize information technology tools to locate and retrieve information.
3. Students will develop appropriate search strategies and determine the information requirements to address their questions or issues.
4. Students will analyze and evaluate information sources for accuracy, authority, currency and ownership.
5. Students will complete research in other libraries.

(Library and Information Studies 103, first taught Fall 2007)

1. Students will identify and utilize Internet-specific vocabulary.
2. Students will understand how information is stored and retrieved on the Internet.
3. Students will identify key terms and form search strategies to locate information.
4. Students will analyze and evaluate web-based information for accuracy, authority, currency and ownership.
5. Student will understand the ethical issues related to Documentation and intellectual ownership of Web-based information.

Bibliographic Instruction and Reference Consultation Outcomes:

After a group library bibliographic instruction (BI) session or a reference consultation, students will do one or more of the following:

1. Identify various types and formats of potential sources of information.
2. Use the library catalog to determine the availability of information in the library.
3. Use library periodicals databases to determine the availability of article information in the library.
4. Retrieve information online and in person.

5. Find documentation style information.

6. Identify parts of a bibliographic citation.

The instructional librarian currently is revising the LIBI 100 and LIBI 103 courses for quadrennial review in Spring 2008; these courses will incorporate SLOs.

Assessment of Achievement and Improving Student Learning

The Tutoring Center & Academic Computer Lab annually surveys students for their satisfaction with services and self-perceptions of efficacy. The survey instruments and most recent results can be seen in the unit's program review. Beginning in Spring 2008, these indirect assessment measures are being supplemented with direct measurements of SLOs. A pilot assessment will be given to a sample of students who access the Tutoring or Academic Computer Lab services. Recent changes to program operations have been based on the annual surveys, such as opening on Saturdays and adjusting hours of operation one-half hour earlier to meet student needs.

Through its surveys, the Tutoring Center identified the need to work more closely with academic departments and faculty. Beginning in Fall 2007, this was addressed by adding regularly scheduled group study sessions for Human Anatomy (Biology 239), Human Physiology (Biology 249), Introduction to the Solar System (Astronomy 109), Introduction to Stars and Galaxies (Astronomy 110), and Introduction to Geology (Geology 101).

In the Library, faculty revised the written assessment tool used to assess SLOs for bibliographic instruction (BI) in Fall 2006. Using the Fall 2006 results of this assessment tool, the Library faculty tightened the plan of instruction and implemented a new online assessment tool in Fall 2007.

The Fall 2007 online BI assessment results were reviewed and discussed in the context of student learning implications and potential instructional changes during Spring 2008 flex meetings. One result of these discussions was the implementation, on a trial basis, of a pre- and post-test

assessment tool during spring 2008.

The Library also surveyed faculty from across the campus to identify the level and type of library-related assignments and faculty preferences regarding library instruction models was distributed in late November 2007. Survey results were reviewed and analyzed for departmental planning implications *vis-à-vis* instruction program goals and models during Spring 2008 flex and this process will continue in subsequent meetings.

EVIDENCE FOR RECOMMENDATION 6

Library and Information Studies: Outcomes

Library and Information Studies 100 course outline

Library and Information Studies 103 course outline

Santiago Canyon College Library—Student Assignment: Library Overview (BI written exercise)

Librarians' Meeting Minutes, 2/8/08: Discussion Agenda item 7. Bibliographic Instruction

Library - Quiz Name: Library Assignment (Online BI assessment quiz)

Library - Quiz Name: Pre-Test

Library - Quiz name: Post-Test

Faculty Survey, Fall 2007

Research Department Report: Santiago Canyon College Library Faculty Survey, January 2008

Librarians' Meeting Minutes, 2/26/08: Faculty Survey section

Program Review – SCC Tutoring Center and Academic Computer Lab

RECOMMENDATION 7

The college should review the evaluation process for staff, faculty, and administrators and ensure that all supervisors adhere to written timelines. (III A. 1b)

PROGRESS TOWARD RECOMMENDATION

This recommendation has been met. The college in cooperation with the District Human Resources department now has a process in place to ensure that all supervisors adhere to written timelines.

This process is now used for all classified employees and administrators. Six weeks before an evaluation of an employee is due, supervisors receive a written notice from Human Resources. The due date is clearly given. If the evaluation is past due, the supervisor receives a past due notice and a copy is sent to the president of the college. The president follows through with his appropriate cabinet members to ensure the evaluation is completed.

Failure of a supervisor to comply with the timelines would be cause for a performance review and subsequent performance improvement plan for that supervisor. Since this process has been in place, especially given the second notice to include the President's level, evaluations are completed by all supervisors according to the timelines.

Faculty evaluations, for both full and part-time faculty, are monitored by the respective dean of each division. To ensure faculty evaluations are done in a timely manner, each division office tracks evaluation timelines of faculty and notices are given to the faculty member involved. The faculty evaluation process for part time, full time tenured, and probationary faculty is strictly followed.

To further ensure timely and proper implementation of evaluations, a series of mandatory training workshops for appropriate supervisors were held. The workshops provided evaluation training related to various employee groups. The district plans to schedule these workshops approximately every two years.

At the Orange Education Center (continuing education division), the vice president discusses

evaluations with managers once per semester. Timelines and processes for the various employee groups are discussed in detail.

Of the various employee groups, the 200 plus part-time faculty evaluations pose the greatest challenge for the OEC administrators and staff. To streamline the process and assist with meeting established timelines for the evaluation of part-time faculty members, the administration created and uses an evaluator observation form and a database tracking system.

EVIDENCE FOR RECOMMENDATION 7

Classified evaluation forms

Administrator evaluation forms

Faculty evaluation forms: part time, full time tenured and probationary faculty

Sample division office spreadsheet

Training workshop handouts

RECOMMENDATION 8

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

PROGRESS TOWARD RECOMMENDATION

Significant progress was made toward this recommendation. To apply the evaluation process for faculty members more directly to indicate individual responsibility for monitoring SLOs and achieving them, the faculty association and the district negotiated an agreement that a faculty member would include addressing SLOs in their self evaluation, beginning fall semester 2008.

A self evaluation is part of the evaluation process for all full-time faculty. The faculty member is asked to "describe your participation in the improvement of student learning related to student learning outcomes, assessment, and subsequent evaluation." The administrator will also address their participation and influence relative to SLOs and assessment in their self evaluations.

The district is working with the classified association to include appropriate criteria related to an employee's responsibility if he or she is directly involved in monitoring and achieving SLOs.

The college recognizes that this responsibility varies per individual, but all groups recognize they have a role in improving student learning.

EVIDENCE FOR RECOMMENDATION 8

Faculty Self Evaluation form

Administrative Self Evaluation form

RECOMMENDATION 9:

The college should develop a technology plan to articulate institutional priorities in addressing technology needs. (IIIC2)

PROGRESS TOWARD RECOMMENDATION:

This recommendation has been met.

The SCC Technology Committee worked on a Technology Master Plan during the academic year 2006 – 2007. It was finalized and approved by the committee in the fall 2007. It was then forwarded to Academic Senate and the College Council for approval.

The new Technology Plan is a comprehensive technology plan for Santiago Canyon College's main campus and the campus of the continuing education division (Orange Education Center). The time period coincides with the Educational Master Plan (EMP). A modified version of the Tech Plan was included in the EMP document.

The Technology plan is a formal, bound document, with a unique front cover. It combines a comprehensive written narrative supported by 33 appendices. These appendices consist of database reports, spreadsheets, charts, and diagrams.

In addition to the printed report, the technology plan is posted on the college web site www.sccollege.edu. It can be found under the Technology Committee web page.

EVIDENCE FOR RECOMMENDATION 9

Copy of EMP

Copy of Technology Plan

RECOMMENDATION 10:

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

PROGRESS TOWARD RECOMMENDATION

During the past two years, the college has received additional funding from a variety of sources, including a Title III Grant, Career Technical Education Grant, Basic Skills Initiative Grant, and Instructional Equipment Grants.

At the same time, the growth in FTES has increased the college's allocation of the general funds based on the district budget allocation model.

The college and the district regularly examine the budget allocation model.

Both the SCC Student Services and Administrative Services vice presidents are members of the District Budget Planning and Resource Allocation (BAPR) workgroup that meets eight to nine times annually to look at specific budget issues, many of which relate specifically to the budget allocation model.

The workgroup is currently evaluating what expenditures are fixed costs. In the current budget planning process, fixed costs are fully funded by taking monies off the top of general apportionment. Once this has been completed, the colleges and district offices are allocated their share of the general apportionment dollars. The larger the fixed costs, the fewer funds available to allocate to the colleges.

EVIDENCE FOR RECOMMENDATION 10

2005-2006 RSCCD Adopted Budget

2007-2008 RSCCD Adopted Budget

EVIDENCE FOR RECOMMENDATION 11

Copy of 2005 Actuarial Report

Copy of 2007 Actuarial Report

RECOMMENDATION 11

The college, with the support of the district, determines the annual costs of funding its post-retirement benefit liabilities as soon as possible, so that the potential impact to the college budget allocation can be incorporated into the financial planning process. (III D.1c)

PROGRESS TOWARD RECOMMENDATION

In 2005, the District contracted with TCS (Total Compensation Systems, Inc.) to prepare any actuarial report on the costs of funding other post-retirement benefit liabilities (OPEB obligations). The completed report, dated December 19, 2005, determined that the actuarial valuation for retiree OPEB liability (district wide) to be \$111,243,936. The Annual Required Contribution (ARC) was identified as \$7,535,015. Of this amount, \$2,637,112 is the annual "pay-as-you-go" payment for the retiree health insurance directly to the providers. The pre-funding annual amount in the ARC for current employees and current retirees is \$4,897,903.

The District is an early implementer of GASB 45. As of March 31, 2008, the District has \$21,306,940.72 in the Retiree Benefits Fund. The District annually contributes, in addition to paying the actual current year retiree benefits premiums, an amount equal to 1% of total salaries to the Retiree Benefits Fund. This is a contribution of approximately \$1.3 million for the 2007-2008 fiscal year.

The District contracted with TCS once again in 2007 to conduct an updated actuarial report for OPEB obligations in conformance with GASB 45. The final report is expected to be completed by June 2008. We would expect that increased updated numbers will be provided for the total liability and ARC.





STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. MISSION

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

Readers Note: *Many of the SCC planning agendas in this section address SLO issues. Therefore, the focus of the individual planning agendas is underlined to designate the emphasis of the specific planning agenda's progress.*

Planning Agenda

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

Progress Toward Planning Agenda

The goal of SCC is to keep its programs current and relevant for a variety of students, including those seeking basic skills or remediation, personal enrichment, career training or transfer preparation as well as incumbent workers in need of advanced skills, certification or professional development.

This relevancy is achieved through ongoing analysis of the needs of students through a variety of data collected from

local in-class surveys, student feedback, counselor classroom visitation, tracking of enrollments, assistance from RSCCD Research Department, government documentation, and active technical advisory committees.

To ensure that all agreements are current and viable and new programs are researched, SCC's articulation officer maintains ongoing communication with all disciplines and transfer institutions.

As a result of this data gathering system, new programs (Electrical Certification) and courses (Arborist, others) have been added to SCC's catalog based on labor market needs. Other programs have been expanded to new locations and times (Human Development at the County Office of Education, Public Works classes held during the day for county employees.) New services are added as requested. These have included web advising, online registration, and a number of more comprehensive reading courses.

SCC developed a new Elementary Education AA degree that was approved by the Board of Trustees and the State Chancellors office. It will be offered for the first time in the fall of 2008.

Student Services added the College Assistance Migrant Program (C.A.M.P.), which is a federally funded program designed to increase the number of migrant students attending college and to assist them in their first year of college.

Schedules have been developed, modified, and enlarged based on enrollments (early weekday sections of transfer courses) and more online offerings implemented in several disciplines. These have included Human Development, Public Works, and online components such as Blackboard® have been added along with use of in-class technology (student use of "clickers") in several courses in Psychology, French, Human Development, and Project Management.

Labor needs research, requests of local employers, and working with partners such as Workforce Investment Board resulted in additional courses offered in areas of certification for landscape professionals, continuing education for Water Utility workers and in community services and fee-based courses such as Real Estate Exam Preparation. Other fee-based courses through Community Services were based on community requests and surveys.

To serve the growing English learner population in the local workforce, a Vocational English as a Second Language (ESL) component of the Arborist program was offered in conjunction with Continuing Education (non-credit programs.) A Spanish-speaking instructional assistant was hired to assist with technical water utility math, and a lab aide was hired to assist in the CAD (computer aided drafting) class.

