



SANTA ANA COLLEGE

Special Report Bachelor of Science in Occupational Studies

Submitted to:

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

Submitted by:

**Santa Ana College
1530 West 17th Street
Santa Ana, CA 92706**

December 7, 2017

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

From:

Linda D. Rose., Ed.D., President, Santa Ana College

**Santa Ana College
1530 West 17th Street; Santa Ana, CA 92706**

I certify there was broad participation/review by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

John R. Hanna, President, Rancho Santiago Community College District **Date**
Board of Trustees

Raúl Rodríguez, Ph.D., Chancellor, Rancho Santiago Community College District **Date**

Monica Zarske, President, Academic Senate **Date**

Sheryl Martin, Representative, California School Employees Association, Chapter 579 **Date**

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PROTOCOL AND POLICY ON THE ACCREDITATION OF BACCALAUREATE DEGREES

Eligibility Requirements

- **Authority:** *The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.*

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approved by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Specified Baccalaureate Degree Program Evaluation Criteria

- Authority requires that an institution be authorized or licensed as a post-secondary institution to award degrees. An institution wishing to gain approval for a baccalaureate degree will have to provide evidence of the institution's authorization to offer the degree, as required by each of the jurisdictions or regions in which it operates.

College: Provide a description and supporting documentation demonstrating how the College meets this Eligibility Requirement and the associated criterion.

Santa Ana College (SAC) has authority under its Board of Trustees to operate as a degree granting institution due to continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. This authority is noted on the first page of the Santa Ana College Catalog ([SAC-1](#)).

The Baccalaureate Program in Occupational Studies has been authorized by the Board of Governors. In March of 2016, the California Community College Board of Governors voted unanimously to approve Santa Ana College's Occupational Studies (OS) Bachelor of Science degree. This program is one of fifteen community college bachelor degree programs that have been approved in the State. Accreditation for this program is granted by the Accrediting Commission for Community and Junior College (ACCJC), Western Association of Schools and Colleges (WASC). In addition, the U.S. Department of Education (USDE) has granted to ACCJC the scope of approving one baccalaureate degree at each member institution through the substantive change process.

The required Substantive Change Report for this program was approved by ACCJC in May 2015, and the California Community Colleges Chancellor's Office (CCCCO) approved the program March 1, 2017 ([SAC-2](#), [SAC-3](#), [SAC-4](#)).

Evidence:

- [SAC-1 Authorization to Offer a Degree](#)
- [SAC-2 ACCJC Substantive Change Actions](#)
- [SAC-3 Substantive Change Proposal](#)
- [SAC-4 Baccalaureate Degree Approval Letter](#)

Accreditation Standards

The Accreditation Standards listed below apply to the institution as a whole and to each baccalaureate program. As appropriate, the list includes criteria indicating how the Standards specifically apply to baccalaureate programs. In addressing the standards, the institution must also address and provide evidence of its practices for the baccalaureate program-specific evaluation criteria identified below.

Standard I.A Mission (ER 6)

Standard I.A.1: *The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Baccalaureate degrees generally extend beyond previously identified credentials, service areas, and intended student populations. Member institutions may need to make changes within the institutional mission to reflect these differences.
- The baccalaureate degree program must align with the Institutional mission.
- Student demand for the baccalaureate should demonstrate its correlation with the institutional mission.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

After several months of dialogue at the participatory governance and constituency levels, the SAC mission statement was revised. On May 31, 2017 College Council refined all input related to the mission statement (SAC-5). Then through an all-college digital survey, it was determined that an elegant brief mission statement would best serve the college (SAC-6).

The mission of SAC was revised as follows: “Santa Ana College inspires, transforms, and empowers a diverse community of learners.”

The SAC mission reflects the mission of the Rancho Santiago Community College District (RSCCD), which is “...to provide quality educational programs and services that address the needs of our diverse students and communities.” The SAC mission statement reflects its commitment to student learning and achievement. Student achievement is measured annually through program review and analysis of data from both the RSCCD Office of Research and the Santa Ana College Research Office (SAC-7, SAC-8).

Santa Ana College serves a diverse population of over 700,000 residents from the surrounding communities of Anaheim, Garden Grove, Irvine, Orange, Santa Ana, Tustin, and Villa Park. SAC has been named one of the top two-year colleges awarding associate degrees to Latino students by Community College Week (June 24, 2013). Diversity and equity is monitored by Santa Ana College Factbook, several integrative dashboards, and visualization tools for faculty and staff use (e.g., enrollment, course completion, persistence, degrees & certificates awarded and other metrics disaggregated by equity variables—Santa Ana College Research Dashboards) (SAC- 9, SAC-10).

Commitment to student learning is also reflected by the addition of the Bachelor of Science degree in Occupational Studies. Prior to submitting any proposal to participate in the Baccalaureate Pilot Project, Santa Ana College (in consultation with its sister institution, Santiago Canyon College) investigated all CTE programs to determine if any would be appropriate to the mission of the District and the College. The Occupational Therapy Assistant (OTA) program was selected as a viable option. At that point, the faculty coordinator of the OTA program volunteered to contact the Accrediting Council for Occupational Therapy Education (ACOTE) in order to confirm there was no conflict and to ensure that ACOTE was still considering transitioning OTA education from the Associate's level to the Baccalaureate level. After affirming this, the OTA coordinator investigated current OT graduate program requirements, reviewed labor market data, and consulted with SAC's OTA professional advisory committee to solicit their recommendations and support. The collective information was shared with the Santa Ana College President, the RSCCD Chancellor, the Vice President of Academic Affairs, the Dean of Human Services and Technology, and the Academic Senate President. After the concept received unanimous support, a formal proposal was written for presentation to College Council, which serves as the participatory governance communication tool for all constituent groups at Santa Ana College and provides advice to the President on College issues, board item submissions as well as policies and administrative regulations, recommendations from other campus committees, and requests from council members for special consideration.

