## Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

### Mission

**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)**

**I.A.1. Evidence of Meeting the Standard**

As part of the college’s regular evaluative process the mission statement of Santa Ana College was reviewed and updated in 2017 through the college’s participatory governance processes. (1.A.1 – 1, I.A.1-2) Through campus wide collaboration, a new mission statement was created and combined with a vision statement and descriptive Cornerstones that further described the direction and identify of Santa Ana College.

Mission: Santa Ana College *inspires, transforms, and empowers a diverse community of learners.* (Board Policy 1200 District Mission).

Vision Statement*: Santa Ana College is the college of choice that empowers individuals and is committed to creating and strengthening a student-centered, diverse, and welcoming community. The innovative academic pathways and services that we provide inspire and motivate students to achieve educational excellence and economic advancement in a supportive environment. (BP 1200 District Mission) SAC’s mission and vision statement reflect the district mission “to provide quality educational programs and services that address the needs of our diverse students and communities.”*

Five cornerstones were created and adopted to further provide direction and to create a stronger sense of SAC’s identify:

**Proud of our Urban Community** – Since our founding in 1915, we haven’t been in Santa Ana; we are Santa Ana. . Our college is woven into the fabric of our community, through the programs and services we provide to our neighbors, through the students we are preparing to lead our workforce and through the faculty and staff who proudly call it home. We love this vibrant city, from our rich history to our diverse neighborhoods and thriving urban center, and we are dedicated to helping it grow and thrive.

**Building a Strong Network**- We know that our college is only as strong as the diverse network of people and organizations that we build. That is why we focus on creating partnerships in service of our students and community. From our work with local arts organizations to our apprenticeship and internships programs with local businesses, we are building relationships that give our students rich new experiences and critical professional development opportunities. These connections across our city and our country drive us, and our students, forward.

**Aiming High-**At Santa Ana College, we begin each day by asking ourselves how we can be better for our students. This kind of thinking is not just an act – it is a habit, and it is what is fueled our pioneering approach to community college education. It is ensured that we create programs that are academically rigorous and nationally recognized. It is what is pushed us to hire the best faculty so that we can give our students access to the highest level of academic coursework.

**Overcoming Barriers** -Whether you are fresh out of high school or returning to school after years in the workforce, we know that going to college is no small feat. We are proud of our students’ dedication and the way they are able to balance work, family, life, and school. That is why we do everything we can to help students find and stay on the path that is right for them, whether that means creating scholarship and financial aid opportunities that make school affordable or providing a robust wrap around services and tools that help take the guesswork and struggle out of school. If you have the will, we will help you find the way.

**Life-Changing Experiences-** We are dedicated to fostering academic excellence and creating the kind of educational environment that opens eyes and changes lives. Outside the classroom, we work hard to create a diverse student community that offers not just fun, but growth and leadership opportunities through our clubs, organizations, and athletics programs. We carefully select our programs and courses - and the faculty who teach in them – to make sure that,whatever your educational goals, we’re providing you a clear path to success.

As an open-access institution, SAC embraces all students in the diverse community that it serves. The mission and vision statements reflect the commitment of faculty, staff, and administrators to offering quality instruction and support services that best serve its diverse student population. The mission statement’s central verbs, “inspires, transforms and empowers,” is evidence of SAC’s commitment to both individual and collective student learning and achievement.

SAC’s mission and vision statements, combined with adopted cornerstones, assure that Santa Ana Collegeaddresses the institution’s broad educational purpose, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and achievements.

**I.A.1. Analysis and Evaluation**

The Mission of Santa Ana college, combined with the established vision statement and cornerstones, describes the institution’s broad educational purposes appropriate to an institution of higher learning, its intended student population, the types of degrees and certificates it offers, and its commitment to student learning and student achievement.

**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.**

**I.A.2. Evidence of Meeting the Standard**

Santa Ana College uses data regularly and often to determine how effectively the institution is achieving its mission and how effectively the institutional priorities are meeting the educational needs of our diverse population (1.A.2 – 1). As described in section I.A.1., the Mission Statement, combined with SAC’s vision statement, states its broad educational purpose, and intended student population, and clearly illustrates the college’s commitment to student learning and support for success. SAC’s collaborative process of affirming the College’s mission is driven by regular analysis of a variety of research data, leading to innovative practices to improve student learning outcomes (1.A.2 – 2)

Santa Ana College has an active Research department that has created public and internal dashboards (1.A.2 – 1) to assist staff and faculty in evaluating success and identifying barriers to completion. In addition, the college recently updated its *program review* process to better integrate data into comprehensive program evaluation and improvement planning (1.A.2 - 2). Data-informed decisions are reflected in program review and development, the distribution of funding streams, strong workforce development, and curriculum design (1.A.2 - 2) (1.A.2 - 4).

Data is shared with specific governing bodies and college committees for planning and decision-making. These include the, College Council, Academic Senate, Student Success & Equity Committee and Strong Workforce Council (1.A.2 -5). In addition, data is used to address and identify goals in the Guided Pathways initiative, which will be tracked through various stages of implementation; specifically, this applies to the college’s recently launched Success Team goals with the assistance of the new Starfish Tool (1.A.2 -6) (1.A.2 - 7).

Research findings are shared extensively and made readily available to encourage institutional self-reflection and improvement, as can be seen in our annual SENSE Survey results (1.A.2 - 8) and our publication on Santa Ana College’s Factbook (1.A.2 - 9).

The Student Success & Equity Committee focuses on utilizing all student-related findings to effectively strategize and implement new program or support measures to achieve the college's mission of educating a diverse community of learners. Demonstration of this commitment is illustrated in Santa Ana College’s Equity Plan, which clearly addresses underserved student populations based on findings related to disaggregated data related to ethnicity, economic status, and disproportionately impacted student groups. (1.A.2 - 10).

*Santa Ana College’s updated Educational Master Plan also outlines the institution’s plans for meeting the needs of its diverse student body and achieving goals that align with the California Community College’s Vision for Success goals. This revised Educational Master Plan provides the institution with a roadmap in its efforts to increase degree/certificate completion, increase transfer to a 4-year university, reduce excess units, meet the needs of the non-traditional student populations (older adult and working students), maximize financial aid, and reduce equity gaps. (include 2021-2024 Educational Master Plan: currently in approval stages,*

**I.A.2. Analysis and Evaluation**

As evidenced, data is used across the institution to meet the institutional goals that are aligned with the overall mission/vision of Santa Ana College.

**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.**

**I.A.3. Evidence of Meeting the Standard**

The College’s mission and value statements directly guides the institution's offerings of programs and services. In striving to inspire, transform, and empower a diverse community of learners, Santa Ana College offers 255 degrees and certificates including 54 Associate of Arts degrees, 38 Associate of Science degrees, and 29 Associate Degrees for Transfer programs. SAC has 36 career education departments offering 63 degrees and 133 certificates that provide students the skills to enter the workforce upon completion of their program. In addition, Santa Ana College was selected to participate in the California Community College Bachelors’ degree pilot program and currently offers a Bachelor's degree in Occupational Studies. The institution is also recognized for its non-credit program. With an unduplicated head count of 19,983, SAC’s School of Continuing Education offers programs in English Language, High School, College Ready, Career Education, Technology training, Spanish Literacy, U.S. Citizenship, and Active adults.

