



SANTA ANA COLLEGE

Follow-Up Report October 15, 2009

Submitted by:

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To:

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

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STATEMENT OF REPORT PREPARATION

After the ACCJC Team Visit of October 20-23, 2008, Santa Ana College received an *Evaluation Report* dated November 26, 2008, inclusive of commendations and recommendations for the college. Succeeding that report, Santa Ana College was issued the official Commission disposition in a letter dated February 3, 2009: **Warning** with a *Follow-Up Report* due October 15, 2009. Four recommendations, one for the college and three for the district, are to be addressed in the *Follow-Up Report*. The *Midterm Report*, due October 2011, is to address all recommendations of the *Evaluation Report*.

Since the Rancho Santiago Community College District is a two-college district, the sister institution of Santa Ana College, Santiago Canyon College, also underwent an ACCJC site visit October 20-23, 2008. Santiago Canyon College was also issued: **Warning** with a *Follow-Up Report* due October 15, 2009. Four recommendations, one for the college and three for the district, are to be addressed. As a result, each college immediately began to address its respective college recommendation with consultation to the other, and common district task forces were formed to address the district recommendations issued to both colleges.

On February 10, 2009, Chancellor Edward Hernandez, Jr. called a meeting to discuss all recommendations. A *Steering Committee* was formed as follows:

Edward Hernandez, Jr., Ed.D., Chancellor RSCCD, Chair
John Didion, Executive Vice Chancellor, Human Resources and Educational Services, RSCCD
Peter Hardash, Vice Chancellor, Business/Fiscal Services, RSCCD
Erlinda J. Martinez, Ed.D., President, Santa Ana College
Juan Vázquez, President, Santiago Canyon College
John Weispfenning, Chair, Accreditation Committee; Dean of Library, Division of Business,
Mathematics and Sciences, Santiago Canyon College
Norman Fujimoto, Vice President Academic Affairs, Santa Ana College
Mary Halvorson, Vice President Academic Affairs, Santiago Canyon College
Raymond Hicks, Academic Senate President, Santa Ana College
Morrie Barembaum, Academic Senate President, Santiago Canyon College
Bonita Jaros, Ph.D., Chair, Accreditation Committee; Institutional Effectiveness & Assessment
Coordinator, Santa Ana College

As a result of this meeting, three task forces were established to address the district recommendations: the Planning and Budget Task Force, the Board of Trustees Self-Evaluation Task Force, and the Attendance Recording System Task Force. Membership is as follows:

Planning and Budget Task Force

John Didion, Executive Vice Chancellor, Human Resources and Educational Services,
RSCCD, Chair
Peter Hardash, Vice Chancellor, Business/Fiscal Services, RSCCD
Steve Kawa, Vice President, Administrative Services, SCC
Paul Foster, Vice President Fiscal/ Administrative Services, SAC

STATEMENT OF REPORT PREPARATION

Raymond Hicks, Academic Senate President, SAC

Morrie Barembaum, Academic Senate President, SCC

Bonita Jaros, Ph.D., Chair Accreditation Committee; IE&A Coordinator, SAC

Nga Pham, Director of Research, RSCCD

Board of Trustees Self-Evaluation Task Force

Edward Hernandez, Jr., Ed.D., Chancellor, RSCCD, Chair

Erlinda J. Martinez, Ed.D. President, Santa Ana College

Juan Vázquez. President, Santiago Canyon College

Raymond Hicks, Academic Senate President, SAC

Morrie Barembaum, Academic Senate President, SCC

Bonita Jaros, Ph.D., Chair, Accreditation Committee; IE&A Coordinator, SAC

Attendance Recording System Task Force

Peter Hardash, Vice Chancellor, Business/Fiscal Services, RSCCD, Chair

Sylvia LeTourneau, ITS RSCCD

Sergio Rodriguez, Project Manager, SCC

Linda Miscovic, Associate Dean Admissions and Records, SCC

Mark Liang, Interim Associate Dean Admissions and Records, SAC

As the task forces met, the chancellor, the college presidents, the Academic Senate presidents and the chair of the SAC Accreditation Committee presented regular reports at each Board of Trustees meeting.

Each college addressed its respective recommendation regarding planning and budget alignment simultaneously. The *Santa Ana College Accreditation Task Force* membership is as follows:

Bonita Jaros, Ph.D., Accreditation Chair; IE&A Coordinator, Chair

Erlinda J. Martinez, Ed.D., President, Santa Ana College

Paul Foster, Vice President Fiscal/ Administrative Services, SAC

Norman Fujimoto, Vice President Academic Affairs, SAC

Raymond Hicks, Academic Senate President, SAC (Past-President as of July 1, 2009)

John Zarske, Academic Senate President-Elect, SAC (President as of July 1, 2009)

Paula Garcia, CSEA Representative

Timelines were established for the processes; this timeline was presented to the Board of Trustees by the chancellor at the February 23, 2009 meeting. As the task forces continued their work, college-level progress was transmitted to President's Cabinet, and the presidents of the colleges also made regular reports in Chancellor's Cabinet. The chancellor presented general updates to the Board of Trustees and presented task force recommendations regarding the board self-evaluation.

As the response to the college recommendations were written and charts were created, the two colleges were in regular communication. John Weispfenning, Chair of the SCC Task Force and Bonita Jaros, Chair of the SAC Task Force, sent the minutes of the college task force meetings to the chancellor's office as well

STATEMENT OF REPORT PREPARATION

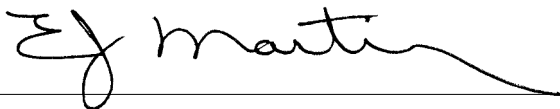
as to each other. John Weispfenning and Bonita Jaros also met to coordinate the three common district recommendations responses.

John Weispfenning and Bonita Jaros attended Board of Trustees meetings in preparation for the district responses. On July 14, 2009, the Board of Trustees held a special meeting to review and revise the Board Vision Statement and the Goals of 2009-2011. On July 16, 2009, Mr. Weispfenning and Dr. Jaros met to coordinate district responses regarding Board Self-Evaluation, Planning and Budget as well as the Attendance Recording System. John Didion, Executive Vice Chancellor of Human Resources and Educational Services and Peter Hardash, Vice Chancellor of Business/Fiscal Services attended the meeting to respond to questions and offer a preliminary draft of the respective task forces. Mr. Didion worked with Mr. Hardash and Dr. Jaros to respond to the planning and budget alignment recommendation; Mr. Weispfenning worked with Mr. Hardash to draft a response to the attendance reporting recommendation; Dr. Jaros drafted a response to the board self-evaluation recommendation.

The Santa Ana College President communicated broadly to the college community via email communication, *Notes From the President*. The *Follow-Up Report* was posted on InsideSAC for the college community to review, and feedback was received by September 21, 2009. Mr. Weispfenning and Dr. Jaros held a telephone consultation for review on September 8, 2009. The document was approved by IE&A on September 21, 2009, President's Cabinet and College Council on September 23, 2009.

Follow-Up Report was edited and submitted to docket for Board of Trustees' first reading on September 28, 2009. The Board of Trustees approved the *Follow-Up Reports* of Santa Ana College and Santiago Canyon College on October 12, 2009.

Respectfully Submitted,



Erlinda J. Martinez, Ed.D., President, Santa Ana College

RESPONSE TO ACCJC COLLEGE RECOMMENDATION 1 PLANNING & BUDGET INTEGRATION

The team recommends that the college evaluate its planning processes, including the integration of technology, staffing, and facilities master plans, to ensure budget is used as a planning tool to achieve its strategic goals and that the outcomes from these activities be formally and broadly communicated to ensure quality.

As part of this integration, the team recommends that the college resource allocation be based on plans, program reviews (Department Planning Portfolios, or DPPs), and actual budgetary performance. This requires that the college evaluate the outcomes of its planning/budget process and use the data in subsequent budget development.

In addressing Response to ACCJC College Recommendation 1, the following categories were addressed:

- I. Evaluation of Processes;
- II. Brief Historical Background;
- III. Planning and Budget Integration, including A. Governance and B. Program Review
- IV. Evaluation of Outcomes for Subsequent Budget Development; and
- V. Communication of Outcomes.

I. Evaluation of Processes (Standards: I.B.1, I.B.4, I.B.6)

The Santa Ana College Accreditation Workgroup has been conducting formal analysis of college and district planning and budget processes in preparation for Response to WASC Recommendations since February 2009 (CR1.1— SAC Accreditation Workgroup Agendas and Minutes). As a result of research and dialogue at the workgroup level regarding college as well as district processes, and then through consultation with the college participatory governance committees, the Academic Senate, and the district Budget and Planning Review Committee (BAPR), changes have been made to further juxtapose the college's planning and budget processes and to demonstrate clearer integration between strategic planning, outcomes and budget development (CR1.2—Participatory Governance Structure, CR1.3— Planning & Budget Processes Chart). Thus, at this time, budget is more clearly used as a planning tool to achieve strategic goals, and subsequent budget development is more aligned with subsequent strategic planning (CR1.4—RSCCD Strategic Plan and Framework; CR1.5 District/College Alignment to BOT Goals—2010-2012; CR1.6—RSCCD Planning Timelines; CR1.7—RSCCD 2008-2009 Budget Assumptions; CR1.8—RSCCD Planning & Budget Model; CR1.9—SAC Strategic Plan with S09 Progress on Goals and Budget Analysis).