Evidence:

SAC-5 [SAC College Council Minutes 05-31-17](#)

SAC-6 [Board Of Trustees Approval of SAC Revised Mission Statement 07-17-17](#)

SAC-7 [RSCCD Office of Research](#)

SAC-8 [Santa Ana College Research Office](#)

SAC-9 [Santa Ana College Factbook](#)

SAC-10 [Santa Ana College Research Dashboards](#)

Standard I.A.2: *The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

Specified Baccalaureate Degree Program Evaluation Criteria

- The assessment of data, in addition to measuring institution effectiveness, must also demonstrate the effectiveness and success of the baccalaureate program.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Santa Ana College conducts regular assessments of programs in academic and student services areas to support ongoing and systematic efforts centered on student learning and achievement. Quadrennial course review is overseen by the Teaching and Learning Committee, which reports to the Curriculum and Instruction Council. In addition, annual Department Planning Portfolio development with quadrennial capstone program review of academic programs use student learning outcomes (SLOs) assessment results to initiate and support programmatic

improvement through means that include curriculum updates or changes, enhanced academic and student support services, and resource allocation requests through budget review (SAC-11). All programs and services continue to work toward sustainable, continuous quality improvement by linking identified course and program student learning outcomes to the broader seven Institutional Learning Outcomes (SAC-12) (i.e., formerly Core Competencies) of the College. Through program review processes, SLOs are revised as needed in academic programs. Direct SLO assessment is conducted in a course-embedded program assessment approach in conjunction with analysis of indirect and direct data supplied by the Research Department (SAC-13).

Changes made in the SAC Strategic Plan (SAC-14) are then based on the program review work of departments and broad-based interdisciplinary dialogue that occurs through the Teaching and Learning Committee (TLC). (SAC-15)

The SAC Academic Program Review (SAC-16) in OTA, at the associate-degree level, is replete with data that has indicated a contiguous baccalaureate program would be beneficial. Occupational Therapy Assistants provide service to individuals with physical, mental, or developmental disabilities across the lifespan to perform self-care, work and/or leisure activities that provide a greater quality of life. The in-depth instruction in the Bachelor of Science degree in Occupational Studies will prepare students to provide more effective treatment, work in settings that require a bachelor's degree, to take OTA leadership positions and to continue on to graduate level Occupational Therapy education. It will also prepare students to have careers in other areas such as home modification, durable medical equipment development and sales, and innovative programs for older adults.

The coordinator of the OTA program, in consultation with the other faculty in the discipline, has developed Program Learning Outcomes for the new baccalaureate degree in Occupational Studies (SAC-17):

- 1) Demonstrate advanced mastery of OTA clinical skills, including clinical reasoning, which follow the guidelines established in the Frameworks for Occupational Therapy Practice;
- 2) Relate theory and research to clinical practice areas;
- 3) Demonstrate ability to provide OTA services that meets the community needs of diverse populations, demonstrating sensitivity and empathy; and
- 4) Advocate for clients in clinical and community settings.

The OTA program and the Bachelor of Science program in Occupational Studies both address several elements of the mission statement: to inspire, transform, and empower a diverse community of learners. In addition, the program addresses the fact that the program prepares students for transfer and for careers. The program prepares students for further education and graduate studies (i.e., Master's degree) as well as career opportunities (i.e., COTA leadership opportunities, home modification, durable medical equipment development and sales, and innovative programs for older adults in community settings).

Evidence:

- SAC-11 [OTA RAR](#)
- SAC-12 [Institutional Learning Outcomes](#)
- SAC-13 [Research Department](#)
- SAC-14 [SAC Strategic Plan](#)
- SAC-15 [Teaching and Learning Committee \(TLC\)](#)
- SAC-16 [SAC Academic Program Review](#)
- SAC-17 [Occupational Studies PLOs](#)

Standard I.A.3: *The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

Specified Baccalaureate Degree Program Evaluation Criteria

- The baccalaureate is clearly aligned with the institutional mission.
- The institution has included the baccalaureate degree in its decision making and planning processes, and in setting its goals for student learning achievement.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

All Santa Ana College programs are consistent with the college mission. The philosophy of the baccalaureate degree in Occupational Studies aligns with the college mission statement (SAC-18). Occupational Studies BS degree recipients will be more profoundly trained as practitioners with a focus on direct patient care as a result.

The President ensures that educational planning is integrated with resource planning and distribution to achieve student learning outcomes. This includes program development; professional development for faculty and staff; human resources planning; facilities planning; technology planning; and budget allocation. After all approvals were received to offer the BS in Occupational Studies, the President supported all aspects of the program (e.g., adding a full-time faculty member, facilities enhancement, student services enhancement). The baccalaureate Leadership Committee, with representation from lead faculty, curriculum chair, Academic Senate president, the ALO; student services representatives (e.g., counseling, admissions, financial aid); and administration (VP Academic Affairs, VP Student Services, Dean of Human Services and Technology, Dean of Counseling) guided the development of the program. Recently, the President of the college has redesigned the committee, and she co-chairs the meeting with program coordinator. The Baccalaureate Leadership Committee meets regularly to address all aspects of educational planning and resource allocation for the BS program. As a result, the baccalaureate degree has been included in ongoing decision-making and planning processes and in setting its goals for student learning of the college.

Evidence:

- SAC-18 [OS Program Philosophy](#)

ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

Standard I.B.2: *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Student learning outcomes for upper division baccalaureate courses reflect higher levels of depth and rigor generally expected in higher education.
- Assessment must be accurate and distinguish the baccalaureate degree outcomes from those of other programs

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

As mentioned in Standard I.A.2, Santa Ana College conducts regular assessment of programs in academic and student services areas to support ongoing and systematic efforts centered on student learning and achievement. For the baccalaureate program, the College has developed a specific evaluation criteria to define and assesses student outcomes (SAC-19).

Upper division courses in the baccalaureate program have identified rigorous student learning outcomes consistent with requirement of higher education (SAC-20).