All occupational programs have active Technical Advisory Committees, which meet several times each year, including Surveying, Human Development, Public Works, Water Utility, and Arborist.

I.B. IMPROVING INSTITUTIONAL EFFECTIVENESS

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

I.B.1

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

I.B.1

Planning Agenda

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

Progress Toward Planning Agenda

The college continues to address this planning agenda. Training of faculty and staff in SLOs has been a priority for the college. Title III funding has supported a variety of activities designed to assist in the development of SLOs at the program and course level.

In Year One of the grant these activities included:

- 1) Four workshops conducted for full and part time faculty which served to provide basic information regarding SLOs
- 2) Attendance by faculty leaders and administrators at various SLO and Assessment conferences and workshops
- 3) A follow up survey of faculty in spring 2005 to measure faculty understanding of SLOs as a result of training activities, and
- 4) The development of a SLO manual to be used in training of faculty.

Year Two activities included:

- 1) In-depth SLO and assessment training by the college's SLO facilitator for 18 faculty leaders, including department chairs
- 2) An investigation of various types of assessment models and faculty dialogue regarding appropriate assessment models

- 3) Discussions with the RSCCD Director of Research regarding assessment models and the establishment of an assessment data base
- 4) Attendance at SLO and Assessment conferences and workshops
- 5) The development of a revised course outline to include SLOs.

Year Three activities included:

- 1) In-depth SLO and assessment training for an additional 15 faculty
- 2) Continued work with RSCCD Director of Research regarding the establishment of an assessment base
- 3) College wide training presented by an assessment consultant on assessment models.

These training activities have resulted in the establishment of SLOs at the program level for all disciplines. The implementation of SLOs at the course level is an ongoing process that is expected to be completed by fall 2010. SLOs are required for all new courses and for courses in the quadrennial review process.

I.B.3

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Planning Agenda

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

Progress Toward Planning Agenda

In the fall of 2006, a college-wide EMP Planning Day was held on the campus of the Orange Educational Center. During the first session of the meeting, an in-depth discussion was held to evaluate the college's success in meeting its original goals and objectives during the years 2001–2006. The conclusion of the discussion indicated that activities met many of the goals of the first EMP. This is reflected in the second EMP under the section title Assessment of Progress.

In the second session of the day, faculty, staff, and administrators divided into groups to evaluate and, as necessary, re-write the goals and objectives of the college for the years 2007–2012. The results of this day-long activity was that a new set of goals and objectives were developed that incorporated the needs and expectations of the group.

I.B.6

The Institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Planning Agenda

Upon completion of the first five-year cycle of the EMP, a thorough evaluation will be made.

Progress Toward Planning Agenda

At the college-wide EMP Planning Day, for the third session, all staff members participated in an evaluation of the current EMP template and analyzed a new proposed EMP template prepared by the EMP committee. The final decision was to add a section to the current EMP entitled "Assessment of Progress."

I.B.7

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services and library and other learning support services

Planning Agenda

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

Progress Toward Planning Agenda

At the all-day Educational Master Plan (EMP) planning meeting faculty, staff, and administrators had the opportunity to review the process and results of using the EMP. The College Council and the EMP Committee found that using the EMP as the foundation for planning and resource allocation for departments, disciplines, and programs had been successful and should continue to be the master plan for the college.

Agendas and meeting dates with Director of Research

Agenda / material for Assessment Workshop (Fall, 2007)

Course outlines (new and existing) with SLOs

Student Learning Outcomes Website

Evidence for I.B.3

EMP Plan 2005 – 2012

EMP Meeting Agenda for Day Long Planning

Evidence for I.B.6

EMP Plan 2005 – 2012

EMP Meeting Agenda for Day Long Planning

Evidence for I.B.7

EMP Plan 2005 – 2012

EMP Meeting Agenda for Day Long Planning

EVIDENCE FOR STANDARD I

Evidence for I.A

Mission Statement (Revised in 2007)

Camp Program

List of New Certificates and Degrees

Evidence for I.B.1:

Agendas and Dates of orientation/ awareness workshops

List of conferences and workshops attended by faculty leadership/administrators (Years 1 and 2)

SLO training Manual

Training schedule—18 faculty

Agendas regarding discussion/research of assessment models

Revised Course Outline



STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

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

II.A INSTRUCTIONAL PROGRAMS

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

II.A.1(c)

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Planning Agenda

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

Progress towards Planning Agenda

The college continues to make progress towards this planning agenda. The Title III grant has served as a guide towards the implementation of a systematic and thorough process. The grant has provided guidance in three areas:

- 1) Coordination of the implementation process.
- 2) Training of faculty in the development of SLOs.
- 3) The identification and adoption of appropriate assessment models.

First, in an effort to coordinate and facilitate the development of SLOs at the program and course level, the Title III grant required the appointment of a faculty SLO facilitator to oversee the SLO implementation. Under the auspices of the Curriculum and Instruction Council, the SLO facilitator established a faculty advisory committee, the Student Learning Outcomes Resource Committee (SLORC) (was re-named the Student Learning Outcomes and Assessment Review Committee (SLOARC) in 2008), to provide information and input in all aspects of the implementation process.

Second, the Title III grant required the development of training materials and workshops to increase faculty knowledge of SLOs and assessment measures. Workshops and individual consultations conducted by the SLO facilitator have assisted in this effort.

In addition, the grant requires the establishment of a "training the trainers" model to ensure the sustainability of SLO implementation once the grant has ended. Finally, the Title III grant required the collection of relevant course level data, a review of various assessment models, and the selection of appropriate models for SCC.

The established timeline and the steps outlined in the five-year SLO plan have assisted in the development of program and course level SLOs. Academic departments

that have established SLOs are beginning to develop assessment methods to measure student progress towards achieving outcomes. To assist in this process the SLOARC has invited faculty to join them in discussions about SLOs and assessment plans for SLOs at department and course level.

II.A.2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2(a)

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Planning Agenda

SCC will follow its five-year SLO plan, which establishes student learning outcomes throughout the curriculum. (II.A-22).

The SCC Curriculum Council and Student Learning Outcome Committee will design a course outline that reflects written student learning outcomes in all courses.

Progress Toward Planning Agenda

The college has met this planning agenda. In spring 2007, the Student Learning Outcomes Resource Committee (changed to the Student Learning Outcomes and Assessment Review Committee in 2008) and the SCC Curriculum Council began the process of designing a course outline that reflected student learning outcomes for all courses.

At the onset of this process, the SLO Committee reviewed sample course outlines from other colleges and gathered input from the SCC Curriculum Council. The result was the development of a student learning outcomes matrix. This matrix requires faculty to identify course student learning outcomes and to indicate the relevance of those student learning outcomes to the general education outcomes established by SCC in 2004. The SCC Curriculum Council approved the new course outline, which includes the SLO matrix.

Beginning fall 2007, and each year thereafter, all new courses, revised courses, and courses due for quadrennial review will use the new course outline.

II. A.2(b)

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Planning Agenda

SCC has a five-year plan to establish student learning outcomes and assessment methods for all degree and certificate programs, including vocational/occupational programs. (II A-22)

Progress Toward Planning Agenda

The college continues to address this planning agenda. The establishment of general education, program, and course SLOs has made it possible for the college to embark on the next phase of its five-year, Title III, SLO plan. This phase addresses the establishment of assessment methods to measure student progress towards achieving course, program, and general education outcomes.

The Student Learning Outcomes and Assessment Review Committee (SLOARC) and several departments have begun to address assessment methods for degree

and certificate programs. Individual departments have undertaken the task of piloting various assessment strategies and methods.

The SLO Facilitator and members of the SLOARC committee have participated in regional and statewide assessment workshops and training. Collegewide efforts in this area have included an all-day workshop on assessment methodologies presented by a well-known statewide expert in student learning outcomes and assessment. Additionally, SLOARC has held several workshops on assessment for faculty per the Title III SLO plan.

This training has served as the impetus for collegewide efforts to implement assessment methods at the course and program level

II.A.2(c)

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Planning Agenda

SCC will complete its five-year SLO plan to establish student learning outcomes at the program and course level and will relate the assessment component to the synthesis of learning for students in all programs. (II. A-22).

Progress Toward Planning Agenda

The college continues to address this planning agenda. The college has completed its program student learning outcomes. Within the next four years, through its curriculum review process, all courses will have course level student learning outcomes.

Assessment methods are being reviewed and faculty have been trained on assessment methodology. Individual departments have begun to review assessment measures, and to pilot and implement those measures.

The course approval process requires the identification of course student learning

outcomes and their relevance to general education outcomes.

Additionally, it requires faculty to address standards of achievement by including a description of how student learning will be assessed.

The Educational Master Plan committee is meeting with the Student Learning Outcomes and Assessment Review Committee to develop technology assisted integration that ensures and reinforces the integral relationship between course and program SLOs and the Educational Master Plan and the Department Program Portfolios (DPPs), (formerly the Discipline, Department and Program (DPP) portfolios.)

II.A 2(d)

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Planning Agenda

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

Progress Toward Planning Agenda

This planning agenda is met; however, the efforts to continue expanding on-line education and technology in the classroom are ongoing. The technology committee is a pro-active committee that supports and promotes technology training to full and part time faculty. In spring 2008, the committee sponsored "Technology Series," a three-day training series. The trainings were well attended and included these topics: Power Point Workshop, Podcasting Presentations with Narration, Datatel is Coming, Blackboard for Onsite Classes, How to Design and Publish your Web Page, and Classroom Presentations with Projection Systems.

The committee takes pride in researching state-of-the-art technology that would be advantageous yet reasonable to bring to the classroom. They arrange for various vendors to demonstrate various technologies and the demonstrations are open to all faculty and administrators. A quarterly "Technology Newsletter" is distributed to all faculty, staff, and the Board of Trustees. The Chief Instructional Officer is a member of the Technology Committee and provides input and support in bringing appropriate technology to the classroom including distance education. The college values what technology can bring and the impact it will have in the future of education.

The distance education offerings are increasing at a reasonable pace. Currently, two full-time faculty are released from their teaching responsibilities to coordinate the Distance Learning offerings at SCC. They provide the support and training for faculty on technology and instructional methodologies associated with online education. The request for a full-time Distance Learning Education Coordinator/Specialist will be placed on the faculty request for the 2009-2010 academic year as the number one priority for the college.

II.A.2(e)

The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Planning Agenda

The student learning outcomes of the program review model will be enhanced to focus more on the achievement of SLOs.

Progress Toward Planning Agenda

The Curriculum and Instruction Council has revised the program review model to ensure that the achievement of student learning outcomes is an integral part of the process. Outcomes Assessment, which includes a series of standards that serve to guide the faculty in their evaluation, is a major component of the model.

In order to determine the standard of excellence in the Outcomes Assessment component, faculty must engage in a review of documented support evidence. This review includes:

- 1)An assessment of student learning needs and styles.
- 2)A review of student learning outcomes for each course.
- 3)An analysis of the assessment of those outcomes.
- 4)The interpretation of data to determine the extent of student learning.
- 5)The degree to which the course level SLOs support general education student learning outcomes.

Based on the interpretation, analysis and evaluation of the documented evidence, faculty assign a rating to each standard in the component. An action plan must be developed for each sub standard rating. Faculty members are required to address how their findings will inform their Educational Master Plan.

By spring 2008, ten departments will have utilized the revised model to complete program reviews. By spring 2009, all departments will be using the new model in their program review process.

II.A.2(f)

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Planning Agenda

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

Progress Toward Planning Agenda

The college continues to make progress towards this planning agenda. The five-year SLO plan funded by the five-year Title III grant (2005 to 2010) is being followed successfully. At the time of this writing, the college is in the third year of this process. Program level outcomes have been completed as reflected in the 2007-2012 Educational Master Plan. General Education Outcomes were completed in year one. The college is now in the process of completing student learning outcomes at the course level and plans to complete that process by the end of fall semester 2010.

The development of general education, program, and course level SLOs made it possible for the college to begin its dialogue regarding assessment measures. In 2006, the Student Learning Outcomes Resources Committee (now the Student Learning Outcomes and Assessment Review Committee (SLOARC) began its review of assessment models and tools. District assessment experts were included in the discussions and review process.

To ensure that assessment is addressed, the revised curriculum outline includes a student learning outcomes matrix and requires faculty to identify how student learning will be assessed. The revised program review provides faculty with the opportunity to evaluate to what degree SLOs are systematically assessed by specific and measurable performance criteria and how these SLOs result in improvement and change.

The resources provided by the Title III grant made it possible in fall 2007 to hire a statewide SLO consultant who provided all day training on various assessment models to faculty and administrators representing all academic departments. As a result, several academic departments are developing and piloting a number of assessment tools.