II. Brief Historical Background: SAC Mission Statement and Vision Themes (Standards: I.A.1, I.A.3, I.B.4, II.A.1, IV.B.2.b, IV.B.3.a)

The *Mission Statement* and *Vision Themes* of Santa Ana College (CR1.10; CR1.11) are in direct alignment with the BOT *Vision Statement of the RSCCD* and the RSCCD Board of Trustees Goals 2007-2009 (CR1.12; CR1.13). District and college participatory governance structures and functions mapping of district/operational responsibilities are an underpinning of goal planning at all levels (CR1.14—District and College Participatory Governance Chart; CR1.15 RSCCD Functions/Mapping of Responsibilities; CR1.16—SAC Vision Themes Aligned to RSCCD BOT Goals 2007-2009).

RESPONSE TO ACCJC COLLEGE RECOMMENDATION 1

The mission of the college is reviewed annually and updated as needed. On April 13, 2007, as a result of ongoing dialogues at the department, division and service-area levels, the president of the college and the Institutional Effectiveness and Assessment Committee (IE&A) sponsored a planning retreat, with representation from all constituency groups, including students. The purpose was to review the mission of the college and develop vision themes, which would serve as the basis of a strategic planning document. Discussion was informed by review of the Board of Trustees *Vision Statement* of the RSCCD and Board of Trustees Goals 2007-2009; community needs assessment based on demographic analysis, enrollment trends, and various student satisfaction surveys; workforce education needs; and evaluations of student learning outcomes. The existing *Facilities Master Plan* and *Technology Plan* were also considered. As a result, the mission statement was revised and six *Vision Themes* were created (CR1.11). The mission statement was approved by the Board of Trustees on November 19, 2007 (CR1.17—BOT Minutes 11/19/07). The *Vision Themes* document was then referred to the IE&A Committee, which led the college in the development of the *SAC Strategic Plan 2007-2015* (CR1.18). In addition to the development of the *Strategic Plan*, all college planning documents and budget documents were reviewed and revised through the participatory governance committees and then included in the *SAC Educational Master Plan* (CR1.19—disc only).

III. Planning and Budget Integration

(Standards: I.B.6, II.A.1, II.A.2.f, III.B.2.b, III.D.3, IV.A.2, IV.A.5, IV.B.2.d, IV.B.3.a)

A. Governance (Standards: IV.A.2, IV.B.3.a, IV.B.2.d, IV.B.3.b)

The organizational structure of the college includes formal mission-centered participatory governance committees, such as College Council, the Institutional Effectiveness and Assessment Committee (IE&A), the Budget Committee, the Facilities Committee, the Student Success Committee, the SAC Technology Advisory Committee (SACTAC), the Safety & Security Committee, and the Accreditation Committee (CR1.2— Participatory Governance Structure). The integration of planning and budget at the college is an ongoing endeavor which flows through the governance structure of the college from the department level through the participatory governance committees to the President's Cabinet level (CR1.2—Participatory Governance Structure, CR1.3—Planning & Budget Processes Chart). Integration continues to the district participatory governance level, when appropriate, as the presidents of Santa Ana College and Santiago Canyon College (SCC) are members of Chancellor's Cabinet. There are also several college representatives from SAC and SCC on the Budget Allocation and Planning Review Committee –BAPR and the district Technical Advisory Group (TAG), which is developing a technology plan for the district (CR1.14—District & College Participatory Governance Chart).

Each SAC committee is responsible for the development, management and revision of planning and budget documents, all contained in the *Educational Master Plan* (CR1.19; CR1.20—SACTAC Minutes; CR1.21—Budget Committee Minutes 5/5/09). In addition, committees maintain oversight of goals, activities and timelines of the planning documents; information flow to College Council and the IE&A Committee and other governance groups as appropriate; and making recommendations for annual *Strategic Plan* updating (CR1.22a,b; CR1.23—Agenda & Minutes IE&A Committee 9-03-08: Strategic Plan Cycle for IE&A). The governance bodies responsible for the planning/budget elements of the *Educational Master Plan* are: *Strategic Plan* (IE&A) (CR1.9— Strategic Plan with S09 Progress on Goals and Budget Analysis; CR1.18— SAC Strategic Plan 2007-2015; CR1.22— Strategic Plan with S08 Progress on Goals and Strategic Plan with

Progress on Goals S09); *Facilities Plan* (Facilities Committee) (CR1.24; 24a—May 2009 Facilities Update), *SAC Budget Development Calendar* (Budget Committee) (CR1.25), and *Technology Plan* (SACTAC) (CR1.26; CR1.20—SACTAC Minutes). In addition, the Teaching Learning Committee (TLC), a sub-committee of the IE&A Committee, with a reporting link to the Curriculum and Instruction Council, is the oversight committee for the college-wide *Core Competencies* (CR.1.27), SLOs at the course and program levels, and analysis of the academic program review model (CR1.28—Part I: Academic Program Review; CR1.29—Department Portfolio Database). The TLC makes recommendations for strategic planning updates to the IE&A Committee, which aggregates the program review reports of Student Services (CR1.30), Administrative Services (CR1.31) and President’s Cabinet (CR1.32a,b; CR1.33—TLC Minutes/Report to IE&A Regarding Academic Program Review; CR1.34—IE&A End-of Year Report).

The formal participatory governance structure is augmented with an annual Participatory Governance Retreat with President’s Cabinet, the Academic Senate Executive Committee and CSEA representatives, in which the governance structure is reviewed and issues of concern are discussed (CR1.35a,b—Agenda President’s Cabinet/Academic Senate Executive Committee Retreat Spring 2009).

B. Program Review (Standards: II.A.1, II.A.2.f, II.B.3, III.D.3)

Between the years 2002-2007, two major goals were accomplished at Santa Ana College:

1. The development, implementation and systematic assessment of college-wide *Core Competencies* (CR.1.27), which are in concert with the mission statement (CR1.10); and
2. The development and implementation of institutional program review models for: I. Academic Affairs; II. Student Services; Administrative Services; and IV. President’s Cabinet Portfolio (CR1.28; CR1.30; CR1.31; CR1.32).

By spring 2008, all academic departments had completed an electronic Department Planning Portfolio (DPP) analysis of goals and activities with plans for improvement. Twenty-five percent of all academic departments had conducted a complete PA/PR cycle embedded within the DPP. (Since the academic PA/PR cycle is quadrennial, by spring 2009, 50% of all departments had conducted complete *Portfolio Assessment/Program Review*. One hundred percent of all departments will have conducted this Portfolio Assessment/Program Review (PA/PR) cycle by spring 2011 (CR1.28—See I: Academic Program Review Form F: PA/PR Department Cycle). All units of Student Services, Administrative Services and President’s Cabinet had successfully conducted two complete program review cycles within the department/unit portfolios (done annually) by spring 2009 (www.INSIDEsac.net).

As a result of the October 2008 ACCJC team visit, it was determined by the Commission that although good planning efforts were in place with several planning documents (*Strategic Plan, Technology Plan, Facilities Plan, Budget Development Calendar*), and the program review processes were functioning well, the linkage between the planning documents, program review processes, and budget development was not clearly expressed. Since the ACCJC team visit, more explicit linkages have been created for the Budget & Planning Processes at the college (CR1.3), clearly utilizing program review assessment and strategic planning for those processes. The *Educational Master Plan* (CR1.19) contains the four program review models: I. Academic—Portfolio Assessment/ Program Review; II. Student Services; III. Administrative Services; IV. President’s

Portfolio (CR1.28; CR1.30; CR1.31; CR1.32a,b), as well as all planning documents (CR1.36—Santa Ana College Educational Master Plan Planning Documents).

Program review is conducted at differing intervals, depending on the needs of the unit. Academic Portfolio Assessment/Program Review (PA/PR) is conducted quadrennially. The portfolios of Student Services are updated annually; complete program review is conducted triennially. Administrative Services and President's Cabinet portfolios are assessed annually.

Fall 2007 the academic *Portfolio Assessment/ Program Review* model, a course-embedded approach for program-level review kept in alignment with the *Strategic Plan 2007-2015*, was created and juxtaposed with the existing Department Planning Portfolio (DPP). Departments systematically establish goals informed by the *Strategic Plan*, develop activities and timelines, and assess the status of goals for the purpose of continuous improvement annually (e.g., Academic DPP—www. InsideSAC.net). However, the full *Portfolio Assessment/Program Review* cycle, including the complete analysis of the *Direct SLO Assessment* related to the *Core Competencies* and completion of the *19-Question Template* (19QT) is conducted quadrennially and embedded within the DPP (CR1.28—I. Academic Program Review).

The purpose for *quadrennial* academic PA/PR review, in lieu of annual, is the imperative of Direct-SLO Assessment of the college-wide *Core Competencies*. A four-year analysis is essential for academic departments (i.e., instruction based) to properly analyze student learning outcomes at the course/program level. Important to note, however, is that even though the complete academic PA/PR process is quadrennial, the annual Department Planning Portfolio (DPP) is forwarded to the division deans. The DPP, with annual goals, strategies and timelines, includes all requests with fiscal implications, thereby maintaining synchrony with the annual fiscal requests and budget development issued from the Student Services, Administrative Services and President's Cabinet portfolio reviews.