Individual/group projects and assignments require a higher level of rigor with advanced problem solving and critical thinking. These projects are distinguished from those in lower-level OTA courses in terms of research, independent analysis, and evidence. Written assignments also require research, evidence, and analysis of the role of OT in terms of trends in healthcare and legislation. In addition, class discussions require ethical analysis. Selected projects in the program require the student to access statistical data, collaborate with peers, and assess needs in specific client populations (SAC-21).

Evidence:

SAC-19 [OS Course SLO Assessment Report](#)

SAC-20 [Sample Course Syllabus with SLOs](#)

SAC-21 [Sample Assignments and Student Work](#)

Standard I.B.3 *The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The Institution has institution-set standards for the baccalaureate program and assesses performance related to those standards. It uses this assessment to improve the quality of the baccalaureate program.
- Student Achievement standards are separately identified and assessed for baccalaureate programs to distinguish them from associate degree programs.
- The research department collects data on student demographics, course completion, program completion, and job placement.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The institution set standards for the Occupational Studies program completion were established from historic data of student success in the OTA program (SAC-22). This data includes course completion, program completion, pass rates on National Certification Testing, and job placement (SAC-23).

A process has been developed by the SAC Research Department to conduct ongoing research to analyze student success in the OS program related to course/program completion and grades (SAC-24, SAC-25, SAC-26).

Evidence:

[SAC-22 OTA Course and Program Completion](#)

[SAC-23 OTA pass rates on National Certification Testing](#)

[SAC-24 Research Plan for OS Students](#)

[SAC-25 Projections for growth in the OT/OTA field](#)

[SAC-26 Rankings of OTA as a best support job in the allied health field](#)

Standard I.B.7 *The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The institutional evaluation policies and practices recognize the unique aspects and requirements of the baccalaureate program in relation to learning and student support services and resource allocation and management.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria

Santa Ana College utilized the California Community College Chancellor's Office *Baccalaureate Degree Pilot Program Handbook* as a guide in the development of student support services and resource allocation/management specific to the unique needs of the OS baccalaureate program (SAC-27).

Santa Ana College has developed a new OS Student Guidebook that contains information on program policies, curriculum scheduling, fees, access to financial aid, and support services specific to the program (SAC-28). This information was given to the students at a mandatory information meeting prior to the first week of classes (SAC-29).

Evidence:

[SAC-27 CCCC Baccalaureate Degree Pilot Program Handbook](#)

[SAC-28 OS Student Guidebook](#)

[SAC-29 OS Program Meeting Agenda 08-16-17](#)

INSTITUTIONAL INTEGRITY

Standard I.C.1: *The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Information related to baccalaureate programs are clear and accurate in all aspects of this Standard, especially in regard to learning outcomes, program requirements, and student support services.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Santa Ana College provides clear and accurate documentation of all aspects of this Standard, especially in regard to learning outcomes, program requirements, and student support services. The 2017-18 college catalog has information about the baccalaureate program. Students and the public can access the catalog online or in hard copy ([SAC-30](#)).

Clear and accurate information can also be obtained through the OS program website, informational flyers, and monthly information sessions held on campus ([SAC-31](#), [SAC-32](#), [SAC-33](#)).

Evidence:

[SAC-30 Santa Ana College Catalog](#)

[SAC-31 OS Program Webpage](#)

[SAC-32 OS flyer](#)

[SAC-33 OS Monthly Information Sessions](#)

Standard I.C.3: *The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The assessment result of student learning and student achievement in the baccalaureate programs are used in the communication of academic quality.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The Santa Ana College OS program admitted their first cohort of students in the fall semester of 2017. At this time there is not yet assessment of student learning in the upper division courses. However, the freshman and sophomore years of the OS program are comprised of the student coursework in the OTA program. Therefore, there is assessment of student performance in these years.

Plans have been developed to assess the OS student success. These include the following:

- Students entering the baccalaureate program will be closely monitored for success by the faculty teaching each course. Two systems are in place to identify students having difficulty or requiring support.
 - For students having identified as having difficulty early in the semester the faculty will use the SAC early alert system.
 - Faculty will closely monitor student progress and a student advisement form will be used as the basis of an individual meeting with the student. The purpose of this meeting will be to identify solutions to the problems (SAC-34).
- Referrals will be made for support services as needed to the following areas:
 - Tutoring
 - Learning Center
 - Librarian
 - Health and Wellness Center
 - Disabled Students Program & Services (DSPS)
- SLOs will be evaluated at the end of each course (SAC-19).
- Program completion rates will be posted on the OS website.
- The OS program will use a continuous quality improvement system based on student surveys, success rates, and feedback from the community to make ongoing improvement. Results of program evaluation are posted on the College website. Program review for OS students will be available October 2018 (SAC-31).
- The research department will collect data on student outcomes and posts the results in an annual “Fact Book”. (SAC-9)

Evidence:

SAC-9 [Santa Ana College Factbook](#)

SAC-19 [OS Course SLO Assessment Report](#)

SAC-31 [OS Program Webpage](#)

SAC-34 [Plan B Advising Sheet 17-18 OTA Baccalaureate](#)

Standard I.C.4: *The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The purpose, content, course requirements and learning outcomes of the baccalaureate programs are clearly described.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The Santa Ana College baccalaureate program purpose, content, course requirements, and learning outcomes of the baccalaureate programs are clearly described. This information can be found in the college catalog, the OS website, and individual course outlines of record (SAC-30, SAC-31, SAC-35).

Evidence:

SAC-30 [Santa Ana College Catalog](#)

SAC-31 [OS Program Webpage](#)

INSTRUCTIONAL PROGRAMS

Standard II.A.1: *All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The baccalaureate degree field of study aligns with the institutional mission.
- Student demand for the baccalaureate degree program demonstrates its correlation with the institutional mission

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Santa Ana College ensures that all instructional programs, including the baccalaureate program, inspire, transform, and empower its students.

The student population Santa Ana College serves is 66% Hispanic. The city of Santa Ana has the lowest median income of the surrounding Orange County cities, at \$52,253. In addition, Santa Ana has one of the highest unemployment rates in the county at 4.2%. In a 2015-16 survey of high school seniors, 23% expressed a career interest in education and health services, the highest level of all career areas (SAC-9).