Through the College’s Program Review processes academic and student services programs evaluate their alignment with the College’s mission, as well as to document and share how successful the program is in advancing the mission. The process also identifies ways to improve programs to increase student learning. (1.A.3 – 1) Additionally, all SLO (student learning outcomes) and PLO (program learning outcomes) assessments, which are recorded within Nuventive Improve, an assessment tracking software, are to be incorporated directly into each academic program’s annual and quadrennial program reviews, further ensuring that each program is aligned with the institutional student achievement goals informed by the mission.

The College is committed to providing students with tools to achieve academic, personal, and career success offering a variety of services and programs to support its student population. The College has a wide variety of programs and services that support student learning and prepare its diverse students for academic and professional success. (1.A.3 – 2) These programs also participate in the annual and quadrennial Program Review processes described above. (1.A.3 – 3). Examples include the College’s CalWORKS program providing students with academic counseling and case management, job development and placement, tutoring, workshops and referrals to campus and community resources for students meeting Welfare to Work requirements, The Center for Teacher Education is a resource for students interested in pursuing a career in teaching. The Mathematic, Engineering, Science Achievement (program supports educationally disadvantaged students to excel in math, computer science, engineering, and science and facilitates transfer to four-year institutions in related fields and the Trio-SSSP program provides supplemental academic services to eligible students.

The College’s planning, budgeting, and resource allocation decisions are all guided directly by the College’s mission. Each council and committee within the participatory governance structure reviews its goals every Spring semester to ensure that they relate to the mission. (1.A.3 – 4) The Planning and Budget Committee has an ongoing goal to regularly evaluate how the budget process ties into the Program Review process, which in turn ensures that all programs are advancing the mission of the college. (1.A.3 –5).

The College’s Resource Allocation Request (RAR) annual process requires departments and divisions to specify how that request is related to a specific SLO (student learning outcome) or SUO (service unit outcome), as well as to the College’s Strategic Plan, all of which are directly informed by the mission. (1.A.3 – 6, 1.A.3 – 7)

The College’s goals for student learning and achievement are codified in the Institutional Learning Outcomes (ILOs), which are aligned with the College’s mission. (1.A.3 – 8) The ILOs in turn inform and are informed by the Program Learning Outcomes (PLOs) for academic programs and Student Learning Outcomes (SLOs) for individual courses. Departments and program coordinators regularly record assessment results into Nuventive Improve to document and design plans to increase student achievement relating to the SLOs and PLOs. Additionally, SLOs are to be exported into the College’s Learning Management System (Canvas) so that instructors can assess SLOs from within the LMS.

The College’s Equity Plan is a college-wide collaborative effort designed to ensure that student success is central to all the College’s activities, as well as to ensure that all members of our highly diverse student body can achieve their full academic potential. (1.A.3 – 9) Additionally, the Guided Pathways initiative facilitates student success by providing students with a clear road map to timely and successful completion of their academic program. (1.A.3 – 10)

The College’s Bachelor of Science degree in Occupational Studies aligns with the College’s mission, with the same commitment to student learning as the rest of the College’s programs. The baccalaureate degree program undergoes extensive annual and quadrennial program review and has rigorous ongoing program and student learning assessment processes (1.A.3 – 11, 1.A.3 – 12, 1.A.3 – 13)

**I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated, as necessary. (ER 6)**

**I.A.4. Evidence of Meeting the Standard**

The mission of Santa Ana College is periodically reviewed by the campus community and revised, as necessary. SAC’s mission statement was previously reviewed and revised in 2012 and the latest revision began at the February 22, 2017 College Council Retreat. Following extensive review through SAC’s participatory governance process that included input across the institution from faculty, staff, and students, the new mission statement and vision statements were approved at the May 31, 2017 college council and by the RSCCD Board of Trustees on July 17, 2017. (I.A.4-6) Santa Ana College articulates its mission across campus in various formats. The mission is posted on the SAC website (1.A.4 – 1), in the SAC Catalog (1.A.4 – 3), and SAC Schedule of Classes (1.A.4 – 4). The mission can also be seen on Committee meeting agendas and minutes, course syllabi, referenced in departmental program review reports, and in the updated Educational Master Plan. **(\*need to add evidence links)** The mission is also visible on SAC gear like the Student Ambassador polo (1.A.4 – 5 ).

**I.A.4. Analysis and Evaluation**

Santa Ana College widely publishes its mission across a variety of formats and reviews the mission periodically to determine if it needs updating. The review process follows our governance practices and engages all constituency groups on campus.

### 

### I.B. Assuring Academic Quality and Institutional Effectiveness

**Academic Quality**

**I.B.1. The institution demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

**I.B.1. Evidence of Meeting the Standard**

Through its participatory governance structure (\*evidence: handbook), Santa Ana College demonstrates a sustained, substantive, and collegial dialogue regarding student outcomes, student equity, academic quality, institutional effectiveness, and overall continuous improvement of student learning and achievement.

Through collegial dialogue between the leadership of the Academic senate and Administration, SAC’s previous Institutional and Effectiveness and Assessment Committee (IE&A) was reimagined with its charge expanded and its membership reconfigured. SAC’s previous conversations regarding student outcomes and continuous improvement of student learning and achievement were conducted through SAC’s Teaching and Learning Committee a subcommittee of the Curriculum and Instruction Council. Through further collegial dialogue and SAC’s governance process, the Teaching and Learning Committee, otherwise known as the TLC, also underwent a redesign and structured into three separate committees: Program Review, Outcomes & Assessment and Accreditation.

The charge of the newly reinstated IE&A committee is to engage faculty, staff, and administration to create sustained, substantive, and collegial dialogue about institutional effectiveness. This will include the review all college planning efforts and to make recommendations to SAC’s College Council (the participatory governance communication tool for all constituent groups as chaired by the College President) regarding systemic and integrated planning.IE&A will also be responsible for managing SAC’s Educational Master Plan and will manage institutional planning processes that will include oversight over student and program learning outcomes, program review and accreditation. (I.B.1 – 7)

The formation of the new Outcomes Assessment Committee was an effort for improved dialogue across the institution in developing, maintaining, and assisting faculty and staff with current outcome assessment practices across all service units of Academics, Student Services, and Administrative Units. Its membership was redesigned to be cross-disciplinary and reflective of the units involved. In addition, to further facilitate campus wide work regarding outcomes assessment, SAC administration financially supported the creation of an ongoing position and an Outcomes Assessment Coordinator was hired and currently serves as Chair of the Outcomes and Assessment Committee (I.B.1 – 1).