Therefore, each spring, every department embeds the direct SLO assessment portion of the program review into the DPP irrespective of when the department's full PA/PR is due. Engaging in dialogue, departments commence the PA/PR process with a discussion of the college-wide *Core Competencies* (CR1.27) and *Vision Themes* (CR1.11), and the faculty create a timeline to determine how the course-level SLOs will be assessed within the context of the seven *Core Competencies* (CR1.27). To assess the individual core competency, individual instructors/departments select one major assignment/ examination/demonstration to measure student learning. Instructors create/ use a rubric to assess the performance. Individual instructors keep a record of the assessment and identify any needs or issues (CR1.28—I. Academic PA/PR Form B). At a subsequent department meeting, discussion leads to a plan and timeline for appropriate strategies to improve teaching and learning, which is incorporated into the DPP. This may include curriculum changes, pedagogical discussions, concepts for professional development activities, facilities requests, faculty/staffing requests, supplies/ technology/ equipment, and all other requests with budget implications. Grant proposals or other ideas for income generation may also be an outcome of these discussions (CR1.37— Department/Division Requests for Equipment/Personnel—HSS S09). This repeats until all course-level SLOs in context of the *Core Competencies* are assessed. Academic DPPs also include department and division discussions about student demographics, enrollment patterns, grade distribution (i.e., indirect assessment data gleaned from research reports in the Academic Department Planning Portfolio) (CR1.38— 12 Measures of Success), and *Direct SLO Assessment*

(CR1.28—Academic Portfolio Assessment/Program Review; www.INSIDEsac.net Department Index).

In a quadrennial PA/PR reporting cycle, the 19QT is added to the portfolio. Departments which complete the PA/PR send the results to the division curriculum committee, which conducts a broader interdisciplinary dialogue. The *Vision Themes* and the *Strategic Plan* also inform discussion, as overarching issues that go beyond a single department are formulated. The division curriculum committee certifies the reports, and they are sent to the Teaching Learning Committee (TLC) for even broader transdisciplinary dialogue regarding professional development, sharing of best practices as well as possible requests with budget implications such as facilities, technology, instructional equipment and human resources, all which affects the college broadly. The chair of the TLC sends a summary report, with direct references to *Strategic Plan* alignment, to the IE&A Committee (CR1.33). There is also integration of college-wide professional development activities as a result of the program review efforts. The Academic Literacy/ Basic Skills Coordinator serves on the TLC as does the Professional Development Coordinator and the IE&A Coordinator, who chairs the TLC. As a result of dialogue, the TLC has sponsored the “Best Practitioners’ 45-Minute How to...” (CR1.39—Best Practitioners’ Menu with Faculty Experts; CR1.40—PA/PR Meeting Log)

The annual student services department planning portfolio analyses are directed to the vice president of student services, who then sends a report to the IE&A Committee. A complete program review of all departments/units of student services is conducted triennially (CR1.30—II. Student Services PA/PR). Important to note, however, is that Special Services, EOPS and Sign Language programs, which are part of student services, have courses. These programs, therefore, participate in the Academic PA/PR process as well. Direct-SLO Assessment and the 19QT are sent through the Academic PA/PR process, and data is also included in the student services DPP. The administrative services reports are sent by the dean/director/unit administrator to the vice president of administrative services, who also refers a report to the IE&A Committee. The IE&A Committee aggregates the program review reports from all units and creates a report for all the governance committees (CR1.34—IE&A End-of-Year Report). The IE&A committee also utilizes this information to aid in creating the *Strategic Plan Update S09* (CR1.22). While the IE&A Committee is utilizing the information to inform *Strategic Plan* updating, the vice presidents of student services and administrative services also send the program review analyses to the other governance committees (i.e., Budget, Facilities, Student Success, Safety & Security, SACTAC) (CR1.41—Minutes of Special Meeting of Budget Committee 4/28/09). Issues with fiscal implications, therefore, are communicated with these groups. The Budget Committee uses this information in concert with information received from the aggregated IE&A End-of-Year Report (CR1.34). Recommendations are then sent to College Council. The president of the college makes all final decisions which are then communicated back to the governance committees as well as the college community through frequent updates (CR1.42—President Martinez’s Communiqués about Budget).

Critical to these processes are the planning and budget development activities for academic programs in the annual Department Planning Portfolio (DPP) (www.INSIDEsac.net –See Art Department and Nursing Department), and the annual Department Planning Portfolios for Student Services and Administrative Services. Any needs for faculty/staffing, facilities,

technology or any budget-driven requests must be included in the DPP as a result of analysis and department/unit dialogue (CR1.37–Department/Division Requests for Equipment/Personnel—HSS S09; CR1.41—Minutes of Special Meeting of Budget Committee—4/28/09). These requests are reviewed by the division deans/program managers, who aggregate the priorities of the division/unit and refer them to the appropriate vice presidents. The vice presidents then analyze the requests and send the information to the governance committees, including the Budget Committee and the Facilities Committee, SACTAC, the Safety & Security Committee and the Student Success Committee as appropriate. The Budget Committee also receives the *Strategic Plan* update from the IE&A Committee (CR1.22a,b), which it utilizes to do budget analysis of the items in the Strategic Plan that were accomplished (CR1.9). It is also determined if activities shall be ongoing (CR1.9). The governance committees send their analyses and requests to College Council, which refers information and recommendations to the president. The president, in consultation with her cabinet, makes final budget decisions, meets with the Budget Committee, as appropriate, and broadly communicates those decisions (CR1.42—President Martinez’s Communiqués about Budget).

To summarize, Academic PA/PR readily intersects with the program review models of Student Services, Administrative Services and President’s Cabinet Portfolio, as the analysis of all program review is conducted through the participatory governance structure. Therefore, all program reviews include indirect data from research reports, as well as qualitative analyses where appropriate. This then informs the program review analysis. These annual reports are sent to the IE&A Committee, which aggregates the themes from the analysis with direct reference to the Strategic Plan. Academic Program Review is sent to the IE&A Committee through the TLC (CR1.33—Report from the TLC to IE&A). The IE&A Report is sent to all participatory governance committees, the Academic Senate and President’s Cabinet (CR1.34— IE&A End-of-Year Report). This, in conjunction with the *Strategic Plan Update S09* (CR1.22), is used for strategic planning, budget analysis of the previous year, and then budget development.

Information gleaned from department/unit program review analysis plays a prominent role in the annual update of the *Strategic Plan* (CR1.22a,b). All governance committees are apprised of the *Strategic Plan Update* and utilize the information for assessing achievement of goals of the respective documents overseen by the committee (i.e., Facilities Plan, Technology Plan, Budget Development Calendar), and development of future goals and activities. As a parallel activity, all participatory governance committees also conduct annual assessment of committee goals every spring (CR1.43— *Year-End Assessment of Committee Form*; CR1.44a,b,c— *Year-End Assessment of Committee Form*: Budget Committee, SACTAC, Environmental Committee). Of particular import is the analysis conducted by the Budget Committee, which provides an analysis of the budget implications in the attainment of the goals of the *Strategic Plan* (CR1.9). This demonstrates actual budgetary performance. In addition, synchronicity with district timelines and program reviews is demonstrated (CR1.4— RSCCD Strategic Plan and Framework; CR1.5— District/College Alignment to BOT Goals; CR1.6— RSCCD Planning Timelines; CR1.8—RSCCD Planning & Budget Model; CR1.45— SAC Planning Cycle Charts).

**IV. Evaluation of Outcomes for Subsequent Budget Development
(Standards: IIA.1, II.A.2.f, III.B.2.b, III.D.2, III.D.3, IV.B.3a, IV.B.3.b)**

After the IE&A Committee submitted the Strategic Plan Update Spring 2009, the Budget Committee added a column which aligned budget information to the completed activities of the *Strategic Plan* (CR1.9).

At a special meeting of the Budget Committee on April 28, 2009, spring 2009 fiscal priorities from the Student Services, Administrative Services and Academic PA/PR reviews were presented to the Budget Committee in the presentation of budget priorities (CR1.41—Minutes Special Meeting Budget Committee, April 28, 2009). After Budget Committee analysis, this information was given to the president, who created her priorities. The President's tentative budget was then presented to the Budget Committee at the May 5, 2009 meeting (CR1.46—Budget Committee Priorities Document; CR1.21—Minutes Budget Committee, 5/5/09). The SAC planning and budget cycle is also synchronized with the district cycle (CR1.4—RSCCD Strategic Plan and Framework; CR1.5—District/College Alignment to Goals; CR1.6—RSCCD Planning Timelines; CR1.45— SAC Timelines)

On July 13, 2009, the Board of Trustees conducted its annual planning retreat and reviewed the following data:

- 12 Measures of Success Report
- Service area population trends
- Feeder high school graduation rates
- Projected enrollment demand
- Changes in student demographics and participation rates
- Staffing demographics
- 2007-08 ARCC data for Santa Ana and Santiago Canyon Colleges
- Recommendations from both colleges and district operations regarding the 2007-09 vision and goals

Following the review of these materials, the board reaffirmed its vision statement and developed nine goals for 2009-10 (CR1.47—BOT Minutes Special Meeting 07-13-09; CR1.48—Planning Presentation BOT Special Meeting 07-13-09). Those goals were formally adopted at the July 27, 2009 meeting (CR1.49—BOT Minutes 07-27-09).