The demand to enter all level of OT/OTA education is high. The current OTA program is impacted with a large number of applicants that are unable to gain admission to the program.

This program is a pathway for students moving from the OTA program to the OS program. In completing the OS degree, students will be more highly skilled practitioners who are prepared to take leadership roles. To continue the pathway, students will be prepared to apply to Master's level Occupational Therapy programs.

Evidence:

SAC-9 [Santa Ana College Factbook](#)

Standard II.A.3: *The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Learning outcomes for baccalaureate courses, programs, and degrees are identified and assessed consistent with institutional processes.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

As mentioned in Standard I.A.2, the College conducts regular assessment of the program to support ongoing and systemic efforts centered on student learning and achievement. Individual instructors assess student learning outcomes every semester, and the program assesses its student learning outcomes annually through the program review process (SAC- 15).

The College has officially approved current course outlines of record for each course in the baccalaureate program. All course outlines of record identify specific student learning outcomes (SAC-36). Also, all course syllabi in the baccalaureate program display student learning outcomes, various assessment methods, and grading policies (SAC-20).

Evidence:

SAC-15 [Teaching and Learning Committee \(TLC\)](#)

SAC-20 [Sample Course Syllabus with SLOs](#)

SAC-36 [Sample Course Outline of Record](#)

Standard II.A.5: *The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- A Minimum of 40 semester credits or equivalent of total upper division coursework including the major and general education is required.
- The academic credit awarded for upper division courses within baccalaureate programs is clearly distinguished from that of lower division courses.
- The instructional level and curriculum of the upper division courses in the baccalaureate degree are comparable to those commonly accepted among like degrees in higher education and reflect the higher levels of knowledge and intellectual inquiry expected at the baccalaureate level.
- Student expectations, including learning outcomes, assignments and examinations of the upper division courses demonstrate the rigor commonly accepted among like degrees in higher education.
- The program length and delivery mode of instruction are appropriate for the expected level of rigor.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The baccalaureate program consists of 40 semester units of upper division coursework with 30 of those units specific to the major and 10 units of general education. Students graduating from the baccalaureate will complete the CSU-Breadth pattern of general education. Upper division courses will be clearly marked on the students' transcripts (SAC-37, SAC-38).

As mentioned in Standard 1.A.2, upper division courses in the baccalaureate program have identified rigorous student learning outcomes consistent with higher levels of knowledge expected with upper division courses. Assignments require a higher level of rigor with advanced problem solving, critical thinking, and clinical reasoning skills (SAC-20). The program requires 124 total units, 40 of which are upper division, consistent with what is required at the baccalaureate level. The program length is two years as the students move through a cohort model with guaranteed enrollment in all required classes. The delivery mode is face-to-face, hybrid, or distance education depending on pedagogical need (SAC-28).

Evidence:

SAC-20 [Sample Course Syllabus with SLOs](#)

SAC-28 [OS Student Guidebook](#)

SAC-37 [SAC Comprehensive Student Ed Plan B - 2](#)

SAC-38 [Admissions and Records Documents to Prove Identification of Transcripts](#)

Standard II.A.6: *The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Baccalaureate courses are scheduled to ensure that students will complete those programs in a reasonable period of time.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Before starting the program all students are required to meet with a designated counselor to have transcripts reviewed to determine completion of all lower division general education and devise an education plan (SAC-34). In addition, in an effort to minimize financial concerns during the program, all students are encouraged to meet with a designated financial aid representative to determine any aid they may be entitled to (SAC-39).

The OS program is using a cohort model for the courses that will ensure congruity of the sequence of courses and a coordinated schedule for all of the classes. Classes are offered in a variety of formats including on campus (traditional face-to-face) and distance mode, both completely online and hybrid. The classes scheduled on campus are being held one evening per week and on Saturdays to accommodate work schedules (SAC-40).

Evidence:

SAC-34 [Plan B Advising Sheet 17-18 OTA Baccalaureate](#)

[SAC-39 OS Financial Aid Webpage](#)
[SAC-40 Summer and Fall 2017 Sample Schedule](#)

Standard II.A.9: *The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Baccalaureate Degrees and the course credit in those programs are based on student learning outcomes. These outcomes are consistent with generally accepted norms and equivalencies in higher education, especially in relation to upper division courses.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Course credit is based on assessment of SLOs in each course in the Bachelor of Science program. The evaluation criteria utilized is consistent with accepted norms and equivalencies in higher education (SAC-36). All upper division courses have explicitly stated SLOs and assessment activities to determine if SLOs have been met so that course credit may be granted (SAC-20).

Evidence:

[SAC-20 Sample Course Syllabus with SLOs](#)
[SAC-36 Sample Course Outline of Record](#)

Standard II.A.10: *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. (ER 10)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Policies for student transfer into the baccalaureate program ensure that all program requirements are fulfilled, including completion of the minimum required semester units, prerequisites, experiential activities, and general education.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The application process includes a mandatory assessment of the student's transcripts by a designated counselor (SAC-37). A screening form has been developed to identify areas of completion and need for general education as well as meeting prerequisites and ensuring adequate units (SAC-34). Students entering the program will have graduated from an accredited OTA program, which includes clinical rotations, to ensure experiential activities. In addition, students will have passed a national certification exam demonstrating foundational OTA concepts and

have received a license from the California Board of Occupational Therapy (SAC-41).

Evidence:

SAC-37 [SAC Comprehensive Student Ed Plan B - 2](#)

SAC-34 [Plan B Advising Sheet 17-18 OTA Baccalaureate](#)

SAC-41 [OS Students License Numbers Fall 2017](#)

Standard II.A.11: *The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Student learning outcomes in baccalaureate programs are consistent with generally accepted norms in higher education and reflect the higher levels expected at the baccalaureate level.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

All courses and programs at Santa Ana College have identified learning outcomes that align with the institutional learning outcomes: Communication Skills; Thinking and Reasoning; Information Management; Diversity; Civic Responsibility; Life Skills; and Careers (SAC-42). Student learning outcomes in the baccalaureate degree courses reflect the higher levels of outcomes required of upper-division coursework (SAC-43). Upper division general education courses include statistics, communication studies, and sociology. Assessment of the student learning outcomes include such activities as statistical analysis, research assignments, and oral presentations (SAC-44).

