STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

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

I.A. Mission

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

Descriptive Summary

The Santa Ana College (SAC) mission statement 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 mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers, and lifelong intellectual pursuits in a global community. (IA-1 and IA-2, p.4)

Santa Ana College (SAC) serves a diverse population of over 700,00 residents from the surrounding communities of Anaheim, Garden Grove, Irvine, Orange, Santa Ana, Tustin, and Villa Park. Ranked as one of the nation's top two-year colleges awarding associate degrees to Latino and Asian students (IA-3), Santa Ana College averaged just over 18,000 credit students each fall semester over the past five years (IA-4).

Santa Ana College also offers non-credit instruction through the Santa Ana College School of Continuing Education at the Centennial Education Center (CEC). Enrollment at CEC has averaged just over 11,500 students each fall semester over the past five years (IA-4).

Students may apply for admission to Santa Ana College if they are a high school graduate or a person who has received a California high school proficiency certificate; a person 18 years of age or older who can profit from instruction; a high school student qualifying for Career Advanced Placement (CAP) program; or an international student who has satisfied specific admissions requirements (IA-2, p.16).

District research data regarding enrollment trends and student characteristics showed 64 percent of students enrolled in credit courses in fall 2013 identified achievement of the

associate degree and/or transfer as the educational goal as compared to 50 percent in fall 2009. Over that same time period, transfers to four-year institutions, most specifically to the California State University system and private or out-of state-institutions, generally increased (IA-4).

Santa Ana College also offers community services classes designed for special interest audiences. From the creative arts and financial management to computer software and special tours, these programs are offered to the general public for educational, cultural, social, and recreational purposes. In addition, every summer an extensive academic and recreational "College for Kids" program is offered (IA-5).

The Digital Media Center (DMC) houses the county's only business incubator for the digital media industry. The DMC Business Incubator is an economic development program of RSCCD. It is a dynamic workspace for emerging digital media companies offering a full range of amenities and business support services, including CPA services and access to business consulting and mentoring from legal experts, strategic information technology specialists, strategic marketing authorities, social media strategists, strategic IT business development leaders, and investor groups; discounted memberships and free access to networking organizations; monthly CEO roundtables; and on-site educational opportunities.

RSCCD's Economic and Workforce Development Centers foster the well-being of regional businesses by providing customized employee training, confidential consulting about business development and operations, workshops, a business incubator, and other opportunities for growth. For example, the Business and Entrepreneurship Center (BEC) program, an initiative of the Economic and Workforce Development Program through the California Community Colleges, is a network of community college professionals working in strategic partnerships with businesses, industry, and community organizations to identify and meet California's economic development needs in the areas of business improvements and entrepreneurship training. The BEC is locally hosted by Rancho Santiago Community College District (IA-6).

The Orange County Small Business Development Center (Orange County SBDC) is another economic development program of Rancho Santiago Community College District, which is partially supported by the U.S. Small Business Administration (SBA), the California State University, Fullerton, and the California Community College Chancellor's Office (CCCCO). The Orange County SBDC is a one-stop source for business planning, business development, international business resources, education and training, loan assistance, and expansion strategies (IA-7).

To foster college-wide commitment to student learning, the college conducts annual convocation activities and professional development workshops during FLEX week and throughout the academic year. For example, in August 2011, 2012, 2013, January 2012, January 2013, and February 2014, a series (IA-8) of workshops were conducted by faculty, staff, and administrators focused on student learning.

Distance Education

The Santa Ana College mission refers to online learning as part of our dynamic learning environment. At this time, the college offers students a self-selection method for the

distance education (DE) learning modality. With the SAC Online Student Orientation (IA-9), students identify their learning style, verify their online/hybrid course expectations, learn time-management skills, and ascertain if their current technical skills are suitable for online learning. The college has also established an Online Degree Pathway (IA-10) program to begin fall 2014. For that program, it will be mandatory for students to complete the SAC Online Student Orientation, as well as a face-to-face orientation, to verify that a complete online program placement is the best learning modality for them.

Self Evaluation

Santa Ana College meets this standard. The college's educational purposes stated in the mission are appropriate for an institution of higher learning, and they meet the needs of the intended student population. The mission statement is explicit in its commitment to student learning.