The BAPR committee met on July 29, 2009 and reviewed the Board's Vision and Goals and developed budget assumptions for the 2009-10 adopted budget (CR1.50—BAPR Agenda and Materials 07-29-09). These documents will form the basis for the development of the 2009-2010 Budget, which will be formally adopted by the Board of Trustees on October 12, 2009. The SAC Budget Committee met August 4, 2009 to review all information from the Board as well as BAPR (CR1.51—SAC Budget Committee Agenda). The SAC Budget Committee met to review the Budget Allocation Model as well on September 1, 2009; BAPR met September 23, 2009 (CR1.52a—SAC Budget Committee Agenda 9-01-09; CR1.52b—BAPR Agenda 09-23-09*).

In light of the severe funding reductions imposed by the state budget, a great deal of time has been dedicated to budget reduction district-wide. As a result, the Board of Trustees has dedicated a portion of each meeting (CR1.49—July 27, 2009 (*Item 2.7*); CR1.53a—Minutes August 24, 2009 (*Item 2.6*);

RESPONSE TO ACCJC COLLEGE RECOMMENDATION 1

CR1.53b—BOT Budget Presentation August 24, 2009; CR1.54a,b,c—Minutes September 14, 2009; Minutes September 28, 2009 and Agenda October 12, 2009) to consider state and local budget information overall and review reduction alternatives proposed by the colleges and district operations. Our inability to rely on the State's capacity to meet its constitutional budgetary timelines has caused us to place great emphasis locally on the budget priorities established through our college's budget committee to maintain the integrity of our planning and budget processes during a period of historic volatility. BAPR will also conduct a complete review of the Budget Allocation Model fall 2009.

V. Communication of Outcomes (Standards: IV.A.3, IV.A.4, IV.A.5, IV.B.2.e)

Information flows from departments to governance committees as cited above. The president receives the information all along from meetings with the IE&A Coordinator and regular meetings with the President's Cabinet. Noteworthy is the cross-membership of the President's Cabinet members with the IE&A Committee. Also, in addition to membership on the IE&A Committee, the vice president of administrative services serves as the co-chair of the Budget Committee as well as the Facilities Committee; the vice president of student services serves as the co-chair of the Student Success Committee; the vice president of academic affairs serves as the co-chair of the Accreditation Committee (CR1.2—Participatory Governance Structure). Also noteworthy is that the membership of the IE&A Committee includes the institutional effectiveness & assessment coordinator (serves as chair), the past president of the academic senate (also co-chair of the district BAPR), the associate dean of learning and information resources (also co-chair of SACTAC), the president-elect of the academic senate (also co-chair of the Facilities Committee and former co-chair of the Safety & Security Committee), the vice president of the School of Continuing Education, the RSCCD director of the Research Department, and a classified representative appointed by CSEA. The chair of IE&A also meets regularly with the president of the college and attends President's Cabinet meeting as needed.

The president of the college is also a member of the Chancellor's Cabinet and district BAPR, which is an additional source of coordination and information.

The president's exigency to communicate issues of import regularly is part of the culture at Santa Ana College (CR1.42—President Martinez's Communiqués about Budget). The president communicated to members of College Council, the Board of Trustees, the college community and the public regarding Response to ACCJC College Recommendation 1 and District Recommendations 1, 2 & 4 (CR1.55—*President Martinez's Communiqués regarding Response to Recommendation 1**; CR1.54b,c—BOT Minutes 9-28-09; 10-12-09*). Between September 12-19, 2009, the *Follow-Up* report was posted on the public drive of InsideSAC for all members of the college to review. Fall 2009, in her Beginning-of-Year Address, President Martinez also emphasized the work that has been done to realize the exigencies of the ACCJC college and district recommendations (CR1.55—President Martinez's Communiqué Regarding Follow-Up Report). Feedback was sent to the chair of the Accreditation Committee by September 21, 2009. This was discussed with President's Cabinet and College Council. The respective accreditation chairs of Santa Ana College and Santiago Canyon College met to discuss editing for the district responses. Final editing was completed by September 21, 2009. The *Follow-Up Report* was placed on the Board of Trustees docket for a first reading on September 28, 2009, in tandem with the *Follow-Up Report* of Santiago Canyon College. The Board of Trustees approved both documents on October 12, 2009.

* Hard copy only

Evidence—College Recommendation 1

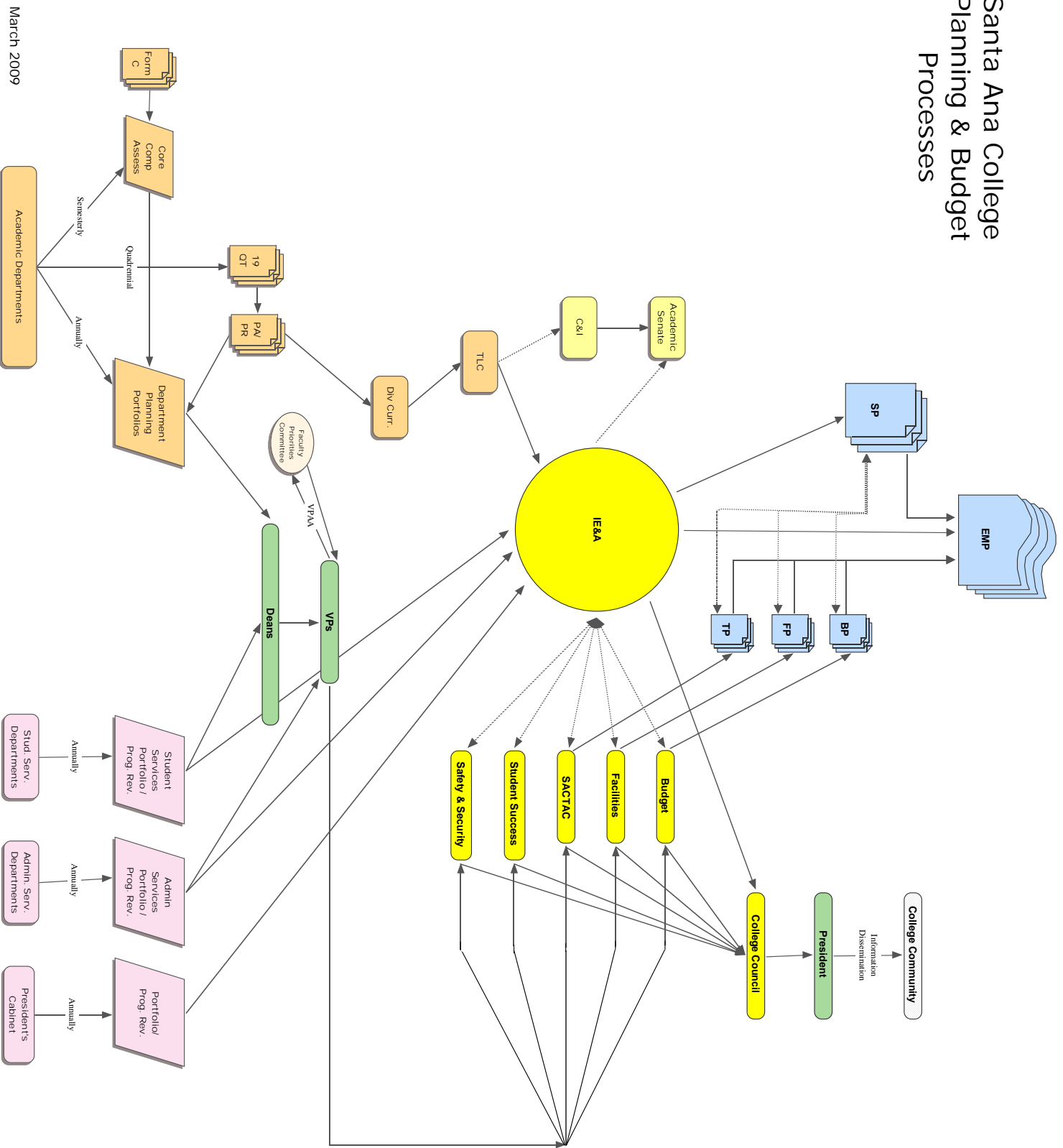
Number	Name
CR1.1	Agendas and Minutes Accreditation Workgroup 2/26; 3/1; 3/12; 4/2; 5/12
CR1.2	Participatory Governance Structure
CR1.3	Planning & Budget Processes Chart
CR1.4	RSCCD Strategic Plan and Framework
CR1.5	College Vision Themes Aligned to BOT Goals 2007-2009
CR1.6	RSCCD Planning Timelines
CR1.7	BOT Budget Assumptions RSCCD 2008-2009
CR1.8	RSCCD Planning & Budget Model 04-28-09
CR1.9	Strategic Plan 2007-2015 with Progress on Goals Spring 2009 and Budget Analysis
CR1.10	Santa Ana College Mission Statement
CR1.11	Santa Ana College Vision Themes
CR1.12	BOT Vision Statement and Goals of RSCCD
CR1.13	RSCCD BOT Goals 2007-2009
CR1.14	RSCCD Participatory Governance Chart
CR1.15	RSCCD Functions/Mapping of Responsibilities
CR1.16	SAC Vision Themes Aligned to RSCCD BOT Goals 2007-2009
CR1.17	Board of Trustees Minutes 11/19/07
CR1.18	Santa Ana College Strategic Plan 2007-2015
CR1.19	Santa Ana College Educational Master Plan (CD)
CR1.20	SACTAC Minutes April 29, 2009; May 20, 2009
CR1.21	Budget Committee Minutes 5/5/09; Budget Notes March 31, 2009
CR1.22a,b	SAC Strategic Plan 2007-2015 with Progress on Goals Spring 2008/ with Progress on Goals Spring 2009
CR1.23	Agenda & Minutes IE&A Committee 9-03-08; Strategic Plan Cycle for IE&A
CR1.24	LPA Facilities Plan
CR1.24a	May 2009 Facilities Update
CR1.25	SAC Budget Development Calendar
CR1.26	SAC Technology Plan Elements (folder)
CR1.27	Core Competencies
CR1.28a,b,c	I. Academic Program Review: Portfolio Assessment/Program Review; Direct Assessment of SLOs
CR1.29	SAC Department Portfolio Database
CR1.30	II. Student Services PA/PR
CR1.31	III. Program Review Administrative Services
CR1.32	IV. President's Cabinet Program Review Portfolio 4-01-08; 6-08-09