Evidence:

SAC-42 [2017-2018 Catalog Page 4](#)

SAC-43 [COR Upper-Division General Ed](#)

SAC-44 [Course Outlines of Record for Mathematics and Communication Studies](#)

Standard II.A.12: *The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- At least 36 semester units or equivalent of lower and upper division general education is required, including at least 9 semester units or equivalent of upper division general education coursework.

- At least 9 semester units or equivalent of upper division general education coursework is required.
- The general education requirements are integrated and distributed to both lower division and upper division courses.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The OTA AS degree followed a local pattern of general education. Additional lower division general education courses were added to the program to meet the IGETC/CSU Breadth requirements. Four additional lower division general education courses include two classes that are upper division prerequisites (statistics and sociology) and two classes that were recommended by the OTA Professional Advisory Committee (physics and ethics). Ten semester units of upper-division general education are included in the program as follows: Quantitative Research Methods for Healthcare Professionals (4), Health Communication (3), and The Sociology of Health, Illness, and Healing (3) (SAC-45).

Evidence:

SAC-45 [2017-2018 Catalog Page 43](#)

Standard II.A.13: *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The baccalaureate degree programs include a focused study on one area of inquiry or discipline at the baccalaureate level and include key theories and practices appropriate to the baccalaureate degree level.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The OS program is focused on the discipline of occupational therapy. The American Occupational Therapy Association (AOTA) has identified six key practice areas for the 21st century – Children & Youth, Health & Wellness, Mental Health, Productive Aging, Rehabilitation & Disability, and Work & Industry (SAC-46). Within each practice area, there is a focus on providing evidence-based treatment. The OS program provides an advanced level of clinical education with an in-depth study of occupational therapy theory and principles related to select key practice areas. The OS program also focuses on obtaining, understanding, and using evidence in providing OT treatment in various settings. This includes using clinical analysis and critical reasoning skills. Students also learn about the impact of healthcare policy on the field of OT (SAC-36). Graduates of the OS program are also prepared for career advancement as a COTA including the ability to take leadership positions, e.g. Director of Rehab in a skilled nursing facility. Graduates will also be prepared to take teaching roles in both the clinical setting

and community college OTA programs. Finally, the graduates will be able to apply to Master's OT programs.

Evidence:

[SAC-36 Sample Course Outline of Record](#)

[SAC-46 AOTA Website with Outlined Key Practice Area](#)

Standard II.A.14: *Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The CTE baccalaureate degree ensures students will be able to meet employment standards and licensure or certification as required in the field of study.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Students entering the OS program are graduates of an OTA program and are certified and licensed to practice. With the education provided in the OS program, the students will become more highly skilled practitioners who will be able to understand and apply research to their clinical practice.

The Accreditation Council for Occupational Therapy Education (ACOTE) provides accreditation to all OT/OTA education ([SAC-47](#)). For several years ACOTE has been in discussion to move OT education from the Masters to the Doctorate level and OTA education from the Associates to the Bachelor's level. The decisions to do this has vacillated between OTA education being at both the Associates and Bachelor's levels or at the Bachelor's level only. Students graduating from the OS program will have educational preparation equal to those OTAs graduating with Bachelor's degrees ([SAC-41](#)).

Evidence:

[SAC-41 OS Students License Numbers Fall 2017](#)

[SAC-47 ACOTE Standards](#)

LIBRARY AND LEARNING SUPPORT SERVICES

Standard II.B.1: *The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Library and learning support services to support the baccalaureate program are sufficient to support the quality, currency, rigor and depth of the baccalaureate degree and reflect the unique needs of this program.
- Resource collections are sufficient in regard to the rigor, currency, and depth expected of baccalaureate programs.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Santa Ana College supports learning and achievement through the integration of a variety of learning support services such as Learning Center and Math Center; and embedded supplemental education in some courses (SAC-48, SAC-49).

The designated classroom is equipped with an adapted bathroom; kitchen; therapy mats; hospital bed; wheelchairs; adaptive equipment; and supplies used in a variety of practice areas from pediatrics through geriatrics to teach application of clinical skills (SAC-50).

A designated librarian has been assigned to work with the students entering the OS program. The librarian meets with the cohort of students prior to their starting the OS program to orient them to the library. She is available to conduct small group and individual Assignment-Based Research Consultations (ABRA) and is also available to meet individually with students as needed (SAC-51). The library also hosts OS and OTA discipline-specific and program-related databases (SAC-52).

Evidence:

SAC-48 [Learning Center](#)

SAC-49 [Math Center](#)

SAC-50 [List of OTA Equipment and Assessment Tools](#)

SAC-51 [ABRA Registration Flyer and Sign-Up Form—Fall 2017](#)

SAC-52 [SAC OTA Library Databases](#)

STUDENT SUPPORT SERVICES

Standard II.C.6: *The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The prerequisites and other qualifications for the baccalaureate are appropriately communicated and applied to students.
- The advising of students related to the baccalaureate degree appropriately identifies course sequencing and pathways.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Admission criteria has been developed to determine the most qualified applicants for successful completion of the program. This criteria includes the following: overall GPA from the student's OTA program; grades from selected courses; and an in-class writing sample to evaluate writing skills and attitude toward helping others (SAC-31). Students not selected for the program are provided with specific feedback of what they can do to increase their score on the admission criteria. Admission criteria are listed on the OS website (SAC-53).

Evidence:

SAC-31 [OS Program Webpage](#)

SAC-53 [OS In-Class Writing Assessment](#)

HUMAN RESOURCES

Standard III.A.1: *The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The job descriptions for faculty members teaching in the baccalaureate degree accurately reflect the duties and responsibilities associated with the position.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The job descriptions for faculty members teaching in the OS baccalaureate degree accurately reflect the duties and responsibilities associated with the position (SAC-54).