Members of the Student Learning Outcomes and Assessment Review Committee are central to the support of SLOs and assessment. Title III funding provides the resources necessary to accomplish the SLO

five-year plan. We are already planning the components of a proposal for a Title V grant that would continue to fund our efforts in SLOs and assessment.

II.A.2(g)

If an institution uses departmental course and/ or program examinations it validates their effectiveness in measuring student learning and minimizes test biases.

Planning Agenda

As SLOs for math courses and programs are completed, the department will develop assessment criteria to measure the effectiveness of student learning.

Progress Toward Planning Agenda

The Mathematics Department began a department-wide assessment of courses in the spring 2007. Course coordinators chose one or more of the SLOs from respective courses and determined how they could be assessed across all sections of the course. Assessment is now a standing agenda item at monthly meetings of the department.

Most of the coordinators used a departmental final already in place or asked instructors to add questions to the finals in the courses where there are no departmental exams. One instructor created an attitudinal survey that students took online. Coordinators collected data and drew conclusions based on their findings. All of these results were presented at department meetings, and are on the department website under the heading "SLOs and Assessments." The process was repeated at the end of the Fall 2007 semester.

Findings from spring 2007 and fall 2007 indicated areas where students were being most successful, areas where students were not being as successful, and some SLOs that needed improvement. Some SLOs were rewritten as well as some of the department's final exams. Findings from spring and fall 2007 can be found on the department website.

A subcommittee, funded by a grant in spring 2007, worked to determine how to

implement study skills in the classroom as well as different assessment techniques. At the joint SCC/SAC department meeting in August 2007, there was a presentation on Angelo/Cross assessment techniques. As a follow-up to the workshop, several faculty members are piloting portfolios and will present their findings to the department.

The department will continue to collect information, both on student learning and on the effectiveness of different assessment techniques.

II.A.2(h)

The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Planning Agenda

SCC will follow its five-year SLO plan, supported by Title III funding, to establish SLOs within all courses.

Progress Toward Planning Agenda

The college continues to address this planning agenda. With the adoption of the five-year Title III plan in 2005, the college began on a plan to train faculty in the development of student learning outcomes at the course level. This was accomplished through:

1. Collegewide workshops that served as an introduction and orientation for all faculty, full and part time
2. Focused workshops aimed at addressing discipline specific student learning outcomes.
3. One on one peer mentoring.

The Student Learning Outcomes facilitator, with the assistance of the Student Learning Outcomes and Assessment Review Committee (SLOARC), provided the expertise and guidance for their efforts. The outcome of these various training opportunities has led to the establishment of SLOs at the course level.

To ensure that each SCC course contains SLOs, a revised course outline was developed that includes a student learning outcomes matrix. This matrix requires the identification of SLOs for the course, and establishes their relationship to the general education SLOs. By the end of fall 2010 all course outlines will include student learning outcomes. The Student Learning Outcomes and Assessment Review Committee is currently working on assisting with this process.

II.A.2(i)

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Planning Agenda

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

Progress Toward Planning Agenda

The college continues to make progress on this planning agenda. Program outcomes were developed for the 2007-2010 Educational Master Plan for each discipline, department, and program. The SLOs at the course level provide a building block for student achievement toward the global program outcome and have relevance to one or more of the general education outcomes.

The faculty is now starting the process of developing assessment methods and instruments to measure student achievement. When this phase is completed, there will be concrete evidence of successful student achievement of the SLO outcomes.

Future plans may include the development of a "mapping" tool to visualize the relationship of Student Learning Outcomes at the course, certificate, and program level to include general education.

II.A.3

The institution requires of all academic and vocational degree programs a component

of general education based on a carefully considered philosophy that is clearly stated in the catalog. The institution, relying on the expertise of faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students to complete, including the following:

II.A.3(a)

An understanding of the basic content and methodology of the major areas of knowledge; areas include the humanities and fine arts, the natural sciences and the social sciences.

Planning Agenda

SCC will follow its adopted five-year plan to establish SLOs at the program and course level. When this is accomplished, the general education SLOs and the individual course and program SLOs will be fully integrated and compatible.

Progress Toward Planning Agenda

The college has made progress toward achieving this planning agenda.

Student Learning Outcomes workshops and training has provided faculty with the expertise to develop program level SLOs, which are part of each department's and program's educational master plan. The program SLOs can be found in the SCC Educational Master Plan document. A central tenet in the development of program and course SLOs was the understanding that these SLOs supported and promoted student achievement and success within the general education curriculum. The Outcomes Assessment Component in the revised Program Review model requires an analysis and evaluation of the how course and program SLOs contribute to general education learning goals and outcomes.

Each course level SLO relates to one or more of the SCC general education outcomes. To ensure that the courses collectively

support the general education outcomes, a master spreadsheet is maintained. This spreadsheet, the general education matrix, allows the college to show the relationship between course level and general education outcomes. At the end of the five year period, SCC will have a matrix that relates course level outcomes to general education outcomes.

II.A.3(b)

A capability to be a productive individual and life long learner; skills included oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Planning Agenda

SCC will continue to enhance the alignment among its general education outcomes in Plan A (SCC catalog) and general education courses.

Progress Toward Planning Agenda

The college continues to address this planning agenda. The development of the course outline SLO matrix has made it possible for the college to align the general education outcomes in Plan A and general education courses. Through the process of identifying the student learning outcomes at the course level and the ability to identify the relevance of these outcomes to the general education outcomes, the college will have the capability of ensuring that the general education curriculum has comprehensive learning outcomes for the students to complete.

To ensure that all students who receive an AA degree from SCC are meeting the general education learning outcomes, courses that relate to each of the general education outcomes are offered regularly to ensure successful student mastery of all four of the general education learning outcomes.

The SLO general education matrix will provide that information and guide

the college in the alignment of general education courses in Plan A to the SCC general education outcomes.

II.A.3(c)

A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, an social responsibilities locally, nationally, and globally.

Planning Agenda

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

Progress Toward Planning Agenda

This planning agenda has been met. The science faculty has addressed this planning agenda as they update course content to include student learning outcomes.

Astronomy promotes awareness, scientific knowledge and critical thinking of current environmental concerns by including learning related to the greenhouse effect, plate tectonics, and the solar system.

Chemistry has developed SLOs that ensure students are able to read, analyze and interpret data to draw valid scientific conclusions and communicate those conclusions in a clear and articulate manner and address environmental issues in the proper handling and disposal of chemicals.

The Physical Sciences included learning related to the process of nuclear fusion, the pros and cons and the impact on the environment. They also include the operation of electrical power plants and the effect they have on the environment. Energy efficiency is a major topic of discussion as is the alternative use of fuel sources and how these topics relate to the environment.

Geology analyzes the effects of global warming and its effect on the environment and also stresses learning about the earth's water sources and the impact of those resources on the environment.

Lastly, Biology, especially Biology 212, Ecology includes learning related to the effect animals and humans have on the environment.

As science courses are reviewed and student learning outcomes are developed, a connection to environmental issues will be emphasized.

II.A.4

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Planning Agenda

SCC will continue to increase the number of degrees and certificates which students can earn at SCC.

Progress Toward Planning Agenda

SCC developed a new Elementary Education AA degree that was approved by the Board of Trustees and the State Chancellors office. It will be offered for the first time in the fall of 2008.

Ten certificates were approved during the period of catalog year 2005-2006 to the catalog year 2008-2009.

Santiago Canyon College Curriculum and Instruction Council 2005 New Degree/Certificates	
Public Works Supervisor Certificate	12/05/05
Water Utility Supervisor Certificate	12/05/05
Santiago Canyon College Curriculum and Instruction Council 2006 New Degree/Certificates	
Apprenticeship-Operating Engineers, Heavy Duty Repairman Option Degree (2703) and Certificate (1794)	11/20/06
Apprenticeship-Operating Engineers, Heavy Equipment Operator Option Degree (2702) and Certificate (0992)	11/20/06
Apprenticeship-Operating Engineers, Special Inspector Option Degree (2701) and Certificate (2795)	11/20/06
Apprenticeship-Operating Engineers Plant Equipment/Rock, Sand and Gravel Option Degree (2704) and Certificate (2796)	11/20/06
Computerized Accounting Certificate (2696)	11/20/06
Electrical Technology Certificate (2697)	12/04/06
General Electrician Option Degree (2707) and Certificate (2890)	12/04/06
Elementary Education Degree (0111)	12/04/06
Santiago Canyon College Curriculum and Instruction Council 2007 New Degree/Certificates	
Apprenticeship-Electricity, Accelerated Electrician Degree (2705) and Certificate (2797)	12/03/07
Apprenticeship Electricity, Sound Technician Option Degree (2706) and Certificate (2799)	11/19/07
Education-Special Education Paraprofessional Certificate (2792)	04/16/07

As the college continues to grow, additional degrees and certificates will be added. The needs of the community are consistently monitored as well as labor market needs to ensure that degrees and certificates offered are relevant.

II.A.5

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Planning Agenda

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

Progress towards Planning Agenda

The college meets this planning agenda through various avenues and systems.

- Every two years, vocational programs examine labor market trends and enrollment trends to ensure that the programs offered meet student expectations and labor market needs.
- The vocational and occupational programs at SCC review their curriculum on an annual basis and adjust the curriculum as needed to stay current with the training and skills required by employers who hire SCC students.
- SCC has a strong advisory component for all vocational and occupational programs offered. There is an annual Technical Advisory Committee meeting where the members of all committees meet in their respective groups. The Chancellor, college president, members of the Board of Trustees, faculty, and student representatives also are included in this annual event.
- Many of the Advisory groups also meet several additional times each year;

this is especially true for the growing programs, such as Water Utility Sciences, and Survey and Mapping.

II.A.6

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

II.A.6(a)

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

II.A.6(a)

Planning Agenda

The SCC Student Services Council will review, assess, and possibly revise the Transfer Planning Guide, and will analyze whether to incorporate this information as a section in the catalog. Requests will be made to include the cost of publishing extra copies of the Transfer Planning Guide to ensure that all prospective transfer students receive a copy. (II.A-46)

Progress Toward Planning Agenda

In conjunction with the articulation officer, counselors, and Transfer Center staff, student program leaders conducted a thorough review and assessment of the methods used by SCC to provide students

with access to comprehensive transfer planning. The review included a discussion of information to be included in the college catalog as well as the past practice of publishing an annual Transfer Planning Guide.

The following methods were adopted as the most effective means of disseminating accurate and up-to-date UC, CSU, and independent colleges course articulation, university program information, and transfer admission practices to SCC prospective transfer students:

- 1) Publish general education plans for CSU (Plan B) and UC (Plan C) in the college catalog
- 2) Publish the UC/SCC Transfer Course Agreement in the college catalog
- 3) Publish general transfer information and California Articulation Number (CAN) information in the college catalog
- 4) Provide Articulation Transfer Guides for specific majors and universities in the Transfer Center and on the Transfer/Articulation website
- 5) Provide helpful, easy-access web links to UC, CSU, and independent colleges on the Transfer/Articulation website
- 6) Widely disseminate UC and CSU transfer educational planning packets at all Transfer Center workshops and events, career planning classes, Parent Night events, new student orientations, and to counselors for their use with students during academic counseling sessions
- 7) Publish transfer information in the Transfer News newsletter

II. B STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress,

learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Planning Agenda

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

Progress Toward Planning Agenda

In a spirit of collegiality, all student services departments and programs communicate and work closely with each other and with college-wide activities in order to maximize available resources, achieve the common goal of student success, and to maintain visibility in the campus community. The following serve as examples of how this is achieved:

- The division of Student Services holds regular monthly meetings for its program leaders; these on-going meetings serve as a means to disseminate critical information, identify issues and problem solving, provide opportunities to think creatively, as well as a way for program leaders to connect interpersonally with each other.
- In order to increase inter-departmental communication and to highlight our on-going accomplishments, a weekly Student Services report is prepared with entries from all units & departments. This report is widely distributed to staff electronically as well as to the campus PIO (public information officer) who utilizes the information to highlight the

president's weekly "What's New at SCC" electronic email that is sent to all faculty and staff.

- The Dean of Counseling & Student Support Services (which includes Educational Opportunity Program Services (EOPS/CARE as well as CalWorks) is the college's matriculation officer and reports directly to the Vice President of Student Services and has an indirect reporting relationship to the Vice President of Academic Affairs. These reporting relationships ensure that she is an integral part of the Student Services leadership team as well as of the Instructional Deans Council, and it allows for continuous communication and coordination between student services and instruction.
- Counseling, EOPS, Disabled Students Program Services (DSPS) and Health Center faculty are active in faculty governance and provide leadership in various college councils, committees, including the Academic Senate. This faculty serves as ambassadors of their respective programs to their instructional colleagues.
- Student Services faculty and staff are actively engaged through one of the college's shared governance committees. The Student Success Committee, which recommends, coordinates, and initiates strategies to enhance student success at SCC. The committee is co-chaired by the Vice President of Student Services and is comprised of 10 faculty, 3 administrators, 2 staff and 1 student. The faculty composition specifically identifies one faculty from each of the following areas: EOPS, DSPS, Counseling, and Continuing Education (non-credit).

