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# **SANTA ANA COLLEGE**

**Self Evaluation Report of Educational Quality and Institutional  
Effectiveness**

**In Support of Reaffirmation of Accreditation**

**Submitted By:**

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

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

**October 2014**



## Certification of the Institutional Self Evaluation Report

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

From: Santa Ana College  
1530 West 17<sup>th</sup> Street  
Santa Ana, CA 92706

This *Self Evaluation Report of Educational Quality and Institutional Effectiveness* is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify there was broad participation by the campus community, and we believe the *Self Evaluation Report* accurately reflects the nature and substance of this institution.

Signatures:

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Jose Solorio	President, Board of Trustees, RSCCD	Date
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Raúl Rodríguez, Ph.D.	Chancellor, Rancho Santiago Community College District	Date
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Erlinda J. Martinez, Ed.D.	President, Santa Ana College	Date
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John Zarske	President, Academic Senate	Date
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Sean Small	President, California School Employees Association, Chapter 579	Date
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Jorge Sandoval	President, Associated Students	Date
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Bonita Nahoum Jaros, Ph.D.	Accreditation Liaison Officer/Accreditation Co-Chair	Date
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Linda Rose, Ed.D.	Vice President, Academic Affairs/Accreditation Co-Chair	Date
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# SANTA ANA COLLEGE

## Self Evaluation Report of Educational Quality and Institutional Effectiveness



In Support of Reaffirmation of Accreditation

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# TAB 1 INTRODUCTION



## Introduction

History of the Institution

Santa Ana College Off-Site Credit and Non-Credit Centers

Distance Education

Accreditation History

Major Developments Since 2008

Demographic Information and Achievement Data **grey tiles at the bottom**



# ACCREDITATION SELF EVALUATION REPORT OF EDUCATIONAL QUALITY AND INSTITUTIONAL EFFECTIVENESS

## INTRODUCTION

### History of Santa Ana College

#### Background

Santa Ana College will celebrate one hundred years of service to students and the community in 2015 and will celebrate the 100th graduating class in 2016. As SAC draws near to this milestone, the college continues to be known for its tradition of educational excellence and community partnerships.

In 1915, Santa Ana College began as a department of Santa Ana high School with 26 students and 11 teaching faculty. It was the second junior college founded in Orange County and is the fourth oldest in all of California. The earthquake of 1933 required that the college relocate to a site on North Main Street, where it served 803 students with 34 teaching faculty. In 1947, it moved to a permanent campus at 17th and Bristol. The college continued to expand at this site and added sites across the community to increase student access. In 1971, Santa Ana College formerly separated from Santa Ana Unified School District. Shortly thereafter, the territory of the Orange Unified School District and portions of the Garden Grove Unified School District were added, and the new organization was named the Rancho Santiago Community College District.

Today RSCCD is one of the largest community college districts in California. RSCCD includes Santa Ana College, one of the state's oldest community colleges, and Santiago Canyon College, one of the newest. In fall 2012, RSCCD served 44,132 students (third week census): 27,910 credit students and 16,222 non-credit students. In fall 2013, RSCCD served 40,072 students: 25,138 credit students and 14,934 non-credit. In fall 2012, Santa Ana College served 29,318 students (unduplicated headcount): 18,764 students taking credit courses and 10,554 taking non-credit courses. In fall 2013, Santa Ana College served 37,005 students: 25,673 students taking credit courses and 11,644 taking non-credit courses. (Three hundred and twelve students are taking both credit and non-credit courses; this accounts for a duplicated total 37,317.) Of the students taking credit courses, 1,998 of these students were enrolled in non-traditional classes such as Fire Academy, Contract Management, Criminal Justice Academy, Quality Assurance, Business Seminar, and Distance Education.

Santa Ana College has always endorsed the state of California's open door policy to higher education for high school graduates and others over the age of eighteen by offering credit and non-credit (adult education) instruction. The college offers a full complement of general education, transfer-level, pre-collegiate level, and career and technical education classes leading to an associate degree or career/technical certificate. The college also offers 21 Associate Degrees for Transfer (21 ADTs: 18 AA-T and 3 AS-T).

Santa Ana College's original 48-acre site was bounded by 17<sup>th</sup> Street to the north, Bristol Street to the east, Campus Road to the south and College Avenue to the west. Although the core remains within this original area, the college expanded beyond the original boundaries to now include 66.6 acres which provides 503,380 assignable square feet of space, including Centennial Education Center, the Digital Media Center and the Criminal Justice Training Academy.

Santa Ana College continues to excel in academic achievement and maintain a spirit of innovation and responsiveness as new needs emerge. Overall, Santa Ana College ranks 8<sup>th</sup> in the nation for the number of certificates awarded to Hispanic students and 12th in the awarding of Associate of Arts degrees according to *The Hispanic Outlook in Higher Education Magazine*. The College was ranked 14<sup>th</sup>

nationally amongst two- and four-year colleges and universities that enrolled and supported Hispanic students. Santa Ana College offers a rich array of vocational and transfer programs. Several programs are separately accredited by professional organizations such as The American Bar Association for the Paralegal Program and the Accreditation Commission for Education in Nursing (ACEN) for the Nursing Program to name just two. In addition, Santa Ana College has a robust non-credit program with a hub at the Centennial Education Center. From this hub, SAC has expanded to provide academic and support services to over 100 other locations. Finally, the establishment of programs such as the ¡Adelante! Program and Upward Bound for veterans demonstrates the College's commitment to developing new pathways for students and serving new populations as they emerge at the campus. Santa Ana College is deeply committed to credit and non-credit instruction as it serves the needs of its immigrant community.

## **Santa Ana College Off-Site Credit and Non-Credit Centers**

Today the Rancho Santiago Community College District is represented by two comprehensive colleges, Santa Ana College and Santiago Canyon College. Within the multi-college structure, there are four centers and approximately 40 sites under the aegis of Santa Ana College.

**The Centennial Education Center (CEC):** Centennial Education Center (CEC) serves as the administrative site for the SAC School of Continuing Education (SCE) programs, which are offered at approximately 40 locations in the community. The CEC facility, on leased space, offers almost 40,000 square feet of instructional space. It houses a full spectrum of continuing education classes for adult learners and a child development center. Enrollment in fall 2013 was 10,050, with the largest portion enrolled in English as a Second Language courses. Other offerings include adult basic education (ABE), high school completion (Adult Secondary Education-ASE), parent education, and career technical education (formerly vocational training).

**The Digital Media Center:** The Digital Media Center (DMC), which opened in August 2006, is the first facility of its kind in Orange County, combining education and business in the digital media industry. The funds to develop the facilities came from the RSCCD Measure E Bond, the City of Santa Ana, and the US Department of Commerce through a community development block grant. The DMC was created to stimulate growth in Orange County by attracting emerging businesses to the area. On approximately one acre, this facility of approximately 28,000 square feet houses classrooms, digital graphic design laboratories, and one of the largest television and video production studios in the community college system. This center also includes a groundbreaking technology business incubator program dedicated to the emerging digital media industry in Orange County; instructional space for the digital media arts, digital music postproduction, and TV/video production; and the college's Public Service Institute, which offers seminars to employees of public agencies.

**Orange County Sheriff's Regional Training Center:** This facility on 15 acres offers a little over 8,000 square feet of instructional space for lecture and applied practice courses for students enrolled in the Sheriff's Training Academy programs as well as continuing education for law enforcement professionals.

**Regional Fire Academy:** Although classroom instruction and departmental offices are housed at Santa Ana College's main campus, the college also operates two off-campus fire technology training centers: the Joint Powers Training Center and the North Net Training Center. These sites provide the space and equipment needed to provide students with hands-on experiences that simulate real-world conditions. RSCCD owns the training facilities at both of these leased sites.



**Table 1. School of Continuing Education Sites**

CODE	Name of Site	Address	Phone Number
<b>BGC</b>	Boys & Girls Club	950 W. Highland St., Santa Ana	(714) 543-7212
<b>CAMB</b>	Cambodian Family	1626 E. Fourth St., Santa Ana	(714) 571-1966
<b>CES</b>	Carver Elementary School	1401 W. Santa Ana Blvd., Santa Ana	(714) 564-2000
<b>CEC</b>	Centennial Education Center	2900 West Edinger Avenue, Santa Ana	(714) 241-5700
<b>CYHS</b>	Century High School	1401 S. Grand, Santa Ana	(714) 568-7000
<b>CORB</b>	Corbin Center	2215 W. McFadden, Santa Ana	(714) 480-3737
<b>DELH</b>	Delhi Community Center	505 E. Central Ave., Santa Ana	(714) 481-9600
<b>ESC</b>	El Salvador Center	1825 W. Civic Center, Santa Ana	(714) 647-6558
<b>ESOL</b>	El Sol Academy	1010 N. Broadway St., Santa Ana	(714) 543-0023
<b>ESQ</b>	Esqueda Elementary School	2240 S. Main St., Santa Ana	(714) 431-1500
<b>FUMC</b>	First United Methodist Church	609 N. Spurgeon St., Santa Ana	(714) 542-2322
<b>GOFS</b>	Godinez Fundamental High School	3002 Centennial Rd., Santa Ana	(714) 433-6600
<b>GWIF</b>	Goodwill Industry at Fairview	410 N. Fairview, Santa Ana	(714) 547-6308 Ext 260
<b>KES</b>	Kennedy Elementary School	1300 E. McFadden, Santa Ana	(714) 972-5700
<b>KWS</b>	Kidworks	1902 W. Chestnut Ave., Santa Ana	(714) 834-9400 Ext 101
<b>LES</b>	Lincoln Elementary School,	425 S. Sullivan, Santa Ana	(714) 972-6200
<b>MBS</b>	Martinez Bookstore	216 N. Broadway, Santa Ana	(714) 973-7900
<b>MDES</b>	Madison Elementary School	1124 E. Hobart, Santa Ana	(714) 972-6400
<b>MES</b>	Martin Elementary School	939 W. Wilshire, Santa Ana	(714) 480-8000
<b>MFIS</b>	Mendez Intermediate School	2000 N. Bristol, Santa Ana	(714) 972-7800
<b>OCCT</b>	OC Children's Therapeutic Arts	2215 N. Broadway, Santa Ana	(714) 547-5468
<b>OLPC</b>	Our Lady of Pilar Church	1622 W. 6th St., Santa Ana	(714) 543-1700
<b>PAI</b>	Garden Villa	13051 Wilson St., Garden Grove	(714) 537-1545
<b>PHOE</b>	Phoenix House	1207 E. Fruit Street, Santa Ana	(714) 953-9373
<b>RES</b>	Roosevelt Elementary School	501 S. Halladay, Santa Ana	(714) 564-1200
<b>SAC</b>	Santa Ana College	1530 W. 17th St., Santa Ana	(714) 564-6000
<b>SACJ</b>	Santa Ana City Jail	62 Civic Center Plaza, Santa Ana	(714) 245-8126
<b>SAHS</b>	Santa Ana High School	520 West Walnut, Santa Ana	(714) 567-4900
<b>SASC</b>	Santa Ana Senior Center	424 W. 3 <sup>rd</sup> St., Santa Ana	(714) 647-6540
<b>SBHS</b>	Saddleback High School	2802 S. Flower, Santa Ana	(714) 569-6300
<b>SEG</b>	Segerstrom High School	2301 W. MacArthur Blvd., Santa Ana	(714) 241-5000
<b>SER</b>	Service Employment Development	1243 E. Warner Ave., Santa Ana	(714) 556-8741
<b>STJC</b>	St. Joseph's Church	608 Civic Center Dr., Santa Ana	(714) 542-2704
<b>TAFT</b>	Taft Elementary School	500 W. Keller, Santa Ana	(714) 431-7700
<b>TLUC</b>	Trinity Lutheran Church	902 S. Broadway, Santa Ana	(714) 542-0784
<b>TSJ</b>	Taller San Jose	801 N. Broadway, Santa Ana	(714) 543-5105 Ext. 109
<b>TVC</b>	The Villa Center	910 North French St., Santa Ana	(714) 541-2732
<b>VHS</b>	Valley High School	1801 S. Greenville St., Santa Ana	(714) 241-6410
<b>VTCM</b>	Vietnamese Community Center	1618 W. First St., Santa Ana	(714) 558-6009
<b>WAES</b>	Washington Elementary School	910 Anahurst Place, Santa Ana	(714) 445-5100
<b>WORK</b>	Santa Ana Work Center	1000 East Santa Ana Blvd, Suite 200, Sant	(714) 565-2629
<b>WVC</b>	Westview Center – Starbright	3922 W. 5 <sup>th</sup> St., Santa Ana	(714) 265-9886

## Distance Education

In addition to courses offered in the traditional face-to-face mode in these locations, the college also offers both hybrid and fully online courses in the Distance Education mode.

- In 1978 Distance learning commenced with Telecourses. The last Correspondence Education mode Telecourse was offered in fall 2012.
- In 2005, *Blackboard* was installed as the college Learning Management System.
- In 2008, a *Substantive Change* was approved by ACCJC for the college to offer fifty percent or more of the required courses, for a variety of degree and certificate programs, in the Distance Education mode.
- In 2012 the Distance Education Instructor Certification Modules began.
- In 2013, the Academic Senate passed a resolution (S13.01) which approved the “Santa Ana College Regular Effective Contact Policy” and the “Distance Education Instructor Certification Policy.”
- In 2013, DE Instructor Certification modules were offered. The Online Orientation for DE Student Preparation commenced in summer 2013, with full implementation spring 2014.

## Accreditation History

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, were addressed in the Follow-Up Report, which was followed by a two-member team visit on November 17, 2009. On January 6-8, 2010, the Commission took the following action for Santa Ana College: “...to accept the report, remove Warning, and reaffirm accreditation, with a requirement that Santa Ana College complete a Follow-Up Report” by October 15, 2010 addressing District Recommendation 1, related to integrated planning processes and budget. After receipt and scrutiny of the Follow-Up Report dated October 15, 2010, at the January 11-13, 2011 meeting, the Commission took the following action for Santa Ana College: “The Commission notes that Santa Ana College has resolved the issue noted in District Recommendation 1 from the 2008 comprehensive evaluation team on evaluating planning processes including integration of technology, staffing, and facilities master plans to ensure the budget is used as planning tool to achieve strategic goals.” The required Midterm Report, due October 15, 2011, must address all seven recommendations of the 2008 ACCJC Evaluation Report, three for the college, four for the district.

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 a **Warning** with a *Follow-Up Report* due October 15, 2009.

Four recommendations, one for the college and three for the district, were also addressed in the Santiago Canyon College *Follow-Up Report*. At the January 6-8, 2010 meeting of the Commission, SCC received the same disposition and requirement to address a parallel, but not identical, recommendation, *District Recommendation 3*, related to integrated planning and budget processes, in a *Follow-Up Report* also due October 15, 2010. At the January 11-13, 2011 meeting, the Commission took the following action for Santiago Canyon College: “The Commission notes that Santiago Canyon College has addressed the issue in District Recommendation 3 from the 2008 comprehensive evaluation team on evaluating planning processes including integration of technology, staffing, and facilities master plans to ensure the budget is used as a planning tool to achieve strategic goals.” The *Midterm Report* for Santiago Canyon College should address one college recommendation and four district recommendations, three exactly the same as Santa Ana College and one parallel to the recommendation of Santa Ana College. As a result, each college continued to coordinate with the other, conferring together with the RSCCD Chancellor as needed. The District Budget Allocation and Planning Review Committee (BAPR), which has membership from both colleges as well as the district, continued to play a role in addressing the district recommendation related to planning and budget issued to both colleges and in receiving reports related to all the district recommendations.

## Major Developments in Facilities Since 2008

Santa Ana College will celebrate 100 years of Educational Excellence and service to the community in the 2015-2016 academic year. Throughout the *Self Evaluation Report*, information related to academic and career technical education curriculum for all students; distance education; cutting edge delivery of instruction to the working poor and to immigrants; support services for students; collaborative partnerships; grants; community in the service area; responsiveness to labor shortages; scholarship; institutional research; social consciousness with regard to service learning, civic leadership training programs; and service in civic and governmental associations is addressed.

One core value is that review/analysis of all programs and all cyclical planning efforts institution-wide are an integrated process that works toward the common goal of institutional effectiveness as an organic whole. Concern and attention to continuous improvement, keeping in mind the mission of the institution and the *Strategic Plan*, results in identifying program strengths as well as areas that need improvement. One noteworthy area has been facilities, and therefore, a new Facilities Master Plan was created.

<http://www.sac.edu/AdminServices/facilities/Documents/FacilitiesMasterPlan2011.pdf>

As the community recognizes the milestone of the College's centennial and considers the College a source of pride for the City of Santa Ana and the County of Orange, the voters have therefore approved two bond measures: Measure E, in 2002 for the District (<http://rscdd.edu/Bond-Projects/Pages/default.aspx>). and Measure Q, in 2012 for Santa Ana College (<http://rscdd.edu/Bond-Projects/Measure-Q/Pages/default.aspx>), to renovate existing buildings and build new facilities. The passage of Measure Q will enable the College to meet future needs with state-of-the-art facilities as Santa Ana College.

The *2011 Facilities Master Plan* recommends a list of facilities and site improvement projects, as well as a phased and logical sequence of development. The projects are intended to do the following:

- Build facilities that are needed to support the projected enrollment.
  - Welcome students and the community into the campus by improving its edges, creating welcoming entry points, and projecting a positive visual presence to the community.
    - Create a strong framework for future development that links all parts of the campus together.
    - Reinforce the character and sense-of-place that is unique to Santa Ana College.
    - Improve the zoning of instructional disciplines, functions, and services.
    - Create places for students, faculty, and staff to study, gather, and collaborate.
    - Improve vehicular and pedestrian circulation flow and safety.
    - Design the campus to be environmentally sustainable. Provide campus-wide space cooling with a central chiller plant.
    - Develop a robust site utilities infrastructure that will support existing and future campus development.
    - More detailed planning of facilities for existing and new academic programs.
    - A more central location for the Vocational Technology Complex.
    - The replacement of Nealley Library with a new Library/Learning Resources Center.
    - A home for the School of Continuing Education on the main campus.
    - An additional Interdisciplinary Instructional Building.
    - The renovation or replacement of Johnson Center.
    - A location for the Central Chiller Plant.
- <http://www.sac.edu/AdminServices/facilities/Documents/2013-02-11%20SAC%20Facil%20Steering%20Committee%20FINAL.pdf>

## **The Future of Santa Ana College—2015 and Beyond**

As Santa Ana College progresses towards the milestone of its centennial in 2015, the **Vision Themes**, which serve as the goals of the Strategic Plan, will continue to inform all planning documents and the work of all constituencies in the following domains:

- I. Student Achievement**
  - a. Literacy across disciplines
  - b. Eliminating economic barriers
  - c. Transfer/Employment
  - d. Excellence in teaching and learning
  - e. Credit-Non-credit Articulation
- II. Use of Technology**
  - a. Student-focused
  - b. College environment
  - c. In the classroom
- III. Innovation**
  - a. Classroom efforts
  - b. Scholarship, inquiry and love of learning
  - c. Access/outreach
- IV. Community**
  - a. Attitude/motivation
  - b. Community/Family involvement
  - c. Lifelong learning
  - d. Healthful living
- V. Workforce Development**
  - a. Partnerships
  - b. Skills across the curriculum
  - c. Skilled employees for high demand occupations
- VI. Emerging American Community**
  - a. Civic Responsibility
  - b. “Green” Efforts
  - c. Integrated Education
  - d. Cross-disciplinary collaboration

## **Demographic Information and Achievement Data**

**SAC Service Area Population**

**Ethnic Distribution of SAC Service area**

**College Credit and Non-Credit**

**SAC Enrollment Trends and Student Characteristics**

**SAC Student Achievement Outcomes**

**Successful Course Completion Rate**

**Retention Rate**

**Fall to Fall Persistence**

**Number of Degrees Awarded**

**Number of Certificates Awarded**

**Transfer Rates (All Transfers, CSU, UC, Other including Out of State and Private)**



## The RSCCD Community

The Rancho Santiago Community College District (RSCCD) boundaries encompass 193 square miles and comprise 24% of Orange County. This portion of Orange County is densely populated: Over one million residents live within RSCCD boundaries in the six cities of Anaheim, Garden Grove, Orange, Santa Ana, Tustin, and Villa Park.

**Table 2. Current and Projected Population by Cities within RSCCD Boundaries, 2010 and 2020**

	<b>2010</b>	<b>% of RSCCD Total</b>	<b>2020</b>	<b>% of RSCCD Total</b>	<b>% change</b>
Anaheim	336,149	32%	369,107	33%	10%
Garden Grove	170,773	16%	179,402	16%	5%
Orange	136,256	13%	141,472	13%	4%
Santa Ana	324,483	31%	337,568	30%	4%
Tustin	75,488	7%	81,310	7%	8%
Villa Park	5,812	1%	6,041	1%	4%
<b>RSCCD Total</b>	<b>1,048,961</b>		<b>1,114,900</b>		<b>6%</b>
<b>Orange County Total</b>	<b>3,010,232</b>		<b>3,266,190</b>		<b>9%</b>
<b>California Total</b>	<b>36,637,290</b>		<b>40,817,839</b>		<b>11%</b>

Source: American Community Survey, Census 2010 and Center for Demographic Research, 2012

- The number of residents living within the RSCCD geographic boundaries is projected to increase 6% by 2020.
- A population increase is projected for all cities within RSCCD boundaries; that of Santa Ana (SAC's primary service area) is expected to increase by four percentage points by 2020.
- The distribution of the population across the six cities within RSCCD is projected to remain stable over the next decade.

**Table 3. Orange County Population by Race/Ethnicity, 2010 and 2020**

	2010	% of Total	2020	% of Total	% change
African-American	44,000	1%	43,864	1%	0%
Asian	532,477	18%	710,916	22%	34%
Hispanic	1,012,973	34%	1,136,811	35%	12%
White	1,328,499	44%	1,273,440	39%	-4%
Other	92,283	3%	101,159	3%	10%
<b>Orange County Total</b>	<b>3,010,232</b>	<b>100%</b>	<b>3,266,190</b>	<b>100%</b>	<b>9%</b>

Source: Center for Demographic Research, 2012

- The three most predominant race/ethnicity groups in Orange County (2010 census) are White (44%), Hispanic (34%), and Asian (18%). The projections for 2020 are that the majority of the county’s population will be made up of the same race/ethnicity groups in the same order, although the proportions will shift, with White residents comprising the highest at 39%, followed by Hispanic at 35% and Asian at 22%.
- Over the next decade, the greatest shifts are in the race/ethnicity composition of Orange County’s population will be an increase in residents who self-identify as Asian, Hispanic, and “other” at 34%, 12%, and 10% respectively and a decrease in White residents from 44% to 39%.

**Table 4. Population by Race/Ethnicity within RSCCD Boundaries, 2010**

	Anaheim	Garden Grove	Orange	Santa Ana	Tustin	Villa Park	RSCCD Community Population Total	Orange County Total
African-American	2%	1%	1%	1%	2%	1%	2%	1%
Asian	15%	37%	11%	10%	20%	15%	17%	18%
Hispanic	53%	37%	38%	78%	40%	10%	55%	34%
White	27%	23%	47%	9%	35%	72%	24%	44%
Other	3%	3%	3%	1%	3%	3%	2%	3%
<b>Total</b>	<b>336,265</b>	<b>170,883</b>	<b>136,416</b>	<b>324,528</b>	<b>75,540</b>	<b>5,812</b>	<b>1,049,444</b>	<b>3,010,232</b>

Source: Center for Demographic Research, 2012

- The race/ethnicity pattern of residents who live in the City of Santa Ana is significantly different that the pattern in the RSCCD Community Population and in Orange County: Seventy-eight percent of the 324,528 Santa Ana residents is Hispanic compared to 55% of the population of the RSCCD community.



**Table 5. Population by Gender within RSCCD Boundaries, 2010**

	Anaheim	Garden Grove	Orange	Santa Ana	Tustin	Villa Park	Orange County	California
Male	166,333	84,413	68,069	166,863	36,309	2,973	1,467,799	18,223,157
Female	166,706	84,596	66,500	158,353	37,422	2,840	1,497,726	18,414,133
% Male/Female	50%/50%	50%/50%	51%/49%	51%/49%	49%/51%	51%/49%	49%/51%	49%/51%

Source: American Community Survey (5-year), report S0101 (Age and Gender), Census 2010

- In all communities in RSCCD, current residents are approximately evenly divided in a 50-50 balance between males and females.

**Table 6. Population by Age within RSCCD Boundaries, 2010**

	Anaheim	Garden Grove	Orange	Santa Ana	Tustin	Villa Park	Orange County	California
0-14	24%	21%	21%	26%	23%	15%	21%	21%
15-19	8%	8%	8%	9%	6%	10%	8%	8%
20-29	15%	15%	14%	18%	14%	9%	14%	14%
30-39	15%	15%	15%	16%	18%	6%	14%	14%
40-49	14%	14%	15%	13%	16%	16%	15%	15%
50-59	11%	12%	13%	9%	11%	16%	13%	12%
60+	13%	15%	14%	9%	12%	28%	16%	16%
<b>TOTAL</b>	<b>333,039</b>	<b>169,009</b>	<b>134,569</b>	<b>325,216</b>	<b>73,731</b>	<b>5,813</b>	<b>2,965,525</b>	<b>36,637,290</b>

Source: American Community Survey (5-year), report S0101 (Age and Gender), Census 2010

*Note: (1) The age cohorts are unevenly divided to provide a projection for college-going ages. (2) There is a slight discrepancy in the total Orange County population compared to previous data sets due because these data were extracted from a different source.*

- For those who live within RSCCD boundaries, the proportion of residents in each age group is comparable to those of the County and the State. However, City of Santa Ana residents are significantly younger (35% is under the age of 20 compared to 29% county- and statewide).

**Table 7. Median and Mean Household Income by Cities within RSCCD Boundaries, 2010**

	Anaheim	Garden Grove	Orange	Santa Ana	Tustin	Villa Park	Orange County	California
<b>Median household income</b>	\$57,807	\$61,026	\$76,742	\$54,877	\$73,170	\$146,776	\$74,344	\$60,883
<b>Mean household income</b>	\$73,807	\$73,069	\$97,672	\$67,887	\$95,506	\$211,065	\$99,719	\$83,483

Source: American Factfinder (American Community Survey 5-year DP03 Report), 2010 Census

- Both median and mean household income in the City of Santa Ana is below that of all other cities within RSCCD boundaries, as well as Orange County and California.

**Table 8. Level of Educational Attainment for Residents within RSCCD Boundaries Age 25+**

	Anaheim	Garden Grove	Orange	Santa Ana	Tustin	Villa Park	Orange County	California
Below 9 <sup>th</sup> grade	13%	15%	9%	29%	8%	1%	9%	10%
9 <sup>th</sup> to 12 <sup>th</sup> grade	13%	12%	8%	16%	7%	3%	7%	9%
High school graduate	23%	24%	19%	24%	17%	14%	18%	22%
Some college	21%	22%	22%	16%	20%	25%	21%	22%
Associate's degree	6%	8%	9%	6%	8%	7%	8%	8%
Bachelor's degree	17%	15%	22%	8%	25%	27%	24%	19%
Graduate or professional degree	7%	5%	12%	2%	13%	23%	13%	11%
<b>Total Population</b>	<b>213,837</b>	<b>109,645</b>	<b>88,696</b>	<b>192,443</b>	<b>48,566</b>	<b>4,053</b>	<b>2,008,772</b>	<b>23,497,945</b>

Source: American Factfinder (American Community Survey 5-year DP02 Report), 2010.

- The proportion of adults who have not attended college in the City of Santa Ana (69%) is significantly higher than that of other RSCCD cities (18% to 51%), the State (41%), and the County (34%).

## Local Economic Trends

**Table 9. Top 10 Fastest Growing Occupations in Orange County for the Next 10 Years**

<b>Occupations</b>	<b>Number of Jobs</b>
Food/Beverage Serving	9,130
Health Diagnosing/Treating	8,380
Retail Sales	7,890
Other Personal Care/Service	7,170
Business Operations Specialists	5,560
Retail Salespersons	5,440
Personal and Home Care Aides	5,310
Computer Specialists	5,080
Registered Nurses	5,000
Health Technologists/Technicians	4,920

Source: California Employment Development Department presented at the Orange County Business Council, January, 2013

- Significant job growth is projected in a variety of occupations.
- Six of the top 10 fastest growing occupations in Orange County require postsecondary education.

**Table 10. Employment and Payroll Losses in Orange County, 2007 - 2012**

	Change in Job October 2007 to June 2012	Average Annual Pay (\$)	Change in Payrolls (in Million \$)
Construction	-34,800	61,360	-2,135
Trade, Transportation & utilities	-33,167	51,220	-1,699
Manufacturing	-23,434	67,132	-1,573
Financial Activities	-15,133	97,656	-1,478
Professional & Business Services	-21,767	65,520	-1,426
State & Local Government*	-10,234	52,806	-540
Information	-6,767	78,208	-529
Other Services	-3,167	29,380	-93
Federal Government	-467	72,852	-34
Leisure & Hospitality	5,800	21,476	125
Education & Health Services	15,000	53,768	807
<b>Total Non-farm</b>	<b>-128,234</b>	<b>56,472</b>	<b>-8,577</b>

Source: Economic & Business Review, Chapman University, November 2012

Note: Public education is included in the State & Local Government Sector

- The number of jobs and total non-farm payroll is below the pre-recession numbers across all fields with the exceptions of leisure & hospitality and education & health services.
- Average pay within those fields is among the lowest reported.

**Table 11. Projected Job Growth by Sector, 2013**

	Orange County	California
Construction & Mining	↑	↑
Financial Activities	↑	↑
Trade, Transportation & Utilities	↑	↑
Manufacturing	↔	↓
Professional & Business Services	↑	↑
Education & Health Services	↑	↑
Leisure & Hospitality Services	↑	↑
Government*	↔	↓

Source: Economic & Business Review, Chapman University, November 2012

Note: Public education is included in the State & Local Government Sector

- Job growth in Orange County is projected to increase or remain stable in every sector.

## Santa Ana College

**Table 12. SAC Staff Profile, Fall 2009 – Fall 2013**

	Fall 2009 n=2186	Fall 2010 n=1957	Fall 2011 n=1818	Fall 2012 n=1768	Fall 2013 n=1841
Administrative	27	25	24	25	24
Confidential	1	1	1	1	1
Supervisory	14	8	8	7	8
Contract Faculty	231	218	210	217	211
Hrly Faculty	1358	1279	1150	1137	1227
Monthly Classified	288	258	256	232	227
Hrly Classified	267	168	169	149	143

- SAC lost 345 staff in the last five years, primarily classified (555 to 370).
- The number of contract faculty fell from 231 to 211. However, the college is in the process of hiring to fill 29 faculty vacancies which will exceed the total from five years ago.
- The number of Administrative/Supervisory/Confidential staff fell from 42 to 33 since Fall 2009.