Evidence:

SAC-54 [Job Announcement](#)

Standard III.A.2: *Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The qualifications for faculty teaching upper division courses in the baccalaureate degree include the requirement for a master's degree (or academic credentials at least one level higher than the baccalaureate degree) or doctoral degree, in an appropriate discipline.

- In cases where no Master’s degree is available for the field of study, the qualifications for faculty teaching upper division courses in the baccalaureate degree include a bachelor’s degree in the discipline, or closely related discipline, and a Master’s degree in any discipline and demonstrated industry work experience in the field for a minimum of 6 years and commonly required industry-recognized certification or professional licensure.
- The Commission may require some faculty in non-career technical education baccalaureate programs to have the recognized terminal degree in the field of study.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Faculty teaching of upper division OS courses and general education courses hold a Master’s degree. In addition, all faculty teaching OS courses are licensed to practice Occupational Therapy by the California State Board of Occupational Therapy. Current OS faculty all have a minimum of 16 years of industry experience (SAC-55).

Evidence:
[SAC-55 OS Faculty Biographies](#)

Standard III.A.7: *The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- There is at least one full-time faculty member assigned to the baccalaureate program.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

There are 3 full-time faculty in the OTA/OS programs. In addition, there are 3 adjunct faculty assigned to these programs (SAC-56).

There are sufficient qualified faculty for the baccalaureate program.

Evidence:
[SAC-56 OS Class Hours-Lecture Hour Equivalent \(LHE\) 2017-12-07](#)

PHYSICAL RESOURCES

Standard III.B.3: *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 utilization and other relevant data into account.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The facilities and other physical resources utilized by the baccalaureate program are evaluated for feasibility and effectiveness for the program on a regular basis.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The OTA/OS program has a designated classroom with adequate space for lecture and lab activities. The entire classroom was renovated in fall 2016. The lab area includes a kitchen, bathroom, hospital bed and therapeutic mats for simulated OT activities. The classroom lecture and lab areas comprise 1,129 square feet.

SAC annually evaluates the feasibility and effectiveness of the physical resources dedicated to the OTA/OS program through its planning and resource allocation processes as described in the RSCCD Planning Design Manual and the SAC Planning and Budget Manual (SAC-57, SAC-58). Facilities and equipment needs are identified in program review and prioritized in the OTA/OS program's Resource Allocation Request (RAR) (SAC-59). SAC allocates funding and services to assure the feasibility and effectiveness of the facilities and other physical resources supporting the program.

As part of SAC's Facilities Master plan, the college is planning for the long-term feasibility and effectiveness of the OTA/OS program's physical resources through its inclusion as an occupant of a new health sciences building (a.k.a. allied health building) (SAC-11, SAC-60). This new facility will provide the OTA/OS program with double the classroom space: 2,300 square feet. The lecture and lab space can be divided into two separate classrooms and will contain state-of-the-art equipment for student learning and effectiveness. The new health sciences building is slated for completion in 2022.

Evidence:

SAC-11 [OTA RAR](#)

SAC-57 [RSCCD Planning Design Manual](#)

SAC-58 [SAC Planning and Budget Manual](#)

SAC-59 [Facilities Master Plan](#)

SAC-60 [Health Sciences Building Planning Document](#)

TECHNOLOGY RESOURCES

Standard III.C.1: *Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Technology services, support, facilities, hardware and software utilized by the baccalaureate program are appropriate and adequate for the program.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Technology services, support, facilities, hardware and software utilized by the baccalaureate program are appropriate and adequate for the program. Institutional support is provided by the College and the District to meet all technology needs of the program (SAC-61).

The College is in migration with its Learning Management Systems (LMS) from Blackboard to Canvas (SAC-62). The Distance Education office provided faculty training in the use of this new system. Faculty teaching in the OS program have been trained in online instruction. The Distance Education office provides ongoing support for faculty and students using this program.

Evidence:

SAC-61 [Technology Plan](#)

SAC-62 [Canvas Migration](#)

FINANCIAL RESOURCES

Standard III.D.1: *Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The financial resources allocated to the baccalaureate program are sufficient to support and sustain program student learning and effectiveness.
- Financial resources allocated to the baccalaureate program ensure the financial stability of the program.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The OS program is an extension of SAC's longstanding OTA program. The college provides sufficient financial support to sustain OS program student learning and effectiveness through a resource allocation process designed to ensure the financial stability of the program.

Planning drives the resource allocation process. SAC maintains several planning documents including an Education Master Plan, Strategic Plan, Facilities Master Plan, and Technology Plan that inform the process in accordance with RSCCD's Planning Design, a cyclical planning methodology described in the RSCCD Planning Design Manual (SAC-63, SAC-64, SAC-59, SAC-61). This planning methodology utilizes RSCCD and SAC mission statements and goals as guiding principles for the allocation of resources based on program needs identified during the annual review of academic, student services, and administrative programs. The OS program is included in this process. The OS program coordinator is responsible for submitting a Resource Allocation Request (RAR) to the dean of the Human Services & Technology Division for inclusion in the division's annual RAR (SAC-11). This budget process is defined in the SAC Planning & Budget Manual (SAC-58). The RAR process resulted in an OTA/OS program budget that leveraged its General Fund allocation with grant funds provided by the CCCCO to develop and implement the OS program. Faculty and staff are supported by the General Fund and career education grant funding. Grant funds financed the renovation of the OTA/OS lab and the development of upper division curriculum. Moreover, the OS upper division student tuition fees are designated for use by the OS program to ensure the stability and sustainability of the program (SAC-69).