Student services interact and communicate with instruction, institutional research, and management information systems in order to meet student and program needs and to facilitate operational effectiveness.

Student services have an especially close working relationship with instruction; this relationship is characterized by a mutual understanding that instruction and student

services partner in order to positively impact student success. The Vice Presidents of these divisions work hand-in-hand to address issues, plan future initiatives, and to coordinate daily operational concerns. Student services faculty are actively engaged in key faculty leadership roles, including but not limited to shared governance committees and councils, in the Curriculum & Instruction Council and as senators in the academic senate.

The college works closely with institutional research to conduct and coordinate all research functions for the college and the district; monitor and report state performance measures; design, conduct, and publish regular statistical studies (such as enrollment trends, graduates and persistence reports, student satisfaction surveys) to assist in college program planning and development; designs, conducts, and publishes "special" studies to meet departmental, institutional, and state and federally mandated requirements.

Student services, and categorical program leaders in particular, are systematically involved in the development of the student information data sets that are aggregated and submitted to the State Chancellor's Office through MIS. From the initial data input at the program level, leaders remain involved in data editing until a preview report is run in advance of the MIS submission by the district's Information Technology Department. The draft report is then transmitted to categorical program managers for audit and error checking and reconciliation prior to sending the report to the system office.

Finally, student services departments and programs are integrated through the college's Educational Master Plan (EMP). The EMP includes the college-wide vision, mission statement and goals as well as measurable objectives, and serves as the center of planning and resource allocation for the college. Each discipline, department, and program (DDP) (now called the Department Planning Portfolio) (DPP) has a section in the EMP that reflects their respective vision, mission statement, goals, objectives and expected future needs, such

as staff, equipment, and/or facilities, based on anticipated growth. The EMP, which is updated annually, serves as a measuring tool to determine the degree to which college and DPP goals and measurable objectives have been accomplished. Every student services department and program utilizes its DPP for effective planning and assessment. The DPPs are directly linked to resource, personnel and space allocation, as well as all other strategic planning.

II.B.2(d)

The institution provides a catalog for its constituents with precise, accurate and current information concerning general information, requirements, major policies affecting students and locations or publications where other policies may be found.

Planning Agenda

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

Progress Toward Planning Agenda

This planning agenda is met. The Catalog Task Force of the college ensures that students receive accurate information, understand academic program requirements, and are aware of major policies that may affect them. To maximize accuracy and timely production of the catalog, the Catalog Task Force was expanded in fall 2007 to include the following representation:

- Dean, Counseling & Student Support Services
- Co-Chairs, Curriculum & Instruction Council
- Support Services Assistant
- Dean, Instruction and Student Services, Orange Education Center
- Articulation Officer

- DSPS Dept. Chair/Program Facilitator
- Registrar
- Graduation Specialist
- Administrative Secretary, Admissions & Records
- SCC Public Information Officer
- Desktop Publishing Technician

Each member of the task force assumes responsibility for sections of the catalog in which they possess expertise or are assigned to obtain accurate, up-to-date information.

II.B.3

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3(a)

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of services location or delivery method.

Planning Agenda

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

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

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

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

Progress Toward Planning Agenda

A monthly program leaders meeting is one way that Student Services Program Leaders have intentionally reviewed and discussed the impact of various research reports, particularly those developed through the RSCCD Research Department. This allows for on-going discussion on the implications of research and to develop appropriate responses as needed. In the spring 2007, a research briefs item was placed in the agenda template for the monthly meetings. While a research item has not been discussed at every monthly meeting, the agendas confirm the following topics discussed:

- 1)RSCCD Transfer to Universities 2002-03 through 2006-07 (March 10, 2008 meeting).
- 2)ASG fall 2007 Student Survey (February 11, 2008 meeting)
- 3)Pathways of Student Persistence & Performance at SCC (November 19, 2007 meeting).
- 4)Perception of College Financial Aid Among California Youth (April 11, 2007 meeting).
- 5)SCC Early Decision Cohort Report (March 7 and February 7 meetings).

The Student Success Committee, whose mission is to recommend, coordinate, and initiate strategies which enhance student success at SCC, is a shared governance committee co-chaired by the Vice President of Student Services; it is comprised of 10 faculty, 3 administrators, 2 staff and 1 student. During the 2005-06 year, this committee researched the student success literature on retention interventions and models of good practice. This group ultimately found four emerging themes in the literature: Supplemental Instruction; Learning Communities; Intrusive Support;

and Orientation Programs and used these themes to analyze SCC efforts in each of these four areas. This produced engaging dialogue and recommendations, several of which have been implemented (i.e., in the spring 2007 several supplemental instruction student success mini-grants were funded; staff development presentations during flex week; spring 2007 On-Course 2-day workshop for 50 faculty during flex week).

At the present time, Santiago Canyon College has nine intercollegiate athletic teams (four men and five women). In 2006, a Women's Softball Team was added to our athletic programs. A new softball diamond will be completed in early 2008 and a new gymnasium and swimming complex will be finished in approximately 2010. This will allow us to add competitive athletic programs and develop Exercise Science curriculum.

Santiago Canyon College has had great success in intercollegiate athletics, winning its first California Community College State Championship in 2006 (Women's Soccer).

With additional staff and space, the Transfer Center has expanded transfer services and programs available to students. The Transfer Center increased access and services to evening students, and together with Student Life/ASB, CSU Fullerton, and UC Irvine, Transfer Leadership Summits were held. Workshop offerings were expanded in the number and scope of topic, increased numbers of university representatives came to SCC to meet with students, and Pre-Med and Pre-Pharmacy workshops were offered for the first time.

To meet the lower division transfer preparation needs of future teachers, an associate degree in elementary education was developed, and approved by the RSCCD Board of Trustees and the State Chancellor's Office. This new degree will be offered to students beginning in fall 2008. A special education paraprofessional certificate was also developed to train paraprofessionals to work with persons with disabilities and to serve as major preparation for transfer to CSU Fullerton's Human Services major. Pathways to Teaching program staff also

instituted the Annual Future Teacher's Conference for SCC students and local high school seniors interested in pursuing a teaching career.

Articulation efforts were greatly expanded with the addition of a full-time articulation officer. The articulation officer submitted new and existing courses to university partners resulting in enhanced lower-division transfer preparation available to SCC students. Additionally, the articulation officer assisted faculty by providing information about course proposals, acceptances, and updates relating to CSU, UC, and independent colleges curriculum requirements and transfer policies.

Santiago Canyon College was awarded a one-year teacher preparation pipeline grant for the 2007-2008 academic year. This grant, which was also funded for the 08-09 academic year, is designed to address California's teacher shortage in math, science, and career technical education. The college focused on career technical education; in particular, the surveying and mapping profession. The grant, which the college named CTE Teach, provided opportunities to partner with business and industry. Partners provided input ensuring industry standards were met for new or revised survey/mapping courses or coursework. Retention activities with industry partners included "mentor mixer events," job shadowing, and internship possibilities.

Finally, the High School and Community Outreach Department has expanded its focus to include an Early Outreach initiative and a Business and Industry Outreach component. The goal of the Early Outreach Initiative is to expand the pool of college ready students by increasing college awareness and preparedness. Initially, three middle schools with a large number of underrepresented, low income and/or potential first generation college students were identified for participation. The focus for 2007-08 year was to focus on building partnerships with the three selected middle schools in the Orange Unified School District: Portola, Yorba & McPherson. Services provided to date include Student

and Parent Workshops covering a broad range of topics such as; Higher Education, Parental Involvement & Student Success, Financial Aid Awareness and Goal Setting. In addition, Informational Tables have been provided at middle school "Back to School Nights."

The Business and Industry component's goal is to market existing Santiago Canyon College programs and services to city and county agencies, large businesses, and smaller businesses that may have an interest in utilizing the curriculum offered at SCC. This has been done by hosting informational tables at local business expositions and developing a business contact database that includes nearly 100 area contacts. Future growth for the Business and Industry Outreach component is planned through the development of a stronger partnership with SCC's Career Education division. The High School & Community Outreach department has met with the Dean of Career Education to identify long and short-term areas for growth. The long-term goal is to assist Career Education with the marketing and promotion of all 12 of its Career Education programs. The short-term goal is to focus on the Public Works & Water Utility Science programs and join the Consortium of Southern California Colleges and Universities, an organization that focuses on promoting Higher Education to Adult Students.

II.B.3(b)

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Planning Agenda

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

Progress Toward Planning Agenda

The Cross Culture Resource Center, which did not have a designated space, budget or permanent personnel and needed a long-term development plan, was put on hiatus during the 2005-06 year.

Planning consultations during the 2006-07 year led to a revision of the Center, which was renamed the Multicultural & Leadership Resource Library (MLRL). It is housed within the Office of Student Life & Leadership, with the following program goals:

1. To provide multicultural & leadership resources and programming to the SCC community.
2. To promote intercultural understanding and dialogue within the SCC community.
3. To educate the SCC community on multicultural and leadership issues.

When the Office of Student Life & Leadership moved to its newly acquired space in the Administration Building, a designated conference room was dedicated for the MLRL and books, audio and video resources of the former Cross Culture Resource Center were housed in the MLRL. Additionally resources have been provided to continue the acquisition of these resources and the Office of Student Life & Leadership was provided a modest programming budget of \$5,000 in 2007-08 to promote multicultural programs and activities. Additionally, a part-time, 19 hour/week permanent Student Services Specialist position was moved to the Office of Student Life & Leadership. This position works with the development of the MLRL in addition to duties and responsibilities with the AmeriCorps program. This blended position is the beginning of a long-term goal of acquiring a full-time staff member in the MLRL.

A five-year plan was developed with the long-term goal of transitioning the MLRL from a resource library to a stand alone Center. Plans include:

- Identifying funding to secure a full-time staff member dedicated to multicultural and leadership activities.

- Maintaining updated inventory with topic specific resources for student and staff use.
- Creating and developing diverse components within the library to expand its reach within the campus community such as the "Safe Zone" for Lesbian, Gay, Bisexual and Transgender (LGBT) students.
- Pursuing and applying for grants to secure funding as an effort to ensure substantive programming.

In the fall of 2006, SCC in conjunction with Cal State Fullerton, developed and implemented a Student Leadership Institute (SLI). This non-degree certificate provides interactive workshops that develop leadership skills and provide critical training. Workshops are offered on developing the necessary skills for effective leadership and overall character development. Students who complete 10 workshops (total of 14 hours) receive a *Leadership Certificate* from Cal State Fullerton and are recognized at culminating ceremonies both at SCC and at Cal State Fullerton.

Other areas of student leadership training include annual retreats for student officers of the Associated Student Government (ASG), as well as student leaders for the Inter-Club Council (ICC). Additionally, a handbook for advisors and student leaders was developed in the fall 2007 to provide a resource tool with critical information.

In the fall 2006, SCC secured two grants from the California Community College Foundation to implement two AmeriCorps programs: Foster Youth Mentoring Project (SCC students mentor foster youth) and Teacher Reading & Math Partnership Program (SCC students tutor under-achieving elementary students in math and reading at Fletcher, Olive and Riverdale Elementary Schools). Through these two civic engagement opportunities, SCC students are actively involved in community service opportunities.

Additionally, Student Services is seeking to identify and apply for grants resources to implement Service Learning programming.

Students often rely on their peers as a trusted source of information and learn about taking risks in areas such as substance abuse, alcohol or smoking from uninformed peers, or other unreliable sources on personal information. Beginning in spring 2007, SCC implemented a Peer Health Education program in which trained Peer Educators serve as informed resources to empower students to assist one another in health enhancing ways. In spring 2007, 16 students took part of SCC's Peer Health training and certification program.

The 12-hour, four week curriculum developed by the nationally recognized Bacchus Network will be taught in the fall of each year. The training helps students learn about issues of confidentiality, role-modeling, listening skills, body language as well as service referrals for campus based medical professionals and licensed clinical psychologists. Once the core curriculum is completed students go on to test for certification as Peer Health Educators. Students then work with the Health Educator staff to create on campus events highlighting health awareness and risk prevention.