SAC’s reimagined Program Review Committee provides the college’s programs and service areas the opportunity to not only reflect on their alignment with the college’s mission and vision, but also to engage in dialogue with colleagues across the campus regarding the program’s strengths and/or opportunities for growth and development and to identify ways that programs and service areas can improve related to student learning outcomes. As part of SAC’s reimagined committee structure, information obtained through the program review process will be shared with the IE&A committee to identify connections and alignment regarding campus resources and how best the college can enrich the educational experience of every Santa Ana College students.   
SAC has had a long-established commitment to student equity. The purpose of SAC’s Student Success and Equity Committee has been to positively impact the academic achievement of SAC students through the integration of matriculation, student equity, and related student success initiatives at the college. SAC’s Basic Skills Task Force was linked to the Student Success Committee. The initiatives were joined to assure that leaders from all campus constituency groups were brough together for student centered dialogue, planning, analysis, and policy review. At the February 13, 2020 committee meeting, members approved new committee mission and vision statements. The mission of the Student Success and Equity committee is to “*boost achievement for all students with an emphasis on eliminating achievement gaps, make recommendations on how equity funding is allocated, evaluate the use of that funding, and explore strategic ideas grounded in institutional research in order to support an education free from racism and sexism.”* The college continues to have a robust Student Equity and Achievement program (SEAP) Committee (a state-funded effort focused on demolishing achievement gaps for students from traditionally underrepresented communities). The SEAP committee is guided by a Faculty Student Equity Coordinator and the Dean of Academic Affairs serving as committee co-chairs. In 2018, three categorical student support programs were integrated fiscally into one program. The purpose of the SEAP committee is to positively impact the academic achievement and success of SAC credit and noncredit students with an emphasis on eliminating opportunity gaps. Santa Ana College uses research and the innovative talents of our faculty,​ staff, and administration to improve outcomes for all students. All people involved in SEAP are committed to the belief that it is the institutions responsibility to improve the outcomes of all students regardless of their gender, race, income, disability, veteran status, or foster youth status. The SEAP committee is cross-disciplinary, engaging faculty and staff across the campus to create sustained, substantive, and collegial dialogue about student equity. (I.B.1 – 2)

In addition, SAC’s Learning & Engagement Guided Pathways Implementation Team has highlighted student equity as its core mission and has developed a 2020-2023 plan to engage faculty and staff in the work to equitize the learning experience for disproportionately-impacted students. The committee includes members from both credit and non-credit and coordinators representing Guided Pathways, student equity, professional development, and outcomes assessment. Beginning in Fall 2020, the Learning & Engagement Team proposed a three-year plan which will entail sustained dialogue related to student equity as it relates to personal exploration, professional activities, and systemic changes (I.B.1 – 3)

Sustained, substantive, and collegial dialog about academic quality is the purview of the Academic Senate. The Academic Senate has purview over policies and procedures pertaining to Academic and Professional matters, which include classroom instruction, and ensures that academic quality is a top priority. (I.B.1 – 4). SAC’s Curriculum and Instruction Council (CIC) is a sub-committee of the Academic Senate and is charged with approval, review, and curricular modification to ensure academic quality and integrity, in addition to all catalog and policy changes that affect curriculum, instruction, and degree requirements. (I.B.1 – 5)

In addition, the Distance Education Advisory Group is a workgroup of the Academic Senate. Activities, dialogue, and advisement with the Academic Senate are collegial and productive. The DE Coordinator is an active member of several committees: the SAC Technology Advisory Committee (SACTAC), Program Review, Curriculum & Instruction Technology Group (CIC Tech), and the district Technology Advisory Group (TAG). Academic Senate support has enhanced efforts to meet the needs of DE students with a Senate-approved [Online Teaching Certificate](https://sac.edu/AcademicAffairs/DistanceEd/SiteAssets/Pages/OnlineFacultyInformation/OnlineInstructorCertification%289-10-19%29.pdf) that adopts the @ONE Standards for Quality Teaching and utilizes the accepted CVC-OEI Course Design Rubric. (I.B.1 – 6)

And finally, the mission of SAC’s Professional Development Advisory Committee is “*collaboratively fosters and supports student success and equity through professional development activities.”* SAC’s professional development team develops professional development activities for both faculty and staff. Examples of professional development activities include: Coffee with Colleagues which was created as an interdisciplinary space where faculty, administrators, and classified staff could further build relationships and foster community with each other while engaging in dialogue about pressing equity and social justice issues; Equity in Action Ally Group was created to include faculty and classified staff who had interest in promoting direct actions and methods to provide an equitable classroom environment. To further support faculty SLO office Hours are held on a weekly basis. Presentations have included AAPI Myths and Realities with Dr. Audrey Yamagata-Noji; Women’s History Month: African American/Black Women and Intergenerational Baggage with Dr. Joy DeGruy; Looking on the Inside and Making Connections with Others with David Flood. *(*[*https://sac.edu/FacultyStaff/professional-development/Pages/Mission.aspx*](https://sac.edu/FacultyStaff/professional-development/Pages/Mission.aspx)*).*

**I.B.1. Analysis and Evaluation**

SAC demonstrates sustained, substantive, and collegial dialogue regarding continuous improvement of student learning and achievement through its participatory governance structure and the establishment of various campus committees including the Student Equity and Achievement Program Committee, Guided Pathways Committees, Academic Senate, Curriculum and Instruction Council, and the reimagined Institutional Effectiveness & Assessment Committees in addition to Program Review, Outcomes Assessment, and Accreditation Committees.

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

**I.B.2. Evidence of Meeting the Standard**

In accordance with Board Policy and Administrative Regulation 3225 Institutional Effectiveness each college in the district develops, adopts, and publicly posts goals that address student performance and outcomes, Santa Ana College defines and assesses student learning outcomes for all instructional programs and student support services. Student Learning Outcomes are included on all official Course Outlines of Record and available on SAC’s course and program management system CurriQunet Meta. (I.B.2 – 1)

SAC’s Program Review committee , subcommittee of the newly reinstated Institutional Effectiveness and Assessment committee, serves as the oversight committee for the institution's Program Review process. A revised template and updated process have been implemented, featuring templates for both academic/instructional programs (I.B.2 – 4) and student support areas (I.B.2 – 5). Programs review and assess student outcomes annually and every four years, a quadrennial report is due to the Program Review Committee the 1st week of November. Quadrennial reports are submitted to appropriate administrators (Dean or Vice President), and depending on service area, submitted to either faculty or administrative co-chair of the program review committee. The fall submission ensures that resulting needs/goals from overall program assessment is completed in line with submission timeline of SAC’s Resource Allocation Process. All program reviews submitted can be reviewed on the Program Review Website library (I.B.2 – 6), along with tools, resources, and research suggestions to assist in assessing outcomes During the subsequent Spring semester, each report submitted based on calendar, a presentation will be given to the Program Review committee where the committee can provide verbal feedback to the area.