## Santa Ana College

**Table 13. SAC Staff Profile, Fall 2009 – Fall 2013**

		Fall 2009 n=2186	Fall 2010 n=1957	Fall 2011 n=1818	Fall 2012 n=1768	Fall 2013 n=1841
<b>GENDER</b>	Female	52%	50%	49%	49%	48%
	Male	48%	50%	51%	51%	52%
<b>ETHNICITY</b>	Asian/Pac. Isl.	13%	12%	12%	12%	12%
	Black	3%	3%	3%	2%	3%
	Hispanic	26%	25%	26%	26%	27%
	White	53%	55%	54%	55%	54%
	Other	5%	5%	5%	5%	4%
<b>AGE</b>	< 30 yrs	1%	1%	2%	2%	3%
	30 - 39 yrs	16%	16%	18%	18%	20%
	40 - 49 yrs	25%	25%	25%	26%	26%
	50 - 59 yrs	27%	28%	28%	28%	28%
	60+ yrs	31%	30%	27%	26%	23%

- An increase in males employed as hourly faculty has resulted in a reversal of overall gender ratios; other employee groups remain majority female.
- Distribution of staff's ethnic breakdown has remained constant since Fall 2009.
- SAC staff is younger in Fall 2013 compared to five years ago (23% vs. 31% at the 60+ age group, and 23% vs. 17% younger than 40 years of age).

**Table 14. SAC Demographics of Total Credit Student Body**

	<b>2009-10</b> N=47008	<b>2010-11</b> N=42528	<b>2011-12</b> N=45480	<b>2012-13</b> N=41013
<b>Ethnicity</b>				
African American	2%	2%	2%	2%
Latino	38%	40%	39%	43%
Asian,Pac Islander	10%	10%	9%	9%
White	29%	23%	27%	21%
Other	4%	3%	3%	3%
Decline to State	17%	22%	20%	22%
<b>Age</b>				
not reported	1%	0%	0%	0%
<=19	13%	15%	14%	15%
20-21	11%	12%	12%	13%
22-25	15%	16%	16%	16%
26-29	12%	12%	11%	11%
30-39	22%	22%	21%	21%
40-49	17%	15%	17%	16%
50+	10%	8%	9%	8%
<b>Gender</b>				
female	37%	39%	37%	40%
male	62%	60%	63%	60%
not reported	1%	1%	0%	0%

- In recent years, there has been a shift in the proportions of our students' ethnicity. The proportion of White students has decreased steadily (from 29% in 2009-10 to 21% in 2012-13); conversely, the proportion of Hispanic students has grown (from 38% in 2009-10 to 43% in 2012-13).
- The proportion of students traditional college-going ages (under 25 years) has increased, slightly but steadily, each year. There has been a correspondingly steady decrease in the proportion of students in each age group older than 30 years of age (49% to 45% in the last four years).
- There are more males than females, mostly due to the large criminal justice and fire academies.

**Table 15. SAC Demographics for Academies vs. Non-Academies**

	Academies				Non-Academies			
	2009-10 N=15008	2010-11 N=15691	2011-12 N=15592	2012-13 N=15167	2009-10 N=33281	2010-11 N=27664	2011-12 N=30912	2012-13 N=26368
<b>Ethnicity</b>								
African American	2%	2%	2%	2%	2%	2%	2%	2%
Latino	17%	17%	17%	16%	47%	53%	50%	57%
Asian,Pac Islander	4%	4%	3%	3%	13%	13%	12%	12%
White	39%	34%	33%	31%	25%	18%	24%	16%
Other	3%	2%	2%	2%	4%	4%	3%	3%
Decline to State	35%	41%	43%	46%	9%	10%	9%	8%
<b>Age</b>								
not reported	1%	1%	0%	1%	1%	0%	0%	0%
<=19	3%	4%	3%	3%	18%	21%	20%	22%
20-21	1%	1%	1%	1%	16%	18%	17%	20%
22-25	6%	6%	6%	6%	19%	21%	20%	22%
26-29	13%	13%	12%	12%	12%	12%	11%	11%
30-39	36%	35%	35%	35%	16%	14%	15%	13%
40-49	28%	28%	30%	29%	10%	8%	10%	7%
50+	12%	12%	13%	13%	8%	6%	7%	5%
<b>Gender</b>								
female	15%	16%	17%	18%	46%	51%	46%	52%
male	85%	83%	82%	81%	54%	48%	54%	48%
not reported	0%	1%	1%	1%	0%	1%	0%	0%

Academies are identified by subject codes "FAC" (Fire Academy) and "CJA" (Criminal Justice Academy)

Academies/Non-Academies subgroups are not exclusive; a student enrolled in both types of courses will be included in each group (and summed will exceed TOTAL SAC headcount)

- Whites represent a higher proportion of students in the academies (criminal justice and fire) than in non-academies. More than one-third of academy students “decline to state” their ethnicity. In the academies, Latinos comprise about half (or more) of the headcount.
- On average, students in traditional college credit programs are younger (ages under 25) while academies attract students, on average, over thirty years of age.
- The Criminal Justice and Fire Academies are predominantly male (81% to 85%), while traditional credit programs represent males and females nearly equally.

**Table 16. Demographics of Distance Education vs. Non-Distance Education**

	Distance Education				Non-Distance Education			
	2009-10 N=5674	2010-11 N=5838	2011-12 N=6172	2012-13 N=6119	2009-10 N=31829	2010-11 N=26155	2011-12 N=29195	2012-13 N=24652
<b>Ethnicity</b>								
African American	3%	4%	4%	3%	2%	2%	2%	2%
Latino	42%	46%	48%	51%	47%	53%	50%	59%
Asian,Pac Islander	16%	15%	15%	14%	13%	13%	12%	12%
White	26%	24%	22%	21%	25%	18%	24%	16%
Other	5%	4%	4%	3%	4%	4%	3%	3%
Decline to State	8%	7%	7%	8%	9%	10%	9%	8%
<b>Age</b>								
not reported	0%	0%	0%	0%	1%	0%	0%	0%
<=19	11%	12%	13%	13%	18%	21%	20%	23%
20-21	20%	20%	19%	19%	16%	18%	17%	20%
22-25	26%	26%	27%	27%	19%	21%	21%	22%
26-29	15%	16%	15%	15%	11%	12%	11%	11%
30-39	17%	15%	15%	15%	15%	14%	14%	12%
40-49	8%	8%	8%	7%	11%	8%	10%	7%
50+	3%	3%	3%	4%	9%	6%	7%	5%
<b>Gender</b>								
female	56%	56%	56%	55%	45%	51%	45%	52%
male	44%	44%	43%	44%	54%	49%	55%	48%
not reported	0%	0%	1%	1%	1%	0%	0%	0%

Distance Education is identified by "method of delivery" codes "DINT", "DINT2", and "ITV"

Distance Education and Non-Distance Education subgroups are not exclusive; a student enrolled in both types of courses will be included in each group (and summed will exceed TOTAL SAC headcount)

- Ethnic distributions for both those enrolled in distance education courses and non-distance education courses are similar; Latinos represent a very slightly higher proportion of the non-distance education students while Asian and White students slightly more represented in distance education sections.
- The distance education sections are comprised of slightly older students (over 25) than those enrolled in non-distance education classes.
- Slightly more females enroll in distance education classes than in non-distance education.



**Table 17. SAC Demographics of Basic Skills vs. Non-Basic Skills**

	Basic Skills				Non-Basic Skills			
	2009-10 N=5513	2010-11 N=5416	2011-12 N=5110	2012-13 N=4799	2009-10 N=32447	2010-11 N=26873	2011-12 N=30144	2012-13 N=25727
<b>Ethnicity</b>								
African American	2%	2%	2%	2%	2%	2%	2%	2%
Latino	65%	63%	65%	70%	46%	52%	49%	58%
Asian,Pac Islander	16%	14%	14%	14%	13%	13%	12%	12%
White	7%	7%	8%	6%	26%	17%	25%	17%
Other	3%	2%	2%	1%	4%	4%	3%	3%
Decline to State	7%	12%	9%	7%	9%	10%	9%	8%
<b>Age</b>								
not reported	0%	0%	0%	0%	1%	0%	0%	0%
<=19	34%	33%	35%	36%	18%	21%	20%	22%
20-21	18%	18%	19%	20%	16%	18%	17%	20%
22-25	16%	17%	16%	16%	19%	22%	20%	22%
26-29	9%	9%	9%	8%	12%	12%	11%	11%
30-39	11%	11%	11%	10%	15%	15%	15%	13%
40-49	8%	8%	7%	6%	10%	8%	10%	7%
50+	4%	4%	4%	4%	9%	6%	7%	5%
<b>Gender</b>								
female	56%	56%	56%	55%	45%	51%	45%	52%
male	44%	43%	44%	45%	54%	49%	54%	48%
not reported	0%	1%	0%	0%	1%	0%	1%	0%

Basic Skills is identified using subject/course associations from ITS from SAC coding

Basic Skills and Non-Basic Skills subgroups are not exclusive; students will be included in both subgroups if they are enrolled in both types of courses (and sum of two subgroups will exceed TOTAL headcount)

- About two-thirds of the basic skills enrollees are Latinos; about half of students enrolled in non-basic courses are Latinos.
- Students enrolled in basic skills courses are young; about one-thirds is under the age of 20.
- Slightly more females are enrolled in basic skills courses.

**Table 18. Demographics of CTE vs. Non-CTE**

	CTE				Non-CTE			
	2009-10 N=33027	2010-11 N=29527	2011-12 N=32935	2012-13 N=28685	2009-10 N=22525	2010-11 N=21580	2011-12 N=20981	2012-13 N=20573
<b>Ethnicity</b>								
African American	2%	2%	2%	2%	2%	2%	2%	2%
Latino	30%	33%	32%	35%	56%	58%	60%	62%
Asian, Pac. Islander	8%	8%	7%	8%	15%	13%	13%	12%
White	34%	27%	31%	25%	16%	15%	14%	14%
Other	3%	3%	3%	3%	4%	3%	3%	2%
Decline to State	22%	27%	25%	28%	7%	9%	8%	8%
<b>Age</b>								
not reported	0%	0%	0%	0%	0%	0%	0%	0%
<=19	9%	10%	10%	10%	24%	24%	25%	25%
20-21	8%	9%	9%	10%	20%	21%	21%	23%
22-25	12%	13%	12%	13%	23%	23%	23%	24%
26-29	12%	12%	11%	12%	11%	11%	11%	10%
30-39	26%	26%	26%	25%	12%	11%	11%	10%
40-49	21%	20%	21%	20%	6%	6%	6%	5%
50+	12%	10%	11%	10%	4%	4%	3%	3%
<b>Gender</b>								
female	28%	31%	30%	33%	54%	54%	54%	54%
male	71%	68%	70%	66%	46%	46%	46%	46%
not reported	1%	1%	0%	1%	0%	0%	0%	0%

CTE identified by subject/course associations provided by ITS based on college-assigned coding

CTE and Non CTE subgroups are not exclusive; students will be included in both subgroups if they are enrolled in both types of courses (and sum of two subgroups will exceed TOTAL headcount)

- One-third of the CTE students are White and another one-third are Latino. However, less than 20% of non-CTE courses are White and nearly two-thirds are Latino. It should be noted that the academies are a large component of the CTE programs.
- CTE students are older than non-CTE students . Fifty-five percent of the CTE students are 30 years of age or older compared to the 20% that age group represents in the non-CTE subgroup.
- More than two-thirds of the CTE are male while about half of non-CTE students are male. Again, the difference is attributable to the predominantly-male academies that comprise a huge proportion of the CTE program.

Table 19. SAC Course Success 2009-2013

	2009-10 N=1388270		2010-11 N=131008		2011-12 N=136332		2012-13 N=129056	
	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention
	72%	84%	72%	84%	74%	86%	73%	85%
<b>Ethnicity</b>								
African American	65%	80%	64%	80%	67%	83%	67%	81%
Latino	64%	80%	64%	80%	66%	82%	65%	81%
Asian,Pac Islander	77%	86%	76%	86%	78%	86%	79%	87%
White	83%	90%	82%	89%	86%	92%	85%	91%
Other	71%	84%	74%	85%	78%	87%	77%	86%
Decline to State	82%	91%	81%	90%	84%	92%	86%	92%
<b>Age</b>								
not reported	78%	88%	80%	91%	82%	91%	82%	91%
<=21	62%	80%	62%	81%	64%	82%	63%	81%
22-25	66%	80%	66%	80%	68%	82%	68%	81%
26-29	75%	84%	75%	85%	77%	86%	78%	87%
30-39	84%	90%	84%	90%	86%	92%	86%	91%
40-49	89%	93%	88%	93%	91%	95%	91%	94%
50+	85%	92%	85%	92%	90%	95%	89%	94%
<b>Gender</b>								
female	68%	82%	68%	82%	70%	83%	71%	84%
male	75%	86%	74%	86%	78%	88%	76%	87%
not reported	78%	88%	80%	91%	82%	91%	82%	91%

- Success rates (72% to 73%) and retention rates (84% to 86%) have remained fairly constant in the four years of study.
- White students have the highest success and retention rates; Latino and African-American students' success is about twenty percentage points lower.
- Generally, the older the students, the higher the success and retention rates.
- Across all years of study, males have higher success (+5 to 8 percentage points) and retention rates (+3 to 5 percentage points) than females.

**Table 20. SAC Success and Retention in Academies (Fire and Criminal Justice) vs. Non-Academies**

	Academies								Non-Academies							
	2009-10 N=23552		2010-11 N=23898		2011-12 N=24726		2012-13 N=25929		2009-10 N=115275		2010-11 N=107110		2011-12 N=111606		2012-13 N=103127	
	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention
	98%	99%	98%	99%	98%	99%	98%	99%	67%	81%	66%	81%	69%	83%	67%	82%
<b>Ethnicity</b>																
Afr. American	99%	100%	97%	99%	97%	99%	97%	99%	59%	76%	59%	76%	62%	89%	61%	77%
Latino	96%	99%	96%	98%	96%	99%	96%	99%	62%	79%	61%	79%	64%	81%	63%	80%
Asian,Pac Islnder	98%	99%	98%	99%	97%	98%	97%	99%	75%	85%	75%	85%	76%	86%	77%	86%
White	98%	99%	98%	99%	98%	100%	98%	100%	76%	85%	73%	84%	81%	89%	75%	85%
Other	96%	99%	97%	99%	97%	99%	97%	99%	68%	82%	70%	83%	74%	85%	73%	83%
Decline to State	99%	100%	99%	100%	99%	99%	100%	100%	67%	82%	66%	82%	71%	85%	70%	83%
<b>Age</b>																
not reported	99%	100%	96%	98%	98%	100%	98%	99%	72%	85%	74%	88%	77%	88%	75%	88%
<=19	93%	98%	94%	97%	94%	98%	90%	97%	61%	80%	62%	81%	64%	83%	63%	82%
20-21	82%	96%	83%	92%	79%	95%	79%	93%	62%	79%	61%	79%	63%	81%	63%	80%
22-25	92%	97%	91%	96%	92%	98%	93%	98%	64%	78%	64%	79%	67%	81%	66%	80%
26-29	97%	99%	96%	99%	97%	99%	97%	99%	70%	81%	69%	81%	71%	82%	72%	83%
30-39	99%	100%	99%	100%	99%	100%	99%	100%	75%	85%	74%	83%	78%	86%	75%	84%
40-49	99%	100%	100%	100%	99%	99%	100%	100%	81%	88%	76%	85%	84%	90%	78%	86%
50+	100%	100%	100%	100%	99%	99%	100%	100%	78%	88%	75%	86%	84%	91%	78%	87%
<b>Gender</b>																
female	97%	99%	98%	99%	98%	99%	98%	99%	67%	81%	66%	81%	68%	82%	69%	82%
male	98%	99%	98%	99%	98%	99%	98%	99%	67%	81%	65%	81%	70%	84%	66%	81%
not reported	99%	100%	96%	98%	98%	100%	98%	99%	72%	85%	74%	88%	77%	88%	75%	88%

Academies (Fire and Criminal Justice) are identified by subject codes "FAC" and "CJA"

- Success rates and retention rates are high at 98% and 99% respectively for the academies; non-academies success rates are lower by about thirty percentage points and retention rates are lower by nearly twenty percentage points in the four years of study.
- There are minor differences among the ethnic groups in the academies; however, White and Asian students have significantly higher success and retention rates than do other ethnic subgroups in the non-academies coursework.
- Generally, the older the students, the higher the success and retention rates.
- Males and females have comparable success and retention rates for both the academies and non-academies subgroups.

**Table 21. SAC Success and Retention in Distance Education vs. Non-Distance Education**

	Distance Education								Non-Distance Education							
	2009-10 N=9288		2010-11 N=9711		2011-12 N=10458		2012-13 N=10142		2009-10 105987		2010-11 N=97399		2011-12 N=101148		2012-13 N=92985	
	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention
	54%	70%	54%	70%	54%	71%	57%	72%	68%	82%	67%	82%	71%	84%	68%	83%
<b>Ethnicity</b>																
Afr. American	42%	62%	39%	64%	44%	67%	41%	65%	62%	78%	63%	79%	65%	82%	65%	80%
Latino	45%	65%	47%	65%	49%	68%	52%	69%	63%	80%	63%	80%	65%	82%	64%	81%
Asian,Pac Islnder	63%	76%	62%	76%	61%	75%	65%	76%	77%	86%	76%	86%	78%	87%	79%	87%
White	61%	76%	62%	77%	61%	76%	65%	78%	78%	87%	75%	85%	84%	90%	77%	86%
Other	54%	71%	56%	71%	51%	69%	59%	75%	70%	83%	72%	85%	78%	88%	75%	85%
Decline to State	56%	71%	53%	70%	56%	73%	58%	73%	68%	83%	66%	83%	72%	86%	71%	84%
<b>Age</b>																
not reported	46%	62%	71%	90%	52%	80%	65%	92%	74%	86%	74%	87%	80%	89%	75%	88%
<=19	46%	68%	49%	67%	50%	72%	54%	73%	61%	81%	62%	82%	64%	83%	63%	82%
20-21	48%	66%	47%	67%	47%	68%	50%	68%	63%	80%	62%	80%	65%	82%	64%	81%
22-25	50%	69%	50%	69%	52%	70%	55%	70%	66%	80%	66%	80%	69%	82%	68%	82%
26-29	56%	71%	56%	72%	56%	72%	60%	75%	71%	82%	71%	83%	74%	84%	75%	84%
30-39	59%	74%	61%	74%	58%	73%	62%	76%	77%	86%	76%	85%	81%	88%	78%	86%
40-49	69%	79%	63%	74%	63%	75%	64%	76%	82%	89%	77%	86%	86%	91%	80%	88%
50+	64%	74%	68%	77%	69%	78%	66%	80%	79%	89%	76%	86%	86%	92%	79%	88%
<b>Gender</b>																
female	54%	71%	54%	70%	55%	71%	59%	73%	68%	82%	68%	82%	70%	84%	70%	83%
male	53%	70%	54%	70%	53%	71%	55%	71%	68%	82%	65%	82%	72%	85%	67%	82%
not reported	46%	63%	71%	90%	52%	80%	65%	92%	74%	86%	74%	87%	80%	89%	75%	88%

Distance Education is identified by "method of delivery" codes "DINT", "DINT2", and "ITV"

- Success rates and retention rates are lower for students enrolled in distance education courses than non-distance education coursework (10 to 15 percentage point differences).
- White and Asian students have significantly higher success and retention rates both distance education and non-distance education subgroups than do Latino and African-American students (10+ percentage points).
- Generally, the older the students, the higher the success and retention rates.

**Table 22. SAC Success and Retention in Basic Skills vs. Non-Basic Skills, 2009-2013**

	Basic Skills								Non-Basic Skills							
	2009-10 N=9647		2010-11 N=9413		2011-12 N=8925		2012-13 N=8165		2009-10 N=105628		2010-11 N=97697		2011-12 N=102681		2012-13 N=94962	
	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention
	58%	78%	57%	79%	61%	81%	62%	82%	67%	81%	66%	81%	70%	83%	68%	82%
<b>Ethnicity</b>																
Afr. American	45%	69%	53%	79%	51%	76%	48%	74%	60%	77%	59%	76%	63%	80%	62%	78%
Latino	53%	76%	52%	76%	55%	78%	57%	80%	63%	79%	62%	79%	65%	81%	64%	80%
Asian,Pac Islnder	76%	87%	76%	88%	80%	91%	82%	92%	75%	85%	75%	84%	76%	85%	76%	85%
White	56%	76%	57%	75%	61%	77%	67%	83%	76%	85%	73%	84%	81%	89%	75%	85%
Other	59%	78%	55%	81%	62%	82%	66%	82%	68%	82%	71%	83%	75%	85%	74%	83%
Decline to State	56%	81%	58%	81%	66%	84%	61%	79%	67%	82%	67%	82%	71%	85%	70%	83%
<b>Age</b>																
not reported	74%	87%	75%	90%	42%	92%	43%	64%	72%	85%	74%	88%	79%	88%	76%	89%
<=19	49%	77%	49%	77%	55%	79%	54%	79%	62%	81%	63%	82%	65%	87%	64%	82%
20-21	52%	76%	52%	77%	54%	78%	57%	79%	63%	79%	62%	79%	64%	81%	64%	80%
22-25	59%	78%	57%	77%	65%	82%	66%	83%	64%	78%	64%	79%	67%	81%	66%	80%
26-29	66%	80%	63%	79%	64%	79%	70%	83%	70%	81%	69%	81%	72%	83%	72%	82%
30-39	67%	79%	66%	80%	66%	81%	74%	84%	76%	85%	74%	84%	79%	87%	75%	84%
40-49	71%	83%	71%	83%	72%	84%	75%	86%	82%	89%	76%	85%	85%	90%	78%	86%
50+	74%	86%	74%	86%	78%	90%	77%	91%	79%	88%	76%	85%	85%	91%	78%	87%
<b>Gender</b>																
female	60%	80%	61%	81%	64%	82%	64%	83%	67%	81%	67%	81%	68%	82%	69%	82%
male	54%	76%	52%	76%	56%	79%	59%	81%	68%	82%	66%	81%	71%	84%	66%	81%
not reported	74%	87%	75%	90%	42%	92%	43%	64%	72%	84%	74%	88%	79%	88%	76%	89%

Basic Skills identified by subject/course associations in ITS based on college coding of basic skills

- Success rates and retention rates in basic skills courses are lower (57% to 62% success rates and 78% to 82% retention rates) than in non-basic skills coursework (66% to 70% in success rates and 81% to 83% retention rates). Basic skills course success rates have, however, increased four percentage points in the last four years vs. about one percentage point for non-basic skills rates and retention rates.
- In the basic skills subgroup, Asian students significantly outperform other groups; Both White and Asian students in the non-basic skills subgroup are generally about ten percentage points higher than Latino and African-American students for both success and retention.
- Females perform better than males in basic skills, and comparably to males in non-basic skills coursework.

**Table 23. Success and Retention in CTE vs. Non-CTE, 2009-2013**

	CTE								Non-CTE							
	2009-10 N=61230		2010-11 N=56209		2011-12 N=64226		2012-13 N=58193		2009-10 N=80182		2010-11 N=77132		2011-12 N=74504		2012-13 N=74110	
	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention	% Success	% Retention
	85%	91%	84%	91%	87%	93%	86%	92%	63%	79%	64%	80%	65%	81%	65%	81%
<b>Ethnicity</b>																
Afr-American	80%	87%	76%	86%	81%	90%	79%	88%	56%	75%	57%	75%	59%	78%	59%	76%
Latino	74%	86%	74%	86%	76%	87%	75%	86%	60%	78%	60%	78%	62%	80%	62%	79%
Asian, Pac Islander	81%	88%	80%	88%	83%	89%	83%	89%	75%	85%	75%	85%	75%	85%	76%	85%
White	91%	95%	90%	95%	93%	96%	92%	95%	68%	80%	68%	81%	69%	82%	72%	83%
Other	82%	90%	84%	93%	87%	93%	86%	92%	63%	79%	65%	80%	67%	81%	68%	79%
Decline to State	93%	96%	93%	97%	95%	97%	96%	98%	63%	80%	64%	81%	68%	83%	69%	83%
<b>Age</b>																
<=19	63%	81%	64%	84%	68%	85%	64%	83%	61%	80%	62%	81%	64%	82%	63%	82%
20-21	63%	80%	63%	81%	67%	82%	64%	80%	62%	79%	61%	79%	63%	80%	63%	80%
22-25	75%	85%	73%	85%	76%	86%	76%	86%	62%	77%	62%	78%	65%	80%	64%	79%
26-29	85%	91%	85%	91%	87%	93%	88%	93%	65%	78%	65%	79%	65%	79%	68%	80%
30-39	93%	96%	93%	95%	94%	96%	93%	96%	68%	80%	69%	81%	68%	81%	71%	81%
40-49	94%	97%	94%	96%	96%	98%	96%	97%	73%	83%	72%	82%	72%	83%	73%	83%
50+	91%	95%	92%	95%	95%	97%	94%	96%	73%	86%	73%	85%	73%	85%	76%	88%
<b>Gender</b>																
female	78%	87%	78%	87%	80%	88%	81%	89%	65%	80%	65%	80%	66%	81%	66%	81%
male	87%	93%	87%	93%	90%	95%	88%	93%	62%	79%	62%	79%	64%	80%	64%	80%
not reported	87%	94%	85%	95%	90%	95%	92%	96%	66%	80%	72%	85%	64%	83%	70%	86%

CTE identified by subject/course associations provided by ITS based on college-assigned coding

- Success rates and retention rates in CTE coursework are significantly higher than in non-CTE coursework (+20 percentage points for success rates and +10 percentage points for retention).
- White students significantly outperform students in other ethnic subgroups in CTE while Asian students outperform other ethnic subgroups in non-CTE courses.
- Males performed at higher rates than females in CTE coursework, but outcomes are reversed in non-CTE coursework.

**Table 24. SCE Student Demographics, 2010 – 2013**

	<b>2010-11 N=40013</b>	<b>2011-12 N=36348</b>	<b>2012-13 N=24292</b>
<b>Ethnicity</b>			
African-American	1%	1%	1%
Asian	7%	9%	8%
Latino	50%	72%	79%
White	4%	6%	3%
Other	1%	1%	1%
Not Reported	37%	10%	8%
<b>Age</b>			
<=19	17%	14%	12%
20-21	10%	11%	6%
22-25	14%	15%	13%
26-29	11%	10%	12%
30-39	20%	19%	23%
40-49	15%	16%	19%
50+	13%	14%	16%
<b>Gender</b>			
Female	51%	53%	54%
Male	48%	47%	46%
Not Reported	1%	0%	0%

NOTE: academic year includes summer, fall, and spring

- The largest proportions of students are Latinos.
- The proportion of students over 30 years of age have increased ten percentage points in the last three years (48% to 58%)
- There are more slightly more females than males.



**Table 25. SCE Offerings and FTES, 2010 - 2013**

	2010-2011	2011-2012	2012-2013
<b>Number of Offerings</b>	1749	1721	1457
<b>FTES</b>	5612	4922	4558

- In recent years, the state reduced the number of students funded. As a result, there has been a decrease in the number of non-credit offerings and full-time equivalent students (FTES).

**Table 26. Completion Rates, CASAS Learning Gains and Matriculation to Credit Program, 2010 - 2013**

	2010-2011	2011-2012	2012-2013
<b>Successful Course Completions</b>	11726	13767	13072
<b>CASAS Learning Gains</b>	15201	15280	16151
<b>Matriculation from Non-Credit to Credit Program</b>	716	655	801

*Note: (1) Prior to 2010 - 2011, only two programs reported grades. Since then, a policy change required all departments to issue and report final grades to better track students' successful completion of offerings required for certificates of completion. (2) The acronym CASAS is for Comprehensive Adult Student Assessment System which is an assessment tool used in California to measure gains in student learning as measured a gain of three to five points comparing a pre-test and post test. A learning gain is also captured when a student earns a high school diploma, GED, or U.S. Citizenship. In addition, there are other assessments in which a learning gain can be captured through the English Language (EL) Civics program. Through EL Civics, students demonstrate that they have achieved competence in performing a civic task, such as writing to a legislator, participating in a city council meeting, visiting the post office or library, etc.*

- The number of successful completions of non-credit offerings has increased despite the slight reduction in the number of offerings.
- CASAS learning gains continue to increase in the last three years.
- The number of students who matriculate to credit coursework from the School of Continuing Education to college credit coursework increased 12 percentage points.

**Table 27. SCE Awards, 2010 - 2013**

Type of Award	2010-2011	2011-2012	2012-2013
<b>High School Diploma</b>	168	144	211
<b>Certificates of Program Completion</b>	434	2306	1462
<b>General Education Development (GED)</b>	35	20	60

*Note: California transitioned to a standardized grading system in 2011-2012. This change resulted in the identification of a greater number of course/program completions.*

- Awards of high school diplomas and general education development certificates rebound in the over the three-year period.
- Awards of program completion certificates increased dramatically in 2011-2012 due to college's effort to develop new program certificates and approval from the Chancellor's Office; however, it is expected that the number of certificates awarded will stabilize overtime.

**Table 28. SAC Credit Full-time Equivalent Students (FTES), 2008-2009 to 2012-2013**

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Full-time Equivalent Students	15,888	15,780	16,239	14,501	15,376

*Note: The measure of full-time equivalent students (FTES) is the method by which RSCCD reports student information to the state and consequently is the basis for allocations from the state to RSCCD.*

- College credit FTES increased 17 percentage points in the first three years of this 5-year snapshot, dropped sharply in 2011-12, and is starting to recover.

**Table 29. SAC Degrees and Certificates Awarded, 2008-2009 to 2012-2013**

	2008-09	2009-10	2010-11	2011-12	2012-13
AA/AS Degrees	1,294	1,322	1,445	1,503	1,702
Certificates	524	1,094	1,206	1,298	1,303

- The number of associate degrees awarded continues to increase.
- The number of certificates awarded more than doubled, from 524 in 2008-09 to 1,303 in 2012-13.

**Table 30. SAC Transfers to Universities, 2008-2009 to 2012-2013**

	2008-09	2009-10	2010-11	2011-12	2012-13
CSU	939	985	1,196	1,212	1,108
UC	234	198	240	196	210
Private/Out-of-State	359	578	660	821	898
<b>Total</b>	<b>1,530</b>	<b>1,761</b>	<b>2,096</b>	<b>2,229</b>	<b>2,276</b>

*Note: The number of students who transfer in any year is contingent on both student readiness to transfer and the capacity of the universities to accept transfers.*

- The number of students who transfer to CSU and private universities has increased dramatically over the past five years while the number of students who transfer to UC has remained relatively consistent.

Tab 2 ORGANIZATION OF THE SELF EVALUATION REPORT



# Organization of the Self Evaluation Report

Planning Phase

Participants in the Self Evaluation Process

Timeline and Activity Matrix for the Self Evaluation Report 2012-2014

## ORGANIZATION OF THE SELF EVALUATION REPORT

### PLANNING PHASE

In January of 2009, the Coordinator of Institutional Effectiveness and Assessment was appointed by the President of Santa Ana College (SAC) to serve as the accreditation co-chair as well as the Accreditation Liaison Officer. The planning for the Self Evaluation Report began with a meeting of the Vice President of Academic Affairs, and the members of the Institutional Effectiveness and Assessment Committee (IE&A). In this preliminary meeting, a process was devised to appoint co-chairs of the standards for the Self Evaluation Report of Educational Quality and Institutional Effectiveness. It was also determined that the IE&A Committee, the then-planning coordinating committee of the college, would serve as the Oversight Committee. IE&A was co- chaired by the Vice President of Academic Affairs and the IE&A Coordinator, with members including the Vice President of Student Services, the Vice President of Administrative Services, the Interim Vice President of the School of Continuing Education (now permanent), the Dean of Science, Mathematics and Health Sciences, the Academic Senate President, the Academic Senate Past President, two Classified CSEA staff members, the RSCCD Director of Research, and a student.