II.B.3(c)

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Planning Agenda

The counseling department has requested additional full-time contract counseling faculty and additional funding for hourly (part-time) counseling through its discipline, department, and program document, (now called the Department Planning Portfolio (DPP), a component of the Educational Master Plan (EMP) (II. B-29)

Progress Toward Planning Agenda

Progress has been made in securing additional full-time contract counseling faculty and additional funding for hourly (part-time) counseling to meet the needs

of students. In fall 2006, a new EOPS/ CARE counselor was hired and one EOPS counselor was reassigned to general counseling; this brought the full-time contract counseling faculty to ten (eight generalist counselors, one EOPS counselor, and one counselor for EOPS/CARE program facilitation).

Through numerous resources, funds for part-time hourly counseling increased as follows:

- 1) A 53% increase in District general funds from fall 2004 to fall 2007 enabled SCC to retain currently employed part-time counselors despite increased hourly counseling rate costs.
- 2) Matriculation provides significant funds to provide orientation, advisement, and follow-up counseling services to students.
- 3) The Title III grant provides funds for a 19 hour/week counselor to work with students in the Academic Success Center for five years.
- 4) An increase in the hourly counseling budget for CalWORKs enables SCC to provide year-round counseling for students.
- 5) The Career Technical Education Teacher Preparation Pipeline grant provides a substantial hourly counseling budget for 2007-2008.
- 6) The new College Assistance Migrant Program (CAMP) grant allocates funds for five years for a 15 hour/week counselor beginning spring 2008.
- 7) Basic Skills Initiative funding provided substantial support for hourly counseling for 2007-2008.

II.B.3(d)

The institution designs and maintains appropriate programs, practices, and services that support and enhance understanding and appreciation of diversity.

Planning Agenda

The lack of student involvement in many

of the college's special programs and service and enrichment activities will be re-evaluated and addressed by student services and instruction personnel.

Progress Toward Planning Agenda

In fall 2006, Student Services Program leaders reviewed the SCC Student Satisfaction Study, published in June 2005 by the RSCCD Research Department. One item of particular concern was "number of hours on campus other than attending class." The survey indicated that other than attending class, respondents spent very little time on campus, which is a student success factor often listed in retention literature.

The survey indicated that only 9% of the respondents spent 10 or more hours a week on campus participating in non-classroom activities, such as student government, student clubs, library use, and athletics, and 47% spent no time. The department recognized that the lack of facilities such as a student center and gymnasium limited the physical environment that encourages students to stay on campus outside of class.

The opening of a 40,000 square foot Library in Fall 2006 had a significant increase in student usage. When compared with Spring 2006, the number of visitors to the Library in Spring 2007 increased by 178%, the EBSCO database usage increased by 68%, the circulation of materials increased by 91.22%, the number of Library Instruction classes increased by 9.52%, and the number of students who attended classes increased by 22.98%. It is thought that as the campus continues to "build-out" students will find incentives to stay on campus beyond classes.

Despite the physical limitations of the campus at this time, over the past two years, Student Services has developed several new initiatives and ways to be responsive to student needs, with the goal of increasing student involvement and engagement in the life of the campus. The following is a brief description of some of these new initiatives:

In August, 2006 *College Life 101*, a student-life orientation, was introduced to incoming new students. Introducing the importance of campus and student life to incoming

students is critical and this half-day program was developed with the following learning outcomes:

- Students will learn about campus services.
- Students will better integrate into the social and academic life of the campus via interactive campus tour and the student club/organization fair.
- Students will interact and meet other students to begin to form connections with each other and their orientation student leaders.
- Students will be introduced to co-curricular opportunities.

This program (now renamed *Discover SCC*) serves to provide students with an opportunity to learn about campus and student life that complements their initial formal matriculation orientation, academic advisement, and registration program offered by counselors. It has been highly successful and yielded approximately 200 student participants in the 2006 program and 250 in the 2007 program. An evening parent component was provided and was well attended (100 in 2006 and 120 in 2007). Trained HAWK Orientation Leaders facilitate small group interactions (icebreakers, reflection time, and campus tours; participants attend several workshops and enjoy a lunch at the end of the half-day program.

Additionally, *Discover SCC* provides current students with involvement opportunities through the Student Orientation Leader component. Twenty-Five student leaders have been trained as Discover SCC Orientation Leaders. As demand increases, future growth plans for this program includes additional Discover SCC program dates and increasing the content of the program.

It should be noted in the spring 2006 Student Activities Office was renamed the Office of Student Life & Leadership. The name change was more than symbolic and exemplifies an intentional shift in creating and implementing more comprehensive student development

activities. It is believed that Student Life opens and welcomes all students regardless of their interest in student government, clubs and organizations, leadership, co-curricular programs, and campus based activities. Additionally, a full-time student program specialist position was shifted to this unit to further enhance leadership development programs (there are now 2.5 FTE funded positions in this unit). The Office of Student Life & Leadership also introduced a marketing tag line: *GET INVOLVED! GET CONNECTED!* This slogan has been introduced in all literature, email correspondence, and is the theme that guides and educates the sponsored programs. There are approximately 20 banners with this message located throughout the campus on light poles to serve as a constant reminder to students, faculty, and staff of the importance of campus involvement and student engagement.

The Office of Student Life & Leadership has been intentional in developing a series of programs and partnerships with other campus departments in order to continuously provide educational programming for students. The diversity series for fall 2007 included Día de los Muertos, Latino Heritage Month, Coming Out Day, and Native American Heritage Month celebrations. Partnerships with the Health & Wellness Center include Breast Cancer Awareness Day, Great American Smokeout, Red Ribbon Week, and Safe Holiday Break. Other partnerships include Athletics (several soccer tailgate BBQs) Transfer Center (Transfer Leadership Summits: Cal State Fullerton, Spring 2007 and UC Irvine, Fall 2007) HS & Community Outreach (Partners for Success Mentoring Program) and with the Career Center (My Major-My Career Fair).

It should also be noted that there has been an increase in faculty driven co-curricular programs and in bringing on-campus speakers all of which contribute to enrichment activities. Examples include: Ramada Festival, Día de los Muertos (Day of the Dead), Poetry Forum, Evening with Forensics, Latin American Film Festival, Math Day, International Day, Women and

Islam, to name a few. Additionally, at the request of faculty, \$10,000 was set aside to provide resources for a speakers fund, which allows for modest honorariums.

In January of 2006, the Health and Wellness Center received a grant contract for High Risk Alcohol Prevention in the Community College Population. One of the program outcomes included a baseline college assessment using a nationally normed tool from The American College Health Association. The National College Health Assessment (NCHA) was conducted on a random sample of 491 students in March of 2006. Specific data sets from the survey were used to drive a campus-wide normative campaign around alcohol use behaviors. Photographs, using actual students, depicted candid images for utilization of designated drivers, and other protective mechanisms such as eating before consuming alcohol and keeping track of how many drinks were consumed. Each image was captioned with "DID YOU KNOW?" followed by the NCHA normative information; 81% of SCC students who chose to drink, eat before and while they use alcohol, 73% of SCC students use a designated driver when they go out, and most SCC Students keep track of the number of drinks they consume when they go out. Outcome measures are currently being reviewed to determine campaign effectiveness

In addition to establishing a sustainable Peer Health Education Program (refer to Planning Agenda II.B.3 b) alcohol risk prevention curriculum infusion was offered by faculty in more than 20 course sections utilizing SCC's National College Health Assessment data, District Policy revision for Drug Free Schools and Campus's Act, District Policy revision for management of Sexual Assault, and a new community advocacy contract for survivors of sexual assault. More than 400 students attended a Guest Lecture and interactive jury exercise on "Drunk Sex or Date Rape?"

In the Office of College Advancement, an Alumni Association Program is being developed and promoted to former students. The purpose of this program is

to promote Santiago Canyon College (SCC) as a lifelong learning establishment, and provide alumni with an opportunity to re-connect with the college. The Alumni program will consist of communication with former students to invite them to specific campus events, and to create mentoring and networking opportunities. As the program continues to be developed, the Office of College Advancement plans to partner with faculty and staff to develop membership benefits and communication strategies.

Overall, an increase in student usage in special programs and services has been observed. For example, the Health & Wellness Center reported a 12% increase in student usage from 2005 to 2006. Student participation in DSPS has increased by 50% over the past five years, and the number of Early Decision students seeking program services increased by 100% from 2005 to 2006.

Finally, the Financial Aid Office has been aggressive in developing an “in-reach” outreach program that aims at educating SCC students about financial aid

opportunities. In the 2006-2007 Financial Aid conducted 60 campus-based activities that served 1,786 students. The activities included 29 classroom presentations, 7 transfer student workshops, 14 new student and parent orientations done in collaboration with the Community Outreach Department, Orange Continuing Education Center, and the Transfer Center, two information tables, a Financial Aid Awareness Day, and two FAFSA application workshops for CalWorks/Adult reentry and AmeriCorp/Foster Youth.

Financial Aid Awareness Day is a one-day campus event that provides refreshments as an incentive to current students to stop at one of the booths for information on how to apply for state and federal programs. These in-reach activities were designed to raise student awareness of the federal and state aid programs available to assist with the cost of higher education. As a result, there have been increases in the number of students who apply, complete their files, and who are awarded. The following table shows the number for 2006-07 compared with the previous year and the representative increase:

Academic Year	Financial Aid Awarded	Number of Students Who Applied	Number of Students Who Completed Files	Number of Students Awarded	Number of Pell Grants Awarded
2005 – 2006	\$1,906,191	Not Accessible: SAC & SCC numbers were combined	768	653	542
2006 – 2007	\$2,122,596	2,153	934	768	549
%Percentage difference from 05/06 year to 06/07 year	11.35%	N/A	21.61%	17.61%	1.29%

II.B.3(e)

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Planning Agenda

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

Progress Toward Planning Agenda

In fall 2005, the college Matriculation Plan task force consisting of faculty, staff, student, and administrative representatives, completed a detailed review and revision of the college's Matriculation Plan. All components of the plan, including testing and course placement practices, were reviewed and updated to ensure compliance with Title 5.

As a follow-up inquiry regarding the effective use of multiple measures in course placement practices, the RSCCD Research Department conducted a validation study of multiple measures used to place students into math and English; it was published in fall 2006. In addition to these activities, SCC also reviewed testing and course placement practices by completing a Self-Evaluation of SCC Categorical Programs (Matriculation, DSPS, EOPS/CARE, and CalWORKs) as required by the State Chancellor's Office in spring 2007.

II.B.4

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Planning Agenda

SCC student services departments and

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

Progress Toward Planning Agenda

Student Learning Outcomes

In spring 2006, the Division of Student Services began to establish and implement a comprehensive timeline and framework for the establishment of student learning outcomes (SLOs) within every department and program. When fully implemented, this framework will systematically utilize SLOs in guiding, assessing, and improving all student services.

Progress to date includes:

- 1) Several strategy planning retreats with program leaders (January, 2006 and July 2006).
- 2) A seminar for student services faculty & staff on *"Starting the Student Learning Outcomes Dialogue"* (April 2006).
- 3) Development of a timeframe and timelines (July 2006).
- 4) Development of a template for reporting & summarizing SLOs, including how each will be measured (November 2006).
- 5) Identification of 1-2 SLOs for every student services department-unit (December 2006).
- 6) An all day in-service for student services faculty & staff on *"Completing our SLO Framework through Assessment"* (January 2007).

Implementation of assessment plans and SLO measurement commenced in June 2007 and will occur on an on-going basis. This systematic assessment cycle ensures that the department:

- 1) Implements its identified learning outcomes and identify methods to gather data.

- 2) Interprets the results or evidence of assessment
- 3) Evaluates program goals, activities, and outcomes on an on-going basis to ensure that decisions for program improvement, planning, budgeting, etc. be shaped by the results of assessment.

Refer to response to Recommendation 2 for more detailed information.

Program Review

To assist in the evaluation of the services and programs of student services, program reviews are scheduled on a three-year cycle that has been developed and implemented since the last accreditation visit. As of fall 2006 all student services areas have completed a program review; however as noted in the last accreditation visit, the level and complexity of analysis was uneven and should include more interpretation of data.

Student Services Program Leaders at their summer 2007 retreat, reevaluated the student services program review process. This resulted in a revised template that will be include the following six sections:

- Signature Page
- Program Description (vision, mission, overview of services-functions, and a funding source statement)
- Organizational Chart
- Student Learning Outcomes (SLO statement, methods, implementation of assessment process, results, decisions and recommendations)
- Program Accomplishments (qualitative & quantitative data; survey-evaluation results; other relevant data to assess program effectiveness)
- Analysis (evaluation of strengths and weaknesses, challenges and opportunities, recommendations for areas of concern; discussion of future direction including facilities and technology).