Program-level learning outcomes for each academic program is included in the college catalog. ***Further input:*** Information on how student service areas and learning support services assess their outcomes??? Inclusion of information pertaining to BA degree. In 2020, all student learning outcomes in CurriQunet were imported into the new Nuventive system. In Nuventive, instructional programs can be regularly assessed, and faculty can input the observations and use them to “close the loop” on the assessment cycle and identify potential resources needed for continuous improvement. (I.B.2 – 2)

Approved by the California Community College Board of Governors in March of 2016 and under the authority of the RSCCD Board of Trustees, SAC was given the authority to grant Baccalaureate degrees in Occupational Studies. (OS-Special Report, 2017). In line with the college’s regular assessment of programs, the college has developed specific evaluation criteria to define and assess student outcomes for the baccalaureate program. The upper division coursework was extensively reviewed and ultimately approved through SAC’s Curriculum and Instruction Council for depth and rigor and has student learning outcomes consistent with the requirements of higher education. (sample course syllabi) (OS Course SLO Assessment Report)Assisting with the assessment of program level outcomes, SAC’s Research Office makes tools and reports accessible to faculty and staff to assist with research questions for program improvement. One example of the support that the Research Office provides is the administration of the Student Satisfaction Survey to measure the outcomes gained by students after utilizing student support and learning services. Following administration of the survey, the results are distributed to all members of the campus community. Survey results are used to make informed decisions in response to student support needs. The program review section for student support and learning services highlights student learning outcomes for each area. (I.B.2 – 3)

**I.B.2. Analysis and Evaluation**

*To be written following input/editing*

**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)**

**I.B.3. Evidence of Meeting the Standard**

Santa Ana College originally established institution-set standards for student achievement through the Institutional Effectiveness Partnership Initiative (IEPI) Goals Framework in the areas of successful course completion, persistence, number of AA/AS degrees awarded, number of certificates awarded, transfers to four-year universities, and transfer velocity. These standards are found in the 2015 Presentation (I.B.3 – 1), and the progress was published and reported in the college’s ACCJC Annual Reports (I.B.3 – 2).

In 2017, these standards were suspended, and replaced with the current Student Success Metrics, where progress is reported on course completion rates, number of certificates, number of degrees, number of transfers, licensure examination pass rates, and employment rates for career and technical education students. These new metrics were then also reported to the ACCJC Annual Reports (I.B.3 – 3).

These standards set by the Student Success Metrics align well with the college mission statement. These measures demonstrate Santa Ana College’s ability to “inspire, transform, and empower” students. Completion and transfer data demonstrate that Santa Ana College is both inspiring and empowering students to achieve their goals of obtaining a degree/certificate and/or transferring to a four-year university. Employment and transfer data demonstrate the transformative impact an education from this institution can have on students’ lives.

The College’s Strategic Plan from 2014-2016 (I.B.3-4), along with the Santa Ana College Integrated Plan from 2017-2019 (I.B.3-5), outlined how these standards are assessed, demonstrating a commitment to continuous improvement. Currently, many of these metrics are key to attaining the goals for the college along with those outlined in the Equity Plan (I.B.3 – 6) from 2019 through 2022. This further links these standards to the college mission in its work to empower a diverse community of learners, as the college tracks its progress and evaluates for continuous improvement.

The institution-set standards for the Occupational Studies program completion were established from historic data of student success in the existing OTA program. The data included course completion, program completion, pass rates on National Certification Testing, and Job placement. (evidence: OTA Course and Program Completion/ OTA pass rates on NCT). The SAC research department developed a process to conduct ongoing research to analyze student success in the OS program related to course/program completion and grades. (Research plan for OS students)/ (Projections for growth)/OTA rankings. The Occupational Studies program has one research analyst assigned to track programmatic outcomes. In addition, the Director of Research attends monthly statewide meetings related to the Baccalaureate programs. OS students are tracked with respect to admission data, course completion, and program completion. Data is disaggregated by race and gender, as necessary.

**I.B.3. Analysis and Evaluation**

*Analysis to be written once final input provided*

**I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

**I.B. 4. Evidence of Meeting the Standard**

The institution uses assessment data and organizes its institutional processes to support student learning. Evidence of the institution using assessment data and organizing its institutional processes to support student achievement can be found when analyzing the college’s research dashboards, such as SEAT and NEAT, which are routinely revised, updated, and communicated broadly to the SAC community (I.B.4 – 6). Additionally, the college compiles an annual Fact Book which includes student achievement data disaggregated by multiple demographics, along with the resources available to support students’ successful completion of their goals. The data included in the Fact Book is often compared to prior years’ data and then analyzed to see how best to increase student achievement via institutional processes (i.e., adapting student support services to better fit the needs of students—hours, locations, online presence, etc.) (I.B.4 – 7).

The institution uses student and faculty survey data to develop institutional processes such as training and providing resources for distance education and remote learning. These include workshops, certifications, Canvas course templates, and other technology tools. Survey data has also been used to determine student preferences in terms of course offering modalities.

Further evidence is the college’s participation and implementation of Guided Pathways. Santa Ana College reviewed and analyzed its Vision for Success metrics and realized that students on average were taking too many units, significantly lengthening time to completion of their programs. By investing in Guided Pathways, the college is undertaking a redesign of its institutional processes to support student learning. Elements of this redesign include program maps so students are provided with clear visuals of the requirements needed to complete their chosen programs; success teams, which serve to assist students in their learning journeys; and technology platforms, such as Starfish, to provide timely communication to students regarding learning strengths and areas in need of improvement (I.B.4 – 2-4).

The AB 705 Tracking and Monitoring Committee is comprised of faculty, researchers, learning center coordinators, and administrators. This committee routinely examines the student data related to learning in the English and math disciplines. When the data shows that learning needs improvement, the committee raises relevant questions and redesigns processes to address gaps and improve student learning (I.B.4 - 1).

Furthermore, evidence of the the institution using assessment data and organizing its institutional processes to support student achievement can be found when examining the college’s Resource Allocation Request (RAR) process. Annually, each academic division and department engages in the RAR process. This process occurs after each department reviews and analyzes its program data to reveal gaps in student achievement. To close these gaps, RARS are submitted and prioritized. Priority is given to those departments or programs whose needs are not being met through other resources (i.e., grant funds, advisory committees, foundation campaigns, etc.). Currently, the college is in the process of standardizing this RAR process and including it in the Nuventive platform which will be beta-tested by several departments in the fall of 2020 (I.B.4 – 5).

[Canvas training, DE Professional Development workshops](https://sac.edu/AcademicAffairs/DistanceEd/Pages/OnlineFacultyInformation.aspx), [Online Teaching Certification](https://sac.edu/AcademicAffairs/DistanceEd/SiteAssets/Pages/OnlineFacultyInformation/OnlineInstructorCertification%289-10-19%29.pdf), [Student Orientation and Training](https://sac.edu/AcademicAffairs/DistanceEd/Pages/Canvas-Student-Resources.aspx), Canvas course templates and technology tools are determined by annual DE student and faculty survey data as well as data from the SAC Research Department and District Research (xxx)

**I.B.4. Analysis and Evaluation**

*Will be completed when final input provided*

**Institutional Effectiveness**

**I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

**I.B.5. Evidence of Meeting the Standard**

SAC’s program review processes and procedures were developed and maintained through SAC’s Teaching and Learning Committee (TLC). The TLC was assigned as a sub-committee of the Curriculum and Instruction Council and reported directly to the Academic Senate. As part of SAC’s reimagined committee structure, a separate Program Review committee was recommended and assigned to be a subcommittee of the reinstated Institutional Effectiveness and Assessment committee, which will, in turn, serve as the oversight committee for the institution's Program Review process. Information regarding the program review process will be directly reported to the IE&A committee in efforts to better identify connections and alignment regarding campus resources and how best the college can enrich the educational experience of SAC students.