The Accreditation Oversight Committee served to plan and initiate the self evaluation process and develop an interim organizational chart and timeline as follows:

- The IE&A Committee, in its role as the Accreditation Oversight Committee, created timelines and ascertained that timelines were followed, documents collected and all stakeholders well informed of processes and outcomes. Most administrators of the IE&A Committee serve on the SAC President's Cabinet and other participatory governance committees; faculty and classified staff on the committee serve in Academic Senate and/or participatory governance leadership roles. As such, members of the IE&A also attended the District Human Resources Committee, the District Facility Planning Committee, the District Technology Advisory Group (TAG), and the Planning and Organizational Effectiveness Committee (POE), which receives all district plans and has an ongoing item on the agenda to address the *Accreditation Report*. In addition, the IE&A was a consensus group. The faculty co-chair of IE&A, who also serves as the co-chair of the District POE and serves as the SAC Accreditation Liaison Officer (ALO), continually conferred with the Vice President of Academic Affairs and the President of Santa Ana College. The ALO of SAC and the ALO of Santiago Canyon College conferred on issues of common concern between the two colleges.

All planning documents were approved by the College Council and the Academic Senate.

In spring 2014, the IE&A Committee was deleted from the participatory governance structure of the college, and the Standards Co-chairs group became the Oversight Committee, with the Vice President of Academic Affairs and the ALO as co-chairs. The Vice President of Academic Affairs, who serves on College Council, made regular reports. The ALO was invited to College Council and to President's Cabinet to make reports as needed.

The ALO also continued to serve as co-chair of the District POE with the Executive Vice-Chancellor of Educational Services and Human Resources in 2013-14. All District governance co-chairs serve on District Council, so the ALO, in the capacity as co-chair of POE, served on District Council for 2013-14. All information from District Council was shared with the Vice President of Academic Affairs regularly.

## **PARTICIPANTS OF THE SELF EVALUATION PROCESS AND TIMELINES**



**Santa Ana College**

1530 West 17th Street, Santa Ana, California 92706 (714) 564-6000

The Oversight Committee met regularly throughout the process. Standards teams were formed and met regularly as well. Meetings with all the standards co-chairs were held monthly. As the process of writing progressed, members of the Oversight Committee held full-day meetings with appointments for individual sub-standard co-chairs who had a chance to ask questions about drafts and receive guidance about the drafts as well as the documents needed for the standard. Meetings with the full Steering Committee were interspersed with these meetings. As of spring 2014, College Council deleted the IE&A Committee from the participatory governance structure, and the standards co-chairs committee served as the Oversight Committee.

**Table 31. Participants of the Self Evaluation Process**

<b>Accreditation Oversight Committee: Institutional Effectiveness and Assessment Committee Members (up to S14); Standard Co-Chairs served as Oversight Committee S14</b>		
<b>IE&amp;A Co-Chairs: Linda Rose, Ed.D., Vice President Academic Affairs</b>		
<b>Bonita Jaros, Ph.D, Accreditation Liaison Officer</b>		
<b>Members: Cher Carrera, Ed.D., Michael Collins, Ed.D., Jonathan DeLaMora, Raymond Hicks, James Kennedy, Sara Lundquist, Ph.D., Nga Pham, Denise Phillips, John Zarske</b>		
<b>STANDARDS CO-CHAIRS</b>	<b>PARTICIPATORY GOVERNANCE</b>	<b>STANDARDS TEAMS MEMBERSHIP</b>
<b>Standard I: Institutional Mission and Effectiveness</b> <ul style="list-style-type: none"> <li>• Jim Kennedy (A,B)</li> <li>• Gina Giroux, D.N.Sc. (A)</li> <li>• Elliott Jones, D.M.A. (B)</li> </ul>	IE&A	IA <ul style="list-style-type: none"> <li>• Adrian Benitez (student)</li> <li>• Mike Everett</li> <li>• Irene Glomba</li> <li>• Elva Negrete</li> <li>• Mary Steckler</li> </ul> IB <ul style="list-style-type: none"> <li>• Tom Andrews</li> <li>• Irene Glomba</li> <li>• Sylvia Gordon</li> <li>• Becky Haglund</li> <li>• Mary Huebsch</li> <li>• Rob Jenkins</li> <li>• Nilo Lipiz</li> <li>• Rita Mitzner</li> <li>• JoAnn Nick</li> <li>• Sergio Sotelo, Ph.D.</li> </ul>
<b>Standard II: Student Learning Programs and Services</b> <ul style="list-style-type: none"> <li>A. Instructional Programs               <ul style="list-style-type: none"> <li>• Bart Hoffman/ Cher Carrera, Ed.D.</li> <li>• Monica Porter</li> </ul> </li> <li>B. Student Support Services               <ul style="list-style-type: none"> <li>• Lilia Tanakeyowma, Ed.D.</li> <li>• Monica Collins</li> </ul> </li> </ul>	A. C&I Council; TLC B. Student Success Committee C. C&I; TLC	IIA <ul style="list-style-type: none"> <li>• Yuri Betancourt</li> <li>• Matthew Beyersdorf</li> <li>• Daria Estrada-Smith</li> <li>• Suzanne Freeman</li> <li>• Sue Garnett</li> <li>• Maria Gil</li> <li>• Henry Kim</li> <li>• Cherylee Kushida</li> <li>• Lance Lockwood</li> </ul>

<p>C. Library and Learning Support Services</p> <ul style="list-style-type: none"> <li>• Shelly Jaffray</li> <li>• Yolanda Garcia</li> </ul>		<ul style="list-style-type: none"> <li>• Phil Marquez</li> <li>• Gwen Morgan-Beazell</li> <li>• Kristin Robinson, J.D.</li> <li>• Kris Ross</li> <li>• Sara Salas</li> <li>• Irene Soriano, Ph.D. (Sabb. S14)</li> <li>• Sylvia Turner (ret. 6/13)</li> <li>• Terri Wann</li> </ul> <p>IIB</p> <ul style="list-style-type: none"> <li>• Micki Bryant, Ph.D.</li> <li>• Bea Cain</li> <li>• Carl Jaeger</li> <li>• Robert Manson</li> <li>• Daniel Marquez</li> <li>• Loy Nashua</li> <li>• Pilar Traslavina</li> <li>• Cristopher Truong</li> <li>• Brian Sos, Ph.D.</li> <li>• Julia Vercelli</li> </ul> <p>IIC</p> <ul style="list-style-type: none"> <li>• Dalva Dwyer</li> <li>• Vanessa Forwood (student)</li> <li>• Anya Franklin</li> <li>• Melanie Mowrer</li> <li>• Michael Nguyen</li> <li>• Leo Salgado (student)</li> <li>• Sally Scoggin</li> <li>• George Sweeney, Ph.D.</li> <li>• Kathy Walzcak</li> <li>• Nell Yang</li> </ul>
<p><b>Standard III: Resources</b></p> <p>A. Human Resources</p> <ul style="list-style-type: none"> <li>• Becky Miller</li> <li>• Madeline Grant</li> </ul> <p>B. Physical Resources</p> <ul style="list-style-type: none"> <li>• Michael Collins, Ed.D.</li> <li>• John Zarske</li> </ul> <p>C. Technology Resources</p> <ul style="list-style-type: none"> <li>• Allen Dooley, Ed.D.</li> <li>• Susan Gaer</li> <li>• Cherylee Kushida (DE)</li> </ul> <p>D. Financial Resources</p> <ul style="list-style-type: none"> <li>• Michael Collins, Ed.D.</li> <li>• Raymond Hicks</li> </ul>	<p>A. IE&amp;A</p> <p>B. Facilities Committee; Environmental Workgroup</p> <p>C. SACTAC</p> <p>D. Planning and Budget Committee</p>	<p>IIIA</p> <ul style="list-style-type: none"> <li>• Andy Gonis</li> <li>• Janet Grunbaum</li> <li>• Dena Montiel</li> <li>• Mila Paunovic</li> <li>• Karen Rivera</li> <li>• Sean Small</li> <li>• Gabriel Shweiri</li> </ul> <p>III B</p> <ul style="list-style-type: none"> <li>• Zack Fish, Ph.D.</li> <li>• Ron Jones</li> <li>• Dietrich Kanzler</li> <li>• Jim Kennedy</li> <li>• Eve Kikawa</li> <li>• Kimo Morris, Ph.D.</li> <li>• Kathleen Takahashi, Ph.D.</li> </ul> <p>IIIC</p> <ul style="list-style-type: none"> <li>• Omar Chaudhry (student)</li> <li>• Mirela Dorin</li> <li>• KC Huynh, Pharm.D.</li> <li>• Jose Lopez-Mercedes,</li> </ul>

		adjunct faculty <ul style="list-style-type: none"> <li>• Bruce Nichols</li> <li>• Nick Quach</li> <li>• Yethzi Rodriguez, student</li> <li>•</li> </ul> IIID <ul style="list-style-type: none"> <li>• Esmeralda Abejar</li> <li>• Raymond Hicks</li> <li>• Michael Kelcher</li> </ul>
<b>Standard IV: Leadership and Governance</b> <ul style="list-style-type: none"> <li>A. Decision-Making Roles and Processes             <ul style="list-style-type: none"> <li>• Avie Bridges/Don Mahany</li> <li>• Rick Manzano, J.D.</li> </ul> </li> <li>B. Board and Administrative Organization             <ul style="list-style-type: none"> <li>• Sara Lundquist, Ph.D.</li> <li>• Jeff McMillan, Ph.D.</li> </ul> </li> </ul>	A. College Council B. Academic Senate C. IE&A	IVA <ul style="list-style-type: none"> <li>• Kyla Benson</li> <li>• Mary Castellanos Ph.D.</li> <li>• Crystal Jenkins</li> <li>• Michele Parolise</li> <li>• Denise Phillips</li> <li>• Cynthia Strickler (student)</li> </ul> IVB <ul style="list-style-type: none"> <li>• Jodi Coffman, Ed.D.</li> <li>• Claire Coyne</li> <li>• Jarek Janio, Ph.D.</li> <li>• Marilou Morris</li> <li>• Angelina Veyna</li> </ul>
<b>Notes:</b> VPAA and ALO discuss role of participatory governance committees  <b>Editing Team:</b> Shelly Jaffray, Dean Humanities & Social Sciences; Bonita Jaros, Ph.D., ALO; Linda Rose, Ed.D., VP Academic Affairs <b>Document Preparation:</b> Nell Yang		

bnj&lr/05-13-13; rev 03-12-14; rev 05-09-14



**Table 32. Timeline and Activity Matrix for the Self Evaluation Report 2012-2014**

Timeline	Team	Activity	Status
*Phase I  October 2012	Linda Rose, Ed.D., VPAA Bonita Jaros, Ph.D., ALO	<ul style="list-style-type: none"> <li>• Establish weekly schedule to discuss and coordinate Accreditation activities</li> <li>• Participate in ACCJC Self Evaluation Workshop at San Bernardino Valley College</li> <li>• Send Status Report for SLO Implementation to ACCJC and distributed to college community and BOT</li> <li>• Distribute revised college Planning/Budget Calendar to SAC Budget and Planning Committee</li> <li>• Participate in first meeting of District Planning and Organizational Effectiveness Committee</li> <li>• Organize ACCJC information for IE&amp;A Committee meeting in November 2012</li> <li>• Organize materials for Accreditation <i>training workshop in December 2012.</i></li> <li>• Distribute <i>Program Review Handbook for Instructional Programs</i> to college community</li> <li>• Distribute Chancellor's Office report of Fiscal Review of City College of San Francisco</li> </ul>	<ul style="list-style-type: none"> <li>✓ Schedule Completed</li> <li>✓ ALO; VPAA Attended workshop</li> <li>✓ SLO Status Report submitted to ACCJC and distributed to BOT and SAC constituents</li> <li>✓ ALO designated at co-chair of <i>District Planning and Organizational Effectiveness Committee</i></li> </ul>



November 2012	VPAA; ALO; IE&A Committee	<ul style="list-style-type: none"> <li>• Review information from District Planning and Organizational Effectiveness Committee (POE)</li> <li>• Distribute participant list from <i>Mid-Cycle Planning Retreat</i> of March 2012 to IE&amp;A Committee</li> <li>• Discuss IE&amp;A's role as the Accreditation Oversight Committee (AOC)</li> </ul>	<ul style="list-style-type: none"> <li>✓ IE&amp;A approved alignment of Timeline of SAC Planning and Budget Calendar with District Budget Calendar</li> <li>✓ IE&amp;A recommended forwarding revised P&amp;B Calendar to the SAC Planning &amp; Budget Committee</li> <li>✓ IE&amp;A approved role as <i>Accreditation Oversight Committee</i></li> <li>✓ Information provided to IE&amp;A Committee</li> <li>✓ Distributed <i>Program Review Handbook for Instructional Programs</i> to campus community</li> <li>✓ Distributed Chancellor's Office report on <i>Fiscal Review of City College of San Francisco</i></li> </ul>
December 2012	VPAA; ALO; Erlinda Martinez, Ed.D., President	<ul style="list-style-type: none"> <li>• Facilitate Accreditation Training Workshop</li> <li>• Solicit feedback from Workshop participants</li> <li>• Confer with President Martinez to establish committee structure for Self Evaluation activities</li> <li>• Appoint standards committee chairs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Training Workshop 12/07/12</li> <li>✓ Committee structure established</li> </ul>
January 2013	VPAA; ALO Accreditation Oversight Committee	<ul style="list-style-type: none"> <li>• Review EMP for committee review</li> <li>• Review and create materials for Standards Committee chairs and team members (e.g., templates)</li> <li>• Confirm members of standards and sub-standards committees</li> </ul>	<ul style="list-style-type: none"> <li>✓ IE&amp;A in role of Accreditation Oversight (AOC)</li> <li>✓ Commenced review of EMP</li> <li>✓ Support materials for Standards Committees disseminated</li> </ul>
February 2013	Accreditation Oversight Committee VPAA; ALO Standards Committee Chairs	<ul style="list-style-type: none"> <li>• Process begins!</li> <li>• IE&amp;A Committee in the role of Accreditation Oversight Committee meets bi-monthly</li> <li>• Review EMP</li> <li>• Standards chairs call meeting and establish regular meeting schedule</li> <li>• Committees review their respective standards <ul style="list-style-type: none"> <li>• ACCJC ALO Training Workshop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Accreditation Oversight Committee meets bimonthly</li> <li>✓ Ongoing review of EMP</li> <li>✓ Regular meeting schedule established</li> <li>✓ Standards review ACCJC documents</li> <li>✓ ALO attended Training Workshop Chaffey College 02-22-13</li> </ul>

March 2013	Standards Committees AOC; ALO; VPAA	<ul style="list-style-type: none"> <li>• Conduct Training Workshop for Standards Chairs and standards committee members</li> <li>• Committees commence work to develop descriptive summary and gather evidence</li> <li>• Standards Committees meet, collect data and evidentiary documents</li> <li>• AOC reviews progress</li> </ul>	<ul style="list-style-type: none"> <li>✓ Training workshop for Standards Chairs held 03-01-13</li> <li>✓ Committees commenced work on gathering evidence for descriptive summary</li> <li>✓ Writing templates disseminated to standards committee chairs</li> </ul>
April 2013	Standards Teams AOC; ALO; VPAA	<ul style="list-style-type: none"> <li>• Standards Committee teams meet, collect data and evidentiary documents</li> <li>• Writing templates distributed to teams by stands committee chairs</li> <li>• AOC reviews progress</li> <li>• ALO &amp; VPAA meet with Standards Chairs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Teams meet and utilize templates (ongoing)</li> <li>✓ ALO &amp; VPAA meet with standards chairs as requested (ongoing)</li> </ul>
May 2013	Standards Teams AOC; ALO; VPAA	<ul style="list-style-type: none"> <li>• Developed website for accreditation</li> <li>• Begin transition of documents to SharePoint</li> <li>• Teams review past ACCJC Team Recommendations and internal <i>actionable improvement plans</i> from the 2008 Self Study and develop supporting evidence of completion</li> </ul>	<ul style="list-style-type: none"> <li>✓ Website developed</li> <li>Transition of documents to SharePoint is ongoing</li> <li>✓ Teams have not completed review of responses to previous teams recommendations</li> </ul>
June 2013	Standards Teams AOC; ALO; VPAA	<ul style="list-style-type: none"> <li>• Committees continue to meet and review progress and to collect evidentiary documents in support of narrative section</li> <li>• Committees continue review of ACCJC Team Recommendations and actionable improvement plans from the 2008 Self Study</li> </ul>	<ul style="list-style-type: none"> <li>✓ Some Standard Teams met during June to establish their timeline for developing a written response to their standards and collect evidence</li> </ul>

July 2013	Standards Teams AOC; ALO; VPAA	<ul style="list-style-type: none"> <li>• Committees continue to meet and review progress</li> <li>• Team chairs continue gathering evidentiary documents to support narrative section</li> <li>• VPAA and ALO continue to meet with standards chairs as appropriate</li> <li>• Prepare Accreditation page on SharePoint</li> </ul>	<ul style="list-style-type: none"> <li>✓ Some Standard Teams continued to meet.</li> <li>✓ SAC accreditation page developed and review is ongoing to ensure accuracy of data uploaded to the site</li> </ul>
August 2013	Standards Teams AOC; ALO; VPAA; College President	<ul style="list-style-type: none"> <li>• College-wide Convocation</li> <li>• Provide guidelines for developing draft of Standards Reports</li> </ul>	<ul style="list-style-type: none"> <li>✓ During President Martinez's fall Convocation address, she mentioned the progress thus far in our self-evaluation process.</li> <li>✓ Guidelines provided to Team Chairs and co-chairs</li> </ul>
<b>Phase 2*</b> September 2013	Standards Teams AOC; ALO; VPAA	<ul style="list-style-type: none"> <li>• College-wide Accreditation meeting to review progress on evidence gathering September 6, 2013</li> <li>• First draft of standards team reports due to AOC middle of September</li> <li>• Develop rubric for Mission Statement review</li> <li>• Develop rubric for planning documents</li> <li>• ALO presentation to BOT September 23, 2013</li> </ul>	<ul style="list-style-type: none"> <li>✓ Completed</li> <li>✓ Some Teams have completed a rough first draft of their Standards Information received from the following standard teams II.B; II.C; III.A; IV.A, IV.B; I—Eligibility Requirements</li> <li>✓ Rubric for Mission statement review not completed</li> <li>✓ Rubric for evaluation of planning documents not completed</li> <li>✓ ALO presentation to BOT completed</li> </ul>
October 2013	Standards Teams AOC; ALO; VPAA	<ul style="list-style-type: none"> <li>• AOC reviews first draft of standards team reports</li> <li>• Ongoing accreditation activities include: evidence gathering, draft revision</li> <li>• Provide guidelines for organization of evidence (electronically and in hard copy)</li> <li>• Accreditation meeting for team chairs to review progress October 18, 2013</li> </ul>	<ul style="list-style-type: none"> <li>✓ As this update is being written (October 2013) we are eagerly awaiting documents from all teams</li> <li>✓ Meeting for team chairs completed</li> </ul>

November 2013	Standards Teams AOC; ALO; VPAA	<ul style="list-style-type: none"> <li>• Accreditation meeting for team chairs to review progress November 8, 2013</li> <li>• Teams organize evidence in folders (hard copy) and electronically on SharePoint</li> <li>• Draft narrative response as it relates to past recommendations due (was initially due July 2013)</li> <li>• Develop introduction and begin organization of written Self-Evaluation Report.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Co-chairs meeting; VPAA sent email to co-chairs reminding them of the timeline exigencies</li> <li>✓ Evidence gathering is in progress and being posted on <a href="http://teams.rscdd.edu/sac/Accreditation/SitePages/Home.aspx">http://teams.rscdd.edu/sac/Accreditation/SitePages/Home.aspx</a></li> <li>✓ Discussion occurred to clarify each standard's role in the responses to recommendations</li> <li>✓ Shell and format for Introductory elements completed; draft of several sections completed</li> </ul>
December 2013	President, Standards Teams, AOC; ALO; VPAA	<ul style="list-style-type: none"> <li>• Second draft of standards team reports due to AOC by 12/5</li> <li>• Accreditation meeting for team chairs to review drafts 12/06</li> <li>• Develop Actionable Improvement Plans</li> <li>• Conduct college-wide open accreditation forum to discuss progress 12/13/13</li> <li>• ALO and VPAA begin preparation of Introduction Sections of Self Evaluation Report</li> </ul>	<ul style="list-style-type: none"> <li>✓ Some drafts completed; inconsistent response</li> <li>✓ Discussion at co-chairs meeting about drafts and actionable improvement plans</li> <li>✓ Plans need more focus; some plans completed</li> <li>✓ Dr. Martinez led a college-wide forum</li> <li>✓ This is ongoing</li> </ul>
<b>Phase 3*</b> January 2014	VPAA, ALO, Standards Co-chairs and Teams	<ul style="list-style-type: none"> <li>• Completed draft of standards teams report due 1/17</li> <li>• ALO and VPAA begin synthesis of all standards of Self Evaluation Report into one document</li> <li>• Drafts redistributed to standards co-chairs for review 1/31</li> </ul>	<ul style="list-style-type: none"> <li>✓ All drafts received; IIA incomplete</li> <li>✓ This is deferred to February 2014</li> <li>✓ Feedback on individual drafts sent to co-chairs between 1/17-1/21</li> </ul>
February 2014	AOC, VPAA, ALO, Standards Co-chairs	<ul style="list-style-type: none"> <li>• Comments regarding drafts due back to VPAA and ALO 2/7</li> <li>• VPAA &amp; ALO review 2/7 version of Self Evaluation Report and synthesize report by 2/28</li> <li>• Self Evaluation Report sent to standards team</li> </ul>	<ul style="list-style-type: none"> <li>✓ Comments reviewed and utilized to enhance drafts</li> <li>✓ Feedback on individual drafts sent to co-chairs</li> <li>✓ Status Report of drafts prepared by ALO; not all reports ready for final review</li> </ul>

		<p>chairs for final review 2/18; due back to ALO and VPAA 2/25</p> <ul style="list-style-type: none"> <li>• VPAA attends ACCJC ALO Conference</li> <li>• Standards team chairs meeting to discuss draft report 2/28</li> <li>• VPAA, ALO and team attend ACCJC Assessment Conference on 2/28</li> </ul>	<ul style="list-style-type: none"> <li>✓ VPAA attended ACCJC ALO Conference at Rio Hondo College</li> <li>✓ Standards team chairs meeting deferred to 3/6; VPAA, ALO, Dean Hum. &amp; Soc. Sci., Chair English Dept and Chair Kinesiology Division attended ACCJC Assessment Conference at Mira Costa College</li> </ul>
Phase 4* March 2014	President, AOC, VPAA, ALO Participatory Governance Committees; Academic Senate	<ul style="list-style-type: none"> <li>• First reading committee review of synthesized Self Evaluation Report</li> <li>• Send Classified Staff Communication Survey out 3/18</li> <li>• VPAA &amp; ALO meet with Standard II.A, II.B &amp; II.C 3/19</li> <li>• College-wide accreditation forum 3/21 to discuss report and actionable improvement plans</li> <li>• VPAA &amp; ALO work on Introduction Sections</li> </ul>	<ul style="list-style-type: none"> <li>✓ VPAA and ALO discussed content and format of drafts at Standard team co-chairs meeting 3/6</li> <li>✓ VPAA &amp; ALO met with Standards Teams of standard II 3/19</li> <li>✓ Communication Survey sent to Classified Staff</li> <li>✓ College-wide Accreditation forum led by President Martinez 3/21</li> <li>✓ VPAA &amp; ALO work on Introductory Sections</li> </ul>
April 2014	President, AOC, VPAA, ALO Participatory Governance Committees; Academic Senate	<ul style="list-style-type: none"> <li>• Final draft completed and sent to ALO &amp; VPAA 4/4</li> <li>• ALO, VPAA &amp; editing team conduct editing process 4/4</li> <li>• VPAA &amp; ALO conduct meetings with Standards Co-chairs through May 30, 2014.</li> <li>• Integrated Self Evaluation Report draft finalized for dissemination to participatory governance committees and college community</li> <li>• ALO and VPAA complete revision/editing process of Self Evaluation Report end of April</li> <li>• Report submitted to President Martinez 4/30 for College Council distribution</li> </ul>	<ul style="list-style-type: none"> <li>✓ Final drafts received</li> <li>✓ Revision process commences by editing team</li> <li>✓ Document preparation commences</li> <li>✓ VPAA and ALO conduct special meetings with Standards Co-chairs</li> <li>✓ Draft submitted for initial review</li> <li>➤ Revision process continues</li> <li>✓ Report submitted to President Martinez</li> </ul>

Phase 5* May 2014	President, VPAA, ALO	<ul style="list-style-type: none"> <li>College Council reviews Report 5/14</li> <li>Final draft is sent to BOT docket 5/20 for first reading 5/27</li> <li>VPAA &amp; ALO work with standards team chairs to organize documents on website and in physical format (ongoing through September)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Report reviewed by College Council</li> <li>✓ Draft sent to BOT for first reading</li> <li>✓ Editing team continues to word</li> <li>✓ Document preparation ongoing</li> <li>➤ Organization for website deferred</li> </ul>
June 2014	BOT; VPAA, ALO, Dean, HSS, Librarian; Dean, Business	<ul style="list-style-type: none"> <li>BOT approval of Self Evaluation Report: first reading 05-27-14; second reading 06-09-14</li> <li>Editing work completed</li> <li>Report prepared for printing</li> <li>Website migration from private to public site</li> </ul>	<ul style="list-style-type: none"> <li>✓ BOT conducts first reading 05-27-14</li> <li>✓ BOT approves report 06-09-14</li> <li>✓ Editing Work completed</li> <li>✓ Report prepared for printer</li> <li>✓ SharePoint Website migration from private teams.rscdd.edu site to sac.edu public site conducted</li> </ul>
July 2014	APAA & ALO College President	<ul style="list-style-type: none"> <li><i>Self Evaluation Report of Educational Quality and Institutional Effectiveness</i> sent to ACCJC</li> </ul>	<ul style="list-style-type: none"> <li>✓ Self Evaluation Report sent to ACCJC</li> <li>✓ Preparation for Comprehensive External Evaluation Team Visit logistics commenced</li> </ul>
August- September 2014	College President, VPAA, ALO	<ul style="list-style-type: none"> <li>College-wide briefing to prepare for External Evaluation Visit 9/26</li> <li>VPAA &amp; ALO make arrangements and complete logistics for Comprehensive Team Visit</li> </ul>	<ul style="list-style-type: none"> <li>✓ College-wide briefing</li> <li>✓ Logistics for Comprehensive Team Visit completed</li> </ul>
October 2014	Entire College Community	<ul style="list-style-type: none"> <li><i>Comprehensive External Evaluation Team Site Visit</i> October 6-9, 2014</li> </ul>	

lr&bnj rev.10-16-13; rev. 12-04-13; 12-11-13; 02-05-14; 03-20-14;05-14-14; 06-15-14

\*Notes

Phase 1: Evidence Gathering and Drafting Response to Standards

Phase 2: Organize evidence and revise response to ACCJC Standards  
Develop Actionable Improvement Plans

Phase 3: Write Introductions for Standard Sections  
AOC Aggregates sections of Self Evaluation Report

Phase 4: Final Edits and Institution-wide review

Phase 5: Board Approval process; Printing; submittal to ACCJC; Distribution to Campus Community

**Tab 3: Organization of the Institution**



# **Organization of the Institution**

**Rancho Santiago Community College District**

**Santa Ana College**

**RSCCD Functions mapping: RSCCD and Santa Ana College**

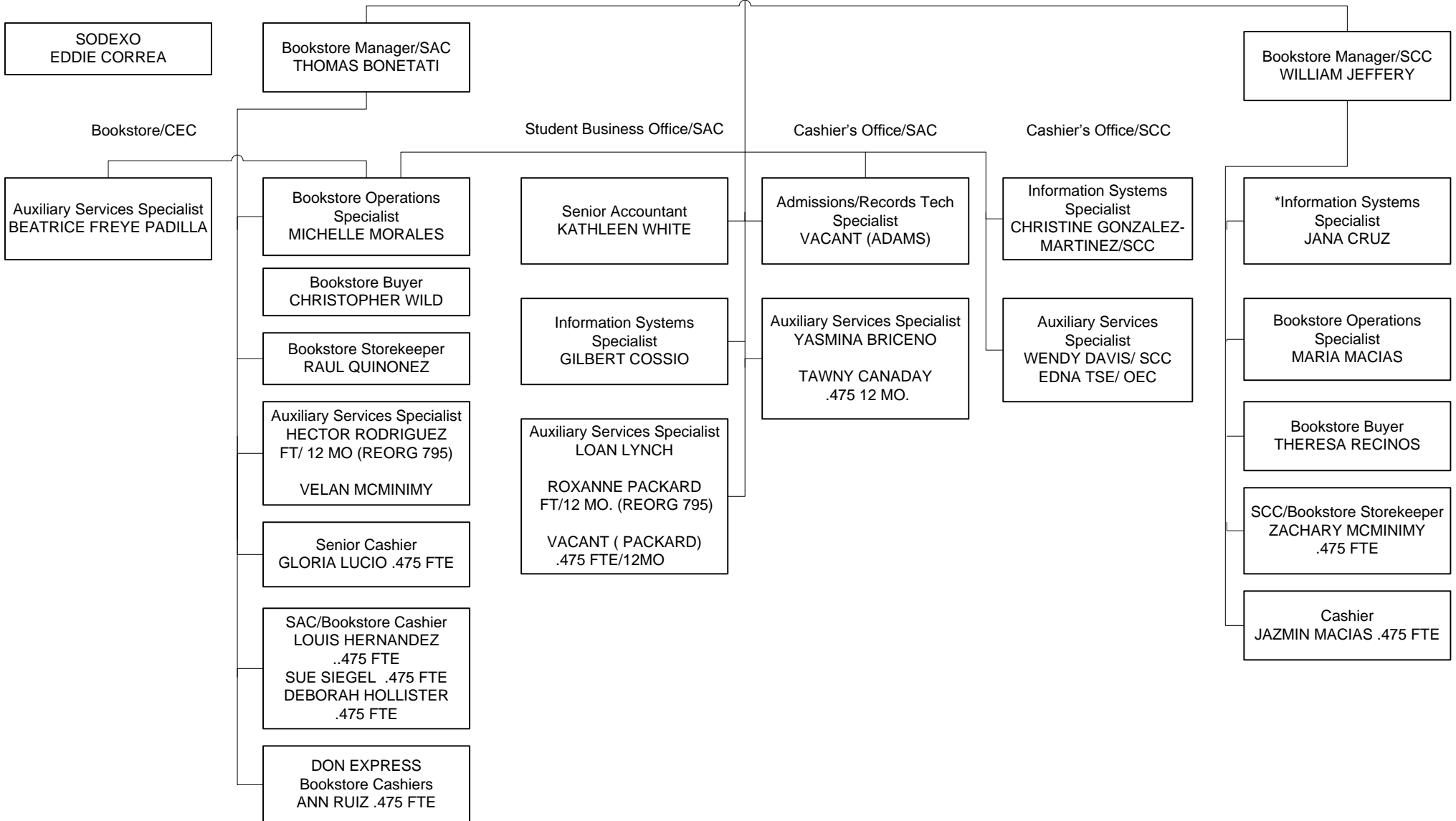
**RSCCD/College Function/Mapping of Responsibilities**