Actionable Improvement Plans

The college will continue offering professional development workshops for faculty, staff, and administrators to inform and discuss student learning outcomes and the alignment with instructional programs that demonstrate the college's commitment to improving institutional effectiveness.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

Through integrated planning activities, the college aligns its programs and services with the purpose, character, and student population. For example, the college conducted an Institutional Effectiveness Survey in fall 2013. Results were discussed in College Council and instructional deans' meetings. The results indicate that 72 percent of respondents, including administrators/supervisors, faculty, and staff "strongly agreed" or "agreed" that student learning programs are in alignment with the mission of Santa Ana College (IA-35). In March 2012, a college-wide Mid-Cycle Planning Retreat was held to review the relevance of the mission statement to student learning. As a result of this effort, the former mission statement was revised and approved by College Council and then the Board of Trustees (IA-11, IA-12, IA-13, and IA-14).

The mission statement addresses and makes explicit the purposes and direction of student learning in the areas of transfer, careers, and lifelong intellectual pursuits in a global community. To this end, SAC has established an array of innovative programs and services to support student learning. These programs and services are aligned with the college's purpose, character, and student population. For example, Santa Ana College offers numerous concentrations or majors and over 250 subjects, 109 leading to the associate degree in arts or science, 21 ADT's, and 120 certificates of competency. SAC currently has 21 approved Associate Degrees for Transfer (18 AA-T; 3 AS-T) and is working to develop more transfer degrees by the June 2015 deadline. In addition, SAC offers a variety of services and programs to support the intended student population such

as ¡Adelante!; Puente; Math, Engineering and Science Achievement (MESA); Freshman Experience; TRIO; and the International Student Program (ISP).

The college is recognized throughout the state for its comprehensive workforce training programs for nurses, firefighters, and law enforcement. In addition, the college also offers off- site programs for students seeking basic skills, proficiency in technology, and citizenship (IA-1).

Santa Ana College's Student Outreach program conducts recruiting events for new students. Outreach staff provide detailed information regarding the quality of the programs that are offered to prospective high school students. Parents and students are connected to campus life via the efforts of Outreach personnel. Services provided include school presentations, campus tours, college prep workshops (English/Spanish/Vietnamese), community outreach, pre-orientation assistance, assessment information, and admission support (IA-15).

One example of alignment is the college's Outreach Office, titled the Office of School and Community Relations. Building from its departmental planning portfolio program review process, the department frames goals annually, reviews current and longitudinal data as part of its ongoing meetings, requests additional resources through the college's Resource Allocation Request (RAR) process, and meets collectively to operationalize strategies that will create the projected results.

Supporting documents include:

- o 2013 and 2014 Outreach Meeting and Retreat agendas (IA-16)
- o 2013 Outreach Retreat notes (IA-17)
- o 2013 Early Decision planning meeting (IA-18)
- o Outreach Portfolio 2012-13 (IA-19)
- o 2014 Placement Testing schedule (with details on schools, number of students, and staff assigned to each) (IA-20)
- o Longitudinal data informing the above that is aggregated annually (IA-21)

Santa Ana College also has learning centers available for students with a variety of academic, employment, and lifelong learning needs. For example, the Learning Center (LC), Math Center, Service Learning Center, and Veterans Resource Center (VRC) all support student learning.

The program review process extends to all programs and services offered by the college to assess institutional effectiveness (IA-22).

Distance Education

Santa Ana College has been providing courses in the DE mode since 1978. With the exception of engineering courses, it is a rare DE course that is cancelled due to lack of enrollment. Sixty-two percent or more DE courses have waitlists (IA-23) before classes begin. DE courses allow the student population to complete their degree/transfer programs as evidenced by Plans A, B, and C Distance Education offerings (IA-24 and IA-25). The annual DE student survey has helped focus on particular faculty and student training needs as well as student services usage and need. It has given the program an improved understanding of student internet and device access.