As described in I.B.1 and I.B.2. SAC’s reimagined Program Review Committee continues to provide the college’s programs and service areas the opportunity to not only reflect on their alignment with the college’s mission and vision, but to also engage in dialogue with colleagues across the campus regarding individual program strengths and/or opportunities for growth and development. With the continued inclusion of a presentation to the Program Review Committee, programs and service areas are provided with direct feedback from committee members with intent to provide programs and service areas support for continuous improvement.

SAC’s program review process continues to include the review and assessment of program student outcomes annually with a quadrennial report (every 4 years) submitted to the Program Review Committee. The Quadrennial reports are submitted to appropriate administrators (Dean or Vice President), and depending on service area, submitted to either faculty or administrative co-chair of the program review committee. The program review committee has set a deadline of the 1st week of November for submission to ensure that resulting needs/goals from overall program assessment is completed in line with submission timeline of SAC’s Resource Allocation Process.

SAC’s program review template included the mission of the department, goals and objectives, findings of direct student learning outcome assessment, data pertaining to program and student successes, a description of a program’s curriculum, pedagogy and innovation, resource development. (\*evidence: 2013 program review handbook). The program review template was reviewed and updated by the new program review committee members to better reflect the needs of both the academic and student services programs. (Evidence new template link) Though similar in overall content, the new template provides embedded faculty instruction versus an external handbook, further direction for student support and services, revised section that encompasses SAC’s work as a Guided Pathways institution, newly established equity and vision goals and the inclusion of a programs most current resourse allocation request. All program reviews submitted can be reviewed on the Program Review Website library (I.B.2 – 6), along with tools, resources, and research suggestions to assist in assessing outcomes.

The College’s program review process is supported by the college’s research department. The research department provides student achievement data for appropriate evaluation and planning of academic programs, student services programs, Guided Pathways implementation, and student equity programs. Research tools available for program review include a Student Equity Action Tool (SEAT), Non-Credit Equity Action Tool (NEAT), Cal-Pass PLUS Community College Pipeline, and the California Community College Chancellor’s Office Data Mart. (I.B.5 – 4). Program leads are also instructed on disaggregating data to help them examine and address the success of disproportionately impacted student groups in their respective programs. (I.B.5 – 4)

The College’s research department is also equipped with tools to provide both qualitative and quantitative data disaggregated by gender, ethnicity, foster youth, veteran status, low income, and LGBTQ status for analysis by program type and mode of delivery. Whenever possible, programs are encouraged to maintain student participation records to provide the most robust analysis possible. (I.B.5 – 4)

**I.B.5. Analysis and Evaluation**

Santa Ana College utilizes it Program Review process to evaluate the goals and objectives of programs and services, student learning outcomes and student achievement therefore assessing accomplishment of its overall mission. In addition, SAC’s research department equips faculty, staff, and administrators with both quantitative and qualitative data to be able to make programmatic decisions for improvement. Quantitative and qualitative data are disaggregated for analysis by program type and delivery mode as needed. In addition to review of its associate of arts/science and certificate programs, the College also evaluates student learning outcomes for its Occupational Science Bachelor of Arts degree. (I.B.5 – 3)

**I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

**I.B.6. Evidence of Meeting the Standard**

The College’s research department consists of one director and three analysts. One of their main charges, in keeping with the college’s commitment to student equity, is to assist with the disaggregation and analysis of learning outcomes and achievement for subpopulations of students (I.B.6 – 1).

The primary disaggregation of data is focused on understanding the impact of programs and services on disproportionately-impacted student groups (I.B.6 – 2). When appropriate, faculty and program leads are encouraged to use the SEAT (Student Equity Action Tool), which provides course completion data for the College’s credit courses, and the NEAT (Non-Credit Equity Action Tool), which provides course completion data for the College’s non-credit courses. (I.B.6 – 3)

SAC’s program review process has been designed to ensure excellent educational programs and support services that address student and community needs and includes the inclusion of qualitative and quantitative data. Both academic and student support service areas are instructed to reflect on the degree to which the program is meeting student needs through reflection on assessment of student learning outcomes, service area outcomes and /or program learning outcomes, analysis, or examination of the demographics of the students enrolled, special populations being served and enrollment trends. Qualitative measure of student satisfaction and data related to student success such as retention and completion rates, placement data, transfer rates and data regarding overall program learning outcomes and disproportionate impact. Should disproportionate impact be identified, programs are required to address steps or actions the program will take to adjust, counteract, or amend the disproportionate impact.

Further, when performance gaps are identified, resources are allocated or reallocated, as evidenced by our Guided Pathways efforts and Student Equity funding processes. (I.B.6 – 4, I.B.6 - 5). Student Equity and Guided Pathways efforts, processes, and strategies are evaluated for their effectiveness and resources are aligned accordingly. (I.B.6 – 6)

The College’s Resource Allocation Request (RAR) annual process provides the opportunity for departments and divisions to present resource requests guided by efforts to improve student success, primarily those that will serve to support disproportionately impacted students. The SAC RAR process relies on information from program review and submission of quadrennial program review reports from both academic and service areas requires submission of a programs most current resource allocation request.

**I.B.6. Analysis and Evaluation**

*To be written following input/editing*

**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.**

**I.B.7. Evidence of Meeting the Standard**

Through yearly and quadrennial reviews, the institution ensures that its departments evaluate their processes and effectiveness as they relate to the institution’s mission. (7-1) In so doing, the institution regularly evaluates its instructional programs’ policies and practices for improvement of academic quality and accomplishment. These reviews ensure the college offers transformational programs that inspire and empower students (7-1). Student learning and support services are regularly evaluated departmentally, via student learning outcomes assessment, and institutionally, via student and employee surveys conducted and distributed by the college’s Research Department (7-2, 7-3). These regular reviews allow each area to be reflective and purposeful in providing resources that support institutional learning outcomes and student learning outcomes and assure effectiveness and learning. (7-4, 7-5) The governance structure of the institution was established to regularly evaluate policies and practices, and to support academic quality, as well as accomplishment of the institution’s mission (7-1, 7-6). The Participatory Governance Committees’ structures, missions, and goals are evidenced in the Participatory Governance handbook, which has been published since 2008 (7-7).

**I.B.7. Analysis and Evaluation**

*To be written following input/editing*

**I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

**I.B.8 Evidence of Meeting the Standard**

Santa Ana College broadly communicates to the campus community the results of its various assessments and evaluation activities in the SAC Factbook, the Research Dashboards, and program/course reviews which are available on the program review website (I.B.8-1, I.B.8-2, I.B.8-3). These resources aid the institution in recognizing its collective strengths and opportunities for growth. Reports are made bi-monthly by each initiative entity across the 3/various Participatory Governance Committees, to keep with transparency and regularly update all constituents. In addition, the institution regularly participates in an iterative process whereby data and assessment results support future goals and actions to equitably support student success, especially during times of need and rapid change (I.B.8-4, I.B.8-5, I.B.8-6, I.B.8-7).