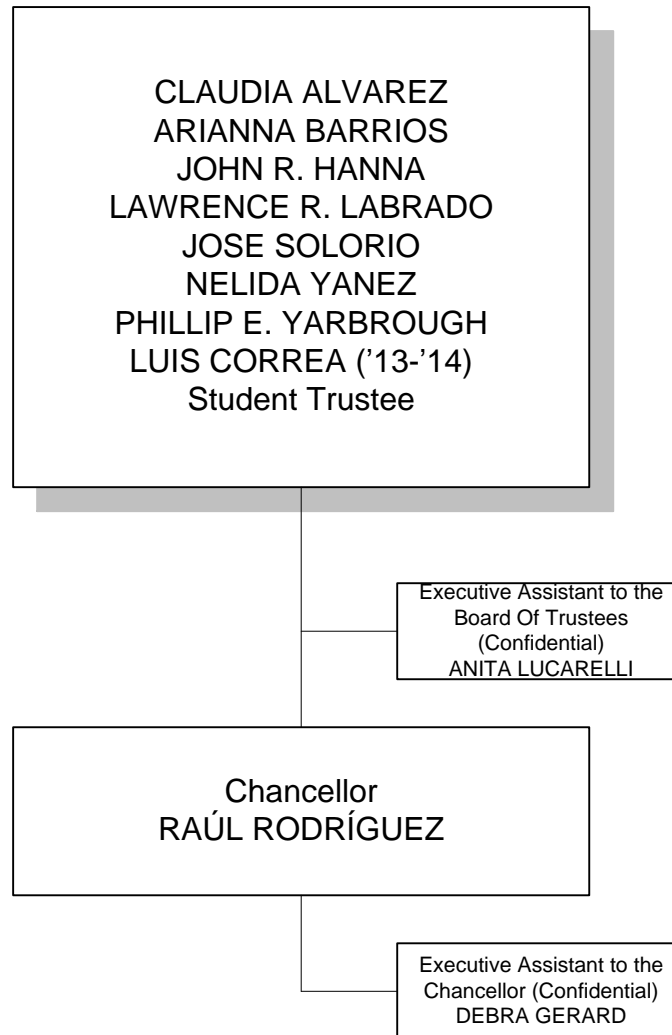


# Rancho Santiago Community College District BUSINESS OPERATIONS AND FISCAL SERVICES AUXILIARY SERVICES

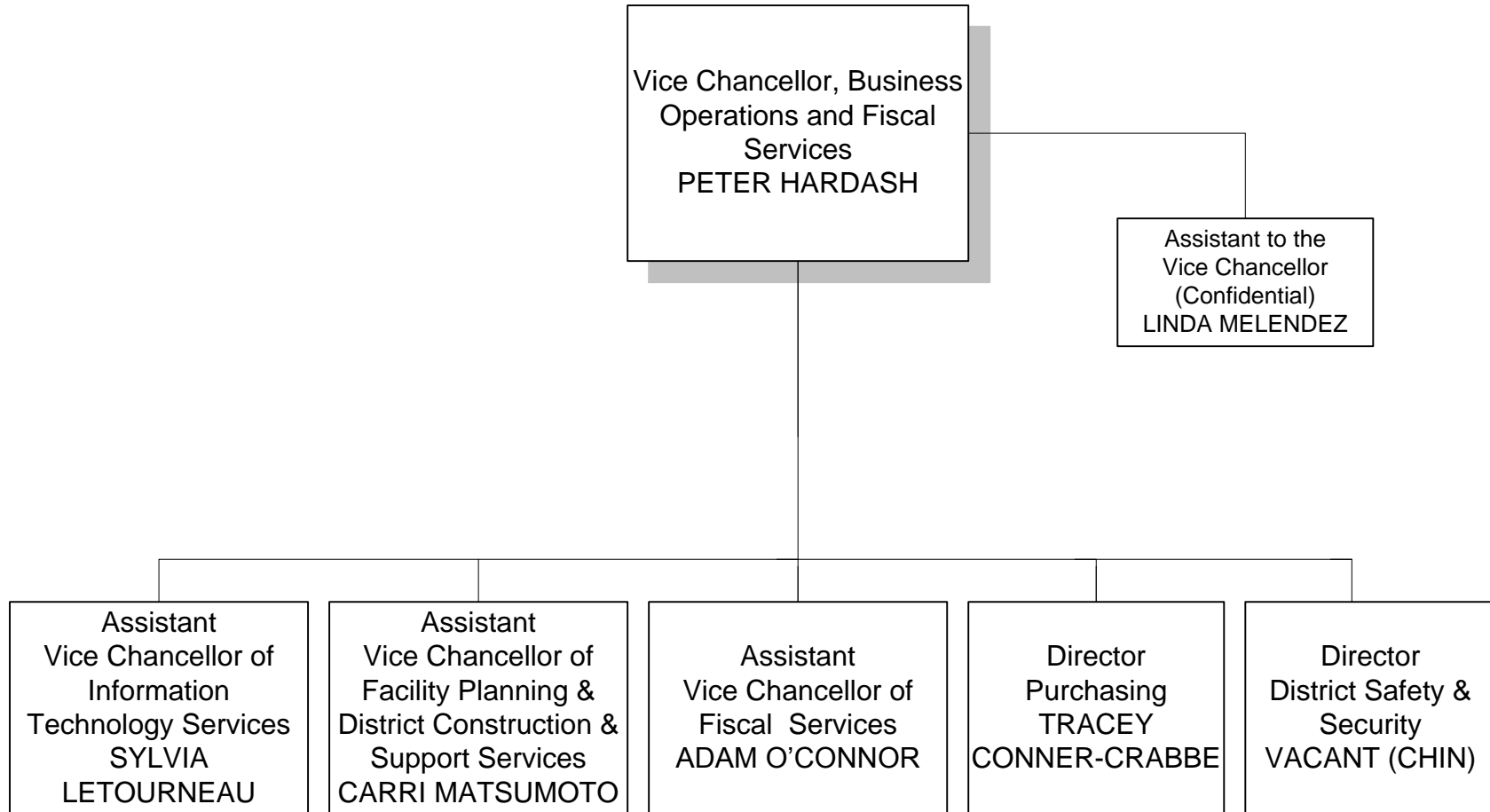
Director  
Auxiliary Services  
RHONDA LANGSTON



**Rancho Santiago Community College District**  
**BOARD OF TRUSTEES**



**Rancho Santiago Community College District  
BUSINESS OPERATIONS AND FISCAL SERVICES**



**Rancho Santiago Community College District  
EDUCATIONAL SERVICES  
DISTRICT CHILD DEVELOPMENT SERVICES**

**Executive Director Child  
Development Services  
JANNETH LINNELL**

Administrative Secretary  
**LAURENE LUGO/Bil**

Accountant  
**CHERIE ERICSON**

**Santa Ana College  
Early Childhood Education Center**

Director I  
**ENRIQUETA ISAIS**  
Director I  
**ZEFERINA GONZALEZ**

Master Teacher

<b>KEO SALINAS</b>	<b>DAISY CASTANEDA</b>
<b>JUANITA ESCALERA</b>	<b>AMBER SPRINGFIELD</b>
<b>ANA FREGOSO</b>	<b>MARGARET HUMPHREYS</b>
<b>SHARLA OYENOKI</b>	<b>LUZ CORDOBA</b>
<b>SANDRA SHINN</b>	<b>COLLEEN MANGALI</b>
<b>IMELDA INIQUEZ</b>	<b>LYN RACCA</b>
<b>JUANA ESCALERA</b>	<b>MARY CAHILL</b>

**PAZ JORQUERA**

Teacher

<b>TERESA NICHOLS</b>	<b>SUSAN WAUGH</b>
<b>VACANT</b>	<b>CRISTINA LEMUS VALLEJO</b>

Administrative Clerk  
**VERONICA MC ADAM/Bil** **ISABEL MATA/Bil**

CDC Cook/Nutrition Specialist  
**FAUSTA PONCE .75 FTE/12 MO.**  
**RAFAEL GAYTAN .75 FTE/12 MO**

Food Service Aid  
**VACANT (REORG 790) 47.5%/ 11 mo**  
**VACANT (REORG 790) 47.5%/ 11 mo**

Custodian  
**JOSE GARCIA .475 FTE 12 MO**  
**NALLELY TAMAYO FRIAS .475 FTE 12 MO**  
**GRACIELA CHAVEZ / FT**

**Santa Ana College  
Centennial Child Development Center**

Director I  
**MARIA CASTELLON**

Master Teacher  
**YOLANDA GASCA**  
**ARTEMISA PAZ-LUGO**  
**ALISA DANIELS**  
**MARIAN CAMSON**

Teacher  
**VACANT**  
Associate Teacher  
**ELVIA PEREZ ZUNIGA**

Administrative Clerk  
**LILIA GARCIA /Bil.**

CDC Cook/Nutrition Specialist .75 FTE  
**MARIA FABIOLA CARINO/12 MO**

Food Service Aid 47.5% 11 Mo  
**VACANT (REORG 790)**

Custodian  
**EMILIANO MEDINA .488 FTE 12 MO**

**SAC CDC EAST CAMPUS**  
Director I (reorg 725)  
**MARY O'NEILL**

Master Teacher (3)  
**MARIA GUERRA**  
**YOLANDA AGUILERA (CEC)**  
**CAROL JOSEPH**  
**ROSIE RUIZ**

Teacher (3)  
**GUADALUPE SANDOVAL**

Administrative Clerk  
**CLAUDIA LOZADA ( BERNAL)/Bil**

CDC Cook/Nutrition Specialist **ALEJANDRA GARCIA .75 FTE/12 MO**

**Santiago Canyon College  
Child Development Center**

Director I  
**SUSAN WAHL**

Master Teacher (4)  
**REBECCA FRASER**  
**KATHLEEN MC CANN**  
**LEAH MORSE**  
**JACQUELINE KARTER**  
Teacher (4)

Administrative Clerk/Bil.  
**ALEJANDRA FELICIANO**

CDC Cook/Nutrition Specialist  
**KURT SIEBERT .475 FTE/12 MO.** (Reorg 490 position eliminated when incumbent retires)

Custodian  
**GUADALUPE HERNANDEZ**

**Early Headstart**  
Director I - **MY LE PHAM**

EHS Coordinator/ FT  
**VACANT (Reorg 633)**  
**VACANT (Reorg 633)**

Assc Dir II  
**JENNIFER PRUZNICK**  
**CONNIE VAN (Reorg 725)**

Master Teacher  
**ALICIA RAMIREZ**  
**CATHERINE CANDELA**  
**SANDRA SANTAMARIA**  
**ISELA CERVANTES**  
**MARYBEL ARREGUIN LOPEZ**

**Santiago Canyon College  
Orange Education Center**

Director I  
**MARY O'NEIL (SAC EAST)**

Master Teacher (4)  
**CAROL JOSEPH (SAC EAST)**  
**LYN RACCA (SAC)**  
**ROSIE RUIZ (SAC EAST)**

Teacher  
**VACANT (PEIRANO)**  
**SUSAN WAUGH (SAC)**

Administrative Clerk/Bil.  
**CLAUDIA LOZADA (SAC EAST)**

CDC Cook/Nutrition Specialist  
**ALEJANDRA GARCIA .75 FTE/12 MO**  
**(SAC EAST)**

Custodian  
**GRACIELA CHAVEZ (SAC)**

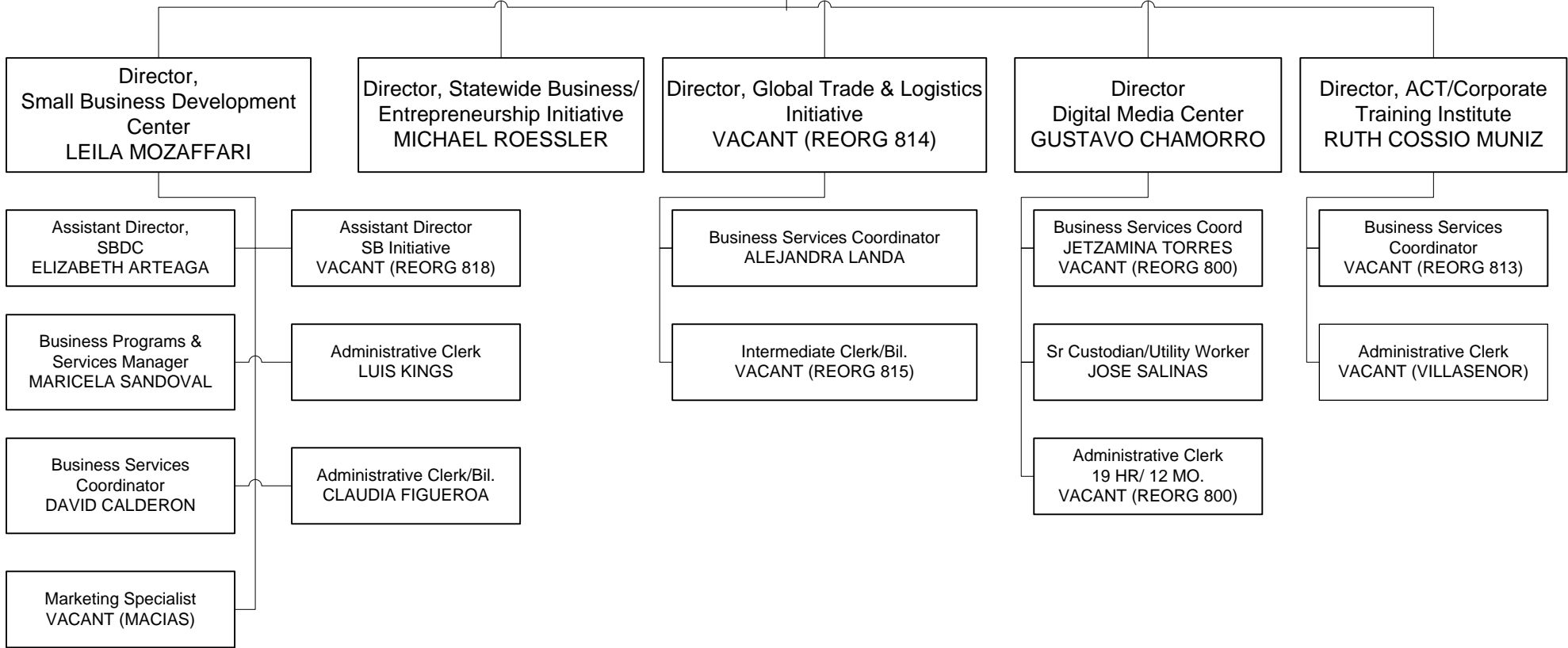
Administrative Secretary  
**JACQUELINE VALADEZ**

Administrative Clerk/Bil  
**JESSICA AVALOS**

# Rancho Santiago Community College District ECONOMIC DEVELOPMENT

Executive Vice Chancellor Human  
Resources and Educational Services  
JOHN DIDION

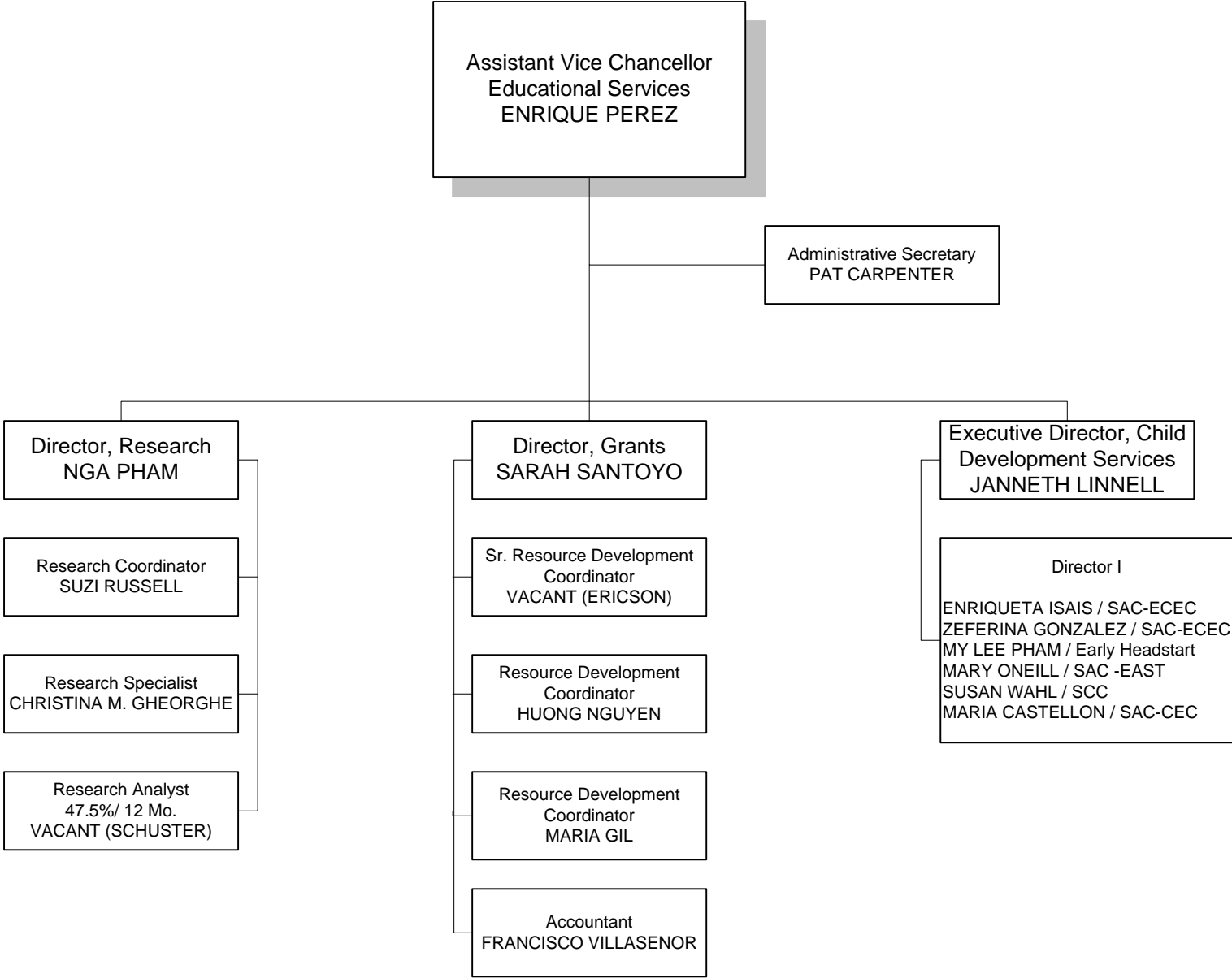
Assistant Vice Chancellor  
Educational Services  
ENRIQUE PEREZ



Short Term Employees:  
 1 Business Expert Professional CITD  
 2 Business Expert Professional IWE  
 3 Business Expert Professional II SBDC  
 3 Business Expert Professional SBDC

**Rancho Santiago Community College District  
EDUCATIONAL SERVICES**

\* Red Circled



# Rancho Santiago Community College District

Chancellor  
RAÚL RODRÍGUEZ

President  
Santa Ana College  
ERLINDA MARTINEZ

President  
Santiago Canyon College  
JUAN VAZQUEZ

Vice Chancellor  
Business Operations and  
Fiscal Services  
PETER HARDASH

Executive Vice Chancellor  
Human Resources and  
Educational Services  
JOHN DIDION

Vice President  
Academic Affairs  
LINDA ROSE

Vice President  
Academic Affairs  
ARACELY MORA

Assistant Vice Chancellor  
Fiscal Services  
ADAM O'CONNOR

Assistant Vice Chancellor  
Human Resources  
JUDY CHITLIK

Vice President  
Student Services  
SARA LUNDQUIST

Vice President  
Student Services  
JOHN HERNANDEZ

Assistant Vice Chancellor  
Information Technology  
Services  
SYLVIA LETOURNEAU

Assistant Vice Chancellor  
Educational Services  
ENRIQUE PEREZ

Vice President  
Continuing Education  
JAMES KENNEDY

Vice President  
Continuing Education  
JOSE VARGAS

Assistant Vice Chancellor  
Facility Planning and District  
Support Services  
CARRI MATSUMOTO

Risk Manager  
DONALD MAUS

Vice President  
Administrative Services  
MICHAEL COLLINS

Vice President  
Administrative Services  
STEVE KAWA

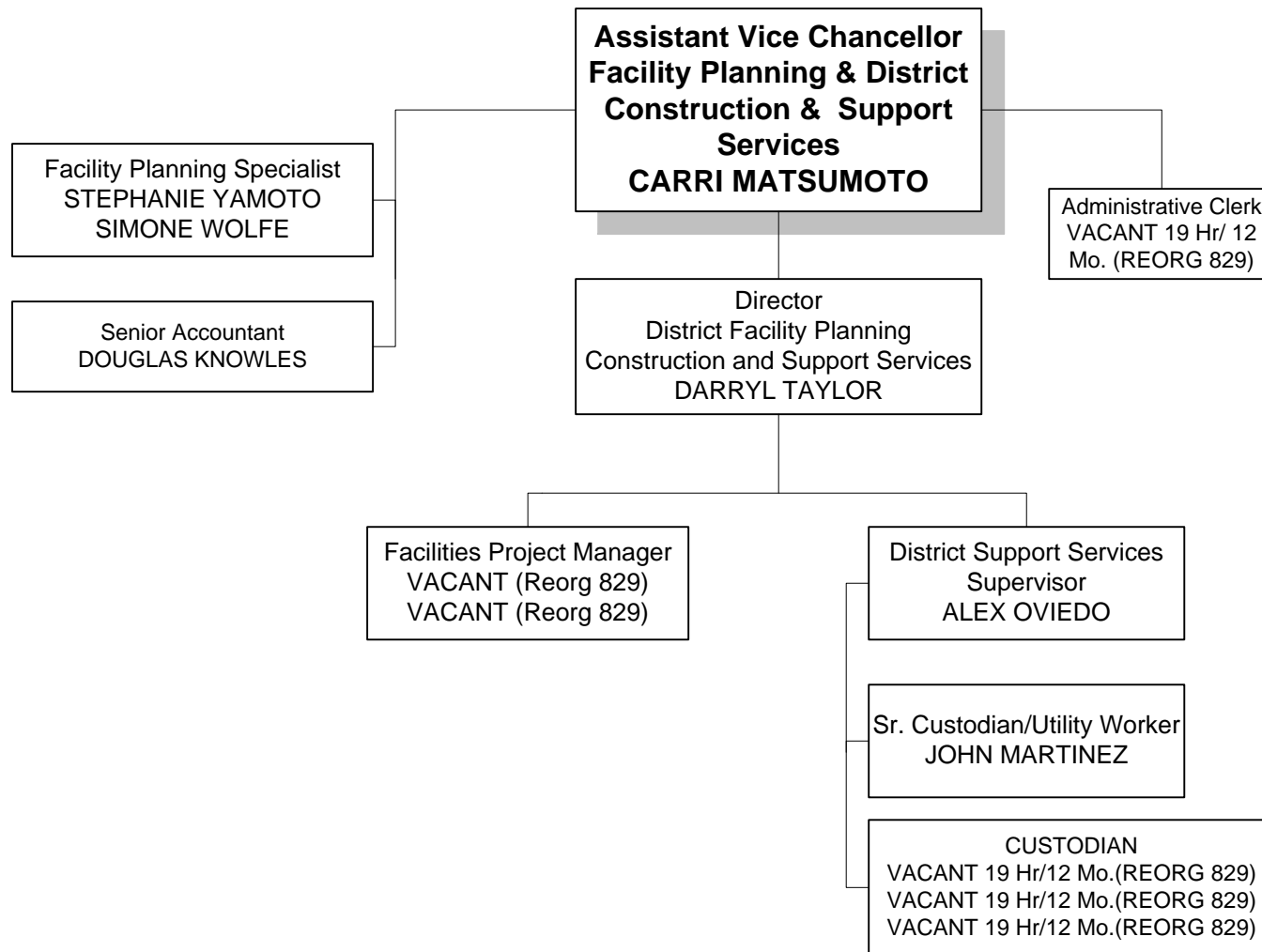
Director Purchasing  
TRACEY CONNER-  
CRABBE

Director  
Communications  
Publications  
JUDY IANNA CONNE

Director District Safety &  
Security  
VACANT (CHIN)

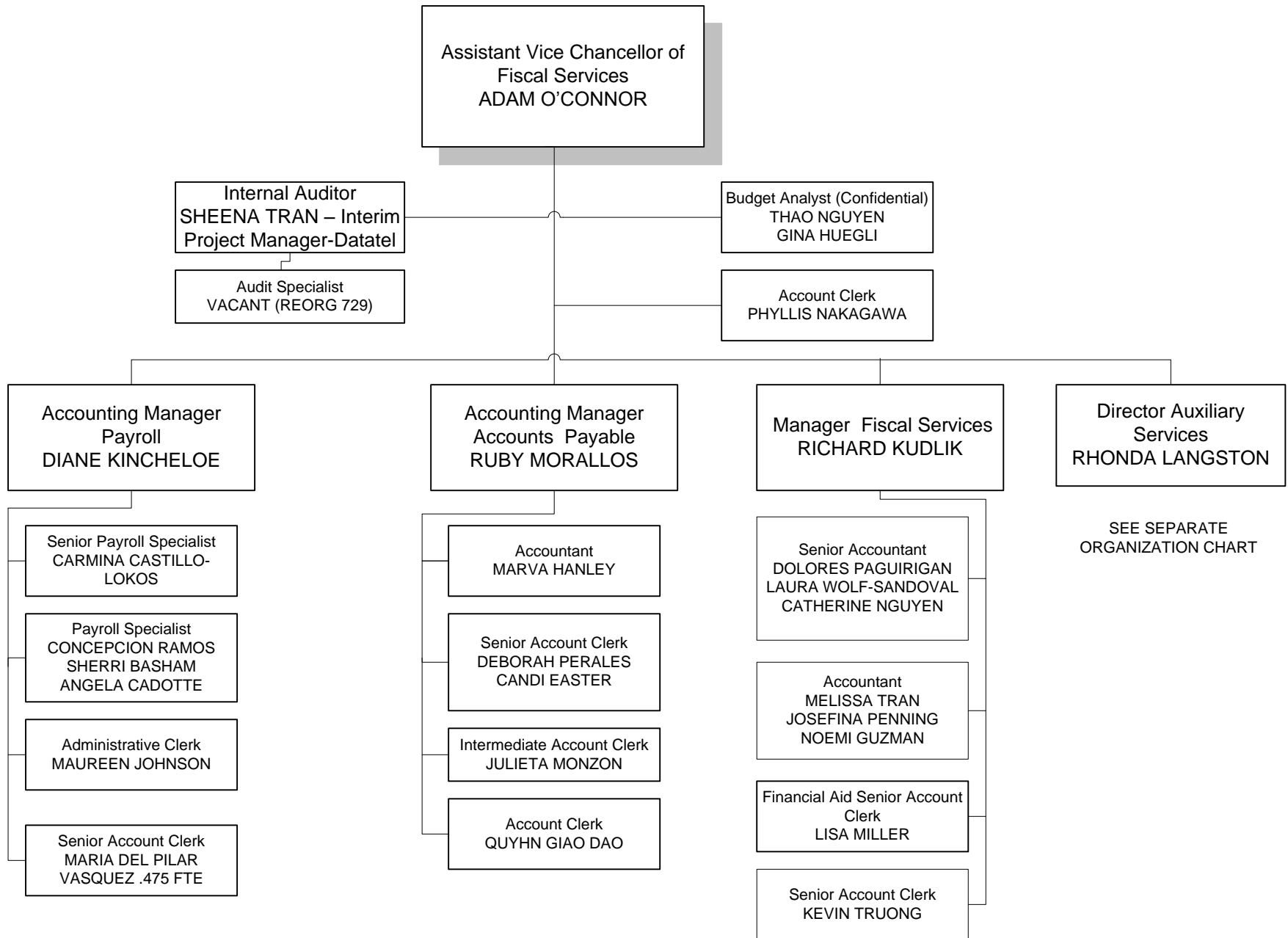
Director Auxiliary Services  
RHONDA LANGSTON

**Rancho Santiago Community College District  
 BUSINESS OPERATIONS AND FISCAL SERVICES  
 FACILITY PLANNING AND DISTRICT SUPPORT  
 SERVICES**