Self Evaluation

Santa Ana College meets this standard. The college has established effective learning programs and services that are aligned with the mission, the educational purposes, and its intended population. Through discussions among college constituents in March 2012, the college reviewed the college mission statement and revised the statement to ensure its relevancy to student learning. Student satisfaction surveys are conducted annually, and results are discussed in College Council, instructional deans' meetings, and in other venues to address the needs of students.

Actionable Improvement Plans

The college will continue to conduct annual surveys of students, faculty, staff, and administrators to assess the needs of the student population and to determine its institutional effectiveness.

I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary

The college mission statement is reviewed regularly by the campus community. It is revised as needed to accurately reflect the college's broad educational purposes and service to the community. The latest revision to the college's mission statement began in spring 2012 (IA-11). The mission statement was approved by College Council on June 13, 2012 (IA-13) and the Board of Trustees on September 24, 2012 (IA-14). The mission statement is published in the college catalog and schedule of classes (IA-2, p.4 and IA-26). It appears on the college website, on participatory governance, division, and departmental agendas, and meeting minutes (IA-1, IA-27, IA-28, IA-29 and IA-30). The mission statement is also prominently displayed in various locations on the college campus.

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

The college evaluates its mission statement regularly and revises it as necessary. For example, the mission statement is reviewed regularly by the campus community. Prior to the 2012 Mid-Cycle Planning Retreat, the mission statement was reviewed on an annual basis by the College Council, the Curriculum and Instruction Council, and the

Institutional Effectiveness and Assessment Committee (IE&A). The Mid-Cycle Planning Retreat was facilitated by the IE&A committee and was held on March 2, 2012 (IA-11), where representatives from the administrative, faculty, classified staff, and students reviewed the mission statement and Vision Themes. As a result of dialogue amongst the participants, there was a proposal to revise the mission statement. Revisions to the mission statement are prompted by the use of surveys of college personnel and students.

The outcome of the planning retreat was that revisions to the mission statement were presented to the IE&A Committee (IA-31). They were then forwarded to the other participatory governance committees, including the Student Success Committee, the Santa Ana College Technology Committee, Facilities Committee, Planning and Budget Committee, and also the Academic Senate, the Curriculum and Instruction Council, the Teaching Learning Committee, the classified staff leadership, and the Associated Student Government to ensure that all stakeholders had an opportunity to review the proposed changes. After review by all participatory governance groups, the revised mission statement was forwarded and approved by the College Council on June 13, 2012 (IA-13). On September 24, 2012, it was approved by the Board of Trustees (BOT) (IA-14).

The institution's process for periodic mission statement review is effective. All constituent groups are brought together to discuss the relevance of the mission statement to student learning. As the Strategic Plan goals (i.e., Vision Themes) were reviewed and updated, the mission statement was used to inform that work. As a result, the relevance of the mission statement is contiguous with this process.

In January 2014, the President convened a retreat for College Council to discuss revision of the Strategic Plan. To streamline the participatory governance process, it was decided to review the function of the Institutional Effectiveness and Assessment Committee (IE&A). As a result, College Council was charged with updating the Strategic Plan (IA-32), and the Planning and Budget Committee was charged with planning/budget oversight. The other responsibilities of IE&A are still under review.

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

I.A.4. The institution's mission is central to planning and decision making.

Descriptive Summary

The mission is central to planning and decision making. Program review processes link the goals of the Vision Themes and the mission to discipline, department, division, and area plans. Data analyses from the institutional outcomes drive planning with the Santa Ana College governance process through the SAC Resource Allocation Request (RAR) process. This process links all college resource allocation requests to the department/division goals, the college mission, and to the Planning and Budget Committee's established budgeting priorities (IA-33 and IA-34).

Program review is a dynamic, systematic, and ongoing process that links planning to budget allocation of necessary resources, with the purpose of increasing student achievement. Departmental/program review informs the planning activities at the division level, which ultimately contributes to the budget planning for the institution (IA-22).

Program reviews are central to further ensuring that Santa Ana College's processes are aligned to the Santa Ana College mission statement. All academic/instructional program reviews are evaluated and approved by the Teaching Learning Committee (TLC). The TLC is a group of interdisciplinary colleagues, representing all college divisions, who aggregate the program review reports by themes (IA-36 and IA-37).

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.