This data is further used to determine and set priorities of professional development workshops and activities needed to strengthen weaknesses expressed in such data. Professional development work groups, comprised of constituents across the institution, meet monthly to address weaknesses and advise on the setting of PD priorities. The Professional Development Team develops and implements professional development workshops and activities for all SAC employees, and plays an active role in supporting and, at times, co-facilitating professional development provided by SAC’s Distance Education Office, Student Equity, and various other departments and offices. Funding of pertinent and necessary external training experiences and conferences is determined and prioritized by areas of greatest need, as indicated by the data (8-8).

The data is also used to identify and prioritize areas of greatest need in Distance Education. The goals and activities of the Distance Education Advisory Group are a part of the Distance Education Plan, which is submitted to the Academic Senate and distributed through the Senate minutes/emails and DE reporting through SACTAC. Objectives, goals, and SLOs are measured through annual faculty and student surveys with analysis and adjustments made accordingly. (I.B.8-6)

**I.B.8. Analysis and Evaluation**

*To be written following input/editing*

**I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

**I.B.9. Evidence of Meeting the Standard**

Santa Ana College engages in continuous, broad-based, systematic evaluation and planning as evidenced in the various institutional plans, including the Strategic Plan, Integrated Plan, Equity Plan, Facilities Plan, and Technology Plan (I.B.9 – 1). Faculty and staff from various academic, student service, and administrative divisions work collaboratively to create each plan to ensure it is broad-based. Further, the goals within the plans are integrated into the resource allocation process to promote a continuous, systematic evaluation of the progress toward these goals. In the Equity Plan, the college confirms the importance that all planning and goals align with the overall mission of the college. This is apparent in the focus on equity, through which the college can transform and empower a diverse community of learners.

The college’s Program Review Committee (I.B.9 – 2) and Outcomes Assessment Committee (I.B.9 – 3), are tasked with the evaluation of programs and student outcomes and whose work is integrated within the planning and resource allocation process. Both committees are sub-committees to the re-established Institutional Effectiveness and Assessment Committee.

The Program Review process previously fell within the responsibility of the Teaching and Learning Committee, but the establishment of the Program Review Committee has allowed for the process to reach a broader base, and revisions were made to better integrate the process into the planning and resource allocation processes within the Institutional Effectiveness and Assessment Committee. All academic and student support and service programs submit a comprehensive report and presentation to the committee every four years. The Program Review Committee is composed of a broad spectrum of members from the Santa Ana College Community to provide diverse perspectives on and a comprehensive approach to improving the college’s programs. (I.B.9 – 4)

A revision of the Resource Allocation Request (RAR) process was completed in 2020 by the Planning and Budget Committee, along with the SAC Budget and Accounting Office. The RAR form requires requestors to address how the requests relate to Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO), how they relate to the Strategic Plan, and how success will be measured (I.B.9 – 5). The Planning and Budget Committee has also committed to integrating Program Review into the process in their 2020-2022 goals (I.B.9 – 8). This committee will work closely with the IE&A Committee to develop a process that allows an efficient integration of institutional planning, resource allocation, and assessment of effectiveness.

In addition to the financial and human resources explored by the Planning and Budget Committee, the Santa Ana College Technology Advisory Committee (SACTAC) evaluates and analyzes the technological resources and solutions to support student success and the college’s mission. This is evidenced in the documented purpose and mission of the committee. (I.B.9 – 7)

An even more robust and comprehensive process is in development to fully integrate the Program Review process and Student Outcomes and Assessment in the allocation of resources.  Nuventive is an online system that will allow a more direct link to the Program Review and Learning Outcomes, leading to an improvement in the continual evaluation of institutional effectiveness and academic quality. (I.B.9 – 6)

The integration of the various institutional and district plans, in conjunction with the established processes such as Program Review, allows the college to assess the needs of all programs both in the short and long-term.

**I.B.9. Analysis and Evaluation**

*To be written following input/editing*

**I.C. Institutional Integrity**

**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)**

Santa Ana College, as a publicly funded institution of higher learning, assures clarity, accuracy and integrity of information shared with the public through its website and variety of publications issued by offices and committees operating at the college.

The SAC Catalog is published annually. Part of the college review process is for all departments, divisions, and service areas to review relevant areas for accuracy of information. Individuals responsible may include classified staff, faculty, department chairs, Division deans, Directors. Information is reviewed by appropriate personnel to assure clarity, accuracy, and integrity of the information presented. Information regarding the accredited status of the college is maintained by the Accreditation Liaison Officer (ALO).

***Outstanding Questions still to be confirmed:***

*The website is maintained by …...departments, who else??*

*Brochures/social media maintained and reviewed by colleges PIO??*

*Accreditation status can be found on the \*\*\*Title page of the catalog and on the Accreditation webpage.*

*Where is our Student achievement data provided to the public??*

*Program outcomes are published in the college catalog and SLO’s are published on official course outlines of record and are they also on departmental websites consistently???*

Information related to SAC’s Baccalaureate degree in Occupational Studies is also reviewed by the program coordinator and information is published withing SAC’s catalog and on their departmental website in regards to learning outcomes, program requirements, and student support services.

The Santa Ana College Mission Statement is annually reaffirmed by the College Council and it is visible on college’s publications, such as its catalog and planning documents. The Mission Statement is also communicated through footnotes on the college’s publications, emails, and social media posts. [Santa Ana College Mission Statement](https://sac.edu/AboutSAC/Pages/mission.aspx)

Student Learning Outcomes are approved by individual departments and are included on the official Course Outlines of Record, and published on respective department web sites. [English Department SLOs](https://sac.edu/AcademicProgs/HSS/EnglishESL/Pages/Department-Documents2.aspx)

Information about educational programs at the college is included on the college’s website, catalog, and schedule of classes. It is also visible through work of shared-governance committees such as the Institutional Effectiveness and Assessment Committee, the Student Learning Committee, and the Program Review Committee. [Santa Ana College Divisions and Departments](https://sac.edu/AcademicAffairs/Pages/Divisions-Departments.aspx)

Student Services, as a separate division at Santa Ana College, ensures the integrity of the information forwarded to the public through its participation in shared governance committees and publications on websites and through college publications such as the college catalog and schedule of classes. Additionally, departments within Student Services maintain this integrity in their use of software programs such as StarFish and CraniumCafe. [Santa Ana College Student Services and Activities](https://sac.edu/StudentServices/Pages/default.aspx)

Accreditation status of Santa Ana College is displayed on the college’s home page. [Accreditation Home Page](https://sac.edu/Accreditation/Pages/default.aspx)

**I.C.1** **Analysis and Evaluation**

*To be written following input/editing*

**I.C.2. The institution provides a print or online catalog for students and prospective**

**students with precise, accurate, and current information on all facts,**

**requirements, policies, and procedures listed in the “Catalog Requirements” (see**

**endnote). (ER 20)**

How many print copies do we now generate??? Think we should include past practice of print distribution combined with current practice.