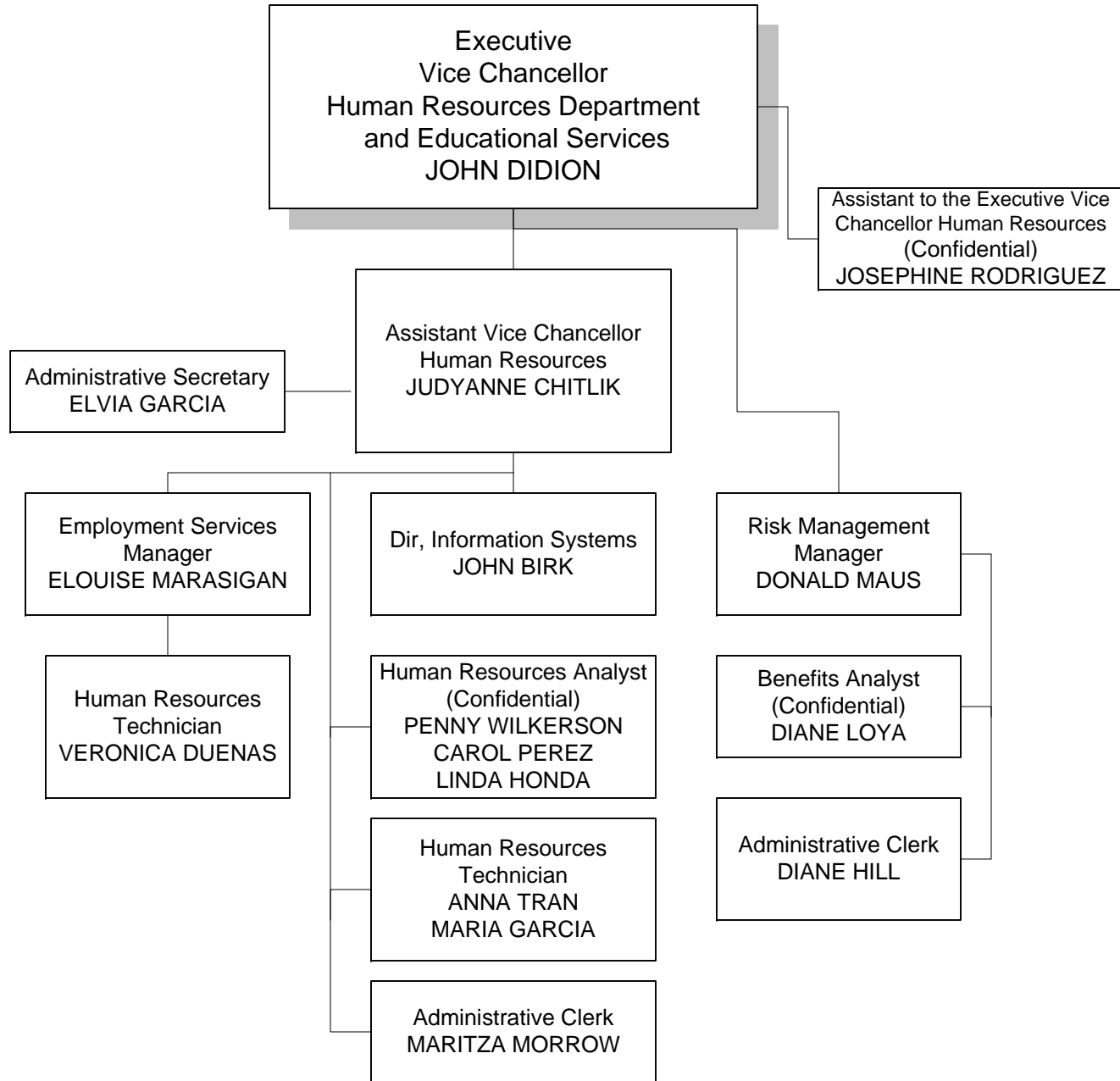




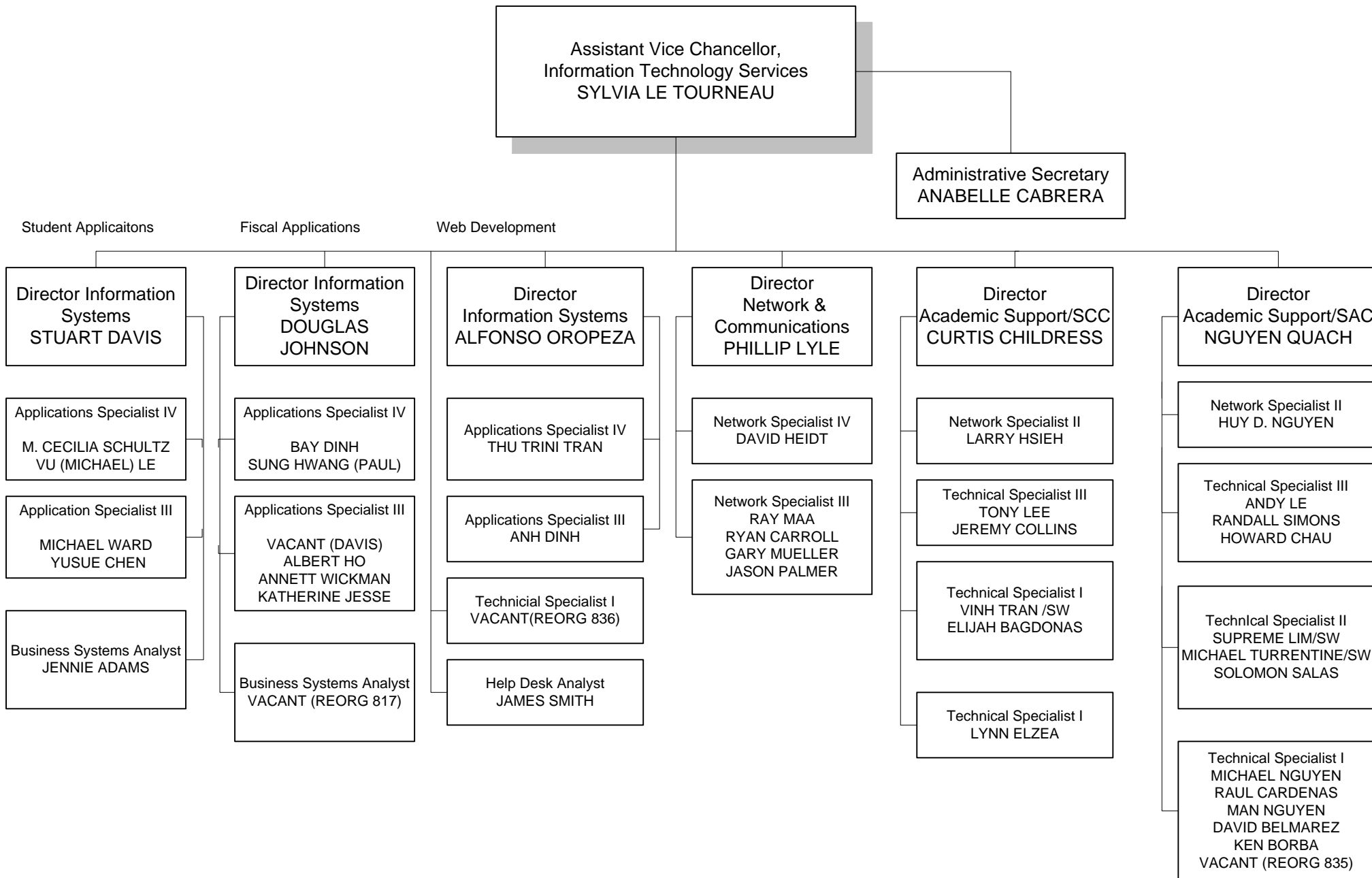
**Rancho Santiago Community College District  
BUSINESS OPERATIONS AND FISCAL SERVICES  
FISCAL SERVICES**



**Rancho Santiago Community College District  
HUMAN RESOURCES DEPARTMENT**

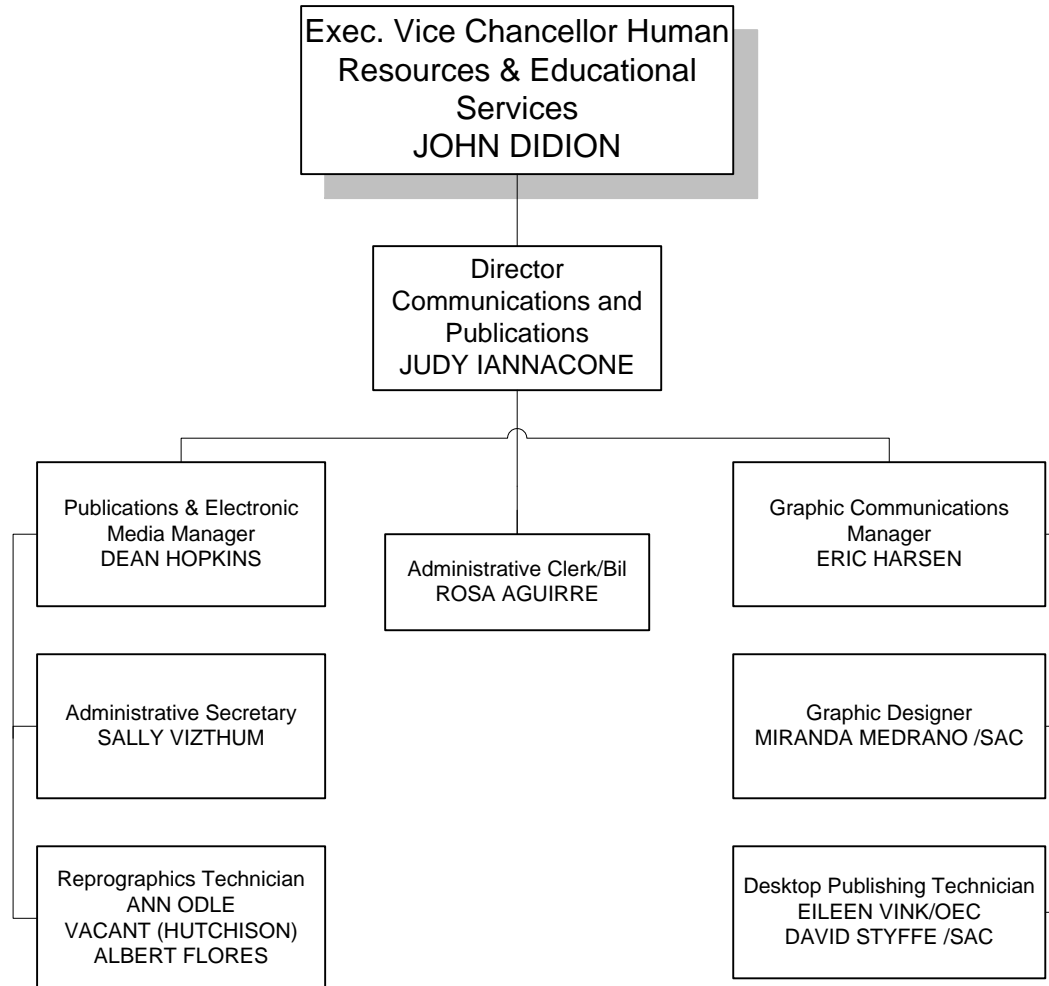


**Rancho Santiago Community College District  
BUSINESS OPERATIONS AND FISCAL SERVICES  
INFORMATION TECHNOLOGY SERVICES**

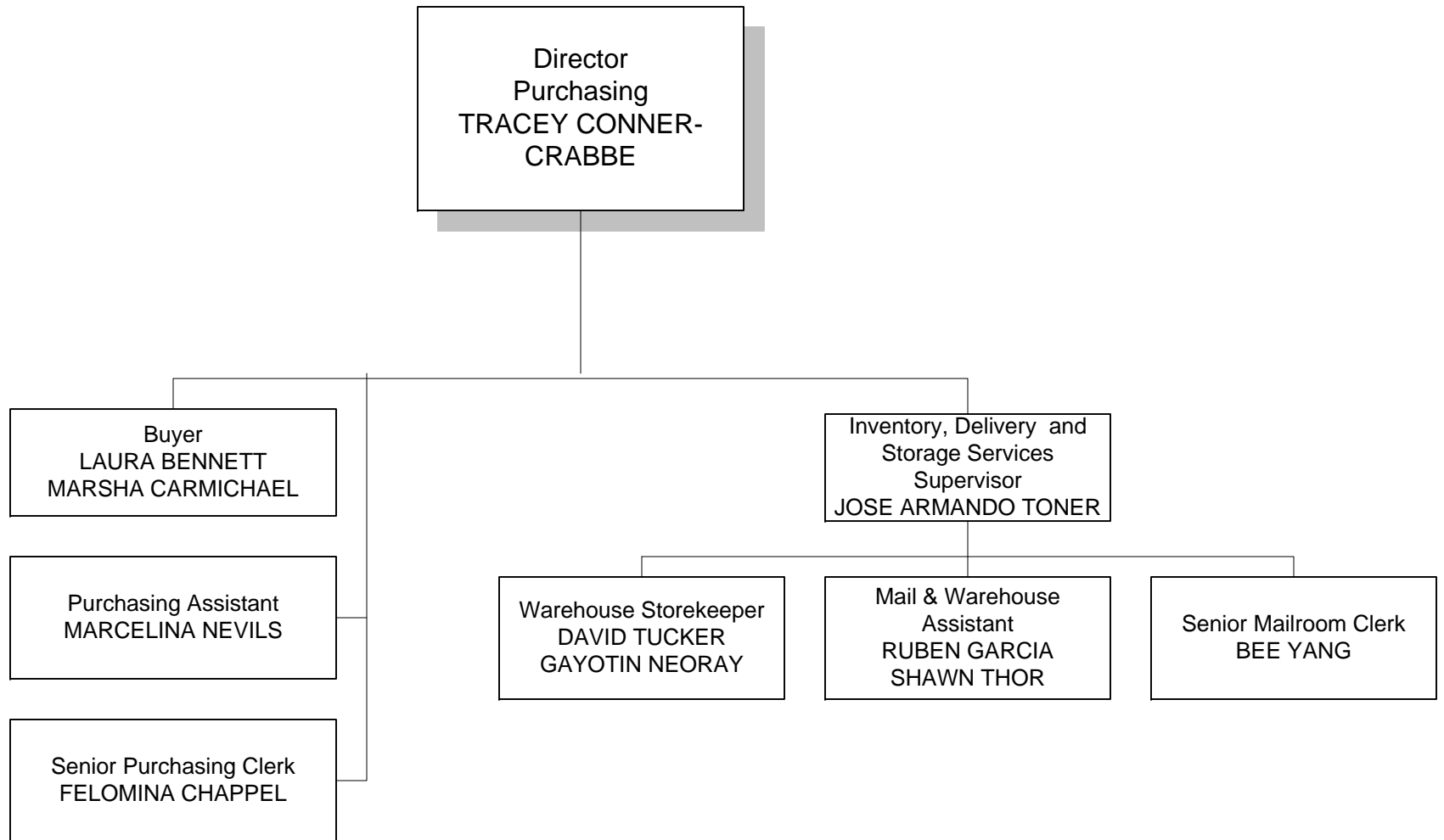


**Rancho Santiago Community College District  
PUBLIC AFFAIRS AND PUBLICATIONS**

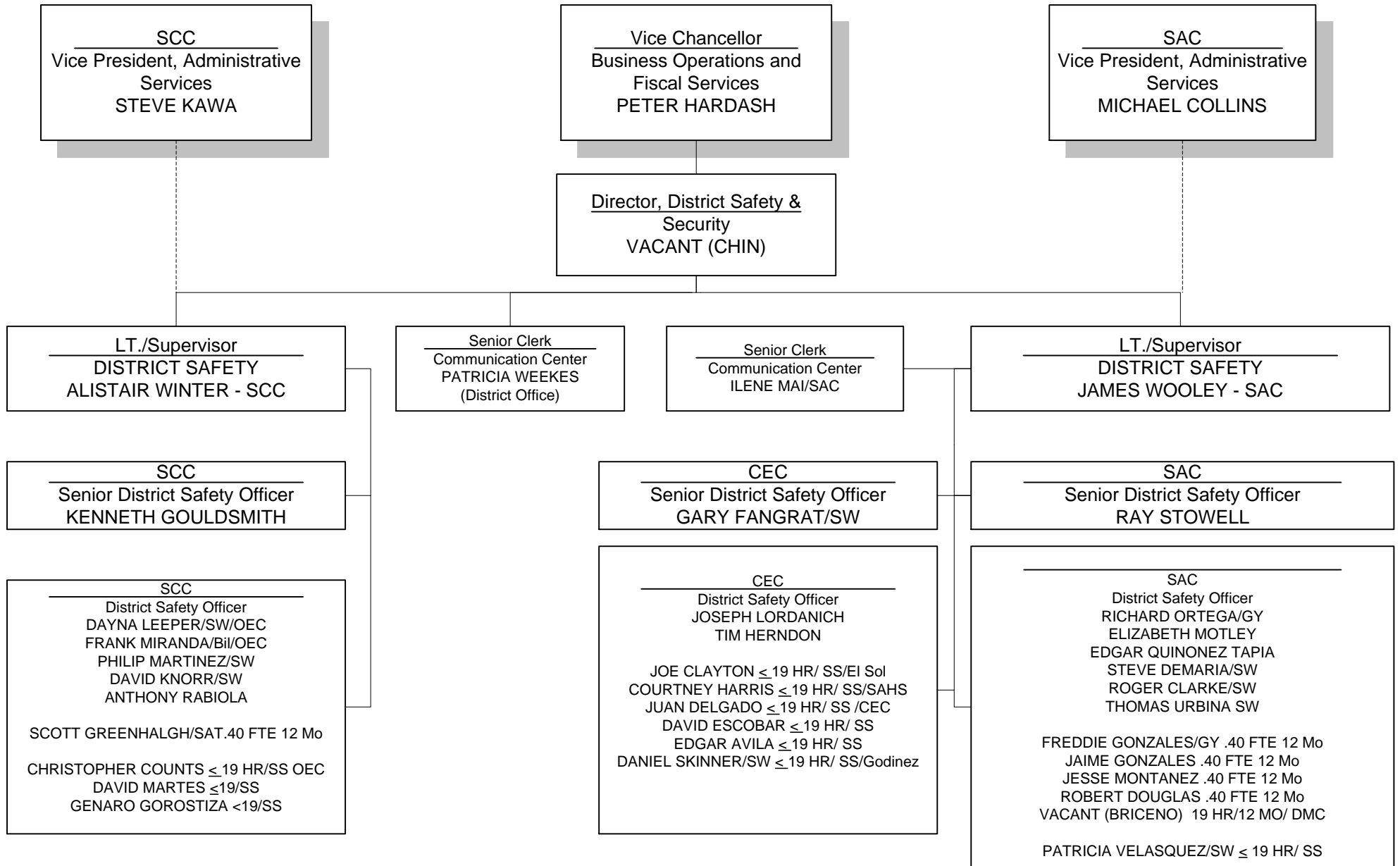
Current



**Rancho Santiago Community College District  
BUSINESS OPERATIONS AND FISCAL SERVICES  
PURCHASING**



**Rancho Santiago Community College District  
BUSINESS OPERATIONS AND FISCAL SERVICES  
DISTRICT SAFETY AND SECURITY**





## RSCCD Functions/Mapping of Responsibilities April 28, 2014

**This is NOT a comprehensive document of functions/mapping of responsibilities for the Rancho Santiago Community College District. It encompasses only those functions that require a clear distinction between the District and the colleges. Functions that exist solely at the District or at the colleges are not included.**

<b>Area 1: Instructional Programs</b>			
<b>Function</b>	<b>District</b>	<b>Santa Ana College</b>	<b>Santiago Canyon College</b>
<b>Program/course development</b>	<ul style="list-style-type: none"> <li>Board of Trustees has final approval of all new program/course curriculums. The District provides supporting research necessary to develop new programs such as labor market analysis and demographics of the community. Contract education may be developed and offered by the District if the colleges decline the opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>Program/course development is the primary focus and responsibility of the college and faculty therein. All new, revised, and deleted programs/courses must follow the college curriculum approval process via the College Curriculum and Instruction Council, which reports to the Academic Senate. The Academic Senate submits an annual letter for Board of Trustees approval every spring. New vocational programs also go through a regional approval process.</li> </ul>	<ul style="list-style-type: none"> <li>Program/course development is the primary focus and responsibility of the college and faculty therein. All new, revised, and deleted programs/courses must follow the college curriculum approval process via the College Curriculum and Instruction Council, which reports to the Academic Senate. The Academic Senate submits an annual letter for Board of Trustees approval every spring. New vocational programs also go through a regional approval process.</li> </ul>
<b>Course scheduling</b>	<ul style="list-style-type: none"> <li>The District, in consultation with the colleges, negotiates the instructional calendar with the faculty association.</li> </ul>	<ul style="list-style-type: none"> <li>The college is responsible for developing a schedule of classes that reflect the needs of most students. It is the responsibility of the college CIO, vice presidents, division deans, department chairs, with guidance from the Enrollment Management Committee, to develop a schedule of classes that meets the FTES goals of the college/district in a productive and efficient manner.</li> </ul>	<ul style="list-style-type: none"> <li>The college is responsible for developing a schedule of classes that reflect the needs of most students. It is the responsibility of the college CIO, vice presidents, division deans, department chairs, with guidance from the Enrollment Management Committee, to develop a schedule of classes that meets the FTES goals of the college/district in a productive and efficient manner.</li> </ul>
<b>Program review</b>	<ul style="list-style-type: none"> <li>The district research department provides data and guidance that is necessary for program review.</li> </ul>	<ul style="list-style-type: none"> <li>The college, primarily through the Institutional Effectiveness and Assessment Committee and Academic Senate, develops the program review model. The program review model and the review model process are reviewed on a cyclical basis for effectiveness. Each program is reviewed annually with capstone review quadrennially. The results of program review lead to appropriate changes within the program to improve student learning outcomes and achievement. These results inform resource allocation.</li> </ul>	<ul style="list-style-type: none"> <li>The college, primarily through the Educational Master Planning Committee, with guidance from the Office of Institutional Effectiveness and Outcome Assessment and oversight by Academic Senate, develops the program review model and facilitates the program review process. The program review model and the review model process are reviewed on a cyclical basis for effectiveness. Each program is reviewed every three years. The results of program review lead to appropriate changes within the program to improve student learning outcomes and achievement. These results inform resource allocation.</li> </ul>

## RSCCD Functions/Mapping of Responsibilities

<b>Area 2: Student Services</b>			
<b>Function</b>	<b>District</b>	<b>Santa Ana College</b>	<b>Santiago Canyon College</b>
<b>Admissions</b>	<ul style="list-style-type: none"> <li>Contribute enrollment information for the comprehensive enrollment management reports.</li> </ul>	<ul style="list-style-type: none"> <li>Contribute enrollment information for the comprehensive enrollment management reports ensuring compliance with relevant sections of the Education Code and Title 5.</li> <li>Ensure application and student enrollment data is complete, correct, determine residency, and enforce CAP status, MIS Data Element accuracy.</li> <li>Oversee implementation of state and local academic policies as related to enrollment services processing and infrastructure monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>Provide oversight for enrollment data used in-state reporting: MIS and 320. Maintains accuracy of data for MIS reporting.</li> <li>Maintain auditable applications, registration, attendance and apportionment files for the annual audit review.</li> <li>Ensure compliance with relevant sections of the Education Code and Title 5</li> <li>Review and suggest updates to Board Policies and Administrative Regulations.</li> </ul>
<b>Records</b>	<ul style="list-style-type: none"> <li>The Risk Management Department reviews legal sufficiency of subpoenas and judicial orders for student records.</li> </ul>	<ul style="list-style-type: none"> <li>Manage all student records, evaluations of transcripts, petitions and waivers, including imaging and storage.</li> <li>Oversee and/or process grade changes, Admissions and Grade petitions, probation and dismissals.</li> <li>Manage and maintain faculty records, rosters, attendance and grade reporting which includes imaging and storage.</li> <li>Oversee the academic standing process and loss of enrollment priority per the Student Success &amp; Support Act.</li> <li>Review record retention policies on an annual basis and archive student records accordingly.</li> <li>Evaluate academic records and issue diplomas, degrees and certificates of completion</li> <li>Prepare graduation reports for Board approval.</li> <li>Evaluate/certify student eligibility for athletes and veterans.</li> <li>Process subpoenas and judicial court orders for copies of students' academic records.</li> </ul>	<ul style="list-style-type: none"> <li>Provides the management, evaluation, scanning, imaging, and achieving student academic records.</li> <li>Manage evaluations of all "in-house" and incoming transcripts from other institutions for course enrollment, financial aid, graduation, and transfer purposes.</li> <li>Maintain auditable admissions, attendance, and transcript files.</li> <li>Oversee the academic standing process and loss of enrollment priority per the Student Success &amp; Support Act.</li> <li>Review record retention policies on an annual basis and archive student records accordingly.</li> <li>Evaluate academic records and issue diplomas, degrees and certificates of completion.</li> <li>Prepare graduation reports for Board approval.</li> <li>Evaluate/certify student eligibility for athletes and veterans.</li> <li>Process subpoenas and judicial court orders for copies of students' academic records.</li> </ul>
<b>Outreach</b>	<ul style="list-style-type: none"> <li>Public Affairs/Publications coordinates marketing activities and media outreach</li> </ul>	<ul style="list-style-type: none"> <li>Support collaboration and recruitment between local high schools and college.</li> <li>Collaborate with Admissions, Counseling, and Testing to provide matriculation services prior to the fall semester.</li> </ul>	<ul style="list-style-type: none"> <li>Support collaboration and recruitment between local high schools and college.</li> <li>Collaborate with Admissions, Counseling, and Testing to provide matriculation services prior to the fall semester.</li> </ul>
<b>International Students</b>	<ul style="list-style-type: none"> <li>Public Affairs/Publications supports marketing activities and media outreach</li> </ul>	<ul style="list-style-type: none"> <li>Maintain the infrastructure for an international student program.</li> <li>Annually update the International Student Business Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain the infrastructure for an international student program.</li> <li>Annually update the International Student Business Plan.</li> </ul>



**Area 2: Student Services**

Function	District	Santa Ana College	Santiago Canyon College
		<ul style="list-style-type: none"> <li>• Provide orientation, insurance and program services for International students.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide orientation, insurance and program services for International students.</li> </ul>
<b>Financial Aid</b>	<ul style="list-style-type: none"> <li>• Accounting completes a portion of the FISAP and MIS reports, manages program accounts, mails disbursements, performs monthly reconciliation with IFAS, invoices and recovers overpayments and over-awards to students, balances monthly expenditures with Student Placement, manages the Perkins portfolio and handles fraud and forgery issues.</li> <li>• ITS generates checks for disbursements, runs numerous financial aid reports, and provides technical support in creating new required types of reports and interfaces with the mainframe on Datatel and PowerFails.</li> </ul>	<ul style="list-style-type: none"> <li>• Process financial aid applications and corrections, perform needed analysis to derive an EFC.</li> <li>• Perform verifications and analyze tax returns.</li> <li>• Implement state and federal assistance programs.</li> <li>• Complete FISAP and submit to Department of Education.</li> <li>• Process all BOGWs.</li> <li>• Conduct workshops and exit counseling for student loans.</li> <li>• Process FFELP loans through lenders and guarantee agencies, prepare loan checks for disbursement and reconcile at appropriate intervals.</li> <li>• Calculate and process Title IV refunds and over-award repayments.</li> <li>• Use professional judgment for special circumstances and dependency overrides.</li> <li>• Retrieve FAFSA applicants from Central Processor, notify students with required documents and transmit corrections to electronic ISIR records.</li> <li>• Manage the Web Grant system for Cal Grants B and C.</li> <li>• Create Disbursement Schedule, Award Policy, Student Budget, SAP policy and maintain the Policy and Procedure Manual.</li> <li>• Manage the program funds associated with the awarding of financial aid. Complete the FISAP, COD, MIS reports and reconciles all funds. Coordinate the enrollment file, SSCR, Clearing House and GPA verification transmittal with ITS.</li> <li>• Maintain financial aid records associated with program reviews and audits (MIS, enrollment and graduation).</li> <li>• Prepare and submit periodic reports to public agencies.</li> <li>• Monitor and comply with federal and state financial aid regulations and Title IV regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Process Financial Aid applications and corrections, perform needed analysis to derive an EFC.</li> <li>• Perform verifications and analyze tax returns.</li> <li>• Implement state and federal assistance programs.</li> <li>• Complete FISAP and submit to the Department of Education.</li> <li>• Process all BOGWs.</li> <li>• Conduct workshops and exit counseling for student loans.</li> <li>• Process FFELP loans through lenders and guarantee agencies, prepare loan checks for disbursement and reconcile at appropriate intervals.</li> <li>• Calculate and process Title IV refunds and over-award repayments.</li> <li>• Use professional judgment for special circumstances and dependency overrides.</li> <li>• Retrieve FAFSA applicants from the Central Processor, notify students with required documents and transmit corrections to electronic ISIR records.</li> <li>• Manage the Web Grant system for Cal Grants B and C.</li> <li>• Create Disbursement Schedule, Award Policy, Student Budget, SAP policy and maintain the Policy and Procedure Manual.</li> <li>• Manage the program funds associated with the awarding of financial aid. Complete the FISAP, COD, MIS reports and reconciles all funds. Coordinate the enrollment file, SSCR, Clearing House and GPA verification transmittal with ITS.</li> <li>• Maintain financial aid records associated with program reviews and audits (MIS, enrollment and graduation).</li> <li>• Prepare and submit periodic reports to public agencies.</li> <li>• Monitor and comply with federal and state financial aid regulations and Title IV regulations.</li> </ul>
<b>Health Services</b>	<ul style="list-style-type: none"> <li>• Human Resources monitors TB testing requirements for faculty, staff and volunteers.</li> <li>• Risk Management reviews student, visitor and staff injury reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide ambulatory care services to students.</li> <li>• Partner with the Orange County Health Care Agency to ensure appropriate notification to OCHCA Epidemiology for on campus TB exposures including staff testing, student notification and quarantine.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide ambulatory care services to students.</li> <li>• Partner with the Orange County Health Care Agency to ensure appropriate notification to OCHCA Epidemiology for on campus TB exposures including staff testing, student notification and quarantine.</li> </ul>

**Area 2: Student Services**

Function	District	Santa Ana College	Santiago Canyon College
	<ul style="list-style-type: none"> <li>Risk Management refers employees who are included in the district’s Bloodborne Pathogens Program and who elect to receive the Hepatitis-B vaccine to the Health Center to receive their shots. Risk Management pays for the cost of the vaccine.</li> </ul>	<ul style="list-style-type: none"> <li>Provide assessment of student, visitor and staff injuries, submit incident reports and document injury report.</li> <li>Refer injuries as appropriate to workers’ compensation providers or Student Insurance</li> <li>Comply with CA State mandated reporting of disease and conditions listed on Confidential Morbidity Report</li> <li>Co-sponsor campus-wide health events, e.g., blood drives</li> </ul>	<ul style="list-style-type: none"> <li>Provide assessment of student, visitor and staff injuries, submit incident reports and document injury report.</li> <li>Refer injuries as appropriate to workers’ compensation providers or Student Insurance</li> <li>Comply with CA State mandated reporting of disease and conditions listed on Confidential Morbidity Report</li> <li>Co-sponsor campus-wide health events, e.g., blood drives.</li> </ul>
<b>Community Services</b>	<ul style="list-style-type: none"> <li>Provide information on economic development programs to community services for inclusion in program materials.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a fee-based, self-supporting, not-for-credit program of educational and recreational class offerings designed to complement the college's credit and non-credit course offerings curriculums.</li> <li>Maintain coordination between sister college programs.</li> <li>Develop plan for on-going assessment of community needs at both colleges service area.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a fee-based, self-supporting, not-for-credit program of educational and recreational class offerings designed to complement the college's credit and non-credit course offerings curriculums.</li> <li>Maintain coordination between sister college programs.</li> <li>Develop plan for on-going assessment of community needs at both colleges service area.</li> </ul>
<b>Student Life and Leadership</b>	<ul style="list-style-type: none"> <li>Provide opportunities for student input on participatory governance committees.</li> <li>Provide an advisory vote for a student on Board of Trustees.</li> <li>Receive regular reports from the colleges’ ASG presidents at Board of Trustees meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with campus community to implement leadership programs focusing on intellectual, social and leadership development.</li> <li>Provide advisory role to student clubs and organizations through the Inter-Club council.</li> <li>Promote district wide efforts to encourage voter registration.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with campus community to implement leadership programs focusing on intellectual, social and leadership development.</li> <li>Provide advisory role to student clubs and organizations through the Inter-Club council.</li> <li>Promote district wide efforts to encourage voter registration.</li> </ul>