Finally, it was decided that rather than having a rotating program review cycle

with various due dates, all student services departments and programs will in the future submit a program review at the same time, namely, June 30, 2009 and subsequently every three years.

Categorical Programs Self-Evaluation

In February 2007, SCC completed its Categorical Programs Self-Evaluation and submitted the report to the State Chancellor's Office. This integrated self-evaluation was developed based on guidelines prepared by the Accrediting Commission for Community and Junior Colleges-Western Association of Schools and Colleges. This comprehensive evaluation addressed the following areas:

- 1) Collegewide Student Services Integration and Coordination
- 2) Program Specific Data and Outcomes
 - Access: demographic data
 - Progress: success rates, academic progress, dismissal, and persistence
 - Success: degrees, certificates, transfers, educational goals
- 3) Student Learning Outcomes
- 4) Effective Practices and Opportunities for Improvement
- 5) Implementation and Technical Assistance

II. C LIBRARY AND LEARNING SUPPORT SERVICES

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

measures in order to improve the effectiveness of the services.

II.C.1

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1(a)

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support learning and enhance the achievement of the mission of the institution.

Planning Agenda

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

Best Books for College Libraries (five volumes) has been purchased and the library faculty members plan to use it as a major tool to evaluate and build the library collection. In conjunction with the district's Information Technology Services (ITS) personnel, a proposal for a wireless network throughout the college to facilitate use of personal laptops and wireless devices is being developed.

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

Progress Toward Planning Agenda

Since its dedication in 2006, numerous technologies have been implemented and/or installed to support library services, program and operations in consultation from Information Technology Services (ITS). These technologies include:

- Radio frequency identification technology (RFID) for materials management and security
- Inventory scanners for collection management
- SynchronEyes classroom management software for library instruction lab
- Symposium SmartBoard monitor for library instruction lab
- Document camera/projector for library instruction lab
- "Clickers" (student response program and devices) for library instruction lab
- Tablet notebook PC for library instruction; staff training and staff operations
- Remote access proxy server to support off-campus access to library electronic resources
- Plasma television with "Captive Indoor Media" software
- 22 laptops for wireless in-library use by students
- Camcorder and digital camera for student use
- Digital scanners for student use
- Two color printers for student use
- Color copier for student use
- Fax machine for student use
- Self-check out station
- Student Innovation Zone (multimedia lab within library dedicated to student experimentation), which includes: nine high performance computers (PCs and Power Macs) with the following specialized software: Adobe Acrobat, Adobe Creative Suite 2 (Photoshop, Illustrator, InDesign, GoLive),

Apple Aperture, Apple Final Cut Pro, Macromedia Captivate, and Studio 8 with Flash

- A SmartBoard has been installed in the Faculty Development Center, which serves as a faculty and staff technology training lab and is equipped with 7 PCs and one Mac
- Student "GoPrint" printer retrieval computer stations upgraded to touch screen monitors

Best Books for College Library (a bibliography of core titles for academic libraries) is being used in conjunction with other collection guides, current subject bibliographies and review media, as major collection development tools by the librarians for evaluating, developing, and building the library's collections.

A wireless network has been installed in the library to support the use of personal laptop computers and other wireless devices.

In total, Librarians have attended more than 16 professional conferences and workshops, such as the following professional conferences/workshops to explore new technologies that support student learning:

- "SCC All Technology Day," Faculty Development Committee, Santiago Canyon College; Jan. 29, 2005 [L. Cucovatz, L. Dressler, L. Freidenrich, Alice Ho, and B. Sproat]
- "Symposium 'Smartboard' Training," August 2006 [all full- and part-time librarians]
- "Title Source 3 Online Selection and Acquisitions," February 2007 [all full- and part-time librarians]

II.C.1(b)

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Planning Agenda

When the new dean is hired, policies, procedures and programs will be reviewed

in order to assess whether additional services need to be offered to students, staff, and faculty. Additionally, library faculty will begin to develop specific student learning outcomes designed for structured library bibliographic instruction sessions.

Progress Toward Planning Agenda

An Interim Associate Dean for the library was hired for the period March 2006 through August 17, 2007. The College restructured its academic divisions, effective Fall 2007, and placed the library in the new division of Library, Fine & Performing Arts, and Communication (LFPAC).

A new Dean was hired in August 2007 to oversee the LFPAC division.

Library policies and procedures developed or revised Spring 2006 through Spring 2007: (Note; All of the following policies and procedures are available under name listed unless otherwise stated)

- Cell Phone Policy
- Circulation Procedures: Library Fax Services (See: Library Procedures: Fax Services)
- Circulation Procedures: Library Camera Checkout – General Information & Guidelines (SEE: Library Camera Checkout – general Information and Guidelines)
- Circulation Procedures: Library Date, Damages and Lost Fees (SEE: Library Late, Damages, and Lost Fees)
- Circulation Procedures: Laptops
- Circulation Procedures: Reciprocal Borrowing Privileges for SCC Students at CSUF and CSULB)
- Computer Card (See: SCC Community Card)
- Computer Use Policy
- Conference Room User Policy
- Display Policy (See: Library Policy: Displays & Exhibits)
- Food and Drink Policy

- High School Students: Library Use Policy and Rules
- Plasma Screen Policy (SEE: Library Policy – Plasma Screen)
- Publicity Posting & Solicitation Policy (SEE: Library Policy – Publicity Posting & Solicitation)
- Radio Frequency Identification (RFID) Policy
- Reimbursement Policy/Procedures
- Rules of the Library

The following library programs and services were reviewed with the changes listed:

- For-credit instructional courses were re-established, i.e., Library and Information Studies 100 (Library Research Fundamentals) and Library and Information Studies 103 (Information Retrieval on the Internet) and will be offered online.
- Student Innovation Zone: Students were surveyed to gather their input for this technology zone used to support student learning and experimenting with technology. The results of the survey were used in determining the final configuration of equipment and software for this service (see “Student Survey—Student Innovation Zone” [SIZ]).

Student Learning Outcomes have been developed for the Library’s non-credit instruction sessions. At a reference consultation or a group bibliographic instruction (BI) session, students will do one or more of the following

1. Identify various types and formats of potential sources of information.
2. Use the library catalog to determine the availability of information in the library.
3. Use library periodicals databases to determine the availability of article information in the library.
4. Retrieve information online and in person.
5. Find documentation style information.
6. Identify parts of a bibliographic citation.

II.C.1(c)

The institution provides students and personnel responsible for learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Planning Agenda

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

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

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

Progress Toward Planning Agenda

SCC has hired three additional librarians to resolve projected shortages in staffing. A technical services/reference librarian was hired in fall 2005 (the position was charted in 2003/2004 Library Department Developmental Plan [DPP]). A public services/reference librarian was hired in fall 2006. An instructional/reference librarian was hired in fall 2007 to lead development of library for-credit instruction courses (the position was charted in 2005/2006 Library DPP to develop the re-establishment of the credit instruction program.

Librarians have continued to seek grants to improve services and continue to provide adequate resources for the library seminar.

Consistency in the delivery of Bibliographic Instruction (BI) sessions has been addressed through the development and implementation of student learning outcomes since fall 2006.

II.C.1(d)

The institution provides effective maintenance and security for its library and other learning services.

Planning Agenda

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

Progress Toward Planning Agenda

To enhance security to protect users' privacy and to protect the library from inappropriate use of computers, the following security measures have been adopted:

- VNC student computer observation and remote control program has been installed
- VeriSign Secured SSL Certificate software was installed on the remote access proxy server to secure private information
- A positive attendance login program (including encryption program to secure private information) has been implemented to verify student identity and to quantify student usage of library computers. (SEE: Positive Attendance)

II.C.1(e)

When the institution relies on collaboration with other institutions or other sources for library and other learning support services for its instructional programs, it documents

that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual agreement.

Planning Agenda

The SCC library will maintain appropriate contracts and remain aware of possible new technologies that will require additional contracted services.

Progress Toward Planning Agenda

The SCC library is maintaining the following contracts to provide operational support:

- OCLC Bibliographic utility for cataloging resource sharing
- Baker & Taylor Title Source 3 online selection and ordering service
- Voyager [library integrated system] maintenance and technical support
- Synchronize classroom management upgrade

The SCC library has the following student-related library services support contracts:

- Annual hosting fee for Gale Virtual Reference Center [200+ online reference books]
- "Go Print" maintenance contract for the copy card dispenser and print retrieval software upgrades
- Multi-year leasing contract for new student copier that supports expanded functions/features requested by students
- Renewal of reciprocal borrowing agreement with California State University, Fullerton Library (SEE: California State University Reciprocal Borrowing Agreement)
- Preliminary discussions with Chapman University Library on the feasibility of establishing reciprocal borrowing privileges for students/faculty at each institution

Through regular attendance at library conferences and meetings with vendors, the library remains aware of potential benefits of new technologies that may require additional contracted services.

EVIDENCE FOR STANDARD II

Evidence for II.A.1(c)

Santiago Canyon College Student Learning Outcomes Implementation Strategy and Timetable

List of academic departments with program level student learning outcomes and examples of course outlines

List of academic departments with course level student learning outcomes and examples of course outlines

List of academic departments with assessment tools to assess student learning outcomes. Examples of assessment tools.

Evidence for II.A.2(a)

Course Outline

Curriculum Council Minutes

Evidence for II.A.2(b)

Examples of Assessment Methods reviewed and being piloted

List of Departments/examples of assessment tools being used.

Evidence for II.A.2(c)

Educational Master Plan with program level SLOs

Revised Course outline

Minutes from EMP/SLOARC meetings

Evidence for II.A.2(d)

Technology Plan

Outline Courses for fall 2005 – Fall 2008

Technology Newsletter

Flex Activities for Staff Development – Fall 2007 and Spring 2008

Evidence for II.A.2(e)

Revised Program Review Model

Examples of Department Program Review Models (old version/new version)

Evidence for II.A.2(f):

Minutes from SLOARC on assessment tools/ website (now SLOARC)

Material from Marcy Allencraig training

Examples of assessment tools being piloted by departments

Evidence for II.A.2(g)

Math Department website: sccollege.edu—Academic Departments—Math

Math Department SLOs and Assessments

Evidence for II.A.2 (h)

List of SLO workshops and example workshop materials

Course Outlines (examples with SLOs and matrix)

Course outline pages with SLOs and matrix.

Evidence for II.A.2(i)

EMP 2007-2012

Evidence for II.A.3(a)

EMP 2007-2012

Course outline of record with SLOs and matrix completed

Initial comprehensive matrix to date

Evidence for II.A.3(b)

Course Outline

General Education Outcomes

Evidence for II.A.3(c)

Course Outlines with SLOs

Evidence for II.A.4

Curriculum Summary 2005-2006, 2006-2007, 2007-2008

Catalog 2005-2006, 2008-2009

Evidence for II.A.5

Examples of Advisory Committee Minutes, Agendas, etc.