RESPONSE TO ACCJC COLLEGE RECOMMENDATION 1

- CR1.33 TLC Minutes/Report to IE&A Regarding Academic Program Review: 4/20/09; 5/4/09; 5/18/09
- CR1.34 IE&A End-of-Year Report
- CR1.35a,b Agenda President's Cabinet/ Academic Senate Executive Committee Retreat 2/3/09; 6/9/09
- CR1.36 Santa Ana College Educational Master Plan Planning Documents
- CR1.37 Department/Division Requests for Equipment/Personnel—HSS S09
- CR1.38 12 Measures of Success
- CR1.39 “Best Practitioners’ 45-Minute How To…” with Faculty Experts
- CR1.40 PA/PR Meeting Log
- CR1.41 Minutes of Special Meeting of Budget Committee—4/28/09
- CR1.42 President Martinez’s Communiqués about Budget
- CR1.43 Year-End Assessment of Committee Form
- CR1.44a,b,c Year-End Assessment of Committee Form: Budget Committee, SACTAC, Environmental Workgroup
- CR1.45 SAC Timelines (Planning Cycle Charts; SAC Month-by-Month Planning Calendar)
- CR1.46 Budget Committee Priorities Document
- CR1.47 BOT Minutes Special Meeting 07-13-09
- CR1.48 Planning Presentation BOT Special Meeting 07-13-09
- CR1.49 BOT Minutes 07-27-09
- CR1.50 BAPR Agenda and Materials 07-29-09
- CR1.51 SAC Budget Committee Agenda 08-04-09
- CR1.52a SAC Budget Committee Agenda 09-01-09*
- CR1.52b BAPR Agenda 09-23-09*
- CR1.53a RSCCD Board of Trustees Minutes August 24, 2009 (*Item 2.6*)
- CR1.53b BOT Budget Presentation August 24, 2009
- CR1.54a,b,c RSCCD Board of Trustees Minutes—09-14-09; 9-28-09; Agenda—10-12-09*
- CR1.55 President Martinez’s Communiqué Regarding Follow-Up Report*

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Santa Ana College Planning & Budget Processes



RESPONSE TO ACCJC DISTRICT RECOMMENDATION: PLANNING & BUDGET INTEGRATION SAC DISTRICT RECOMMENDATION 1

The team recommends that the district evaluate its planning processes, including the integration of technology, staffing and facilities master plans to ensure the budget is used as a planning tool to achieve its strategic goals. As part of this integration, the team recommends that the allocation model for resources be based on the plans, program reviews and the sustainability of the planning process and that the outcomes from these activities be formally and broadly communicated to ensure quality. This requires that the District evaluate the outcomes of the budget process and use that data in subsequent budget development. (Standards I.A.1, I.A.3, I.B.4, I.B.6, II.A.1, II.A.2.f, III.D.1, III.D.2, III.D.3, IV.B.3.a, IV.B.3.b)

Through a collaborative process involving faculty and staff from Santa Ana College, Santiago Canyon College, and the Rancho Santiago Community College District office, the planning and evaluation processes have been reviewed, strengthened and clarified. The mechanisms for broad communication of these activities have been improved. As such, the district and colleges have the processes in place to link budgeting and planning to meet District Recommendation 1.

After the district officially transitioned from a single college to a multi-college organizational structure in 1997, a Budget Allocation and Planning Review (BAPR) Committee was developed as part of the district's participatory governance structure. This committee, comprised of faculty and staff from both colleges and the district office, was charged with eight specific tasks related to budgeting and planning (DR1.1—District and College Governance Participation Guidelines):

- Develops recommended district budget assumptions for board of trustee consideration (FTES, projected funding, etc.)
- Reviews district budget allocation model (BAM) and makes annual adjustment recommendation(s)
- Reviews FTES goals allocation and generation and makes recommendation(s)
- Develops recommended annual district budget process calendar (colleges develop internal calendars which respond to the district calendar)
- Makes recommendations for funding
- Develops recommendations regarding annual/other master planning model (dates, etc.)
- Develops communication models for consideration to assist in developing linkages in planning to budget
- Develops data of outcomes of planning for board of trustee and chancellor review developing annual vision and goal development

Since its inception, the BAPR committee has primarily focused on the development and modification of the district's budget allocation model (BAM), and minimal attention has been given to planning. In response to the Commission's recommendation, the chancellor convened a meeting of college and district leadership to coordinate the response to the accreditation recommendations (DR1.2—Steering

Committee Minutes February 10, 2009). A task force was appointed to coordinate the response to the recommendation on the district planning and budgeting process. The task force membership included:

John Didion, Executive Vice Chancellor, Human Resources and Educational Services, RSCCD, Chair
Peter Hardash, Vice Chancellor, Business Operations and Fiscal Services, RSCCD
Steve Kawa, Vice President of Administrative Services, Santiago Canyon College
Morrie Barembaum, Academic Senate President, Santiago Canyon College
Ray Hicks, Academic Senate President, Santa Ana College
Bonita Jaros, Ph.D., Accreditation Chair, Santa Ana College
Nga Pham, Director of Research, RSCCD

The task force identified five activities to address this recommendation. It was the task force's recommendation that the BAPR committee be the appropriate venue to review the results of these activities and make final recommendations to the chancellor and Board of Trustees. The task force reviewed the current district planning and budgeting process with the BAPR committee membership and identified five areas for improvement:

1. Complete an inventory of all planning and evaluation materials currently in use throughout the district

Although there were a number of planning and evaluation documents/processes being utilized at the district office and colleges, there was no complete inventory of these resources, and various versions of the documents were in circulation. The district Research Department coordinated the identification and collection of these documents and produced a matrix, which was initially reviewed by the BAPR committee on March 4, 2009. College and district office departments were asked to augment/revise the matrix and a final version of the matrix was approved by BAPR on March 25, 2009 (DR1.3 – Inventory of Planning and Evaluation Documents).

2. Update the district's 2009-10 Planning Timeline and related activities

The task force also reviewed the district's "Plan to Plan" schematic, which depicts the cycle of planning and evaluation activities throughout the district (DR1.4). The schematic was revised to more clearly describe the activities at each step in the process and clarify the linkages between the planning activities and budget development/resource allocation.

The task force also reviewed the district's Planning Timeline and compared the key dates in the timeline to the various milestones that the colleges and district operations use each year in the budget development process. The committee noted that the current timeline called for the Board of Trustees to develop and/or review its vision and goals in the summer of each year. The committee determined that this activity was not sequenced properly with the annual budget development process, which typically begins in January with the release of the Governor's proposed state budget, and proceeds through the spring and summer concluding with the Board of Trustees' adoption of the district budget in September. In order for the colleges and district departments to integrate the RSCCD Board of Trustees Vision and Goals with the annual planning and budget process, the development and/or revision of the goals needed to move to the winter of each year (DR1.5—Vision and Goals; DR1.6—BOT Minutes 07-27-09 *Item 6.6—Adoption of Goal #9 for BOT Annual Goals*). A revised Planning Timeline was approved by BAPR on May 13, 2009

and approved by the Board of Trustees on May 26, 2009 (DR1.7– Board of Trustees Minutes May 26, 2009; DR1.8a—RSCCD Planning and Budget Cycle; DR1.8b—RSCCD Planning Timelines).

The Board of Trustees existing vision and goals were developed in 2007 and were not modified in 2008. The trustees recognized that given the serious financial crisis affecting the community college budget, some type of interim review of the vision and goals needed to occur prior to the completion of the 2009-10 district budget. The trustees scheduled a special board meeting for July 13, 2009 to update their vision and goals. Based upon the new planning timeline, the Board will meet in February 2010 to develop its vision and goals for the 2010-12 period (DR1.9, DR1.9a – Board of Trustees Docket Cover Sheet and Agenda Special Meeting, 07-13-09; DR1.10—Planning Presentation to BOT 07-13-09; DR1.6—Board of Trustees Minutes 07-27-09—*Item 6.6—Adoption of Goal #9 for Board of Trustees’ Annual Goals*).