Evidence:

SAC-11 [OTA RAR](#)

- [SAC-57 RSCCD Planning Design Manual](#)
- [SAC-58 SAC Planning and Budget Manual](#)
- [SAC-59 Facilities Master Plan](#)
- [SAC-63 Education Master Plan](#)
- [SAC-64 Strategic Plan](#)
- [SAC-61 Technology Plan](#)
- [SAC-65 2016/2017 OTA/OS Budget](#)

DECISION-MAKING ROLES AND PROCESSES

Standard IV.A.4: *Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The faculty and academic administrators assigned to the baccalaureate program have responsibility for making recommendations to appropriate governance and decision-making bodies about the curriculum, student learning programs, and services for the program.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Academic administrators and faculty are assigned to work in the baccalaureate collaborate to make recommendations to the appropriate governance and decision-making bodies related to the curriculum and services for the program. The outline of the curriculum was developed by the OTA faculty with input from the OTA Professional Advisory Committee (SAC-66) and standards of practice from the American Occupational Therapy Association (SAC-67). Courses were developed by faculty with discipline knowledge. For each class, the course of record was approved by the Human Services & Technology division and then by the Curriculum and Instruction Council (SAC-68). Upper division general education courses were developed by discipline experts in the respective fields and approved by respective division curriculum committees and Curriculum and Instruction Council.

In addition to the curriculum process, the faculty and administrators have worked collaboratively and reported regularly to participatory governance committees such as the Academic Senate (SAC-69) and College Council.

Evidence:

- [SAC-66 OTA Advisory Committee Members](#)
- [SAC-67 AOTA Website](#)
- [SAC-68 Curriculum and Instruction Council Webpage](#)
- [SAC-69 Academic Senate Approved Minutes 11-22-16](#)

Catalog Requirements

The institution assures that the Catalog provides the following information about the baccalaureate degree program:

- General Information
 - Course Program and Degree Offerings
 - Student Learning Outcomes for Programs and Degrees
- Requirements for
 - Degrees, Certificates, Graduation and Transfer

The above information can be found on page 144 of the Catalog.

Certification of Continued Institutional Compliance with Commission Policies

In preparing its Institutional Self-Evaluation Report, an institution with one or more ACCJC-accredited baccalaureate degrees must, for the evaluation criteria cited in the Checklist for Evaluating Institutional Compliance with Federal Regulations and Related Commission Policies in the categories identified below, specifically address and provide evidence of its practices as to the baccalaureate degree and how those practices meet the criteria.

Standards and Performance with Respect to Student Achievement

Santa Ana College has standards for student achievement that include course completion rates, grade distribution, and attainment of degrees and certificates. This information can be found in the [Santa Ana College Factbook](#).

This is one tool that guides decision-making at the college. The program review process integrates outcomes assessment and achievement data to drive planning and resource allocation decisions.

Course level success and retention rates for the baccalaureate degree will be collected by the Research Department who will provide summaries of this data. In addition, the Research Department will collect and analyze job placement rates for the Baccalaureate Degree Program.

Credits, Program Length, and Tuition

Santa Ana College conforms to the commonly accepted minimum program length for 60 semester units for the Associates degree and 120 semester units for the Bachelor's degree. Tuition for upper-division coursework is mandated by Senate Bill 850 at \$130 per unit (\$46 per unit for apportionment and \$84 per unit designated for upper division) for all California Community College Pilot Baccalaureate program.

Transfer Policies

The college transfer policies are published in the Santa Ana College 2017-18 Catalog, page 35.

Distance Education and Correspondence Education

Santa Ana College has developed, implemented, and evaluated all courses and programs according to the institution's total educational mission, including those delivered through distance education, in consultation with its faculty, Curriculum and Instruction Council, Academic Senate, and Board of Trustees. The curriculum review process at the College ensures

that all distance education courses are taught to standards consistent with the official course outline of record and feature regular, effective instructor-initiated student contact (SAC-70, SAC-71, SAC-72). In particular, distance education courses are examined to ensure: (1) methods of evaluation match those in the face-to-face course, (2) accessibility is addressed via Section 508 compliance, and (3) peer and student evaluations are conducted to ensure the quality of online courses is continuously maintained.

The College clearly defines appropriate student learning outcomes for all courses and programs, including those delivered through distance education. It also provides the resources and structure needed to accomplish these outcomes and to demonstrate that its students achieve these outcomes through application of appropriate assessment.

Academic integrity and student authentication are addressed in a number of ways. The Distance Education office makes resources available to faculty on how to promote academic integrity in online classes (SAC-73, SAC-74, SAC-75). Workshops on the topic of promoting academic integrity in the online classroom as well as opportunities for instructors to become online certified are a regular feature of professional development. In accordance with the Higher Education Opportunities Act of 2008, in order to maintain user privacy in the online setting, students must use a unique username and a password of their own creation, hosted by the College, to ensure the same person who participates every time in and completes a course or program receives the appropriate academic credit. All classes offered in an online format utilize the District-selected learning management system (Blackboard), so that the College can ensure integrity of the online classroom, including student grades and usage data. In addition, arrangements for proctored examinations are made with other colleges and universities nationwide to ensure equal access and support for all online students.

In compliance with Federal and State law, Santa Ana College has established procedures governing student records and the control of personally identifiable information. The College adheres to strict confidentiality standards as stated in the Family Educational Rights and Privacy Act (FERPA) and California Education Code. No student records, other than directory information, will be released without written consent by the student, except as authorized by the law (SAC-76). In addition, no directory information will be released regarding any student who has notified the Admissions & Records office in writing that such information should not be released. There is no charge associated with verification of student identity.

Since spring 2013, Santa Ana College has not offered Correspondence Education courses.