Santa Ana College publishes a college catalog annually and makes it available on its website for access by current and prospective students. Integrity of the information is ensured by college-wide catalog approval process, in which all departments, offices, and other entities revise and publish information about their operations. [Santa Ana College 2019/20 Catalog](https://sac.edu/catalogAndSchedule/Documents/2019-2020/2019_Catalog.pdf)

**I.C.2. Analysis and Evaluation**

Santa Ana College provides current, clear, and accurate information to current and prospective students. The College has a drafting process and timeline to ensure its accuracy and relevancy. Santa Ana college fulfills the identified “Catalog Requirements.”

**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)**

Santa Ana College documents the assessment of student learning and the evaluation of student achievement to communicate matters of academic quality to the appropriate constituents and to current and prospective students and the public. The mission of SAC’s research department

is to pursue “the collaborative exploration, analysis, dissemination, and cultivation of understanding of current data” regarding SAC’s student population. The primary directive of the research department is to further the campus’s understanding of equity issues and to enable the campus wide community to make data driven decisions that will have a significant impact on student achievement and attainment. Research reports include the Santa Ana College Factbook, a summary of current and historical statistical information and Fact Sheets for both Santa Ana College and the Centennial Education Center. In 2018 the SAC research department in combination with District Research provided data in collaboration with Emsi, a labor market analytics firm, to assess the impact of Santa Ana college on the county economy and benefits generated by the college for students, taxpayers, and society. Results of this report showed that SAC created a positive net impact on the county economy and generated a positive return on investment for students, taxpayers, and society.

Other data reports publicly available include Student Satisfaction Survey’s, Career and Technical Education Employment Outcomes Survey (website), Student Persistance (website: Loss of Students 2017), and SAC Graduate Exit Survey 2018 (website). Other examples of research resources available for public view include the Chancellor’s office datamart, Chancellor’s scorecard for SAC, CSU partnering, and Institutional Effectiveness Partnership Initiative. All can be found on the Research website (<https://www.sac.edu/research/Pages/Other-Resources.aspx>).

The Research Department has created a variety of interactive tools to assist in department and program evaluation. Tools are readily available to all faculty, staff, and administrators on the Research website. Tools include data on degrees and certificates earned at SAC; the SEAT (student equity action tool) and NEAT tool (non-credit equity action tool) which provide course completion data for Santa Ana College credit and non-credit course; Persistence tool; and the SAC College Research Dashboard page. (Evidence:https://www.sac.edu/research/Pages/Tableau-Research-Pages.aspx)

The research office also provides regular and ongoing workshops for faculty, staff, and administrators on the utilization of the Santa Ana College dashboards for better interpretation of Santa Ana College data. (evidence needed).

Evidence of how the college uses data for improvement includes the college-wide program review process which evaluates student and program learning outcomes, evaluates program student demographics, student satisfaction and student success combined with evaluation for any disproportionate impact. SAC’s Student Equity Committee and Student Equity and Achievement program (SEAP) uses research data to improve outcomes for all students regardless of gender, race, income, disability, veteran, or foster youth status by making recommendations on how equity funding is allocated, evaluating the use of assigned funding, and exploring strategic ideas using institutional research. Requirement for data can be seen in the developed SEAP Categorical Funding Request Scoring Rubric (SEAP request Scoring Rubric) In addition, the committee minutes demonstrate the integration of research data to discussions regarding LGBT students (October 2019 minutes), Annual report related to student progress (November 2019 minutes IV.a discussion item); Student Success Research Spotlight regarding credit enrollment demographics and update regarding multiple measures and assessment (Minutes March 2018, section III & IV).

**I.C.3. Analysis and Evaluation**

Santa Ana College 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.

**I.C.3. Evidence**

*To be written following input/editing*

**I.C.4. The institution describes its certificates and degrees in terms of their purpose,**

**content, course requirements, and expected learning outcomes.**

Santa Ana College uses multiple means to provide information regarding its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. SAC’s catalog provides detailed descriptions of the college’s certificate and degree programs with focus on their purpose, content, course requirements and expected learning outcomes. Information in the college catalog is reviewed annually by faculty, staff and administrators for clarity and integrityDescriptions of certificate and degrees can also be found on department websites and maintained by department faculty and staff. Many departments provide marketing materials for their degree and certificate programs that is maintained by division staff in consultation with appropriate departmental faculty. (evidence of marketing materials CTE/Business). Program descriptions, include course sequence, units, prerequisites, and if applicable, admission requirements that are different than SAC’s admission requirements (examples: OTA, Nursing).

SAC’s Baccalaureate degree program is included in the general college catalog and provides clear information regarding its purpose, content, course requirements and student/program outcomes on its departmental website and through its own marketing materials. (examples).

**I.C.4. Analysis and Evaluation**

Through various means, college catalog, online catalog, program web pages, marketing materials, Santa Ana College clearly describes its certificates and degrees which includes purpose, content, course requirements, and expected learning outcomes. Description of programs includes course sequence, units, necessary prerequisites, and admission requirements if different from those required of general admission.

**I.C.5 The institution regularly reviews institutional policies, procedures, and**

**publications to assure integrity in all representations of its mission, programs, and**

**services.**

**I.C.5. Evidence of Meeting the Standard**

The participatory governance committee structure ensures all institutional policies, procedures, and publications are regularly reviewed to assure integrity in all representations of the college’s mission, programs, and services. Participatory Governance Handbook

**I.C.5. Analysis and Evaluation**

*To be written following input/editing*

**I.C.6. The institution accurately informs current and prospective students regarding the**

**total cost of education, including tuition, fees, and other required expenses,**

**including textbooks, and other instructional materials.**

**I.C.6** **Evidence of Meeting the Standard**

Santa Ana College ensures accuracy of the information forwarded to the current and prospective students about education cost, tuition and fees, and other expenses, such as textbooks and other instructional materials. Students are provided information on Fees, tuition, and expenses including non-resident tuition and textbooks and supplies in the college catalog (page 24) [Santa Ana College 2019/20 Catalog](https://sac.edu/catalogAndSchedule/Documents/2019-2020/2019_Catalog.pdf); [Santa Ana College Fees and Refunds page](https://www.sac.edu/StudentServices/AdmissionsRecords/Pages/Fees-and-Refunds.aspx).

Information regarding fees, tuition and other required expenses can aslo be found SAC’s Schedule of Classes either in print or online versions. (\*\*print version page 8).

OER and ZTC textbook options are indicated in SAC’s schedule of classes (both printed and online) and has also been searchable through the Web advisor platform. SAC is currently in the process of migrating to Self Service and students will continue to be able to directly search for OER courses.

**I.C.6** **Analysis and Evaluation**

*To be written following input/editing*

**I.C.7. In order to assure institutional and academic integrity, the institution uses and**

**publishes governing board policies on academic freedom and responsibility. These**

**policies make clear the institution’s commitment to the free pursuit and**

**dissemination of knowledge, and its support for an atmosphere in which**

**intellectual freedom exists for all constituencies, including faculty and students.**

**(ER 13)**

**I.C.7. Evidence of Meeting the Standard**

Santa Ana College ensures an atmosphere in which intellectual freedom exists for all constituencies by adhearance to Board Policy and Administrative Regulation 4030 Academic Freedom which addresses best practices per the American Associaton of University Professors and outlines practices that demonstrate the college’s commitment to free pursuit and dissemination of knowledge. The RSCCD policy on Academic Freedom is published in the college catalog, and schedule of classes, Faculty Handbook 2014. (other locations?)