In addition to the work conducted by the task force and BAPR, the trustees were also revising its self-evaluation process in response to Accreditation Recommendation 4: Board Evaluation Policy. During the course of reviewing and revising its policy on self-evaluation, the trustees also adopted a new board policy (9022.5) on May 11, 2009, which specifically addresses the process the board will use to solicit input from the community and district constituent groups in its goal setting process (DR1.11– Board of Trustees Agenda 05-11-09; DR1.11a—BOT Minutes 05-11-09).

3. Supplement the Human Resources and Educational Services annual report to include material from the other areas of district operations

During its review of the planning and evaluation documents, the task force and BAPR noted that both colleges and the district Human Resources and Educational Services division needed to prepare annual reports to the Board of Trustees. In order to provide the Board with more comprehensive data on district-wide operations, the other two divisions in district operations (Public Affairs and Governmental Relations and Business Operations and Fiscal Services) provided annual reports to the Board (DR1.12—Annual Reports*).

4. Renew the portfolio planning process for district operations

The task force and BAPR noted that both colleges utilize a portfolio planning process. This process was also utilized briefly in the district office, but the planning portfolios were not up to date. In order to improve the integration of planning and budgeting decisions in the district office, the portfolio planning process reinstated in these departments (DR1.13—District Planning Portfolio*).

5. Expand the Budget Allocation Model to include restricted as well as unrestricted funds

The district’s Budget Allocation Model determines how general fund dollars are allocated between the colleges and district operations. One of the weaknesses in the district’s planning/budgeting process is the omission of restricted (categorical) funds from the allocation model. The use of these categorical funds generally requires more accountability, reporting, and evaluation than general fund dollars. In order to develop a more comprehensive resource allocation process and to effectively tie that process to planning and program outcomes, the district’s resource allocation model must be expanded to include all funds received.

On July 13, 2009, the Board of Trustees conducted its annual planning retreat and reviewed the following data:

RESPONSE TO ACCJC DISTRICT RECOMMENDATION 1

- 12 Measures of Success Report
- Service area population trends
- Feeder high school graduation rates
- Projected enrollment demand
- Changes in student demographics and participation rates
- Staffing demographics
- 2007-08 ARCC data for Santa Ana and Santiago Canyon Colleges
- Recommendations from both colleges and district operations regarding the 2007-09 vision and goals

Following the review of these materials, the board reaffirmed its vision statement and developed nine goals for 2009-10 (DR1.9a---BOT Agenda Special meeting 07-13-09; DR1.10—Planning Presentation BOT Special Meeting 07-13-09). Those goals were formally adopted at the July 27, 2009 meeting (DR1.6—BOT Minutes 07-27-09).

The BAPR committee met on July 29, 2009 and reviewed the Board's Vision and Goals and developed budget assumptions for the 2009-10 adopted budget (DR1.14—BAPR Agenda and Materials 07-29-09). These documents formed the basis for the development of the 2009-2010 Budget adopted by the Board of Trustees on October 12, 2009. In light of the severe funding reductions imposed by the state budget, a great deal of time has been dedicated to budget reduction district-wide. As a result, the Board of Trustees has dedicated a portion of each meeting to budget issues (DR1.6—July 27, 2009 (*Item 2.7*); DR1.15a—Minutes August 24, 2009 (*Item 2.6*); DR1.15b—Budget Presentation; DR1.16a,b,c—Minutes September 14, 2009; Minutes September 28, 2009 and Agenda October 12, 2009*) to consider state and local budget information overall and review reduction alternatives proposed by the colleges and district operations (DR1.15b). BAPR will also conduct a complete review of the Budget Allocation Model fall 2009.

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EVIDENCE—DISTRICT RECOMMENDATION 1

Number	Name
DR1.1	District and College Governance Participation Guidelines
DR1.2	Accreditation Steering Committee Minutes February 10, 2009
DR1.3	Inventory of Planning and Evaluation Documents
DR1.4	Plan-to-Plan
DR1.5	RSCCD BOT Vision and Goals
DR1.6	BOT Minutes 07-27-09 (Item 6.6—Adoption of Goal #9 for BOT Annual Goals; Item 2.7—Budget Report)
DR1.7	BOT Minutes 05-26-09
DR1.8a	RSCCD Planning and Budget Cycle
DR1.8b	RSCCD Planning Timelines
DR1.9	BOT Docket Cover Sheet Special Meeting 07-13-09
DR1.9a	Board of Trustees Agenda Special Meeting 07-13-09

RESPONSE TO ACCJC DISTRICT RECOMMENDATION 1

DR1.10	Planning Presentation to BOT 07-13-09
DR1.11	BOT Agenda 05-11-09
DR1.11a	BOT Minutes 05-11-09
DR1.12	Annual Reports*
DR1.13	Planning Portfolio*
DR1.14	BAPR Agenda and Materials 07-29-09
DR1.15a	BOT Minutes 08-24-09 (<i>Item 2.6</i>) *
DR1.15b	Budget Presentation 08-24-09
DR1.16a	BOT Minutes 09-14-09*
DR1.16b	BOT Minutes 09-28-09*
DR1.16c	BOT Agenda 10-12-09*

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RESPONSE TO ACCJC DISTRICT RECOMMENDATION: COMPUTER-BASED STUDENT ATTENDANCE RECORDING SYSTEM SAC DISTRICT RECOMMENDATION 2

In order to maintain stable financial resources, the team recommends that the District reviews its computer-based student attendance recording system to ensure that repeated courses are being appropriately reported for state apportionment funding consistent with existing regulations. (Standards IV.A.5, IV.B.1.g)

This response was prepared collegially under the aegis of the District Attendance Recording System Task Force with assistance from the SAC accreditation chair and the SCC accreditation chair. Task Force members included: RSCCD Vice Chancellor of Business Operations and Fiscal Services Peter Hardash; RSCCD Associate Vice Chancellor of Information Technology Services Sylvia LeTourneau; SAC Associate Dean of Admissions and Records Mark Liang; SCC Associate Dean of Admissions and Records Linda Miskovic; and SCC Project Manager for Datatel Sergio Rodriguez. The District Attendance Recording System Task Force met three times in the Spring 2009 semester to prepare this response (DR2.1—Minutes, March 3, 2009; DR2.2—Minutes, April 1, 2009; DR2.3—Minutes, May 27, 2009). While limitations of the legacy administrative computer system previously required manual solutions to prevent submission of inappropriate attendance data for apportionment, the conversion to Datatel Colleague in Summer 2009 now allows RSCCD the ability to accurately track repeatability to ensure accurate attendance reporting consistent with existing regulations.

Rancho Santiago Community College District had been operating prior to July 2009 with a legacy administrative computer system (GLINK) that limited student records searches to a maximum of thirteen academic semesters and summer sessions due to limited memory capacity on the mainframe housing the system (DR2.4—Course Repeatability in GLINK). For example, students who registered in Spring 2009 were checked, during the registration process, for repeatability dating back to Fall 2004. Courses taken prior to Fall 2004 were not reviewed during the registration process. Following an audit finding in June 2005, RSCCD Information Technology Services created a course repetition report, the SR 2095, which compiled a list of students and repeated courses dating back to 1986 (DR2.5—Sample SR 2095). While archived student records prior to 1986 have been image scanned, they are not electronically searchable.

The SR 2095 manual special report searches were used regularly from 2005-2009 by the campus Admissions and Records offices to identify students who surpassed allowable repeats. Any identified FTES claimed in excess of repeatability standards were then removed from attendance accounting records for purposes of state apportionment. For a complete discussion of these procedures please see DR2.4—Course Repeatability in GLINK. While this document was developed at Santiago Canyon College, it details district-wide procedures.

The district's independent financial auditors have included in their annual financial audits from 2004-2008 a finding similar to the present ACCJC recommendation (DR2.6—Report on Audit of Financial Statements, June 30, 2008; DR2.7—Report on Audit of Financial Statements, June 30, 2007; DR2.8—Report on Audit of Financial Statements, June 30, 2006; DR2.9—Report on Audit of Financial Statements, June 30, 2005; DR2.10—Report on Audit of Financial Statements, June 30, 2004*). The independent financial auditors annually test and review the manual procedures used to disallow claimed FTES for state apportionment. They have not found any material claiming of repeated course work. They were aware

RESPONSE TO ACCJC DISTRICT RECOMMENDATION 2

that the district was implementing a new administrative system that will provide additional credibility for claimed FTES for state apportionment.

The following is excerpted from the independent auditor's *Finding 08-2 Minimum Conditions – "Standards of Scholarship"* (DR2.6—Report on Audit of Financial Statements, June 30, 2008, p. 61*):

We noted the following when reviewing course repetition procedures:

- There should be a policy in effect on the limitations of remedial course work. No policy related to this was noted in the course catalog and schedule of classes.
- Per discussion with personnel, the District does not have a method to track students taking remedial courses.
- At Santa Ana College and Santiago Canyon College, it was noted that the system currently being used is limited to three years or nine semesters of data. The District has been doing a separate reconciliation of those students. Differences noted were insignificant to the total FTES.

Recommendation:

- The District should revise the catalog or schedule of classes to provide the policy on the limitations of remedial course work.
- The District should implement a procedure or method on the system to track students taking remedial courses to identify those that are close to exceeding or who have exceeded. A petition should be filed with admissions and records similar to those for substandard grade repetitions.
- The District is currently underway to implement a new system for their student information database.