Evidence:

- SAC-70 [Santa Ana College Distance Education Handbook](#)
- SAC-71 [Curriculum Online Learning Addendum Sample](#)
- SAC-72 [Santa Ana College Regular Effective Contact Policy](#)
- SAC-73 [Distance Education Beginning-of-Semester Checklist](#)
- SAC-74 [Distance Education Captioning Guidance](#)
- SAC-75 [Online Course Test Proctoring Form](#)
- SAC-76 [Board Policy 5040: Student Records, Directory Information, and Privacy](#)

Institutional Disclosure and Advertising and Recruitment Materials

Advertising, Publications, Promotional Literature

Santa Ana College provides clear and accurate information to students and the public in all College publications and through its website. The College utilizes the College Catalog and Schedule of Classes as primary outreach tools available through the College website and certain print formats. The District Public Information Office works with College offices to ensure that content, style, and format are reviewed for accuracy. Required information in the catalog, class schedule, and website is found as shown in Table 6:

Table 6. Required Institutional Advertising in Catalog, Schedule of Classes and Website

Required Information	Catalog	Schedule of Classes	Website
Official Name, Address, Phone, Website	✓	✓	✓
Mission, Purpose, Objectives, Entrance	✓	✓	✓
Information on Programs and Courses	✓	✓	✓
Degree, Certificate, and Program Completion	✓	✓	✓
Faculty with Degrees Held	✓		✓
Facilities Available	✓	✓	✓
Rules and Regulations for Conduct	✓	✓	✓
Academic Freedom Policy	✓		✓
Tuition, Fees, Program Costs	✓	✓	✓
Financial Aid Opportunities	✓	✓	✓
Refund Policy and Procedures	✓	✓	✓
Transfer of Credit Policies	✓	✓	✓
Nondiscrimination Policy	✓	✓	✓
Other Locations for Policies	✓	✓	✓
Governing Board	✓		✓
Accreditation Status	✓		✓

The College catalog, website, and other official institutional publications describe career opportunities as well as clear and accurate information on national and/or state legal requirements for licensure eligibility and entry into an occupation or profession for which education and training are offered. The College also publishes occupational programs with licensure information as well

as state certification requirements and external accreditation information. Gainful employment information is also included for occupational program

Student Recruitment for Admissions

The College complies with all legal and regulatory practices relating to recruitment and admissions. In addition to word-of-mouth tactics to recruit students for the fall 2017 cohort, a flyer was produced and distributed prior to the spring 2017 application deadline. This flyer was distributed via email to a network of contacts in the occupational therapy field, including hospitals and higher education institutions with an associate's degree program in OTA.

To recruit for the second cohort of students (fall 2018), the SAC bachelor's degree webpages (www.sac.edu/OS) are being redesigned to better serve potential applicants. A visual hierarchy, including easier navigation, and clearer step-by-step process of how to apply, will be included in this redesign.

In addition, a short video was produced to highlight the field of occupational therapy and the bachelor's degree in occupational studies at SAC. This video (<https://www.youtube.com/watch?v=fOgBcx30CXY>) is accessible on the College's YouTube channel, and will be used during outreach events, on social media, and on the bachelor's degree website. The video serves two purposes: 1) to educate the general public about the field of occupational therapy and attract students to the associate's degree program, creating a pipeline to the bachelor's degree, and 2) inform the public and COTAs that SAC now has a bachelor's degree program.

A paid Facebook social media campaign will launch mid-November 2017 and run through January 2018, to advertise the application period for the fall 2018 cohort. Posts are targeted by zip codes, income, keywords, and age. A second campaign will occur in early spring 2018 utilizing boosted posts on Facebook and Instagram.

Though collateral materials were discussed early on, it was decided not to pursue and to use funds in other key areas for advertising since OTA/Occupational Studies outreach in-person outreach was limited due to staffing. However, after further discussion it was decided that printed collateral materials are still valuable for our College Outreach teams to have on hand when meeting with the community and potential students. Flyers, brochures, posters, and postcards are all in the development stages.

A photoshoot was also discussed to highlight the Occupational Studies program, but it was decided to use current photos for now, and plan for a photoshoot in the future.

A breakdown of the expenditures of the one-time \$15,000 marketing funds is below:

	Debit	Balance
		\$15,000.00
Video	\$3,000.00	\$12,000.00
Publications: <ul style="list-style-type: none"> • flyer • brochure • posters • postcard 	\$505.00	\$11,495.00
OS webpages	\$9,000.00	\$2,495.00
Tablecloth and pull up banner for future outreach events	\$662.66	\$1,832.34
Photoshoot <ul style="list-style-type: none"> • Photos not yet scheduled 	n/a	n/a
Online/social media advertising <ul style="list-style-type: none"> • Nov 2017-Jan 2018 		\$2,500
Balance:		-\$667.66 (College Public Affairs Office has covered the difference)

Evidentiary Documents

- SAC-1 [Authorization to Offer a Degree](#)
- SAC-2 [ACCJC Substantive Change Actions](#)
- SAC-3 [Substantive Change Proposal](#)
- SAC-4 [Baccalaureate Degree Approval Letter](#)
- SAC-5 [SAC College Council Minutes 05-31-17](#)
- SAC-6 [Board Of Trustees Approval of SAC Revised Mission Statement 07-17-17](#)
- SAC-7 [RSCCD Office of Research](#)
- SAC-8 [Santa Ana College Research Office](#)
- SAC-9 [Santa Ana College Factbook](#)
- SAC-10 [Santa Ana College Research Dashboards](#)
- SAC-11 [OTA RAR](#)
- SAC-12 [Institutional Learning Outcomes](#)
- SAC-13 [Research Department](#)
- SAC-14 [SAC Strategic Plan](#)
- SAC-15 [Teaching and Learning Committee \(TLC\)](#)
- SAC-16 [SAC Academic Program Review](#)
- SAC-17 [Occupational Studies PLOs](#)
- SAC-18 [OS Program Philosophy](#)
- SAC-19 [OS Course SLO Assessment Report](#)
- SAC-20 [Sample Course Syllabus with SLOs](#)
- SAC-21 [Sample Assignments and Student Work](#)
- SAC-22 [OTA Course and Program Completion](#)
- SAC-23 [OTA pass rates on National Certification Testing](#)
- SAC-24 [Research Plans for OS Students](#)
- SAC-25 [Projections for growth in the OT/OTA field](#)
- SAC-26 [Rankings of OTA as a best support job in the allied health field](#)
- SAC-27 [CCCCC Baccalaureate Degree Pilot Program Handbook](#)
- SAC-28 [OS Student Guidebook](#)
- SAC-29 [OS Program Meeting Agenda 08-16-17](#)
- SAC-30 [Santa Ana College Catalog](#)
- SAC-31 [OS Program Webpage](#)
- SAC-32 [OS flyer](#)
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