**I.C.7. Analysis and Evaluation**

Santa Ana College uses and publishes governing board policies on academic freedom and responsibility and creates an atmosphere in which intellectual freedom exists for all constituencies.

**I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.**

Guidelines for Student conduct are outlined in Board Policy 5500, Standards for Student Conduct. Santa Ana College adheres to BP 5500 by clearly publishing policies and procedures that promote honesty, responsibility, and academic integrity. The policies and procedures are published in the 2019-2020 college catalog under the heading, “Academic Honesty Policy Information.”

The published policy is then followed with a description of the college’s procedure for handling academic misconduct: faculty should submit an “Academic Misconduct Incident Report” form to the appropriate listed offices.

The “Guidelines for Student Conduct” include a comprehensive list (A) - (V) of potential violations which will result in disciplinary action, up to but not limited to, expulsion. The policies include such violations as dishonesty, cheating, plagiarism, forgery, willful misconduct, and assault.

Policies and procedures pertainint to student conduct are also clearly published in the Associate Student Governments Student Handbook and SAC’s Schedule of Classes. Information regarding Standards of Student Conduct can also be found on the SAC website ( <https://www.sac.edu/StudentServices/StudentLife/StudentConduct/Pages/StandardsOfStudentConduct.aspx>) Faculty are also encouraged to include reference to the District’s academic dishonesty

Policy on course syllabi. Inclusion in Faculty Handbook with procedures including the filing of an “academic Misconduct Incident Report”.

***Input required:*** Do we have established procedures for authenticating student identify in DE/CE courses?

RSCCD and Santa Ana College is committed to equal opportunity for all educational programs, employment, as well as access to all institutional programs and activities (BP/AR 3410 Nondiscrimination)

**I.C.8 Analysis and Evaluation**

Santa Ana College has established and published clear policies and procedures that promote honesty, responsibility, and academic integrity.

**I.C. 9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

**I.C.9 Evidence of Meeting the Standard**

Santa Ana College follows RSCCD Board Policy and respective Administrative Regulation 4030 which addresses Academic Freedom:

* An understanding of our democratic tradition and its methods.
* A concern for the welfare, growth, maturity, and development of students.
* The method of scholarship.
* Application of good taste and judgment in selecting and employing materials and methods of instruction.

In addition to BP 4030, Santa Ana College had also adopted an administrative regulation regarding Academic Freedom, AR 4030:

* Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
* Faculty are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to the subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of appointment.
* College and university faculty are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and education officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should always be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

**I.C.9. Analysis and Evaluation**

**Faculty at Santa Ana College follow BP/AR 4030 and distinguish between their personal conviction and professionally accepted viewed in a discipline. They work to present information and course related data fairly and objectively.**

**I.C. 10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.**

.

**I.C. 10 Evidence of Meeting the Standard**

Expected conduct for staff, faculty, administrators, and students are indicated in the following board policies:

BP 3410 Nondiscrimination Rsccd’s committement to equal opportunity in all educational programs, employment, and access to institutional programs and activities.

BP3430 Prohibition of Harassment-

BP 4030 Academic Freedom

BP 5500 Standards of Student Conduct / ASG student handbook- located where else??

BP 5500 Student Athletics/Activities Code of Conduct –where located? (catalog?? Webpage??)

BP 7001 Code of Ethics

BP 7002 Civility

**I.C. 10. Analysis and Evaluation**

*To be written following input/editing*

**I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

**I.C.11. Evidence of Meeting the Standard**

Not Applicable to Santa Ana College, as the institution does not operate in foreign locations.

**I.C.11. Analysis and Evaluation**

Not applicable

**I.C. 12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

**I.C.12. Evidence of Meeting the Standard**

Per BP 3200 Accreditation, Santa Ana College complies with the accreditation process and standards of the Accrediting Commission for Community and Junior Colleges (ACCJC) which includes requirements for public disclosure, institutional reporting, team visits, and substantive changes.

Information is made public using the Santa Ana College website which has a dedicated accreditation page, tth that discloses information required by the Commission to carry out its accrediting responsibilities.

The Accreditation Oversight Committee engaged the whole college community in the preparation of the midterm report. They have responded to four recommendations issued by the commission and updated their self-identified actionable improvement plans, which can be found in the Self-Evaluation Report of Educational Quality and Institutional Effectiveness.

**I.C.12. Analysis and Evaluation**

Santa Ana College agrees to comply with Eligibility Requirements, Accreditation Standards and Commission policies and guidelines and to respond to commission requests per established timeline.

**I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

**I.C.13 Evidence of Meeting the Standard**

Santa Ana College advocates for and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. In addition to compliance with ACCJC standards and policies, SAC also demonstrates compliance with regulations pertinent to accreditation of programs such as Automotive Technology, Nursing, Paralegal, Fire Academy, and Occupational Therapy Assisting can be found on each of their individual webpages on the Santa Ana College website in addition to the college catalog (page 8, 2020-2021).

Santa Ana College publishes information regarding its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public via its accreditation webpage.

\*\*BP’s designed to follow Title 5? Ed Code? Federal /State mandates?

**I.C.13. Analysis and Evaluation**

*To be written following input/editing*

**I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

**I.C.14. Evidence of Meeting the Standard**

As referenced in Standard IA, the mission of the Rancho Santiago Community College District is to provide “quality educational program and services that address the needs of our diverse students and communities.” (BP1200 District Mission). Further evidence of the institution holding paramount high quality education and student achievement includes BP2710 Conflict of Interest and AR 2712 Exhibit A Conflict of Interest Codes and BP7001 Code of Ethics.

Santa Ana College ensures that its commitments to high quality education, student achievement and student learning are the college’s primary objectives. The Santa Ana College mission statement states, “Santa Ana College inspires, transforms, and empowers a diverse community of learners.” In addition to the mission statement, Santa Ana College has a set of core competencies and student learning outcomes which ensure commitment to high quality education, student achievement, and student learning.

Santa Ana College is committed to ensuring student achievement through its Guided Pathways work. Guided Pathways (known as Career and Academic Pathways within the campus) establishes a supportive college environment that provides a clear path toward a career of value and facilitates timely completion of academic goals. Career and Academic Pathways provide students with a set of clear steps to achieve their goals. Each path comes with a curated educational plan and access to the support services they need to stay on their chosen path and achieve their academic and career goals.

The Student Success and Equity Program at Santa Ana College is a state-funded effort to improve student success outcomes for all students. The Student Success and Equity Program uses research and the innovative talents the faculty, staff, and administration to improve outcomes for students who are underserved. All the people involved in the Student Success and Equity Program are committed to the belief that it is the responsibility of the institution to improve the outcomes of all students regardless of their gender, race, income, disability, veteran status, or foster youth status.

The Santa Ana College Strategic Plan provides a guiding framework for the overall goals of the college. Working within this framework, every member of the Santa Ana College community has put substantial effort into ensuring student access and learning. The first strategic plan area is Student Achievement.

**I.C.14. Analysis and Evaluation**

*To be written following input/editing*