**Area 3: Human Resources**

<b>Function</b>	<b>District</b>	<b>Santa Ana College</b>	<b>Santiago Canyon College</b>
<b>Human Resources</b>	<ul style="list-style-type: none"> <li>• Manage employee recruitment activities and oversee selection processes.</li> <li>• Review minimum qualifications/equivalency determinations for all assignments.</li> <li>• Train EEO Monitors, monitor screening committee membership, applicant pool diversity, orient screening committee, review screening criteria and interview questions.</li> <li>• Conduct prescreening testing.</li> <li>• Make employment offers and determine salary placement</li> <li>• Process applicant for employment.</li> <li>• Conduct new employee orientations.</li> <li>• Investigate complaints of illegal discrimination and sexual harassment</li> <li>• Manage Unemployment Insurance claims</li> <li>• Maintain official personnel files and records</li> <li>• Monitor all employee assignments for compliance with relevant contractual provisions, statutes and regulations</li> <li>• Manage assignment, classification, compensation, leaves, reasonable accommodations requests, transfer, layoff, discipline and separation.</li> <li>• Submit personnel actions to Board of Trustees for approval.</li> </ul>	<ul style="list-style-type: none"> <li>• Submit personnel requisition to initiate hiring.</li> <li>• Formulate selection committee using hiring procedures.</li> <li>• Establish selection criteria/interview questions.</li> <li>• Conduct paper screening, interviews, and reference checks.</li> <li>• Recommend finalist.</li> <li>• Select candidate.</li> <li>• Submit status change to human resources to hire.</li> </ul>	<ul style="list-style-type: none"> <li>• Submit personnel requisition to initiate hiring.</li> <li>• Formulate selection committee using hiring procedures.</li> <li>• Establish selection criteria/interview questions.</li> <li>• Conduct paper screening, interviews, and reference checks.</li> <li>• Recommend finalists.</li> <li>• Select candidate.</li> <li>• Submit status change to human resources to hire.</li> </ul>
<b>Employer-Employee Relations</b>	<ul style="list-style-type: none"> <li>• Conduct negotiations on successor agreements or re-openers with individual unions.</li> <li>• Develop and sunshine bargaining proposals</li> <li>• Administer union contracts</li> <li>• Advise and support managers on issues related to employee evaluation, grievances and discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Administer union contracts in accordance with the agreements.</li> <li>• Facilitate intra-college communication, especially on single college or single site issues.</li> <li>• Provide information about staff recognitions and achievements.</li> </ul>	<ul style="list-style-type: none"> <li>• Administer union contracts in accordance with the agreements.</li> <li>• Facilitate intra-college communication, especially on single college or single site issues.</li> <li>• Provide information about staff recognitions and achievements.</li> </ul>

**Area 3: Human Resources**

Function	District	Santa Ana College	Santiago Canyon College
<b>Risk Management</b>	<ul style="list-style-type: none"> <li>• Administer property/liability, workers' compensation, student insurance and other insurance programs.</li> <li>• Administer claims filed against the District.</li> <li>• Investigate and adjust-complaints regarding regulatory issues such as Title IX and Section 504</li> <li>• Provide certificates of insurance for district functions and contractual requirements.</li> <li>• Coordinate response to subpoenas for records.</li> <li>• Monitor incident reports to insure district safety issues are addressed and corrected if needed.</li> <li>• Monitor driving records of any employee and/or student who drives on behalf of the District.</li> <li>• Review insurance requirements, hold harmless and indemnification requirements of vendors and third parties</li> <li>• Administer the District's AED program</li> <li>• Conduct ergonomic evaluations of employee workstations</li> <li>• Provide guidelines and/or training programs to ensure compliance with Environmental Health and Occupational Safety, Hazardous Materials Management, Hazardous Waste Management, Laboratory Safety, and other regulatory requirements</li> <li>• Support safety and emergency preparedness activities at the colleges</li> </ul>		
<b>Benefits</b>	<ul style="list-style-type: none"> <li>• Maintain documentation on employee and retiree benefits.</li> <li>• Oversee annual Open-Enrollment process.</li> <li>• Conduct benefit orientation meetings.</li> <li>• Provide educational programs on retirement, health and welfare.</li> <li>• Serve as liaison between employees, broker, and insurance carrier regarding insurance related issues.</li> <li>• Coordinate Joint Benefits Committee meetings.</li> <li>• Manage COBRA notices.</li> <li>• Support campuses in times of crisis with EAP services.</li> </ul>		

**Area 4: Fiscal & Administrative Services**

Function	District	Santa Ana College	Santiago Canyon College
<b>Bookstores</b>	<ul style="list-style-type: none"> <li>Initiate capital projects and building improvements to enhance and expand existing facilities in response to the expanding needs of the District.</li> </ul>	<ul style="list-style-type: none"> <li>Provide educational tools to serve students and staff including textbooks, course supplies and office supplies.</li> <li>Initiate and coordinate with faculty the acquisition of textbooks, supplies and material required for instruction.</li> <li>Conduct year-round buy back of used books.</li> <li>Purchase supplies and emblematic clothing and soft goods to meet the needs of students and the college community.</li> <li>Order announcements and graduation attire.</li> <li>Maintain bookstore accounts receivable records for special programs (EOPS, Department of Rehabilitation, Scholarships, Veterans and Associated Student Government).</li> <li>Operate and maintain convenience store and vending machines.</li> </ul>	<ul style="list-style-type: none"> <li>Provide educational tools to serve the students and staff including textbooks, course supplies and office supplies.</li> <li>Initiate and coordinate with faculty the acquisition of textbooks, supplies and material required for instruction.</li> <li>Conduct year-round buy back of used books.</li> <li>Purchase supplies and emblematic clothing and soft goods to meet the needs of students and the college community.</li> <li>Order announcements and graduation attire.</li> <li>Maintain bookstore accounts receivable records for special programs (EOPS, Department of Rehabilitation, Scholarships, Veterans and Associated Student Government).</li> <li>Operate and maintain convenience store and vending machines.</li> </ul>
<b>Food Services</b>	<ul style="list-style-type: none"> <li>Provide contract management of campus dining and catering services, vending services (beverage and snack), and general support services to the District Office, colleges, sites, centers and child development centers.</li> </ul>	<ul style="list-style-type: none"> <li>Provide food service to meet needs of students, faculty/staff including catering for district/college sponsored events, and special services to accommodate community and student sponsored events.</li> <li>Receive suggestions and complaints from students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Receive suggestions and complaints from students and staff.</li> </ul>
<b>Cashier's Offices</b>	<ul style="list-style-type: none"> <li>Maintain internal controls and fraud prevention systems for cashiering locations.</li> </ul>	<ul style="list-style-type: none"> <li>Collect enrollment fees and process refunds for registration, parking, health, IDs, materials and non-resident tuition.</li> <li>Maintain student accounts as they relate to student registration and enrollment.</li> <li>Process photo IDs and collect fees.</li> <li>Process billing for student tuition and scholarships (Veterans, Active Military, Department of Rehabilitation, Journalism, EOPS, Employment Development Department, PSI Business Seminars, Fire Academy, Criminal Justice Academy).</li> <li>Setup and maintain deferred tuition payments and audit billing for non-resident tuition and fees.</li> <li>Disburse gas cards and bus passes for special projects.</li> <li>Direct phone and counter support for inquiries related to registration, administrative holds and billings.</li> <li>Collect funds for returned checks for all Auxiliary Funds.</li> <li>Apply financial aid awards to student accounts and process remaining balances as a credit balance.</li> </ul>	<ul style="list-style-type: none"> <li>Collect enrollment fees and process refunds for registration, parking, health, IDs, material fees, non-resident tuition.</li> <li>Maintain student accounts as they relate to student registration and enrollment.</li> <li>Process photo IDs and collect fees.</li> <li>Process billing for student tuition and scholarships (Veterans, Active Military, Department of Rehabilitation, Journalism, EOPS, Employment Development Department, PSI Business Seminars and Apprenticeship programs).</li> <li>Setup and maintain deferred tuition payments and audit billing for non-resident tuition and fees.</li> <li>Disburse gas cards and bus passes for special projects.</li> <li>Direct phone and counter support for inquiries related to registration, administrative holds and billings.</li> <li>Collect funds for returned checks for all Auxiliary Funds.</li> <li>Apply financial aid awards to student accounts and process remaining balances as a credit balance.</li> </ul>

**Area 4: Fiscal & Administrative Services**

Function	District	Santa Ana College	Santiago Canyon College
<p><b>Student Business Office</b></p>	<ul style="list-style-type: none"> <li>• Ensure compliance with accounting and documentation standards to control receipt and disbursement of funds.</li> <li>• Confers and meets with associated student government, faculty and administration in the development of budgets under the auspices of Auxiliary Services and provides financial guidance relevant to expenditures and budget administration.</li> <li>• Confers and coordinates with VP's of Administrative Services at each college, the Assistant Vice Chancellor of Fiscal Services and the independent external auditors.</li> </ul>	<ul style="list-style-type: none"> <li>• Serve as Accounts Payable department for Auxiliary Funds.</li> <li>• Process payments of all invoices, purchase orders and reimbursements and verify proper documentation.</li> <li>• Collect and process deposits for all funds, issue receipts and classify accounts for input in Datatel Accounting system.</li> <li>• Reconcile bank accounts for all Auxiliary Funds.</li> <li>• Manage Golden State Scholarships and 529 College Savings Plans</li> <li>• Disburse Financial Aid hold checks and reissue special program checks including AmeriCorps, Golden State Scholarship and Chaffey grant checks.</li> <li>• Sell staff parking permits, gate and elevator cards.</li> <li>• Collect non-registration fees: lab breakage, library fines, testing, Continuing Education Division fees, custodial supplies, lost keys, ELA and Planetarium income.</li> <li>• Collect, reconcile and monitor daily parking dispenser and parking citation revenue.</li> <li>• Coordinate with District Safety regarding the maintenance and servicing of parking meter dispensers, ordering of supplies and procurement of new equipment and upgrades.</li> <li>• Sell discounted movie theatres, amusement parks and other entertainment tickets and reconcile invoices.</li> <li>• Maintain and update the secure RSCCD employee intranet online ticket store.</li> <li>• Disburse change funds for college events and fundraisers.</li> <li>• Maintain and file monthly/quarterly sales and use tax.</li> <li>• Process payments for International Student Program.</li> <li>• Distribute and interpret financial statements to departments.</li> <li>• Perform accounting functions for a variety of assigned accounts and monitors expenditures.</li> <li>• Oversee and manage remote surveillance systems for retail and cash operations.</li> </ul>	<ul style="list-style-type: none"> <li>• Serve as Accounts Payable department for Auxiliary Funds.</li> <li>• Process payments of all invoices, purchase orders and reimbursements and verify proper documentation.</li> <li>• Collect and process deposits for all funds, issue receipts and classify accounts for input in Datatel Accounting system.</li> <li>• Reconcile bank accounts for all Auxiliary Funds.</li> <li>• Manage Golden State Scholarships and 529 College Savings Plans</li> <li>• Disburse Financial Aid hold checks and reissue special program checks including AmeriCorps, Golden State Scholarship and Chaffey grant checks.</li> <li>• Sell staff parking permits, gate and elevator cards.</li> <li>• Collect non-registration fees: lab breakage, library fines, testing, Continuing Education Division fees, custodial supplies, lost keys, ELA and Planetarium income.</li> <li>• Collect, reconcile and monitor daily parking dispenser and parking citation revenue.</li> <li>• Coordinate with District Safety regarding the maintenance and servicing of parking meter dispensers, ordering of supplies and procurement of new equipment and upgrades.</li> <li>• Sell discounted movie theaters, amusement parks and other entertainment tickets and reconcile invoices.</li> <li>• Maintain and update the secure RSCCD employee intranet online ticket store.</li> <li>• Disburse change funds for college events and fundraisers.</li> <li>• Maintain and file monthly/quarterly sales and use tax.</li> <li>• Process payments for International Student Program.</li> <li>• Distribute and interpret financial statements to departments .</li> <li>• Perform accounting functions for a variety of assigned accounts and monitors expenditures.</li> <li>• Oversee and manage remote surveillance systems for retail and cash operations.</li> </ul>

**Area 4: Fiscal & Administrative Services**

<b>Function</b>	<b>District</b>	<b>Santa Ana College</b>	<b>Santiago Canyon College</b>
<b>Contracts</b>	<ul style="list-style-type: none"> <li>Use the Contracts Review Checklist for District contracts to ensure appropriate terms and conditions are included.</li> <li>Determine the need for legal advice on contract issues. Serve as liaison between the District and outside legal counsel on contractual issues.</li> <li>Maintain appropriate case files and records for contracts.</li> </ul>	<ul style="list-style-type: none"> <li>Use the Contracts Review Checklist for college contracts to ensure appropriate terms and conditions are included.</li> <li>Assess the product/ service provided to determine if it is in compliance with the requirements specified in the contract.</li> <li>Maintain at the college appropriate case files and records for contracts from the colleges.</li> </ul>	<ul style="list-style-type: none"> <li>Use the Contracts Review Checklist for college contracts to ensure appropriate terms and conditions are included.</li> <li>Assess the product or service provided to determine if it is in compliance with the requirements specified in the contract.</li> <li>Maintain at the college appropriate case files and records for contracts from the colleges.</li> </ul>
<b>Foundations</b>	<ul style="list-style-type: none"> <li>Conduct programs and activities that support the District's economic development programs.</li> </ul>	<ul style="list-style-type: none"> <li>Provide comprehensive program of educational philanthropy and provide staff support to board of directors.</li> <li>Implement fundraising activities to generate revenues for specific college needs including: scholarships, capital campaigns, college endowments, annual giving opportunities, special events, planned gifts, corporate contributions, outreach to special targeted groups, and development of community centered fund-raising opportunities.</li> <li>Monitor the foundation's investment portfolio, gift receipting and tracking process, donor recognition programs, and compliance with state and federal audit regulations.</li> </ul>	<ul style="list-style-type: none"> <li>Provide comprehensive program of educational philanthropy and provide staff support to board of directors.</li> <li>Implement fundraising activities to generate specific college needs including: scholarships, capital campaigns, college endowments, annual giving opportunities, special events, planned gifts, corporate contributions, outreach to special targeted groups, and development of community centered fund-raising opportunities.</li> <li>Monitor the foundation's investment portfolio, gift receipting and tracking process, donor recognition programs, and compliance with state and federal audit regulations.</li> </ul>
<b>Facilities Planning and District Support Services</b>	<ul style="list-style-type: none"> <li>Develop and submit the District's Five Year Construction Plan pursuant to State Education Code.</li> <li>Oversee and coordinate the planning of capital outlay projects.</li> <li>Define need, develop scope of work and provide a budget for all state-funded Scheduled Maintenance and Hazardous Materials projects as well as locally-funded Facility Modification projects.</li> <li>Coordinate the screening and hiring for architects, engineers, space planners, and environmental consultants.</li> <li>Provide technical assistance and support for the planning and development of all facility projects.</li> <li>Keep abreast and up-to-date on major facility planning issues and provide input regarding the development of facilities to meet long term needs and modern educational delivery systems.</li> <li>Liaison in the planning and development of facilities with</li> </ul>	<ul style="list-style-type: none"> <li>Serve as district liaison on college committees dealing with facility planning and development.</li> <li>Facilitate input, revisions, and updates of the college's Facility Master Plan.</li> <li>Provide technical expertise to faculty, staff and administration in the planning of facilities to meet the educational needs of the community.</li> <li>Develop college facilities master plan based on the requirements specified in the educational master plan.</li> <li>The Administrative Services Department serves as the liaison between college divisions and departments and the district staff in the development and implementation of major facilities projects.</li> <li>Review the facilities inventory and submits changes to the district staff.</li> <li>Maintain, manage and continue to upgrade the building automation systems as funding and technology becomes</li> </ul>	<ul style="list-style-type: none"> <li>Serve as district liaison on college committees dealing with facility planning and development.</li> <li>Facilitate input, revisions, and updates of the college's Facility Master Plan.</li> <li>Provide technical expertise to faculty, staff, and administration in the planning of facilities to meet the educational needs of the community.</li> <li>Develop college facilities master plan based on the requirements specified in the educational master plan.</li> <li>The Administrative Services Department serves as the liaison between college divisions and departments and the district staff in the development and implementation of major facilities projects.</li> <li>Review the facilities inventory and submits changes to the district staff.</li> <li>Maintain, manage and continue to upgrade the building automation systems as funding and technology becomes available. Systems shall be designed and installed to</li> </ul>

**Area 4: Fiscal & Administrative Services**

Function	District	Santa Ana College	Santiago Canyon College
	<p>planning, construction, regulatory compliance, and environmental review agencies.</p> <ul style="list-style-type: none"> <li>• Develop and update architectural standards for facility development.</li> <li>• Negotiate and review property and facilities leases.</li> <li>• Develop bid specifications, bid awards, construction, and implementation of major construction and renovation..</li> <li>• Do long-range planning to maximize efficient use of facilities for all district sites.</li> <li>• Maintain all documentation relating to facilities(blueprints; bid and construction documents; transition to an automation system of CADD drawings; and setting standards for work performed).</li> <li>• Apply and maintain all operational permits required by state, local or national regulations.</li> <li>• Develop and update building and construction specifications, and monitor facility standards for new construction and remodel projects.</li> <li>• Provide technical assistance on matters that relate to building maintenance, grounds or custodial service.</li> </ul>	<p>available. Systems shall be designed and installed to provide support while maximizing efficient use of energy.</p>	<p>provide support while maximizing efficient use of energy.</p>
<b>Facilities and Grounds Maintenance</b>	<ul style="list-style-type: none"> <li>• Coordinate facility operation for the District Office including custodial services, grounds, building maintenance, and miscellaneous service contract providers.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct on-going and direct responsibility for maintenance and operation of facilities.</li> <li>• Issue all building, furniture, and equipment keys and maintaining an inventory of all keys distributed.</li> <li>• Repair and maintain college landscaping in addition to athletic fields. This includes all plants, trees, irrigation systems, parking lots, walkways and roadways within the college.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct on-going and direct responsibility for maintenance and operation of facilities.</li> <li>• Issue all building, furniture, and equipment keys and maintaining an inventory of all keys distributed.</li> <li>• Repair and maintain college landscaping in addition to athletic fields. This includes all plants, trees, irrigation systems, parking lots, walkways and roadways within the college.</li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>• Formulate annual budget assumptions for review and discussion at Fiscal Resources Committee (FRC) and recommendations are taken to the Chancellor for approval by the Board of Trustees.</li> <li>• Establish the revenue budgets and regular personnel expenditure budgets. Provide campuses with their remaining ongoing and one-time carryover allocations.</li> <li>• Prepare and coordinate information for the FRC.</li> </ul>	<ul style="list-style-type: none"> <li>• From appropriated revenues in the Budget Allocation Model, allocate college budget to departments, disciplines and programs.</li> <li>• Produce monthly financial report comparing actual expenditures to budget and for the management of its total allocated budget.</li> <li>• Consolidate and submit annual college budget request to the District.</li> </ul>	<ul style="list-style-type: none"> <li>• From appropriated revenues in the Budget Allocation Model, allocate college budget to departments, disciplines and programs.</li> <li>• Produce monthly financial report comparing actual expenditures to budget and for the management of its total allocated budget.</li> <li>• Consolidate and submit annual college budget request to the District.</li> </ul>



**Area 4: Fiscal & Administrative Services**

Function	District	Santa Ana College	Santiago Canyon College
	<ul style="list-style-type: none"> <li>• Coordinate budget preparation and augmentations with the Resource Development for categorical programs/ grants.</li> <li>• Coordinate budget preparation and funds availability with Facilities for the bonds and capital outlay budgets.</li> <li>• Monitor and revise the budget, as needed.</li> <li>• Prepare the Tentative and Adopted Budget books and present them to the Board of Trustees.</li> <li>• Produce monthly revenue and expenditure projections.</li> <li>• Produce monthly financial budget comparison reports.</li> <li>• Prepare forecasts and cost estimations for collective bargaining purposes.</li> <li>• Monitor and provide backfill for classified vacancies.</li> <li>• Comply with external reporting requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and revise the budget as needed.</li> <li>• Initiate any requirements for new accounts or changes in allocations to accounts that do not affect the overall college budget.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and revise the budget as needed.</li> <li>• Initiate any requirements for new accounts or changes in allocations to accounts that do not affect the overall college budget.</li> </ul>
<b>Fiscal Services</b>	<ul style="list-style-type: none"> <li>• Act as a resource to campus and district personnel for any fiscal issues.</li> <li>• Prepare quarterly financial and investment reports for Board of Trustees.</li> <li>• Monitor cash balances to assure liquidity and diversify funds for better market yield when appropriate.</li> <li>• Prepare monthly cash flow statements for General Fund.</li> <li>• Ensure all financial reports are completed accurately and filed timely.</li> <li>• Monitor arbitrage calculations for bond proceeds.</li> <li>• Provide for bi-annual actuarial studies on workers' compensation, property and liability, and retiree benefits obligations.</li> <li>• Prepare and submit annual continuing disclosure documents for bond issuances.</li> <li>• Prepare monthly bond expenditures reports.</li> <li>• Prepare and coordinate information for the Bond Oversight Committee.</li> <li>• Ensure all district accounts and funds undergo annual independent audit. Follow-up and resolve audit issues.</li> <li>• Present the audit reports to the Board Fiscal &amp; Audit Review Committee.</li> <li>• Monitor federal, state, and local law changes and revise practices and procedures as necessary for compliance.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible for informing the District when a service or product has been received from a vendor and that it meets requirements. This contributes to the timeliness of payment to the vendor.</li> <li>• Accountable for the timeliness of expenditures so that products and services are received the same fiscal year they are booked.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible for informing the District when a service or product has been received from a vendor and that it meets requirements. This contributes to the timeliness of payment to the vendor.</li> <li>• Accountable for the timeliness of expenditures so that products and services are received the same fiscal year they are booked</li> </ul>

**Area 4: Fiscal & Administrative Services**

Function	District	Santa Ana College	Santiago Canyon College
	<ul style="list-style-type: none"> <li>• Prepare financial reports and forecasts as requested.</li> </ul>		
<b>Accounting</b>	<ul style="list-style-type: none"> <li>• Interact with program directors, government agencies and external auditors on compliance and audit issues.</li> <li>• Prepare internal reports for Board of Trustees &amp; users.</li> <li>• Prepare financial reports for submission to the State and Orange County Department of Education.</li> <li>• Prepare Comprehensive Annual Financial Report as required by and in accordance with the Governmental Accounting Standards Board and generally accepted accounting principles.</li> <li>• Perform reconciliation procedures for district activities with the Orange County Department of Education and all district bank accounts.</li> <li>• Maintain Chart of Accounts, general ledger, subsidiary ledgers and special journals.</li> <li>• Receive and allocate district revenues from local, state and federal sources.</li> <li>• Process budgets, verify and monitor expenditures to ensure compliance with all regulations.</li> <li>• Prepare categorical program financial reports.</li> <li>• Provide capital asset summary and support schedules based on established capitalization and depreciation policies in conformity with generally accepted accounting principles.</li> <li>• Disburse financial aid payments and maintain ledgers.</li> <li>• Provide support, bookkeeping services and financial reporting to the District Foundation.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain student financial aid records.</li> <li>• Responsible for ensuring product or service rendered by an outside party is received and in working order before authorizing payment.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain student financial aid records.</li> <li>• Responsible for ensuring product or service rendered by an outside party is received and in working order before authorizing payment.</li> </ul>
<b>Payroll</b>	<ul style="list-style-type: none"> <li>• Collect, prepare and process timely and accurate payroll, payroll taxes and retirement information for all district employees, including retroactive payments, contract changes, and corrections.</li> <li>• Analyze Human Resources, Risk Management and other source documents to ensure proper payments, taxation and withholdings.</li> <li>• Process and maintain records of employee voluntary deductions and remittances.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare time sheets for all hourly staff, including student assistants, utilized by the college and submit them to district Payroll for processing.</li> <li>• Submit completed paper and electronic absence forms to payroll for processing.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare time sheets for all hourly staff, including student assistants, utilized by the college and submit them to district Payroll for processing.</li> <li>• Submit completed paper and electronic absence forms to payroll for processing.</li> </ul>

**Area 4: Fiscal & Administrative Services**

Function	District	Santa Ana College	Santiago Canyon College
	<ul style="list-style-type: none"> <li>• Balance and process accruals and usage of all leave types (sick, vacation, etc.) verifying compliance with education code requirements and union agreements.</li> <li>• Assure payroll compliance with federal and state regulations and district policies and procedures.</li> <li>• Audit, reconcile and file annual, quarterly, and monthly reports to federal and state agencies including, W-2 forms, W-2C forms, 1099 forms, 941 forms, DE43 forms, etc.</li> <li>• Process and reconcile employee insurance benefit payments for full-time employees, domestic partners, retirees and COBRA.</li> <li>• Oversee third party administration of 403B &amp; 457 plans.</li> <li>• Assist departments to calculate budget for new positions.</li> <li>• Keep updated with changes in accounting, tax and retirement law regulations.</li> <li>• Prepare/update the Payroll and Desk Procedures Manuals.</li> <li>• Prepare and provide necessary schedules, documentation and files to internal/external auditors.</li> </ul>		
<p><b>Electronic Financial System Management</b></p>	<ul style="list-style-type: none"> <li>• Assess current processes, procedures and reporting needs including process mapping.</li> <li>• Record level security classes for various roles and assign employees to appropriate roles.</li> <li>• Determine approvers for all departments and assign users to appropriate departments and approvers.</li> <li>• Update chart of accounts, including account components, subcomponents and account strings.</li> <li>• Work with ITS to add new users into the system with appropriate security classes.</li> <li>• Work with ITS to develop reports to accommodate end-users and external reporting requirements.</li> <li>• Determine customization, third party software and other needs in addition to the standard Datatel system.</li> <li>• Test system including various scenarios, module to module and live simulation testing. Identify and resolve problems that arise.</li> <li>• Train end-users in the new financial system, including purchase requisition, general ledger/budget, approvals and</li> </ul>	<ul style="list-style-type: none"> <li>• Provide input for reporting and training needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide input for reporting and training needs.</li> </ul>

**Area 4: Fiscal & Administrative Services**

Function	District	Santa Ana College	Santiago Canyon College
	introduction and navigation training.		
<b>Accounts Payable</b>	<ul style="list-style-type: none"> <li>• Process for payment the general obligations in accordance with state and federal laws, education code, district policies/ procedures and audit practices.</li> <li>• Ensure the accuracy, completeness and appropriateness of payments made to outside vendors and to staff for expense reimbursements.</li> <li>• Process payments to students for grants, tuition refunds, stipends and other reimbursements.</li> <li>• Disseminate and interpret district, state and federal regulations related to accounts payable functions.</li> <li>• Maintain relationships with vendors through timely and accurate payment and respond to inquiries.</li> <li>• Monitor timing of payments to take discounts, maintain satisfactory credit ratings and avoid or minimize interest expense and penalties.</li> <li>• Establish and maintain vendor records and archiving of files in accordance with county, local and state requirements and IRS regulations.</li> <li>• Prepare and provide necessary schedules, documentation and files to internal/external auditors.</li> <li>• Maintain effective relationships with the OC Department of Education personnel and departments.</li> <li>• Coordinate accounts payable activities with the Purchasing, warehouse and receiving departments.</li> <li>• Prepare, remit, reconcile and file reports to federal and state agencies (1042, 1042-S and DE542).</li> <li>• Prepare and file miscellaneous income tax forms.</li> <li>• Perform Taxpayer Identification Number (TIN) matching of 1099 payee information against IRS records to avoid B-Notices, decrease backup withholding &amp; penalty, and reduce errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Notifies district accounting that the product or service has satisfactorily been received and that payment for that product or service can be made.</li> </ul>	<ul style="list-style-type: none"> <li>• Notifies district Accounting that the product or service has satisfactorily been received and that payment for that product or service can be made.</li> </ul>

**Area 4: Fiscal & Administrative Services**

Function	District	Santa Ana College	Santiago Canyon College
<b>Enrollment Management</b>	<ul style="list-style-type: none"> <li>• Prepare and obtain certification for the apportionment attendance reports (CCFS-320) and the apprenticeship attendance reports (CCFS-323) by Fiscal Services.</li> <li>• Develop analysis, historical performance trends, and projections compared to the annual targets as requested by the campuses.</li> <li>• Oversee the adequacy of record retention to support the audit trail.</li> <li>• Prepare documents and reports as required or requested by State agencies or district personnel working in collaboration with campus personnel.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify needed revisions to the college projections and collaborate on the suggested changes.</li> <li>• Provide guidance relative to new and revised education code sections and regulations; assure adequacy of record retention.</li> <li>• Coordinate the college portions of streamlining reporting and reducing the labor content; collaborate on system conversion related to attendance.</li> <li>• Assure that the methods of collecting attendance and reporting comply with the education code, regulations, advisories and related publications.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify needed revisions to the college projections and collaborate on the suggested changes.</li> <li>• Provide guidance relative to new and revised education code sections and regulations; assure adequacy of record retention.</li> <li>• Coordinate the college portions of streamlining reporting and reducing the labor content; collaborate on system conversion related to attendance.</li> <li>• Assure that the methods of collecting attendance and reporting comply with the education code, regulations, advisories and related publications.</li> </ul>
<b>ITS - Academic Support</b>	<ul style="list-style-type: none"> <li>• Provide site-licensed operating system and business application software supported by Application systems</li> <li>• Provide technical expertise of hardware/software specifications and approve purchases to ensure they meet district standards</li> <li>• Provide desktop, mobile device, wireless connectivity support for campus students and employees.</li> <li>• Develop system and maintain inventory of hardware and software</li> <li>• Provide low level technical assistance to employees</li> <li>• Coordinate and communicate college needs with Networking, Application Development, and Web Development.</li> <li>• Support technical needs of classroom instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training for faculty on using equipment and software</li> <li>• Purchase/upgrade instructional software and equipment for faculty</li> <li>• Fund technical training(s) for district technician(s) on unique instructional software/hardware</li> <li>• Provide technical assistance to faculty, staff, and students on an as-needed basis</li> <li>• Work with Media Systems department to support classrooms and online instruction.</li> <li>• Procure and maintain academic servers.</li> <li>• Purchase miscellaneous IT supplies, such as toner cartridges for hardware.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training for faculty on using equipment and software</li> <li>• Purchase/upgrade instructional software and equipment for faculty</li> <li>• Responsible for funding technical training(s) for district technician(s) on unique instructional software/hardware</li> <li>• Provide technical assistance to faculty, staff, and students on an as-needed basis</li> <li>• Work with Media Systems department to support classrooms and online instruction.</li> <li>• Procure and maintain academic servers</li> <li>• Purchase miscellaneous IT supplies, such as toner cartridges for hardware.</li> </ul>
<b>ITS - Application Systems</b>	<ul style="list-style-type: none"> <li>• Maintain the Ellucian Enterprise Resource System</li> <li>• Support Ellucian third party vendor applications</li> <li>• Apply/maintain Ellucian and third party updates</li> <li>• Ensure data availability, quality and consistency by provide for ease of access and analysis</li> <li>• Develop ERP and third party enhancements and customizations for usability, planning and budgeting</li> <li>• Develop and maintain web services for students and faculty via the Ellucian product, WebAdvisor</li> <li>• Comply with mandated MIS and Federal reporting.</li> <li>• Migrating system applications hosted in older servers to</li> </ul>	<ul style="list-style-type: none"> <li>• Review/update college/department specific parameters for reporting.</li> <li>• Supply assistance for web services, such as Blackboard.</li> </ul>	<ul style="list-style-type: none"> <li>• Review/update college/department specific parameters for reporting.</li> <li>• Supply assistance for web services, such as Blackboard.</li> </ul>