The District response to the above finding included a statement that the course catalogs of both colleges have been revised to provide the guidelines for remedial course limitation (DR2.11—Course Catalog, 2009-2010, p. 22), as well as mentioning that the new Datatel system will provide an improved method of tracking students taking remedial courses.

RSCCD fully implemented the Datatel Colleague Student Module on July 1, 2009. Student records are electronically archived back to 1986 and are fully searchable. Records prior to 1986 have been image-scanned, but must be manually searched. The Datatel system has the ability to run a query to track students taking remedial courses to identify earlier those students who are close to exceeding the limitation on remedial course work (DR2.12—Datatel Student Course Repeatability Summary). While document DR2.12 was developed at Santiago Canyon College, it sets forth district-wide procedures. Datatel produces a repetition report to track students who are approaching repeatability limits (DR2.13—Course Section Repeat Report).

The state Chancellor's Office has made recent changes to Title 5 regulations *Course Repetition* and *Course Repetition to Alleviate Academic Work*. RSCCD and college practices remain well within the new, stricter maximum repetitions allowed by Title 5. For non-repeatable courses, both SAC and SCC require students to obtain (a) permission from a counselor prior to the second repetition of a course where two "Withdrawals" were received, or (b) permission from a dean prior to the second repetition to improve substandard grades (DR2.14—Course Repetition Request). Additionally, a draft updated Board Policy on Course Repetition is being prepared for submission for Board of Trustees' approval (DR2.15—BP Course Repetition). This board policy would also address extenuating or special circumstances, as well as setting forth repetition policies for activity and variable unit courses.

RESPONSE TO ACCJC DISTRICT RECOMMENDATION 2

Given the implementation of the Datatel Colleague Student Module, RSCCD and the colleges are confident they will be able to accurately track repeatability to ensure attendance reporting consistent with current Title 5 regulations.

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EVIDENCE—DISTRICT RECOMMENDATION 2

- DR2.1 Minutes, Repeatability Task Force, March 3, 2009
- DR2.2 Minutes, Repeatability Task Force, April 1, 2009
- DR2.3 Minutes, Repeatability Task Force, May 27, 2009
- DR2.4 Course Repeatability in GLINK (Legacy System)
- DR2.5 Sample SR 2095
- DR2.6 Report on Audit of Financial Statements, June 30, 2008*
- DR2.7 Report on Audit of Financial Statements, June 30, 2007*
- DR2.8 Report on Audit of Financial Statements, June 30, 2006*
- DR2.9 Report on Audit of Financial Statements, June 30, 2005*
- DR2.10 Report on Audit of Financial Statements, June 30, 2004*
- DR2.11 Course Catalog, p. 22, 2009-2010
- DR2.12 Datatel Student Course Repeatability Summary
- DR2.13 Course Section Repeat Report
- DR2.14 Course Repetition Request
- DR2.15 BP Course Repetition

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RESPONSE TO ACCJC DISTRICT RECOMMENDATION: BOARD EVALUATION POLICY SAC DISTRICT RECOMMENDATION 4

The team recommends that the district review its board evaluation policy to ensure integrity and effectiveness, and that its self-assessment results are widely communicated and applied within a systematic culture of evidence and cycle of continuous improvement. (Standards IV.A.5, IV.B.1.g)

The response to Santa Ana College District Recommendation 4/ Santiago Canyon College District Recommendation 6: Board Evaluation Policy was prepared collegially under the aegis of the District Board Self-Evaluation Task Force, a sub-group of the District Accreditation Steering Committee (DR4.1—Minutes 2/10/09). The Board of Trustees reviewed and revised its policies on board evaluation and successfully completed an evaluation cycle in the period February-August 2009. As such, the district and colleges have the processes in place to satisfy the requirements of this recommendation, and the Board has demonstrated the capacity of the processes to lead to the desired outcomes.

On February 10, 2009, Chancellor Edward Hernandez, Jr. convened a meeting of the District Accreditation Steering Committee, comprised of key district and college leaders from SAC and SCC, to plan the tasks of responding to the three common district recommendations for Santa Ana College and Santiago Canyon College (DR4.1). Three task forces were created: The Planning and Budget Task Force, The Board Self-Evaluation Task Force, and the Attendance Recording System Task Force. The Board Self-Evaluation Task Force membership is as follows:

Edward Hernandez, Jr., Ed.D., Chancellor, RSCCD, Chair
Erlinda J. Martinez, Ed.D. President, Santa Ana College
Juan Vázquez. President, Santiago Canyon College
Raymond Hicks, Academic Senate President, SAC
Morrie Barembaum, Academic Senate President, SCC
Bonita Jaros, Ph.D., Chair, Accreditation Committee; Institutional Effectiveness
and Assessment Coordinator, SAC

Each task force reported to the District Accreditation Steering Committee and the Chancellor's Cabinet through the respective chairs. Regular reports were made to the Board of Trustees by the Chancellor, the college presidents and the academic senate presidents of each college. The chair of the SAC Accreditation Committee kept in close contact with the chancellor and attended board meetings. The chair of the SCC Accreditation Committee also attended board meetings and kept in contact with the chair of the SAC Accreditation Committee.

The first accreditation update to the Board of Trustees was at the February 23, 2009 meeting. In *Item 5.2 Accreditation*, the Board reviewed the material provided, including accreditation timelines, and the body discussed the process it would undertake to complete a board self-evaluation prior to the October 15, 2009 deadline established by the Commission (DR4.2--Minutes; DR4.3--Timelines). The Task Force on Board Self-Evaluation met on February 25, 2009 to review all Commission exigencies regarding Board Self-Evaluation, review the existing Board Policy 9022: Evaluation of the Trustees, analyze the standards of good practice regarding Board Self-Evaluation of other community colleges in the State of California,

and make a recommendation to the Board that President of ACCJC, Barbara Beno, be invited to conduct a workshop (DR4.4—Minutes). On February 26, 2009, the Accreditation Steering Committee was apprised of these issues and recommendations.

The Task Force on Board Self-Evaluation met on March 4, 2009. Items and recommendations for the Board meeting of March 9, 2009 included: a chart related to Board Self-Evaluation for each district in the state; a recommended revision to BP9022: Evaluation of the Trustees; a recommendation to approve the workshop presentation of President Barbara Beno for March 23, 2009; a recommendation to create a survey. It was also determined that the task force would create a draft survey for the Board for the March 23, 2009 board meeting (DR4.5—Cabinet Minutes). At the March 9, 2009 meeting of the Board of Trustees, *Item 4.1 Accreditation* provided the above information. *Item 4.2 Presentation by Dr. Barbara Beno* was approved. *Item 4.3 Evaluation of the Trustees* was an information item related to the task force recommendations of BP9022 (DR4.6—BOT Agenda 03-09-09; DR4.7—BOT Minutes 03-09-09).

The District Accreditation Steering Committee met March 17, 2009 to review the status of all recommendations. The Chancellor reported that the Board approved the workshop of President Barbara Beno for March 23, 2009; BP9022 would be an action item at the following meeting; the task force would create a survey for board review; and a follow-up PowerPoint presentation would be created for the April 13, 2009 board meeting (DR4.8—Minutes Steering Committee 03-17-09).

At the March 23, 2009 board meeting, President of ACCJC, Barbara Beno, conducted a workshop *Accreditation and Trusteeship: What Every Board Should Know*. *Item 2.6 Informational Presentation on Accreditation* followed. *Item 6.3 BP9022—Evaluation of the Trustees* was postponed for further fact finding (DR4.9—Minutes).

The Board Policy Committee held a meeting on March 30, 2009 to review new or revised board policies. The amended BP9022—Evaluation of the Trustees was discussed for the first time at this committee. It was recommended that the amended policy be presented to the Board for a first reading at the April 13, 2009 board meeting (DR4.10—Minutes).

At the April 13, 2009 board meeting, and informational PowerPoint presentation was conducted as a follow-up to President Barbara Beno's workshop on accreditation and trusteeship (*Item 2.6*) (DR4.11). BP9022—Evaluation of the Trustees (*Item 6.2*) was also presented for a first reading (DR4.12—Minutes). At the April 27, 2009 board meeting, BP9022—Board of Trustees Self-Evaluation was approved (DR4.13—Minutes; DR4.14—BP9022). BP9022.5—Board of Trustees Evaluation of District Goals was presented for a first reading (DR4.13—Minutes). BP9022.5 was approved at the board meeting of May 11, 2009 (DR4.15—Minutes; DR4.16—BP9022.5).

At the May 26, 2009 board meeting, the Board approved the accreditation recommendation regarding revised planning/budget processes and timelines (*Item 3.4*). The Board also scheduled a special meeting for June 8, 2009 for the purpose of meeting accreditation timelines relating to the board's self-evaluation process (DR4.17—Minutes). The Task Force on Board Self-Evaluation met May 28, 2009 to create a recommendation regarding the board self-evaluation survey and timelines (DR4.18—Minutes). At the special board meeting of June 8, 2009, the Board Policy Committee was directed to recommend to the full board a self-evaluation instrument and process to be used for the board's self-evaluation at the regularly scheduled meeting of June 22, 2009 (DR4.19—Minutes).