Evidence for II.A.6(a)

SCC College Catalog

Hard Copies of Transfer Guides

Transfer/Articulation website address and/or Samples of Website Information

UC and CSU Transfer Educational Planning Packets

Transfer News newsletters

List of workshops and trainings

EMP

Program Review

Evidence for II.B.1

Categorical Programs Self-Evaluation for Santiago Canyon College (Spring 2007)

Evidence for II.B.2(d)

Dates of Catalog Membership Taskforce Meetings

Evidence for II B.3(a)

Approved Course Outlines—Curriculum Council

Fliers and Handouts Announcing Transfer Center Workshops and Programs

CTE Teach Brochure

SS Program Leaders Agendas

Student Success Committee Review of the Retention Literature & Models of Good Practice

Articulation/Submit New Courses

On-Course Workshop Information

Supplemental Instruction Mini-Grant Applications & Report

Various Flex Week Presentations

Pathways to Teaching/Annual Future Teachers Conference

Evidence for II.B.3(b)

Five-Year Plan for Multicultural & Leadership Resource Library

SCC 2007-08 College Catalog (page 13)

Student Leadership Institute Brochure

Handbook for Advisors & Student Leaders

Agendas for ASG and ICC Retreats

AmeriCorps Brochure

Peer Health Education Press Release

Evidence for II.B.3(d)

Social Norming Images

College Life 101/Discover SCC Flyers and Program Agenda

Transfer Leadership Summit Flyers or Report

Student Life & Leadership Calendar of Events

Faculty Driven Co-Curricular Flyers or Email Announcements

Alumni Programs

Outreach and InReach Flyers for Financial Aid

Evidence for II.B.3(e)

Matriculation Plan (Fall 2005)

Research Dept. Study: Validation of Multiple Measures Used to Place Students into Math and English Coursework at RSCCD Colleges—SAC and SCC (Fall 2006)

Categorical Programs Self-Evaluation for Santiago Canyon College (Spring 2007)

Evidence for II.B.4

SS Program Leaders June 15, 2007 Agenda

SS Revised Program Review Template

Categorical Programs Self-Evaluation for Santiago Canyon College (Spring 2007)

SS Learning Outcome Grid

Evidence for II.C.1(a)

Examples of Workshops and Conferences:

"Why Use Anything But Google? Information Literacy for Teachers/Faculty," UCLA Libraries; Sept. 22, 2005 [L. Freidenrich, J. Geissler, B. Sproat]

"Assessing the One-Shot BI," Southern California Instruction Librarians; May 19, 2006 [B. Sproat]

"Voyager [Library Integrated System] End User Conference," Endeavor; April 24-26, 2006; April 26-8, 2007 [Alice Ho]

"Emerging Technologies for Libraries: Blogs, Wikis, & RSS," Council of Chief Librarians; April, 2007 [L.Wong]

Evidence for II.C.1(b)

Library policies and procedures developed or revised Spring 2006 through Spring 2007: (Note; All of the following policies and procedures are attached under name listed unless otherwise stated)

- Cell Phone Policy
- Circulation Procedures: Fax Services
- Library Camera Checkout – General Information and Guidelines
- Library Late, Damages and Lost Fees
- Circulation Procedures: Laptops
- Circulation Procedures: Reciprocal Borrowing Privileges for SCC Students at CSUF and CSULB
- SCC Community Card
- Conference Room User Policy
- Library Policy: Displays & Exhibits
- Food and Drink Policy
- High School Students: Library Use Policy and Rules
- Library Policy – Plasma Screen)
- Library Policy – Publicity Posting & Solicitation
- Radio Frequency Identification (RFID) Policy
- Reimbursement Policy/Procedures
- Rules of the Library

- Student Survey – Student Innovation Zone [SIZ]
- Computer Use: Standards of Conduct

Evidence for II.C.1(c)

Librarians have applied for the following grants:

- March 2005 Library Services and Technology Act (LSTA) application to California State Library for "Library Education Achievement Partnership" (LEAP), a joint project by Santiago Canyon College Library, City of Orange Public Library, and READ/Orange County establish a library at the College's Orange Education Center; [Alice Ho, L. Freidenrich]; not funded
- 2006–2007 Library Services and Technology Act (LSTA) application to California State Library for proposed "Library Education Achievement Partnership" (LEAP), a joint project by Santiago Canyon College Library, City of Orange Public Library, and READ/Orange County [Alice Ho and L. Freidenrich]; not funded
- Spring 2006 funding application submitted to the now defunct Southern California Children's Booksellers Association to enhance the children's literature collection that supports the College's English 270: Children's Literature course as well as several Human Development courses; [B. Sproat]; \$500 grant awarded to Library in July 2006

Evidence for II.C.1(d)

- Positive Attendance

Evidence for II.C.1(e)

- California State University Fullerton Reciprocal Borrowing Agreement



STANDARD III: RESOURCES

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

III.A. HUMAN RESOURCES

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

III.A.1

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1(b)

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Planning Agenda

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

Progress Toward Planning Agenda

This planning agenda has been met. In cooperation with District Human Resources, mandatory workshops were held. All supervisors and administrators were trained on the purpose and proper implementation of the evaluation process for classified, classified supervisors, administrators, part time faculty, tenured faculty, and probationary faculty. These workshops gave a thorough review of the evaluation process of each group of employees, the forms used, timelines, and other criteria important to the process.

The District Human Resources Department will provide this training approximately every two years to ensure consistency of the process over time.

III.A.1(c)

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Planning Agenda

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

Progress Toward Planning Agenda

Significant progress has been made on this planning agenda.

Both the program review process, especially section VI A and B, and the college's adherence to the SLO and Assessment five-year plan keep faculty and key staff involved in the monitoring and achievement of student learning outcomes. These processes ensure that departments and the college constituencies, in general, take responsibility for monitoring SLOs and achieving them.

At the individual level, progress has been made to include these important criteria in the evaluation process. Beginning fall semester 2008, faculty, supervisors, and administrators will include in their self-evaluation section of the evaluation process a description of their participation in the improvement of student learning. This information will be related to student learning outcomes, assessment, and subsequent evaluation.

The District will work with the classified association to include appropriate criteria related to their responsibility if they are directly involved in monitoring and achieving SLOs.

III.A.2

The institution maintains a sufficient number of qualified faculty, with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purpose

Planning Agenda

Based on current and anticipated future needs of both credit and non-credit divisions of the institution, SCC will review the needs of its growing and changing student population annually to provide appropriate hiring recommendations to the district. Emphasis will be placed on ensuring that the non-credit division has adequate full-time faculty.

Progress Toward Planning Agenda

Since the self-study visit in fall of 2005, the noncredit division has acquired three full-time faculty members, an assistant professor in counseling and assistant professor in English as a second language (ESL) and an ABE faculty member. SCC continues to annually review its growing and changing student population in making hiring recommendations to the District. However, there is still a need to place additional emphasis on ensuring that the noncredit division has adequate full-time faculty.

In the credit division, thirty full-time faculty has been hired since 2005. Three new faculty have been hired to begin the 2008-2009 academic year.

III.A.4

The institution demonstrates through policies and practices an appropriate understanding of concern for issues of equity and diversity.

III.A.4(b)

The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Planning Agenda

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

Progress Toward Planning Agenda

The district maintains records that reflect the demographics of the employee populations. SCC's faculty, staff, and administrators are diverse in ethnicity and increasingly representative of the student population they serve. SCC promotes diversity of faculty, staff, and administrators through its hiring practices.

To ensure that employee diversity is representative of the student population, the district's Human Resource Department posts faculty and administrative positions

in the following publications: Chronicle of Higher Education, Hispanic Outlook in Higher Education, Black Issues in Higher Education, Asian Pacific Careers, Women in Higher Education, Community College Times, ACCCA website, and discipline related publications, including newsletters, and listserves.

All positions are posted in the following publications: LA Times, OC Register, Career Builder, Monster Board, Registry, and HigherEdJobs.com.

III.A.5

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5(a)

The institution plans professional development activities to meet the needs of its personnel.

Planning Agenda

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

Progress Toward Planning Agenda

Staff development is a priority in maintaining an informed and motivated staff. The college and the District continue to provide staff development for the classified and academic staff related to the mission of the college and the support of student learning.

During the past two years, there have been two District-wide, all-employee events during spring flex. The spring 2006 event focused on future technology and the community colleges. The spring 2007 all-employee event featured the topic of

change. It engaged staff in a visioning process that identified key areas for change and the ways in which successful change occurs. Both well-received events brought more than 1,000 full-time employees of the District together.

District Human Resources continues to provide numerous workshops on a broad variety of topics, including identifying and dealing with sexual harassment and other employee issues, such as progressive discipline, excessive illness, or absenteeism. Workshops for managers on new policies and procedures are held in a timely manner.

The college faculty has been involved in two major workshops on SLOs and Assessment followed by individual and small group training. Faculty also found a two consecutive day workshop, titled, "On Course," beneficial in improving teaching in the classroom.

The college supports an aggressive flex calendar with workshops on a variety of topics designed to improve pedagogy and student learning, including Blackboard training for distance education or classroom enhancement, a technology series, Library services workshops, and learning communities.

The classified staff has many opportunities to improve their skills appropriate to their responsibilities. They plan an annual classified staff development workshop with varied appropriate topics, including institutional orientations, time management, and staying healthy on the job. Classified staff also participates in the college-wide annual convocation where topics such as disaster preparation have been presented.

III.B Physical Resources

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

III.B.1

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1(a)

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Planning Agenda

To follow the facilities plans of the district and SCC to continue to build-out the SCC campus to meet student and staff requirements as the enrollment increases.

Progress Toward Planning Agenda

The college, with support from the District, has proceeded to implement the overall facilities master plan by earmarking the projects that are to be completed with the remaining balance of Measure E funds. This includes the construction of the Science Building, Maintenance and Operations Building, Humanities Building, Gymnasium, and some additional parking.

Construction of the science building has commenced with completion targeted for summer of 2009. The Maintenance and Operations Building and some additional parking should also be completed by the summer of 2009. The gymnasium plans have been submitted to the Department of State Architect (DSA) for review; it is anticipated that these plans may receive approval by the end of 2008.

The original facilities master plan included a humanities and social science building. However, after meeting with the departments, it was evident that all of the needs could not be funded with the remaining Measure E funds. Consequently, Social Science and Mathematics and Astronomy, who were not accommodated in the new science building, must wait for a new structure(s), which will require new funding sources.

Floor plans for the Humanities Building have been developed and reviewed by the departments and the Facilities Committee. The architect is targeting to have plans ready for submission to DSA by the fall of 2008.

A final planning proposal (FPP) for the performing arts complex was submitted to the State Chancellor's office, but was not accepted for the 2009-2010 fiscal year. Communication with the State Chancellor's office is underway to identify what might be modified to make the plans for this building more competitive.

An initial planning proposal (PP) was submitted for the Student Services building; SCC was advised to now submit a FPP.

All the plans have been discussed and reviewed by the SCC Facilities Committee with their recommendations confirmed by College Council.

III.B.1(b)

The institution assures that the physical resources at all locations where it offers courses, programs and services, are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Planning Agenda

The college president and vice president of administrative services will continue to request additional funds to support the new facilities and expected enrollment growth. This effort needs to be supported by all SCC constituencies, especially the college representatives on the Budget Allocation and Review Committee (BAPR).

The district and SCC administrators need to continue their efforts with the City of Orange and Orange County Transit Authority (OCTA) to provide a sidewalk to the Orange Education Center (OEC) and bus service on Batavia Street. The goal is to have a sidewalk constructed on Batavia Street by the end of the 2005 calendar year. Initial contacts with OCTA have been made and additional efforts will be made throughout the year until a satisfactory public transportation solution is reached.

Progress Toward Planning Agenda

The need for additional funding for facilities was raised with the district. The Board of Trustees approved placing another bond measure on the ballot in 2006; unfortunately, this bond measure did not pass.

The district has also been a strong advocate in our building process; they have requested that SCC's projects be included in the state five-year capital outlay program. At the present time, however, the college is at a stage where an additional construction project in the immediate future would be most difficult to handle because of parking, access, and safety issues. With the expected delay in funding, the college and the district will continue to pursue funding alternatives, including another bond measure.

The sidewalk from OEC to Katella Avenue was completed on March 3, 2007. A formal written request was submitted to OCTA for bus transportation. The reply from OCTA stated "technical issues with delays in schedules and distances to current bus stops", and they denied the request. Mayor Carolyn Cavecche of the City of Orange has pledged to look into the matter as the large number of students who use public transportation continue to request a bus stop at the center.

III.B.2

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilizations and other relevant data into account.

III.B.2(a)

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Planning Agenda

The college will continue to seek supplemental funding to ensure that all

new buildings have the equipment and supplies needed.

Progress towards Planning Agenda

The vice president of the continuing education division (Orange Education Center) is currently in the process of completing the necessary application to convert the Orange Education Center to a California Postsecondary Education Commission-authorized education center. Once approved, based on the OEC generating more than 1,000 FTEs per year, the District will be eligible for \$1,000,000 per year from the State Chancellor's Office on an ongoing basis.

This will help ensure that the OEC and other district buildings have the necessary equipment and supplies to maintain facilities at optimum level.

III.B.2.(b)

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Planning Agenda

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

Working in cooperation with the district and the SCC master plan architect, the Facilities Committee will explore additional parking during the major construction period of the next five to ten years.

Progress Toward Planning Agenda

The general principle of considering both short and long term needs and consequences is always considered by the Facilities Committee when recommending plans to College Council. As new facilities are being constructed on the SCC campus, the committee continually develops broad ideas for short and long term plans. These plans include how to reconfigure buildings as various departments move into the new buildings. Changing conditions, however, often made it necessary to revise those temporary plans to meet immediate needs.

The best example of this occurred when the Library was completed in the spring of 2006. In the summer of 2006, the relocation of portable buildings was required to begin preparation of the site for the new science building; this project entailed the relocation of 23 portable buildings that housed classrooms, administrative offices, division offices, a biology lab, and fitness center. Relocation of the portable buildings, however, had to be delayed until the end of the 2006 spring semester and the buildings had to be operational by the start of the fall Semester. The total available time was approximately 75 days to complete the relocation of approximately 75 faculty and staff.