**Area 4: Fiscal & Administrative Services**

Function	District	Santa Ana College	Santiago Canyon College
	<p>newer servers with more current versions of operating systems and database engines</p> <ul style="list-style-type: none"> <li>Support Black Board Course Management Systems</li> </ul>		
<b>ITS - Network Administration</b>	<ul style="list-style-type: none"> <li>Procure and maintain virtual and physical servers for academic and administrative needs.</li> <li>Design, implement and maintain the Wide Area Network including physical infrastructure and core network equipment</li> <li>Design, implement and maintain the Local Area Network including the physical infrastructure and building network equipment.</li> <li>Design, implement and maintain Wireless Network.</li> <li>Develop mechanisms to manage network growth and internet bandwidth usage</li> <li>Develop mechanisms for safe and reliable network, e.g. firewalls, antivirus, intrusion systems</li> <li>Responsible for backups of enterprise and departmental systems</li> <li>Design, implement, and maintain the Voice Over Internet Protocol (VOIP) phone system</li> <li>Responsible for the email services, and products related to email such as spam prevention.</li> <li>Provide secure remote access to our network.</li> <li>Design, implement, and maintain Video Surveillance System.</li> </ul>	<ul style="list-style-type: none"> <li>College Help Desk receives all college related technology problems. Academic Support reassigns or works with the ITS network team to resolve the issue.</li> <li>Identify network issues and collaborate with network administration for resolutions. (Examples are network switches, infrastructure cable, wireless access, Blackboard, bandwidth, and phone matters)</li> <li>Identify technology expansion requirements with college staff. Relate needs to the ITS network administration to determine solutions.</li> <li>Maintain communication with district ITS staff to meet the needs of the colleges related to new buildings, staffing issues and vendor support.</li> </ul>	<ul style="list-style-type: none"> <li>College Help Desk receives all college related technology problems. Academic Support reassigns or works with the ITS network team to resolve the issue.</li> <li>Identify network issues and collaborate with network administration for resolutions. (Examples are network switches, infrastructure cable, wireless access, Blackboard, bandwidth, and phone matters)</li> <li>Identify technology expansion requirements with college staff. Relate needs to the ITS network administration to determine solutions.</li> <li>Maintain communication with district ITS staff to meet the needs of the colleges related to new buildings, staffing issues and vendor support.</li> </ul>
<b>Website</b>	<ul style="list-style-type: none"> <li>Provide evolving user-friendly websites that promote District, Colleges and Continuing Education Centers.</li> <li>Facilitate District and College services online for the community, staff, and media.</li> <li>Web content management responsibilities for the district web site are a collaborative effort of Public Affairs/Publications, ITS and the content publishers</li> <li>Public Affairs/Publications collaborates with ITS on any recommended functional or design changes of the district and college websites.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain content through a collaborative effort of the college web committees and educational and service departments.</li> <li>Provide content for the areas college staff maintain and update.</li> <li>Provide support in designing new web pages.</li> <li>Assist in expanding District Economic Development commitments to the State via web services for the entrepreneurial community.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain content through a collaborative effort of the college web committees and educational and service departments.</li> <li>Provide content for the areas college staff maintain and update.</li> <li>Provide support in designing new web pages.</li> <li>Assist in expanding District Economic Development commitments to the State via web services for the entrepreneurial community.</li> </ul>

**Area 4: Fiscal & Administrative Services**

<b>Function</b>	<b>District</b>	<b>Santa Ana College</b>	<b>Santiago Canyon College</b>
<b>Intranet</b>	<ul style="list-style-type: none"> <li>• In collaboration with Public Affairs/Publications, create a vibrant employee Intranet with updated and relevant information, news and initiatives that allows for two-way communication as appropriate</li> <li>• Provide an online presence for administration, faculty and staff to access to district policies, handbooks, reports, forms and directories.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to and maintain content of employee intranet.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to and maintain content of employee intranet.</li> </ul>
<b>Internal Auditing</b>	<ul style="list-style-type: none"> <li>• Evaluate the adequacy of the internal control structures of the District.</li> <li>• Assess compliance with written policies/procedures.</li> <li>• Investigate reported occurrences of waste and fraud, and recommend controls to prevent or detect them.</li> <li>• Conduct audits, reviews and examinations of District activities and transactions.</li> <li>• Assist in internal investigations by documenting, compiling, analyzing and maintaining evidence.</li> <li>• Review systems established to ensure compliance with policies, plans, procedures, laws and regulations which could have a significant impact on operations.</li> <li>• Review the means of safeguarding assets and, as appropriate, verify the existence of such assets.</li> <li>• Review and appraise the efficiency with which resources are employed.</li> <li>• Review operations or programs to ascertain whether results are consistent with established objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Review and evaluate current operations to ensure compliance with board policy and administrative regulations.</li> <li>• Implement corrective action recommended by audit.</li> </ul>	<ul style="list-style-type: none"> <li>• Review and evaluate current operations to ensure compliance with board policy and administrative regulations.</li> <li>• Implement all corrective action recommended by audit.</li> </ul>
<b>Purchasing</b>	<ul style="list-style-type: none"> <li>• Execute procurement of merchandise and services, in accordance with the appropriate government regulations and board policy.</li> <li>• Manage competitive quotation and bid process.</li> <li>• Prepare, evaluate, analyze and recommend awards of bids for maintenance service contracts.</li> <li>• Maintain contractor insurance &amp; bonding certificates.</li> <li>• Maintain database and control of maintenance and service contracts, independent contractors, leases and rental of property and facilities.</li> <li>• Execute service contracts, and manage services for</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare purchase requisitions identifying the specific product or service required and forwards to district Purchasing to prepare purchase orders.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare purchase requisitions identifying the specific product or service required and forwards them district Purchasing to prepare purchase orders.</li> </ul>

**Area 4: Fiscal & Administrative Services**

Function	District	Santa Ana College	Santiago Canyon College
	<p>maintenance agreements which are centralized.</p> <ul style="list-style-type: none"> <li>• Provide training for online requisitioning system and maintain training manuals.</li> <li>• Prepare annual contract renewals, obtain new pricing, update database and distribute renewal list to departments for budget purposes.</li> <li>• Maintain database of qualified contractors; includes checking the status of contractor’s licenses.</li> <li>• Monitors our participation with State of California in travel program, i.e. air travel, car rental, fuel etc.</li> <li>• Maintains office supplies online ordering system, i.e. product review reports, active/inactive users, custom core list, etc.</li> </ul>		
<b>Warehouse &amp; Inventory Control</b>	<ul style="list-style-type: none"> <li>• Ensure shipments of received supplies and equipment are correct, undamaged and delivered to departments.</li> <li>• Make arrangements for the return of items to vendors.</li> <li>• Follow-up on non-delivery or late delivery of orders.</li> <li>• Deliver surplus property from storage to requestor.</li> <li>• Maintain moveable equipment inventory (fixed assets), upgrades of equipment, deletions and transfer of equipment.</li> <li>• Prepare inventory reports and reconcile inventory additions against the general ledger.</li> <li>• Tag all inventorial equipment, federally funded items.</li> <li>• Coordinate public auction of surplus property and arrange for disposal of remaining items.</li> <li>• Maintain records and coordinate the delivery and return of record to Schick Storage facility.</li> <li>• Witness the secure destruction of district records that have reached the end of their retention period.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a nominal amount of furniture and equipment which is intended for re-use at the college.</li> <li>• Identify surplus furniture and equipment to be sent to the district Warehouse.</li> <li>• Coordinate with District warehouse to address furniture or equipment needs.</li> <li>• Complete a Furniture and Equipment transfer Request form whenever furniture or equipment is moved from one location to another or sent to surplus.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a nominal amount of furniture and equipment which is intended for re-use at the college.</li> <li>• Identify surplus furniture and equipment to be sent to the district Warehouse.</li> <li>• Coordinate with District warehouse to address furniture or equipment needs.</li> <li>• Complete a Furniture and Equipment transfer Request form whenever furniture or equipment is moved from one location to another or sent to surplus.</li> </ul>
<b>Mail Services</b>	<ul style="list-style-type: none"> <li>• Provide mail services to all sites.</li> <li>• Prepare mail for delivery to post office.</li> <li>• Sort incoming mail/packages and distribute to departments.</li> <li>• Send and receive fax correspondence.</li> <li>• Maintain department and faculty mailboxes.</li> </ul>	<ul style="list-style-type: none"> <li>• Each college and continuing education center maintains a mailroom for U.S. mail, outside and intra-district deliveries.</li> <li>• Each college and continuing education center prepares mail and packages for pick up by the district mail service, delivery companies and the U.S. Postal Service.</li> </ul>	<ul style="list-style-type: none"> <li>• Each college and continuing education center maintains a mailroom for U.S. mail, outside and intra-district deliveries.</li> <li>• Each college and continuing education center prepares mail and packages for pick up by the district mail service, delivery companies and the U.S. Postal Service.</li> </ul>



**Area 4: Fiscal & Administrative Services**

Function	District	Santa Ana College	Santiago Canyon College
<b>Safety &amp; Security</b>	<ul style="list-style-type: none"> <li>• Monitor scheduling of District Safety Officers to ensure adequate and appropriate security coverage exists at all sites and for special events</li> <li>• Advise and lead efforts to install security surveillance systems in strategic locations within district property.</li> <li>• Coordinate response to serious incidents/emergencies</li> <li>• Respond to changes in the environment at and around our facilities by recommending policy changes relating to safety and security</li> <li>• Facilitate, coordinate and conduct training activities for district safety staff</li> <li>• Review and update department policies/procedures</li> <li>• Provide training support for all district safety officers.</li> <li>• Maintain accurate crime statistics and ensure they are reported to the District and college communities and to the federal Department of Education</li> <li>• Advise district and site administrators on safety and security concerns, and provide updated information regarding significant incidents</li> <li>• Provide technical expertise to staff and faculty for possible solutions to safety and security problems</li> <li>• Perform payroll and purchasing recordkeeping functions for district safety and security department</li> <li>• Support and advise College Safety Committees and College Emergency Preparedness committees</li> <li>• Liaison with local law enforcement agencies to ensure cooperation and coordination.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor crime reports and direct patrol activities.</li> <li>• Conduct crime prevention and awareness programs (alert bulletins, awareness presentations to staff and students, safety posters, and email reminders).</li> <li>• Work with Administrative Services and Maintenance and Operations to identify and correct safety hazards.</li> <li>• Monitor fire and life safety alarm systems, and intrusion alarms systems to ensure proper functioning and to ensure timely response to activated alarms.</li> <li>• Respond to criminal incidents and other emergencies rapidly and appropriately.</li> <li>• Maintain accurate documents of incidents and daily activities.</li> <li>• Maintain effective Lost and Found Property procedures.</li> <li>• Work closely with other departments in handling student disciplinary problems.</li> <li>• Patrol campuses to deter crime and be available to provide assistance, information and security services.</li> <li>• Enforce parking regulations and direct traffic on campus.</li> <li>• Provide security coverage for special events.</li> <li>• Work with college Administrative Services to prepare and maintain an emergency preparedness plan at site.</li> <li>• Conduct emergency drills</li> <li>• Participate in Threat Assessment Team’s efforts to identify potentially violent individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor crime reports and direct patrol activities.</li> <li>• Conduct crime prevention and awareness programs (alert bulletins, awareness presentations to staff and students, safety posters, and email reminders).</li> <li>• Work with Administrative Services and Maintenance and Operations to identify and correct safety hazards.</li> <li>• Monitor fire and life safety alarm systems, and intrusion alarms systems to ensure proper functioning and to ensure timely response to activated alarms.</li> <li>• Respond to criminal incidents and other emergencies rapidly and appropriately.</li> <li>• Maintain accurate documents of incidents and daily activities.</li> <li>• Maintain effective Lost and Found Property procedures.</li> <li>• Work closely with other departments in handling student disciplinary problems.</li> <li>• Patrol campuses to deter crime and be available to provide assistance, information and security services.</li> <li>• Enforce parking regulations and direct traffic on campus.</li> <li>• Provide security coverage for special events.</li> <li>• Work with college Administrative Services to prepare and maintain an emergency preparedness plan at site.</li> <li>• Conduct emergency drills.</li> <li>• Participate in Threat Assessment Team’s efforts to identify potentially violent individuals</li> </ul>
<b>College Advancement</b>	<ul style="list-style-type: none"> <li>• Board of Trustees is apprised of all college advancement activities</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible for overall development and implementation of a philanthropic master plan to generate community goodwill and financial support for the college.</li> <li>• Develop and monitor college fundraising activities in close collaboration with college foundation.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible for the overall development and maintenance of programs that generate community goodwill and financial support for the college.</li> <li>• Develop and monitor college fundraising activities in close collaboration with college foundation.</li> </ul>

**Area 4: Fiscal & Administrative Services**

<b>Function</b>	<b>District</b>	<b>Santa Ana College</b>	<b>Santiago Canyon College</b>
		<ul style="list-style-type: none"> <li>• Direct alumni activities and serve as community liaison.</li> <li>• Develop and oversee student-centered programs and events that generate revenue for college and student needs</li> <li>• Solicit and disburse funds for scholarships and other program.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct alumni activities and serve as community liaison.</li> <li>• Develop and oversee student-centered programs and events that generate revenue for college and student needs</li> <li>• Solicit and disburse funds for scholarships and other program.</li> </ul>
<b>Transportation</b>	<ul style="list-style-type: none"> <li>• Review driving records and maintain vehicle inventory for insurance purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible for maintaining vehicles assigned to the college. This would include passenger vehicles, trucks, vans, and all utility carts. Administrative Services is also responsible for the assignment of owned or leased vehicles as well as arranging for all rental vehicles including those used for athletic teams and class field trips.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible for maintaining vehicles assigned to the college. This would include passenger vehicles, trucks, vans, and all utility carts. Administrative Services is also responsible for the assignment of owned or leased vehicles as well as arranging for all rental vehicles including those used for athletic teams and class field trips.</li> </ul>
<b>Facilities Usage</b>	<ul style="list-style-type: none"> <li>• Board of Trustees establishes policies related to facilities use.</li> </ul>	<ul style="list-style-type: none"> <li>• Handle all requests from external groups who request usage of college facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Handle all requests from external groups who request usage of college facilities.</li> </ul>

**Area 5: Educational Services**

Function	District	Santa Ana College	Santiago Canyon College
<b>Policies</b>	<ul style="list-style-type: none"> <li>• Manage the revision and development of new board policies and administrative regulations with appropriate staff.</li> <li>• Provide liaison with CCLC policy subscription service</li> </ul>	<ul style="list-style-type: none"> <li>• Provide advice and input relative to new and revised Board Policies and Administrative Regulations, as requested.</li> <li>• Identify needed revisions, as appropriate.</li> <li>• Ensure faculty and staff awareness of Board Policies and Administrative Regulations.</li> <li>• Ensure compliance with Board Policies and Administrative Regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide advice and input relative to new and revised Board Policies and Administrative Regulations, as requested.</li> <li>• Identify needed revisions, as appropriate.</li> <li>• Ensure faculty and staff awareness of Board Policies and Administrative Regulations.</li> <li>• Ensure compliance with Board Policies and Administrative Regulations.</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Maintain and update RSCCD Planning Design Manual, Comprehensive Master Plan, and Strategic Plan</li> <li>• Manage annual assessment and revision of District planning processes to ensure continuous quality improvement</li> <li>• Provide external and internal environmental scanning information for planning.</li> <li>• Provide planning assistance to colleges, as requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate in the development, implementation, evaluation and refinement of the RSCCD’s mission, goals and comprehensive plans.</li> <li>• Utilizing RSCCD goals, develop, implement, evaluate and refine the college mission, comprehensive plans, and resulting institutional goals, which serve as the basis for resource allocation.</li> <li>• Establish and monitor institution-set standards of achievement and ensure outcomes assessment and student achievement data drive the planning and resource allocation process.</li> <li>• Facilitate institution-wide dialogue about outcomes assessment data student achievement data through long, near and short-term planning.</li> <li>• Provide feedback to the Chancellor and Board of Trustees regarding progress towards RSCCD and college goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate in the development, implementation, evaluation and refinement of the RSCCD’s mission, goals and comprehensive plans.</li> <li>• Utilizing RSCCD goals, develop, implement, evaluate and refine the college mission, comprehensive plans, and resulting institutional goals, which serve as the basis for resource allocation.</li> <li>• Establish and monitor institution-set standards of achievement and ensure outcomes assessment and student achievement data drive the planning and resource allocation process.</li> <li>• Facilitate institution-wide dialogue about outcomes assessment data student achievement data through long, near and short-term planning.</li> <li>• Provide feedback to the Chancellor and Board of Trustees regarding progress towards RSCCD and college goals.</li> </ul>
<b>Resource Development/Grants</b>	<ul style="list-style-type: none"> <li>• Provide research, coordination, writing and editorial support for planning and development of proposals.</li> <li>• Submit grant proposals to funding agencies.</li> <li>• Develop line-item expenditure budgets.</li> <li>• Take budgets, grant-related contracts, and subcontract agreements to docket.</li> <li>• Provide timely grant-related information to relevant departments and individuals.</li> <li>• Provide ongoing grant management assistance to grant-funded project staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Define college approval process for seeking grant funding.</li> <li>• Obtain college council’s approval to submit grant proposals.</li> <li>• Plan and develop grant proposals.</li> <li>• Implement and manage grant-funded projects and budgets.</li> <li>• Complete forms, including status change forms, budget change forms, transfer of expenditure forms, purchase requisitions, load sheets, and payroll sheets.</li> <li>• Complete non-financial progress, compliance, and final reports for funding agency.</li> <li>• Ensure compliance of project activities with funding agency.</li> <li>• Cooperate with Resource Development and Accounting to ensure proper execution of grant project.</li> </ul>	<ul style="list-style-type: none"> <li>• Define college approval process for seeking grant funding.</li> <li>• Obtain college council’s approval to submit grant proposals.</li> <li>• Plan and develop grant proposals.</li> <li>• Implement and manage grant-funded projects and budgets.</li> <li>• Complete forms, including status change forms, budget change forms, transfer of expenditure forms, purchase requisitions, load sheets, and payroll sheets.</li> <li>• Complete non-financial progress, compliance, and final reports for funding agency.</li> <li>• Ensure compliance of project activities with funding agency.</li> <li>• Cooperate with Resource Development and Accounting to ensure proper execution of grant project.</li> </ul>

**Area 5: Educational Services**

Function	District	Santa Ana College	Santiago Canyon College
<b>Economic and Workforce Development</b>	<ul style="list-style-type: none"> <li>• Provide customized training, testing and assessment services for business and industry on a fee basis.</li> <li>• Maintain close liaison with district credit and non-credit sites as well as with community colleges statewide.</li> <li>• Develop and enhance training programs designed to serve local workforce needs.</li> <li>• Strategic planning and system building for workforce development.</li> <li>• Serve as a resource for district and statewide community college system for training needs.</li> <li>• Deliver economic development services by contract.</li> <li>• Provide no-cost business consulting and low-cost training for existing small businesses and future entrepreneurs.</li> <li>• Conduct job market studies for potential, new and ongoing vocational programs.</li> <li>• Manage district VTEA contract.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate career education and workforce development programs and services.</li> <li>• Represent college on different workforce committees.</li> <li>• Develop and implement strategies for achieving college goals and objectives related to career/occupational education.</li> <li>• Provide leadership for marketing and outreach to high schools, special populations and community.</li> <li>• Collaborate with college to plan, develop and implement programs and partnerships with business and industry.</li> <li>• Plan, develop and maintain compliance with appropriate regulations and policies related to workforce development.</li> <li>• Research and prepare special reports related to career education and workforce development programs.</li> <li>• Provide leadership and supervision for articulation program with K-12/ROP.</li> <li>• Develop instructional contracts with business and industry.</li> <li>• Work with Technical Advisory Committees to review and revise existing programs to meet industry needs.</li> <li>• Seek out new training opportunities to meet industry needs.</li> <li>• Market and promote opportunities for job training to community, high schools and special populations.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate career education and workforce development programs and services.</li> <li>• Represent college on different workforce committees.</li> <li>• Develop and implement strategies for achieving college goals and objectives related to career/occupational education.</li> <li>• Provide leadership for marketing and outreach to high schools, special populations and community.</li> <li>• Collaborate with college to plan, develop and implement programs and partnerships with business and industry.</li> <li>• Plan, develop and maintain compliance with appropriate regulations and policies related to workforce development.</li> <li>• Research and prepare regular and special reports related to career education and workforce development programs.</li> <li>• Provide leadership and supervision for articulation program with K-12/ROP.</li> <li>• Develop instructional contracts with business and industry.</li> <li>• Work with Technical Advisory Committees to review and revise existing programs to meet industry needs.</li> <li>• Seek out new training opportunities to meet industry needs.</li> <li>• Market and promote opportunities for job training to community, high schools and special populations.</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>• Conduct and coordinate institutional research for colleges and district.</li> <li>• Complete some government mandated reporting (such as IPEDS, SRTK).</li> <li>• Coordinate, monitor and report performance measures.</li> <li>• Design, conduct, and publish “regular” statistical studies (such as enrollment trends, graduates and persistence reports) to assist in RSCCD’s policy and program planning and development.</li> <li>• Design, conduct, and publish “special” studies to meet departmental, institutional, community, and state/federally-mandated requirements.</li> <li>• Coordinate, assist, guide, and/or support faculty, staff and other individuals conducting research activities.</li> <li>• Coordinate data requests from external agencies.</li> <li>• Validate assessment test course placement.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and request research, as needed.</li> <li>• Provide input for the annual research agenda and prioritize research needs of the college.</li> <li>• Conduct routine research to support college program needs, such as program monitoring.</li> <li>• Assist in data gathering for research, as needed.</li> <li>• Review report drafts, disseminate research findings, and use research results appropriately in planning and decision making.</li> <li>• Use “research protocol” to mediate permission to conduct research for non-college-specific purposes.</li> <li>• Develop, implement, manage, evaluate and improve cycles and processes for the collection, reporting, and analysis of outcomes assessment data at the institutional, program, service area and course levels.</li> <li>• Actively disseminate research to support college-level</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and request research, as needed.</li> <li>• Provide input for the annual research agenda and prioritize research needs of the college.</li> <li>• Conduct routine research to support college program needs, such as program monitoring.</li> <li>• Assist in data gathering for research, as needed.</li> <li>• Review report drafts, disseminate research findings, and use research results appropriately in planning and decision making.</li> <li>• Use “research protocol” to mediate permission to conduct research for non-college-specific purposes.</li> <li>• Develop, implement, manage, evaluate and improve cycles and processes for the collection, reporting, and analysis of outcomes assessment data at the institutional, program, service area and course levels.</li> <li>• Actively disseminate research to support college-level</li> </ul>

**Area 5: Educational Services**

Function	District	Santa Ana College	Santiago Canyon College
	<ul style="list-style-type: none"> <li>Respond to research needs in support of departmental activities and grant proposals.</li> <li>Administer surveys to students, staff and community.</li> <li>Develop and maintain outside data sources</li> </ul>	<p align="center">strategic planning centered on student learning and success.</p>	<p align="center">strategic planning centered on student learning and success.</p>
<b>Child Development Services &amp; Centers</b>	<ul style="list-style-type: none"> <li>Provide oversight for operation of CDC’s at all sites.</li> <li>Monitor regulations for operation of centers.</li> <li>Monitor enrollments in relation to contract awards for state, federal and local funding.</li> <li>Maintain all records and reporting requirements – personnel, financial, grant, state and federal.</li> <li>Facilitate outreach/marketing plan for all centers.</li> <li>Collaborate with other divisions/departments.</li> <li>Supervise all child development staff at all centers.</li> </ul>	<ul style="list-style-type: none"> <li>Refer students for service at the centers.</li> <li>Coordinate services for special classes of students such as CalWORKS.</li> <li>Facilitate integration between Centers and the Human Development Instructional Departments.</li> <li>Provide maintenance for physical environment.</li> </ul>	<ul style="list-style-type: none"> <li>Refer students for service at the centers.</li> <li>Coordinate services for special classes of students such as CalWORKS.</li> <li>Facilitate integration between Centers and the Human Development Instructional Departments.</li> <li>Provide maintenance for physical environment.</li> </ul>
<b>Digital Media Center (DMC)</b>	<ul style="list-style-type: none"> <li>Incubate digital media companies that demonstrate potential for high growth and creation of jobs.</li> <li>Conduct needs assessments and provides services to help businesses achieve their goals.</li> <li>Augment and enhance services through relationships and partnerships with other service providers</li> <li>Monitor businesses to ensure agreed upon milestones are met and resources are used prudently.</li> <li>Work with incubator companies and affiliate clients to establish their operations in the surrounding area.</li> <li>Coordinate facilities maintenance and operations.</li> <li>Schedule and coordinate facilities maintenance and operations services.</li> <li>Oversee DMC advisory group assisting in advocating the program and identifying candidates for incubation.</li> </ul>	<ul style="list-style-type: none"> <li>Promote the economic development/job creation mission of the DMC by developing and participating in collaborative, integrated programs within the DMC, that prepare students for employment.</li> <li>Promote and supervise college instructional programs that foster digital media in the region.</li> <li>Provide academic and student support services for students attending instructional programs at the DMC.</li> <li>Participate in the collaborative environment among faculty, staff, students, businesses and clients of the DMC.</li> <li>Purchase and maintain instructional equipment.</li> <li>Schedule and reserve instructional conference rooms, classrooms, and TV/video studio spaces.</li> </ul>	

**Area 6: Governance**

<b>Function</b>	<b>District</b>	<b>Santa Ana College</b>	<b>Santiago Canyon College</b>
<b>Board of Trustees</b>	<ul style="list-style-type: none"> <li>• Delegate authority to the Chancellor for district.</li> <li>• Oversight of District as a whole with regards to accreditation.</li> <li>• Maintain self-evaluation policy and follow through.</li> <li>• Establish structure and create policies related to governance.</li> </ul>	<ul style="list-style-type: none"> <li>• Assure the implementation of all Board Policies and Administrative Regulations related to college functions and support their updating as appropriate to changes in policy and practice.</li> <li>• Actively participate in Board of Trustees meetings and in other topical Board development presentations and workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• Assure the implementation of all Board Policies and Administrative Regulations related to college functions and support their updating as appropriate to changes in policy and practice.</li> <li>• Actively participate in Board of Trustees meetings and in other topical Board development presentations and workshops.</li> </ul>
<b>Academic Senates</b>	<ul style="list-style-type: none"> <li>• Provide input directly to the Board on professional and academic matters.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Senate Presidents attend all Board meetings.</li> <li>• Serve on college and district governance committees.</li> <li>• Recommend to the Board annual approval of curriculum to include new, revised and/or deleted programs and courses.</li> <li>• Maintain a relationship directly with the Board of Trustees per AB1725.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Senate Presidents attend all Board meetings.</li> <li>• Serve as on college and district governance committees.</li> <li>• Recommend to the Board annual approval of curriculum to include new, revised and/or deleted programs and courses.</li> <li>• Maintain a relationship directly with the Board of Trustees per AB1725.</li> </ul>
<b>ASB/ASG</b>	<ul style="list-style-type: none"> <li>• Provide input to the Chancellor and Board of Trustees on student matters as they pertain to governance.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide input to the Chancellor and Board of Trustees on student matters as they pertain to governance.</li> <li>• Coordinate programs and events for a diverse student body focusing on social, intellectual and emotional development.</li> <li>• Provide advisory assistance to student clubs via the ASB/ASG Inter-Club Council (ICC).</li> <li>• Coordinate student body elections and Senator elections.</li> <li>• Work with ASB/ASG President to select Executive Cabinet.</li> <li>• Provide an environment where students can make recommendations to improve their college experience.</li> <li>• Coordinate interview process for Student Trustee selection.</li> <li>• Edit ASB/ASG publications to ensure appropriateness of language and content.</li> <li>• Oversees the allocated budget.</li> <li>• Empower students to be proactive in their concerns/causes.</li> <li>• Develop student leadership opportunities.</li> <li>• Ensure adherence to high ethical standards.</li> <li>• Provide resources for club advisors to effectively oversee the campus organizations.</li> <li>• Participate in committees through participatory governance.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide input to the Chancellor and Board of Trustees on student matters as they pertain to governance.</li> <li>• Coordinate programs and events for a diverse student body focusing on social, intellectual and emotional development.</li> <li>• Provide advisory assistance to student clubs via the ASB/ASG Inter-Club Council (ICC).</li> <li>• Coordinate student body elections and Senator elections.</li> <li>• Work with ASB/ASG President to select Executive Cabinet.</li> <li>• Provide an environment where students can make recommendations to improve their college experience.</li> <li>• Coordinate interview process for Student Trustee selection.</li> <li>• Edit ASB/ASG publications to ensure appropriateness of language and content.</li> <li>• Oversee the allocated budget.</li> <li>• Empower students to be proactive in their concerns/causes.</li> <li>• Develop student leadership opportunities.</li> <li>• Ensure adherence to high ethical standards.</li> <li>• Provide resources for club advisors to effectively oversee the campus organizations.</li> <li>• Participate in committees through participatory governance.</li> </ul>

**Area 7: Public Affairs & Publications**

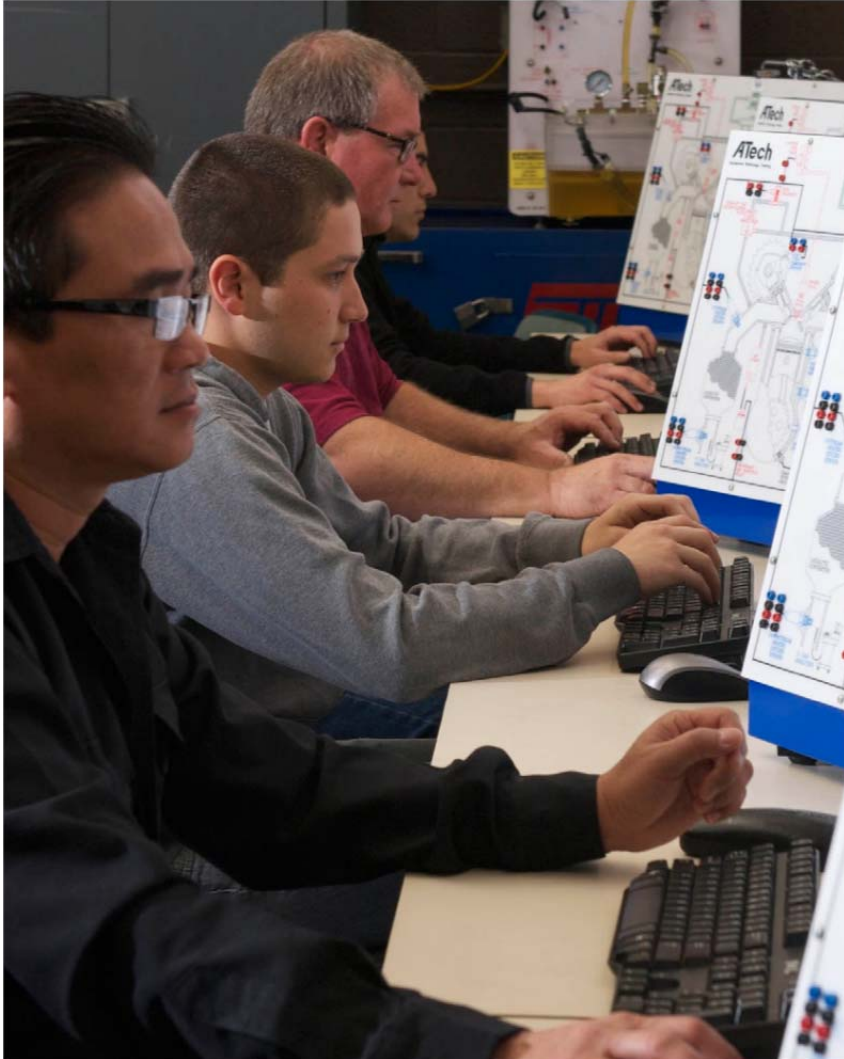
<b>Function</b>	<b>District</b>	<b>Santa Ana College</b>	<b>Santiago Canyon College</b>
<b>Community Relations</b>	<ul style="list-style-type: none"> <li>• Share responsibility for community relations with the colleges.</li> <li>• Manage district-wide community relations responsibilities for the Chancellor</li> <li>• Assist the college presidents with communications strategies and participation community groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate communications with neighbors and neighborhood associations, seeking their counsel.</li> <li>• Represent the college to the community, providing timely information on matters of interest and significance.</li> <li>• Support president with communication strategies and participation with neighborhood home associations and other community groups, gathering insights into current issues affecting the colleges and their operations.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate communications with neighbors and neighborhood associations, seeking their counsel.</li> <li>• Represent the college to the community and providing timely information on matters of interest and significance.</li> <li>• Support president with communication strategies and participation with neighborhood home associations and other community groups, gathering insights into current issues affecting the colleges and their operations.</li> </ul>
<b>Governmental Relations</b>	<ul style="list-style-type: none"> <li>• The Chancellor represents district/colleges and their issues to elected and appoint representatives at all levels of government.</li> <li>• In consultation with Board of Trustees, the Chancellor develops state and federal public policy agendas.</li> <li>• The Chancellor initiates strategic activities, supervises and directs contracted political consultants, and participates in legislative committees of county and state Chambers of Commerce, the OC Legislative Task Force, and the OC Business Council.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information about the impact of specific legislation on students, programs, and services to support the District’s advocacy efforts.</li> <li>• Accompany Board of Trustees and/or Chancellor at legislative visits and advocacy trips to Sacramento and Washington, D.C.</li> <li>• Share information, gleaned from key meetings and industry associations, about current and pending legislation to support the construction of public policy agendas.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information about the impact of specific legislation on students, programs, and services to support the District’s advocacy efforts.</li> <li>• Accompany Board of Trustees and/or Chancellor at legislative visits and advocacy trips to Sacramento and Washington, D.C.</li> <li>• Share information, gleaned from key meetings and industry associations, about current and pending legislation to support the construction of public policy agendas.</li> </ul>
<b>Marketing</b>	<ul style="list-style-type: none"> <li>• Collaborate with district and college departments on marketing strategies and provide professional assistance as needed.</li> <li>• Develop appropriate messages and mediums and coordinates collateral production and advertisement placements.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage requests for marketing assistance originating with college-located managers.</li> <li>• Identify marketing needs in consultation with departmental managers, determine if budget is available at the college or district level; collaborate with District Public Affairs/Publications to develop appropriate messages and determine appropriate media, partner with Graphic Communications for graphic design; and team with District Public Affairs/Publications on advertisement/marketing placements and implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage requests for marketing assistance originating with college-located managers.</li> <li>• Identify marketing needs in consultation with departmental managers, determine if budget is available at the college or district level; collaborate with District Public Affairs/Publications to develop appropriate messages and determine appropriate media, partner with Graphic Communications for graphic design; and team with District Public Affairs/Publications on advertisement/marketing placements and implementation.</li> </ul>