At the June 22, 2009 board meeting, the Board Policy Committee recommended approval of the 2009 Board of Trustees Evaluation Survey and Process/Calendar to be used in Board Self-Evaluation (*Item 6.4*

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Board Self-Evaluation/Process). It was approved with an amendment. The discussion of self-evaluation results was scheduled for the July 27, 2009 board meeting (DR4.20—Summary). After approval of the board self-evaluation survey on June 22, 2009, a letter was sent to designated persons in accordance with BP9022 (DR4.21—Letter; DR4.22—Board Self-Evaluation Survey; DR4.9—BP9022).

The July 13, 2009 special meeting of the Board was held as a Planning Retreat to review:

- Board vision and goals
- *12 Measures of Success*
- Student learning outcomes/core competencies
- Enrollment management
- Annual report to the board
- Other strategic initiatives

Board goals for 2009-2010 were established. (DR4.23—Minutes; DR4.24—PowerPoint Presentation; DR4.25—RSCCD BOT Vision Statement 2009; DR4.26—Goals 2009-1010).

On July 16, 2009 the accreditation chairs of Santa Ana College and Santiago Canyon College met to coordinate the district responses of the colleges' *Follow-Up Reports*. The Executive Vice Chancellor of Human Resources & Educational Services and the Vice Chancellor of Business Operations & Fiscal Services attended to discuss the responses to planning & budget and attendance recording.

At the July 27, 2009 board meeting, the results of the 2009 Board Self-Evaluation was received and reviewed (*Item 6.7—Receive and Review the RSCCD Board of Trustees Evaluation Survey*) (DR4.27—Minutes). Fifty-four surveys were sent out internally and externally; fourteen responses were received and tallied by the Research Office (DR4.28— RSCCD Board of Trustees Self-Evaluation Survey Results (Internal & External Respondents)). After discussion of the quantitative results as well as the written comments, the Board approved Item 6.7. The Board also determined that all the board members would fill out the survey and send it to the board secretary, who would then refer it to the Research Office for compilation of results.

As the final step in the Board Self-evaluation process, at the August 24, 2009 board meeting, the results of the Board's response to the Board Self-Evaluation was received and discussed (DR4.29—BOT Summary/ Minutes—*Item 6.4*; DR4.30—RSCCD Board of Trustees Self-Evaluation Survey Results—Board Members). In-depth, public discussion ensued, revealing clearly that the members of the Board feel they have benefited from the entire self-evaluation process and that the concept of continuous improvement is an explicit annual goal.

On September 8, 2009 the SAC and SCC accreditation chairs held a telephone consultation prior to board approval of the SAC and SCC *Follow-Up Reports*. The Board of Trustees received the reports for review by September 24, 2009 for the first reading on September 28, 2009. At the meeting of September 28, 2009, as a result of months of collegial work, an additional item was included in the Board Self-Evaluation Processes: Item 6.9 "Continuous Improvement Process," which establishes a continuous improvement process that will focus on areas of improvement and establish the process leading up to setting the Board's goals and objectives for 2010 and beyond. The Board approved the *Follow-Up Report* of Santa Ana College and the *Follow-Up Report* of Santiago Canyon College on October 12, 2009 (DR4.31a—Minutes 09-28-09—*Item 2.6, 6.7, 6.8, 6.9*; DR31b Agenda 10-12-09—*Item 6.4**)

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**APPENDIX
Timeline and Evidence**

TIMELINE	EVIDENCE
Meeting District Accreditation Steering Committee February 10, 2009	DR4.1—Minutes
BOT Meeting 2/23/09	DR4.2— Minutes (Item 5.2 Accreditation) DR4.3—Accreditation Timeline for BOT
District Accreditation Task Force on Board Self-Evaluation 2/25/09	DR4.4—Minutes
District Accreditation Task Force on Board Self-Evaluation 3/4/09	DR4.5--Minutes
BOT Meeting 3/9/09	DR4.6 Agenda—Item 4.1 Accreditation; DR4.7 BOT Minutes 03-09-09
District Accreditation Steering Committee/ Task Force on Board Self-Evaluation Meeting Report 3/17/09	DR4.8—Minutes
BOT Meeting—Presentation Barbara Beno, President ACCJC—3/23/09	DR4.9—BOT Minutes (Item 6.3 BP 9022— Evaluation of the Trustees)
Board of Trustees Policy Committee Meeting 3/30/09	DR4.10—Minutes
BOT Meeting 4/13/09	DR4.11—PowerPoint Presentation re: Board Self-Evaluation prepared by Dr. Jaros DR4.12—Summary and Minutes (Item 6.2— Evaluation of the Trustees)
BOT Meeting 4/27/09	DR4.13—Summary and Minutes (Item 6.3— Approval BP9022—Board Self-Evaluation; Item 6.4 Information BP9022.5—BOT Evaluation of District Goals) DR4.14—BP9022
BOT Meeting 5/11/09	DR4.15— Summary and Minutes (Item 6.1— Approved BP9022.5 BOT Evaluation of District Goals) DR4.16 BP9022.5
BOT Meeting 5/26/09	DR4.17— Summary and Minutes
District Accreditation Task Force on Board Self-Evaluation 5/28/09	DR4.18— Minutes
BOT Special Meeting 6/08/09	DR4.19— Minutes

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TIMELINE	EVIDENCE
BOT Meeting 6/22/09—Determine distribution of the survey instrument, date of distribution and return, and who calculates results.	DR4.20—Summary and Minutes (Item 6.4 Board Self-Evaluation/Process)
Board Self-Evaluation sent out to designated persons in accordance with BP9022 on July 2, 2009	DR4.21— Letter sent through email to designated persons DR4.22—Board Self-Evaluation email and Survey DR4.9—BP9022
BOT Meeting/Planning Retreat 7/13/09	DR4.23—Agenda & Minutes DR4.24—2009 Planning Presentation prepared by Nga Pham and John Didion DR4.25 RSCCD BOT Vision Statement 2009 DR4.26—BOT Goals 2009-2010
Half-day meeting John Weispfenning and Bonita Jaros re: SCC/SAC coordination of district responses 7/16/09. John Didion and Peter Hardash in attendance for one hour.	
BOT Meeting 7/27/09: Receive and Review Self-Evaluation Results	DR4.27—Minutes (Item 6.7—Receive and Review RSCCD BOT Self Evaluation Survey)
BOT Meeting 07-27-09	DR4.28— RSCCD Board of Trustees Self-Evaluation Survey Results (Internal & External Respondents)
BOT Meeting 08-24-09: Receive and Review Self-Evaluation Results from Board Members	DR4.29—Minutes (Item 6.4) DR4.30—Self-Evaluation Board Members
Phone Meeting John Weispfenning and Bonita Jaros for final editing and coordination of district responses 9/8/09	
Board of Trustees approval SAC and SCC <i>Follow-Up Reports</i> 9/28/09; 10/12/09	DR4.31a—Minutes 09-28-09 (Item 2.6, 6.7, 6.8, 6.9) DR4.31b—Agenda 10-12-09 (Item 6.4)

EVIDENCE—DISTRICT RECOMMENDATION 4

Number	Name
DR4.1	Steering Committee Minutes 02-10-09
DR4.2	BOT Summary 02-23-09
DR4.3	Timeline for Accreditation Report/Visit
DR4.4	District Task Force on Board Self-Evaluation Minutes 02-25-09
DR4.5	District Task Force on Board Self-Evaluation Minutes 03-04-09

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DR4.6	BOT Agenda 03-09-09
DR4.7	BOT Minutes 03-09-09
DR4.8	District Accreditation Steering Committee Minutes 3/17/09
DR4.9	BOT Minutes 03-23-09
DR4.10	Board of Trustees Policy Committee Meeting Minutes 03-30-09
DR4.11	BOT Accreditation PowerPoint Presentation 04-13-09
DR4.12	BOT Summary & Minutes 04-13-09
DR4.13	BOT Summary & Minutes 04-27-09
DR4.14	BP9022
DR4.15	BOT Summary & Minutes 05-11-09
DR4.16	BP9022.5; Email re BP9022.5; Request for Approval BP9022.5
DR4.17	BOT Summary & Minutes 05-26-09
DR4.18	District Task Force on Board Self-Evaluation Minutes 05-28-09
DR4.19	BOT Special Meeting Minutes 06-08-09
DR4.20	BOT Summary & Meeting Minutes 06-22-09
DR4.21	Board of Trustees Evaluation Survey Letter
DR4.22	Board Self-Evaluation Survey Email; Board Self-Evaluation Form
DR4.23	Special Board Meeting Planning Retreat Agenda 07-13-09; BP Docket Cover Sheet 07-13-09; BOT Summary 07-13-09; BOT Meeting Minutes 07-13-09
DR4.24	BOT Planning Retreat PowerPoint Presentation
DR4.25	RSCCD BOT Vision Statement 2009
DR4.26	BOT Goals 2009-2010
DR4.27	BOT Minutes 07-27-09 (Item 6.7— Receive and Review RSCCD BOT Self Evaluation Survey)
DR4.28	RSCCD Board of Trustees Self-Evaluation Survey Results (Internal & External Respondents)*
DR4.29	BOT Summary/ Minutes 08-24-09 (Item 6.4)*
DR4.30	RSCCD Board of Trustees Self-Evaluation Survey Results (Board Members)*
DR4.31a	BOT Minutes 09-28-09*
DR4.31b	BOT Agenda 10-12-09*

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