To meet this time frame, the Facilities Committee developed a plan that called for the Library staff to relocate and vacate their existing space earlier than planned, convert some of the vacated space for turnaround space during the relocation of the portables, and develop some of the space to permanent space for work groups to allow some of the portables to be easily converted into classrooms. In general, this complex project was completed as scheduled and costing less than originally anticipated. More importantly, the groups that are in the vacated library space are those that will remain in the space for some time so there is no need to allocate additional relocation expenses for the immediate future.

The continuing education center (OEC) has instituted a facilities workgroup that conducts short-term and long-term facility improvements planning for the center. A

member of the OEC facilities workgroup also serves as a member of the SCC facilities committee and acts as a liaison between the two groups.

Since the accreditation visit, the District entered escrow to purchase the land adjacent on the north side to the OEC to meet the need for additional parking. Unfortunately, the purchase could not be completed because of legal issues with the title, which was handwritten in the 1800s. The additional land would have resulted in over 200 additional parking spaces for OEC.

The need for additional parking at the SCC main campus has been an on-going process and concern; the college has experienced more parking problems every semester, especially as the new buildings have been completed. The major roadblock to developing an area for temporary parking is having access from the parking area to the campus that meets ADA requirements.

Additionally, residents in the area have complained about students and staff parking in the neighborhoods. The college will continue to explore alternate ways to provide an additional parking area that complies with all regulations.

One possible solution will be to have an off-site parking location with shuttle service; this concept is currently being investigated.

III.C TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1(b)

The institution provides quality training in the effective application of its information technology to students and personnel.

Planning Agenda

The college is working on a plan to determine the best use of the remaining TTIP training dollars. This is to be completed in the fall of 2005. Additional training sessions to assist instructors with advanced technology are planned.

Furthermore, many SCC students are using the Web more frequently for their information and services requests. Therefore, the Web Task Force will continue to meet with faculty and staff to discuss the enlargement and enhancement of web usage.

Progress Toward Planning Agenda

The college has completed its plan for expending the remaining TTIP training funding. This plan identified a need for expertise in the development and maintenance of the SCC web site, along with a need for on-going expert training. The normal district position request/ approval cycle did not allow the college to hire a web master quickly enough to meet the urgency of these needs, so a consultant was engaged to assist the Web Task Force. The use of TTIP funding in this way has greatly improved the web site, has provided consistency of information, and has allowed the college to monitor its web pages for currency.

The college will again request a full-time classified staff position to serve as the web master in the next district position request/ approval cycle.

At the same time, the college identified a critical need for an expert in Distance Education, and requested a full time faculty position to serve as a Distance Education Coordinator/Specialist. That position was not approved for the 2008-2009 academic year. All constituents agree that this position shall remain a high priority. Knowing that this position may come in the 2009-2010 academic year, the college is holding some TTIP money until the new coordinator is hired. It is anticipated that training needs beyond that which is currently being done will be needed and TTIP monies will provide the necessary funding. Lastly, as appropriate, TTIP monies

have continued to provide technology training for faculty and staff.

III.C.1(c)

The institution systematically plans, acquires, maintains, upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Planning Agenda III.C.1(c)

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

The college will continue to seek alternative funding sources to assist SCC complete its plans for upgrading or replacing current technology.

Progress Toward Planning Agenda

This planning agenda has been met. The director of academic support along with the Technology Committee completed a five-year technology plan. The plan goes beyond the criteria of this planning agenda. Every year the collegewide needs and the budget necessary to maintain and stay current with the technology infrastructure, hardware and software is updated.

One of the most beneficial aspects of the on-going five-year technology plan is the ability to foresee the needs and link the technology plan to available resources. At this time, SCC has been able to meet the annual needs identified using multiple sources of funding. The college considers keeping technology infrastructure and equipment to include hardware and software a priority in the support of student learning.

The five-year technology plan is valued by the college and serves as a primary planning document within the Educational Master Plan 2007-2012.

III.C.1(d)

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its program and services.

Planning Agenda III.C.1 (d)

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

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

The district will continue to monitor the technology of SCC.

Progress Toward the Planning Agenda

Since this planning agenda was written, the district has formed a District Technology Advisory Committee (TAG). This has provided a venue to directly discuss college needs with District ITS. The director of academic support for SCC is also valuable in his liaison role between the district ITS and the college. To date, SCC has been able to justify and obtain approval for software licenses or hardware needs requested. The college recognizes the supportive role District ITS plays as they strive to meet SCC's needs.

The director of academic support signs off on all technology requests to ensure compatibility with current infrastructure and other criteria. This process also serves to coordinate technology requests, which yields more cost effective purchases in many instances.

The district is currently in the process of moving from an antiquated student information system to a new one, Datatel. This is a challenge, but a welcome challenge recognizing the limited lifetime of the present system. All college personnel at SCC are poised to do their part in providing a successful transition to Datatel.

III.C.2

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Planning Agenda

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

Furthermore, as new buildings are being designed, the technology infrastructure will be part of the design.

Progress Toward Planning Agenda

The new Technology plan includes a section that assesses the effective use of current technology resources. This section is used as a basis for improved use of technology resources. This is a need addressed throughout the technology plan.

Additionally, via the technology plan, the college has identified the life cycle of equipment related to its usefulness and effective use. There is also a sub-section on equipment use. The amount of usage on a specific machine, combined with the life cycle provides guidance as to effective use of computers.

The technology plan contains data on wireless availability for the main campus and the Orange Education Center. Included in this section is a list of wireless antennas by building and floors within each building.

The Forecast Charts identify when outdated hardware is scheduled to be replaced. Included is an estimated replacement cost that provides a total cost of equipment replacement by the year. This can be updated every year as the data is stored

with individual databases for easy retrieval and reporting.

III.D FINANCIAL RESOURCES

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

III.D.1

The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1(b)

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Planning Agenda

SCC will continue to seek outside sources to assist SCC develop additional financial resources to meet its expenditure requirements, especially in regard to equipping and furnishing new facilities.

Progress Toward Planning Agenda

During the 2006/2007 fiscal year, the continuing education division (OEC) applied for and received approval for 14 career and college preparation certificate programs under S.B. 361. This resulted in an additional \$466 per unit of FTES for all courses that are part of any of the certificate programs.

Currently, OEC is in the process of capturing the necessary data for MIS reporting of noncredit students eligible for VTEA funding. This process should result in a

considerable increase in the allocation of VTEA funds to the District.

In addition, the vice president of OEC is currently completing the necessary application to convert OEC to a California Postsecondary Education Commission-authorized education center. Once approved, and based on the OEC generating more than 1,000 FTES per year, the District will be eligible for \$1,000,000 per year from the State Chancellor's Office on an ongoing basis. This will help ensure the OEC and other district buildings have the necessary equipment and supplies to maintain facilities at an optimum level.

Finally, the college has solicited the help of the SCC Foundation to assist in fundraising for a facilities project. The determination of what project would most likely be attractive to prospective donors is now underway.

III.D.1(d)

The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Planning Agenda

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

SCC representatives on BAPR must continue to pursue answers to the budget concerns and questions raised by SCC's constituents. The BAPR representatives will strive to improve the budget process to ensure that SCC can continue to offer high quality educational programs.

The college will conduct open forums on budget concerns to ensure that there is widespread opportunity for discussion, input, and understanding of the budget. Every effort will be made to further solidify cooperative and consolidated effort to meet financial goals and targets.

Progress Toward Planning Agenda

There are three representatives from OEC who serve on the college council, the vice president, a faculty representative, and a classified representative. Since the accreditation visit, OEC has not had a need to request additional funding from the College Council.

The OEC vice president serves as an alternate on BAPR and has regularly attended meetings. Although not having a vote (unless a SCC voting member is absent), the vice president does have a voice and communicates any continuing education needs that arise to the committee.

The college did conduct two open forums on budgets during flex week of 2006; however, the attendance was so low, it was not scheduled for subsequent semesters. The low attendance is attributed to the fact that the college has obtained enough general funds, supplemented by new grants, to meet most of the needs of the departments.

The college has scheduled open forums for 2008 to explain the impact of the state budget reductions to the college budget and plans for the future.

III.D.2

To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2(c)

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Planning Agenda

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

Progress Toward Planning Agenda

Both the vice president of student services and vice president of administrative services serve on the Budget Allocation and Planning Review Committee (BAPR) workgroup, a standing district committee that examines specific budget issues directed by the BAPR and makes recommendations on budget policies and procedures to the BAPR.

Representatives have been involved with specific issues such as expenses associated with parking lot maintenance, software licenses and fees, and fixed costs; all of these items have an impact on the college's discretionary budget. Although there are times when the consensus has not been to the benefit of SCC, the college's representatives do have a voice and are treated equally despite the difference in size when compared to Santa Ana College.

III.D.2(g)

The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Planning Agenda

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

Progress Toward Planning Agenda

The OEC vice president and the vice president of administrative services have been appointed by SCC's president to serve on a district budget subcommittee to develop a formula to appropriately fund part-time instruction based on FTES goals. The purpose is to increase efficiency and accountability on the use of general funds designated for instruction.

III.D.3

The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Planning Agenda

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

Progress Toward Planning Agenda

At each College Council meeting, time is allotted to review the college budget. All constituencies from both credit and continuing educations divisions are represented on the College Council. This has proven to be an effective way to discuss the college budget and ensure consensus.

EVIDENCE FOR STANDARD III

Evidence for III.A.1(b)

Workshop packets with training materials

Classified Staff—June 12

Faculty—September Training

Evidence for III.A.4(b)

12 Measures of Student—Report from Research Department (pages 15-16)

Evidence for III.A.5(a)

Staff Development Flex Calendar

Evidence for III.B.1(a)

Facility Master Plan

Facilities Committee Meeting Minutes

Evidence for III.B.1(b)

Building Inspection Reports

Evidence for III.C.1(b)

TTIP Budget for Funding

Evidence for III.C.1(c)

Technology Plan 2007-2012

Educational Master Plan 2007-2012 pages 167-176 (spreadsheets)

Evidence for III.C.1(d)

TAG committee membership

TAG committee minutes

Evidence for III.C.2

Technology Plan

Evidence for III.D.1(b)

BPARC Meeting Minutes

BPARC Workgroup Meeting Minutes



STANDARD IV: LEADERSHIP AND GOVERNANCE

STANDARD IV LEADERSHIP AND GOVERNANCE

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

IV.A DECISION-MAKING ROLES AND PROCESSES

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

IV.A.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Planning Agenda

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

Progress Toward Planning Agenda

This planning agenda has been met. In addition to the electronic minutes sent to all constituencies of all Board of Trustees meetings, the Public Affairs Office, in consultation with the Office of the President, includes information in employee communications (such as the weekly "What's New at SCC" e-mail, quarterly SCCourier newsletter, Messages from the President, etc.) about important Board decisions that impact the college community. This serves to enhance employee communication.

In addition to the college President's regular methods of employee communication, the Office of the Chancellor has sent out a weekly e-blast to all employees since 2006. This e-mail frequently incorporates Board information and decisions of interest to all employees.

IV.B. BOARD AND ADMINISTRATIVE ORGANIZATION

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

IV.B.2

The president has primary responsibilities for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2(d)

The president effectively controls budget and expenditures.

Planning Agenda

Collegewide budget meetings will be held twice each year to communicate expenditures and revenue information to the college constituents.

Progress Toward Planning Agenda

In addition to holding budget meetings at the beginning of a new semester, the president has also requested that the vice president of administrative services provide budget status information at College Council so that the representatives from all constituencies are kept up to date.

In addition, the president and/or the vice president of administrative services has made presentations to constituent groups such as the Academic Senate and Classified Hawks to discuss budget issues and solicit ideas.

IV.B.3

In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3(c)

The district/system provides fair distribution of resources that are adequate to support the effective operations of the college.

Planning Agenda

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

Progress Toward Planning Agenda

During the district Budget Allocation and Planning Review Committee (BAPR) meetings and BAPR workgroup meetings, discussions about improving the District's budget allocation model take place on an ongoing basis.

SCC's president, vice president of administration and vice president of student services serve as voting members of BAPR. The vice president of continuing education (OEC) serves as an alternative in the BAPR. Although he is not a voting member (unless an SCC voting member is absent), the vice president of OEC does have a voice and communicates the needs of OEC.

EVIDENCE FOR STANDARD IV

Evidence for IV.A.1

Sample Board of Trustee minutes

Sample "What's New at SCC" e-mail

Sample quarterly "SCC Courier"

Sample "Messages from the President (SCC Connection)

Sample Office of the Chancellor e-blast

Evidence for IV.B.2(d)

Agenda for Budget Meeting

Evidence for IV.B.3(c)

BAPR Allocation Model Document



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