**Area 7: Public Affairs & Publications**

Function	District	Santa Ana College	Santiago Canyon College
<b>Media Relations</b>	<ul style="list-style-type: none"> <li>• Recommend and implement strategies, tactics and channels for the release of newsworthy information.</li> <li>• Provide advice and support to the colleges regarding media relations issues.</li> <li>• Create media pitches that maximize positive exposure for the district, colleges and programs.</li> <li>• Serve as media spokespersons for the District.</li> <li>• Prepare staff for media interviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with Public Affairs/Publications to determine appropriate strategies and channels to release newsworthy information and to position the college in the most favorable light.</li> <li>• Partner with Public Affairs/Publications on the distribution of news releases and initiation of media pitches for college programs, services, and events.</li> <li>• Partner with Public Affairs/Publications to prepare college president and other college personnel for media interviews.</li> <li>• Solicit story ideas from the college community and share with Public Affairs/Publications.</li> <li>• Collaborate with Public Affairs/Publications on stories and issues that involve the college.</li> <li>• Collaborate with Public Affairs/Publications on possible media strategies for college-related stories.</li> <li>• The Sports Information Coordinators manage the media relations for intercollegiate athletic teams, college golf tournaments, Hall of Fame events, and all athletic-related events and recognitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with Public Affairs/Publications to determine appropriate strategies and channels to release newsworthy information and to position the college in the most favorable light.</li> <li>• Partner with Public Affairs/Publications on the distribution of news releases and initiation of media pitches for college programs, services, and events.</li> <li>• Partner with Public Affairs/Publications to prepare college president and other college personnel for media interviews.</li> <li>• Solicit story ideas from the college community and share with Public Affairs/Publications.</li> <li>• Collaborate with Public Affairs/Publications on stories and issues that involve the college.</li> <li>• Collaborate with Public Affairs/Publications on possible media strategies for college-related stories.</li> </ul>
<b>Publications/Graphic Communication/ Electronic Media</b>	<ul style="list-style-type: none"> <li>• Provide centralized reprographic services for administrative operations, public relations &amp; marketing.</li> <li>• Manage bids for outside printing services.</li> <li>• Develop and maintain Graphics Standards and the visual brand for the district and the colleges.</li> <li>• Provide graphic design services for all district and college graphic materials.</li> <li>• Manage district/colleges' web, intranet and social media content, ensuring consistent branding and messaging</li> <li>• Assist content publishers in creating new functionality for their respective departments' web pages.</li> <li>• Collaborate with ITS on any recommended functional or design changes of the district and colleges' websites.</li> <li>• Interface with college Sports Information Coordinator and dean and provide advice on key projects as needed.</li> <li>• Assist the Chancellor and Presidents with internal communications effort</li> </ul>	<ul style="list-style-type: none"> <li>• Provide reprographic for academic, administrative operations for smaller volume black &amp; white jobs requiring minimal finishing work.</li> <li>• College copy centers provide attended and self-service quick copy service. Printing or copy services requiring large quantities or special features (e.g., binding, special paper, etc.) are forwarded to district Publications.</li> <li>• College copy centers serve as a distribution point for district publications jobs.</li> <li>• Collaborate with Public Affairs/Publications on sharing social media content, ensuring consistent branding and messaging.</li> <li>• Collaborate with Graphic Communications on production of all graphic materials to ensure consistent graphic standards.</li> <li>• The Sports Information Coordinator manages the website and social media for intercollegiate athletic teams, college golf tournaments, Hall of Fame events, and all athletic-related events and recognitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide reprographic for academic, administrative operations for smaller volume black &amp; white jobs requiring minimal finishing work.</li> <li>• College copy centers provide attended and self-service quick copy service. Printing or copy services requiring large quantities or special features (e.g., binding, special paper, etc.) are forwarded to district Publications.</li> <li>• College copy centers serve as a distribution point for district publications jobs.</li> <li>• Collaborate with Public Affairs/Publications on sharing social media content, ensuring consistent branding and messaging.</li> <li>• Collaborate with Graphic Communications on production of all graphic materials to ensure consistent graphic standards.</li> </ul>



## Tab 4- Certification of Continued Compliance



# Certification of Continued Institutional Compliance

Certification of Continued Institutional Compliance with Eligibility Requirements  
Certification of Continued Institutional Compliance with Commission Policies



# **CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH ELIGIBILITY REQUIREMENTS**

Santa Ana College continues to meet each of the 21 Eligibility Requirements for accreditation set forth by the Western Association of Schools and Colleges.

## **1. Authority**

The authority for Santa Ana College (SAC) is the Board of Trustees. The Board derives its authority from California Education Code 70902 and from its status as the elected community entity which holds the institution in trust for the benefit of the public.

Santa Ana College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

## **2. Mission**

The current educational mission of Santa Ana College (SAC) was revised and adopted by the Board of Trustees in November 2013. It is the responsibility of the participatory governance committees to review the mission statement on an annual basis and make recommendations for revision and updating to District Council.

The mission statement is included in the college catalog and class schedule, it appears on all college meeting agendas, and it is posted on the website and in many public locations. It appears in all publications deemed appropriate.

## **3. Governing Board**

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

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

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

## **4. Chief Executive Officer**

The Chief Executive Officer of Rancho Santiago Community District is the Chancellor, Raúl Rodríguez, Ph.D.; the Chancellor has served in this capacity since August 2010.

The Chief Executive Officer of SAC is Erlinda J. Martinez, Ed.D., appointed President of the College by the Chancellor of RSCCD and confirmed by the Board of Trustees in February 2005. She commenced her duties and responsibilities with SAC in March 2005. The President's primary responsibilities to the institution are to ensure implementation of federal, state and local statutes and regulations as well as board policies; to efficiently manage fiscal and human resources; to provide effective leadership to define goals, develop plans and establish priorities for the college; and to ensure communication and cooperation among SAC constituencies.

## **5. Administrative Capacity**

The training and experience required for each administrative position, as well as duties and responsibilities, are clearly set forth in recruitment publications. The administrative screening process ensures that Santa Ana College administrators have appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purpose.

Since the last self evaluation in 2008, SAC has undergone several changes in upper administration, including the positions of Vice President of Academic Affairs, Vice President of Administrative Services and Vice President of the School of Continuing Education.

## **6. Operational Status**

In fall 2013, Santa Ana College served 37,005 students: 25,673 full and part-time credit students and 11,644 full and part-time non-credit students. (Three hundred and twelve students were enrolled in both credit and non-credit courses.) Classes are offered in the day, evening and during weekend college in a wide variety of lengths from four weeks to a sixteen-week semester. Additionally, students were enrolled in fee-based community service classes. All courses offered on the SAC main campus, Centennial Education Center, and adjunct community facilities are listed in the *Schedule of Classes* each semester in a print version and an electronic version available on the college website. Community Services classes are published in a separate class schedule.

## **7. Degrees**

The majority of Santa Ana College course offerings are in programs that lead to degrees, as described in the college catalog. There are 250 concentrations or majors: 109 leading to the associate degree in arts or science; 21 Associate Degrees for Transfer (21 ADT's: 18 AA-T; 3 AS-T); and 120 certificates. The college catalog contains a listing of degrees offered, course credit requirements and unit length of study for each degree program. Descriptions and explanations of courses offered and degree requirements are also provided in the catalog. Course Outlines of Record are on file in the division offices and may be found on CurricUNET.

## **8. Educational Programs**

Santa Ana College offers two-year general education, transfer, career and technical education programs in the credit mode as well as non-credit programs consistent with the RSCCD vision and the mission of California Community Colleges. All courses, degrees and certificates of completion fulfill California Title 5 Regulations, including those addressing collegiate-level quality and rigor. Completion of associate degree and general education requirements for the associate degree and articulation agreements with four-year institutions ensure that degree programs are of sufficient content and length and are conducted at levels of quality and rigor appropriate to degrees offered.

## **9. Academic Credit**

Institutional policies and transfer requirements as well as the awarding of credit are clearly and accurately described in the SAC college catalog. SAC awards academic credits based on the Carnegie formula: one semester unit of credit is defined as one hour of recitation or lecture (together with the required two hours of preparation for each class hour) or three hours of laboratory work each week for a full semester.

## **10. Student Learning and Achievement**

Santa Ana College conducts regular assessments of programs in academic and student services areas to support ongoing and systematic efforts to student learning and achievement. Quadrennial course review is overseen by the Curriculum and Instruction Council. In addition, annual *Department Planning Portfolio* development with quadrennial capstone program review of academic programs, and annual student services program review is embedded in the *Santa Ana College Educational Master Plan*. [http://sac.edu/committees/IEA/Documents/Collection/SAC\\_EMP.pdf](http://sac.edu/committees/IEA/Documents/Collection/SAC_EMP.pdf)  
[http://sac.edu/program\\_review/Pages/default.aspx](http://sac.edu/program_review/Pages/default.aspx)

All programs and services are working toward continuous improvement by linking identified student learning outcomes to the broader seven Institutional Learning Outcomes (i.e., formerly Core Competencies) of the college. Through program review processes, SLO's are revised as needed in academic programs. Direct SLO assessment is conducted in a course-embedded program assessment approach in conjunction with analysis of indirect data supplied by the Research Department. Changes made in the *SAC Strategic Plan* are then based on the program review work of departments and broad-based interdisciplinary dialogue. (TLC minutes; [http://teams.rscdd.edu/sac/Program\\_Review/SitePages/Home.aspx](http://teams.rscdd.edu/sac/Program_Review/SitePages/Home.aspx))

Specialized training on SLO writing and assessment is conducted through the TLC, the Center for Learning and Instruction (CLI), and through the work of department chairs with the Institutional Effectiveness and Assessment Coordinator. SLO's and student achievement inform the work of the Basic Skills Coordinator and as well. Administrators, faculty and staff are working cooperatively on an ongoing basis to facilitate and assess student achievement.

The Institutional Effectiveness and Assessment Committee (IE&A), deleted from the participatory governance structure in spring 2014, was the oversight committee of the Strategic Plan. At this time College Council has the responsibility of the Strategic Plan update. The Teaching Learning Committee (TLC) remains the oversight committee of academic program review.

## **11. General Education**

Santa Ana College's general education philosophy and the seven college Institutional Learning Outcomes (formerly Core Competencies), which inform the comprehensive general education student learning outcomes, ensure that students acquire breadth of knowledge and intellectual inquiry.

Degree credit for general education is consistent with a level of quality and rigor appropriate to higher education, with general education courses spanning six general academic areas: Natural Sciences, Social and Behavioral Sciences, Humanities, Cultural Breadth, Communication and Analytical Thinking, and Lifelong Understanding and Self-Development. All of these academic areas, appropriate to higher education quality and rigor, have articulation agreements with the UC and CSU systems as well as various other private institutions of higher education throughout the US.

There are specific courses required for the major, with a minimum of 18 units for each degree. Students must complete these courses with a grade of C or better.

## **12. Academic Freedom**

RSCCD Board Policy 4030 (formerly 4201) addresses and ensures that SAC maintains an atmosphere in which intellectual freedom and academic independence exist, and it ensures that the faculty and students at SAC are free to examine and test all knowledge appropriate to their disciplines as judged by the general academic community. The *Academic Freedom Policy* is in the college catalog and in the Faculty Handbook, both of which are on the college website.

## **13. Faculty**

The institution has a substantial core of qualified and experienced full and adjunct faculty to support educational programs. All faculty meet the teaching and hiring requirements of Title 5.

The responsibility of faculty to develop and review curriculum and use adequate assessment is outlined in each job announcement. In addition, requirements for full-time faculty hiring include having a working knowledge of, and experience with, student learning outcomes and assessment.

RSCCD currently has 355 full-time contract faculty and 1760 adjunct faculty in credit and SCE programs; as of spring 2014, SAC has 217 full-time faculty and 1,307 adjunct faculty with active status in both credit and SCE programs. The number of adjunct faculty varies per semester according to need. There has been a net loss of four full-time faculty since 2002. New full-time faculty positions for fall 2014 will increase support and commitment to existing and new educational programs. In 2014, 29 faculty will be hired at SAC to meet the educational needs of the students.

## **14. Student Services**

Student Services provides services and programs consistent with student characteristics and institutional mission. Services and programs address the needs of a highly diversified student population characterized as ethnically diverse, educationally and economically disadvantaged, re-entry, and students with learning disabilities. Monitoring student characteristics and needs has been an ongoing activity. The Student Services Division engages in annual Program Review and maintains department portfolios which include research-based data as well as student learning outcomes analysis.

## **15. Admissions**

Santa Ana College's published admissions policies are consistent with the mission, appropriate for programs, and follow practices that are consistent with policies in specifying the qualifications for students appropriate for programs. Applications for admissions forms are routinely available through the Office of Admissions and Records, published in the schedule of classes and are available on the SAC website.

SAC has an open enrollment policy for high school graduates, those in possession of a California High School Proficiency Certificate, those 18 years of age and older who can profit from instruction, and high school students who qualify for the career advancement placement program.

## **16. Information and Learning Resources**

Santa Ana College has a large library as well as the Media Services Department, Learning Center, Math Center, Academic Computing Center, Testing Center and several labs and centers utilized for specific programs. Library services include a large collection of books, periodicals and online journals and databases. Library staff offer bibliographic instruction and provide reference desk services to students in credit and non-credit programs, faculty and community members. The School of Continuing Education has the Community Learning Center, CEC Learning Skills Lab, CEC Computer Skills Lab, CEC Math Center, CEC Social Science Center, CEC Language Arts Center, SAC SCE High School/ABE Center, and SAC SCE Math and Science Center.

## **17. Financial Resources**

The institution operates from a financially stable funding base, plans for financial development, and identifies and uses financial resources to support its mission and educational programs. Copies and information regarding the district and college budgets and funding base, as well as statements of assets, fund balances and accounting of the auxiliary foundation of the college are made available. Information regarding the student default rate is also made available in the Financial Aid Office.

## **18. Financial Accountability**

The institution can demonstrate financial accountability through the findings of an independent public agency secured by the Board of Trustees to perform regular audits. In all fiscal matters, the college adheres to specific board-approved policies and procedures governing responsible allocation of funds to support educational programs and services.

## **19. Institutional Planning and Development**

The institution provides evidence of basic planning for the development of the institution through planning documents such as *The Strategic Plan*, *Academic*, *Student Services*, and *Administrative Services Program Review*, the *Department Planning Portfolios*, the *Technology Plan*, the *Facilities Master Plan* and budget committee goals, all included in the *Educational Master Plan*. These documents reflect the identification and integration of human and fiscal resources, as well as learning resources and facilities. Program Review is systematic and conducted on an ongoing basis by all departments.

## **20. Public Information**

The college website, [www.sac.edu](http://www.sac.edu), contains information related to accreditation status, current and future students, academics, student services, faculty & staff, the Santa Ana College Foundation, and program review. A link to the District website, [www.rscdd.edu](http://www.rscdd.edu), is also available. The college catalog, in both print and electronic versions, contains policies, procedures and practices relative to admission requirements; academic and career technical education programs; requirements and degrees; grievance procedures, fees, academic credentials of faculty and administrators; and other items relevant to student attendance and withdrawal.

## **21. Relations with the Accrediting Commission**



The institution provides assurance that it complies fully with the eligibility requirements, accreditation standards and policies of the Commission, and it demonstrates honesty and integrity in representations to all constituencies and the public, and in relationships with the accreditation association and other external agencies. SAC further agrees to comply with all commission requests, directives, decisions and policies, including making complete, accurate and honest disclosures of its programs, staff and activities in its self study report.

## **CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES**

### **Policy on Distance Education and Correspondence Education**

Santa Ana College assesses its Distance Education (DE) courses for assurance of quality and accountability with a focus on achievement of student learning outcomes (SLO's). All instructors teaching a course through DE are required to attend training in online delivery and current DE methodologies offered through the Distance Education Office. Evaluation processes are in place to ensure quality and effectiveness of online courses. All online courses are offered through the secure learning management system, *Blackboard*. In accordance with the Higher Education Opportunities Act of 2008, Blackboard allows the college to verify the identity of a student who participates in an online class and who receives academic credit by way of a secure username and password issued by the RSCCD through *Datatel Colleague*. Since spring 2013, Santa Ana College has not offered Correspondence Education (CE) courses.

### **Policy on Institutional Compliance with Title IV**

Santa Ana College is in compliance with Title IV. The College is audited each year, and the July 2013 audit by Vavrinek, Trine, Day & Co., LLP demonstrated no findings or recommendations for the previous audit.

### **Policy on Institutional Advertising, Student Recruitment, and Representation of Accrediting Status**

The PIO coordinates marketing and public relations materials. Documentation represents Santa Ana College appropriately and includes required information on the college's current accreditation status by the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC).

### **Policy on Institutional Degrees and Credits**

Santa Ana College assures all programs are sufficient in content, breadth, and length through the Curriculum and Instruction Council approval process described in Standard II.A.2.a. A variety of programs of various lengths of study are offered to meet the needs of students pursuing educational goals at the college. Programs have published SLOs developed by the faculty within the program. Program-level SLOs are assessed as part of ongoing assessment processes at the college. All programs are reviewed and approved by the RSCCD Board of Trustees.

### **Policy on Integrity and Ethics**

Santa Ana College ensures integrity in its practices and procedures that institutionalize a review process and incorporate a broad dialogue through the participatory governance structure, the Academic Senate, formal ongoing administrative meetings, and correspondence sent by the President and newsletters. Information provided to the ACCJC is reviewed for accuracy, and all reports are current and complete.

All public information is written for students and the community and provides comprehensive information about Santa Ana College's programs and services.

### **Contractual Relationship with Non-Regionally Accredited Organizations**

Santa Ana College does not participate in any contractual relationship with non-regionally accredited organizations.





## Responses to Previous ACCJC Recommendations

Responses to College Recommendations 1, 2, and 3 from the most recent Educational Quality and Institutional Effectiveness Review

## RESPONSES TO PREVIOUS ACCJC RECOMMENDATIONS

### Responses to College Recommendations 1, 2, and 3 from the most recent Educational Quality and Institutional Effectiveness Review

Since the last external team evaluation in October 20-23, 2008, Santa Ana College has used the self-evaluation process to review and analyze the quality of its educational programs and services. In addition, the college continues to examine its institutional effectiveness in an effort to ensure student success and completion. As part of this cyclical review process, the college has also focused its efforts on fully responding to the recommendations made by the evaluation team that visited the college October 20-23, 2008.

After the October 20-23, 2008 visit, the evaluation team submitted its confidential report to the Accrediting Commission for Community and Junior College/Western Association of Schools and Colleges (ACCJA/WASC). Thereafter, the Commission issued an official disposition letter to Santa Ana College on February 3, 2009. This letter informed the college that it had been placed on *Warning* with a *Follow-up Report* due October 15, 2009. Four recommendations were to be addressed in the 2009 *Follow-up Report*. Three of the recommendations addressed deficiencies for the college and four recommendations addressed deficiencies for the Rancho Santiago Community College District. A *Midterm Report*, due in October of 2011 was submitted and addressed all recommendations described in the team confidential *Evaluation Report*.

The evaluation team findings for College *Recommendation 1* focused on having the college:

- 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 and,
- Use the outcomes from these evaluation activities and formally and broadly communicate them to ensure quality and,
- Integrate the planning and evaluation processes to ensure that resource allocation be based on plans, program reviews (Department Planning Portfolios, or DPPs), and actual budgetary performance and,
- Consistently evaluate the outcomes of its planning/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.B.2.d, III.D.1, III.D.2, III.D.3, IV.B.3.a, IV.B.3.b)

The evaluation team findings for College *Recommendation 2* focused on having the college:

- Prepare and maintain an updated Diversity Plan (Standards II.A.1.a, II.A.3.c, II.B.3.d, III.A.4.a, III.A.4.b)

The evaluation team findings for College *Recommendation 3* focused on having the college:

- Strengthen its communication with classified employees regarding governance service opportunities, processes, deliberations, and outcomes (Standards III.A., IV.A.1)

### College Recommendation 1

The Team recommends that the college 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 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 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.B.2.d, III.D.1, III.D.2, III.D.3, IV.B.3.a, IV.B.3.b)

\* **Note:** As this recommendation was addressed in the Santa Ana College *Follow-Up Report* October 15, 2009, the response for this *Midterm Report*, October 2011 will amplify the status of this recommendation. For clarity, however, and continuity, salient elements of the 2009 *Follow-Up Report* response are repeated.

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

The Santa Ana College Accreditation Workgroup of the Institutional Effectiveness and Assessment Committee (IE&A) conducted formal analysis of college and district planning and budget processes in preparation for Response to ACCJC Recommendations for the *Follow-Up Report* of October 2009 (CR1.1a-d—SAC Accreditation Workgroup Agendas and Minutes S09). 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 were made to further juxtapose the college's planning and budget processes and to demonstrate clearer integration between strategic planning, outcomes and budget development (CR1.2a—Participatory Governance Structure, CR1.2b—Governance Structure Presentation; CR1.3—Planning & Budget Processes Chart). This work has been ongoing through 2010 and 2011 (CR1.4a. b—IE&A End-of-Year Report S10; S11; CR1.5a-d—Planning and Budget Committee Minutes; CR1.6a-m—BAPR WG Notes). In addition, the Board of Trustees rescheduled the annual planning retreat to February to align with the district budgeting cycle, which is aligned with the state. Thus, budget is more clearly used as a planning tool to achieve strategic goals at the district as well as college level, and subsequent budget development is more aligned with subsequent strategic planning (CR1.7a—12 Measures of Success; CR1.7b—Alignment of Santa Ana College's Goals and Vision Themes with RSCCD 12 Measures of Success and the Board of Trustees' 2011-2012 Goals; CR1.8 Vision Themes Aligned to BOT Goals 2010-2012; CR1.9—RSCCD Planning Timelines 2010-2012; CR1.10a—RSCCD Adopted Budget Assumptions 2010-2011; CR1.10b—RSCCD Adopted Budget 2010-2011; CR1.10c—RSCCD Tentative Budget Assumptions 2012; CR1.10d—RSCCD Tentative Budget 2011-2012; CR1.11—RSCCD Revenue Allocation Model Simulation—SB361; CR1.12—SAC Strategic Plan Update S10 with Budget/Facilities Analysis; CR1.13—Strategic Plan with S11 Progress on Goals with Budget/Facilities 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 (CR1.14; CR1.15) are in alignment with the BOT *Vision Statement of the RSCCD* and the RSCCD Board of Trustees District Goals 2010-2012 (CR1.16; CR1.8). District and college participatory governance structures and functions mapping of district/operational responsibilities are an underpinning of goal planning at all levels (CR1.17—District and College Participatory Governance Chart; CR1.18—RSCCD Functions/Mapping of Responsibilities; CR1.8—SAC Vision Themes Aligned to RSCCD BOT Goals 2010-2012).

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 District 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 (CR1.15). The mission statement was approved by the Board of Trustees on November 19, 2007 (CR1.19—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* (CR1.20). 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* (CR1.21a; CR1.22b—EMP Update S11—disc only).

The Institutional Effectiveness and Assessment Committee (IE&A) was formed as the planning oversight committee of Santa Ana College with the concept that all planning efforts of the college will be integrated and that planning and budget will be aligned. As such, it is the gatekeeper of the Santa Ana College *Mission Statement*, the *Strategic Plan 2007-2015* and all annual updates and mid-plan reviews; Program Review (I. Academic Portfolio Assessment/Program Review—PA/PR; II. Student Services Program Review; III. Administrative Services Program Review; IV. President's Cabinet Portfolio); and the annual Department Planning Portfolios (DPP); and accreditation reports. The chair of the IE&A Committee ascertains that all updated documents are incorporated into the Santa Ana College *Educational Master Plan*, which contains all planning documents.

Prior to the formation of the IE&A Committee, historically, the Mission Statement was reviewed annually by the Curriculum and Instruction Council (C&I). Although the IE&A Committee conducts mission statement review in relation to the *Strategic Plan*, the C&I Council continues to review the Mission Statement in relation to the college-wide Core Competencies (CR1.14 Core Competencies with Mission Statement). The last review conducted by C&I was November 2, 2010; it was determined that no changes were necessary (CR1.22—Minutes C&I Council 11-02-10).

The *Strategic Plan* is updated every spring by the IE&A Committee. The EMP is also updated every spring by the IE&A Committee (CR1.23a—Strategic Plan Update S09; CR1.23b--Strategic Plan Update S10; CR1.23c—Strategic Plan Update S11; CR1.24—Sac Educational Master Plan Table of Contents; CR1.25a—EMP Update S09; CR1.25b—EMP Update S10; CR1.21b—EMP Update S11—disc only). The IE&A Committee also aggregates all program review efforts and makes recommendations to all other participatory governance groups through the IE&A End-of-Year Report (CR1.4b—IE&A End-of-Year Report S11).

### III. Planning and Budget Integration

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

#### III. A. Governance Overview:

(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 Planning and Budget Committee, the Facilities Committee, the Student Success Committee, the SAC Technology Advisory Committee (SACTAC), the Safety & Security Committee, and the Accreditation Committee (CR1.2a—SAC 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 (CR1.2a—SAC 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 and the Budget Allocation and Planning Review Committee (BAPR). There are also six representatives from each college on BAPR. The BAPR Workgroup is conducting ongoing review of the *Budget Allocation Model* (BAM). BAPR is considering



expanding membership to include a more integrated bi-lateral function, one part of which will continue to work on budget issues, the other part of which would solidify the RSCCD Strategic Plan and work on planning issues (CR1.26a—BAPR Minutes, 06-08-11; CR1.26b—BAPR Agenda, 09-07-11). Also included in district-wide participatory governance are the District Human Resources Committee, the District Facility Planning Committee (DFPC), which coordinated the plans of SAC and SCC, and the District Technical Advisory Group (TAG), which has developed an RSCCD Strategic Technology Plan (CR1.17— District & College Participatory Governance Chart; CR1.27—RSCCD Strategic Technology Plan 2011-2012).

Each SAC committee is responsible for the development, management and revision of planning and budget documents, all contained in the *Educational Master Plan* (CR1.24; CR1.1.4b—IE&A End-of-Year Report S11—contains the End-of-Year Reports of each governance committee). In addition, committees maintain oversight of goals, activities and timelines of the planning documents as appropriate; information flow to College Council and the IE&A Committee and other participatory governance groups as appropriate; and making recommendations for annual *Strategic Plan* updating (CR1.23a, 23b; CR1.28—Minutes IE&A Committee 9-03-08: Strategic Plan Cycle for IE&A; CR1.29—Facilities Master Plan).

The governance bodies responsible for the planning/budget elements of the *Educational Master Plan* are:

1. IE&A—*Strategic Plan* (CR1.12—Strategic Plan with Progress on Goals and Budget Analysis; S10, CR1.13—Strategic Plan Update with Budget Analysis S11; CR1.20—SAC Strategic Plan 2007-2015; CR1.23b—Strategic Plan with Progress on Goals S11);
2. Facilities Committee—*Facilities Master Plan* (CR1.29; CR1.30a-d—HMC Facilities Handout, Maps, Project List and Project Goals). The goals of the Facilities Committee also include: Monitor efforts to maintain existing facilities and equipment; monitor efforts to maintain and improve campus appearance; work with IE&A and Environmental Workgroup to initiate green efforts on campus; complete and begin implementing the Facilities Master Plan; review the ADA Transition Plan and proceed with modifications to correct known deficiencies; create a plan to abate graffiti at SAC and review prevention alternatives ([http://insidesac.net/support/services/adm\\_svr/facilities\\_committee.asp](http://insidesac.net/support/services/adm_svr/facilities_committee.asp)).
3. The Planning and Budget Committee—*District Planning Budgeting Timeline* (CR1.31a; CR1.31b—SAC Budget Committee Flowchart). The Planning and Budget Committee also reviews the tentative budget and the adopted budget of the district and disseminates the information.
4. SACTAC—*Technology Plan* (CR1.32—SACTAC Technology Strategic & Action Plan). In addition, the Teaching Learning Committee (TLC), a committee charged by the IE&A Committee, with a reporting link to IE&A and an informational link to the Curriculum and Instruction Council, is the oversight committee for the college-wide *Core Competencies* (CR.1.14), SLOs at the course and program levels, and analysis of the academic program review model (CR1.33a—Part I: Academic Program Review; CR1.33b—Direct Assessment of SLOs; CR1.34— Department Portfolio Database; CR1.35 PA/PR Meta-analysis TLC Minutes, 05-16-11). The TLC makes recommendations for annual strategic planning updates to the IE&A Committee from Academic Program Review PA/PR reports. The IE&A Committee then aggregates the program review reports of Student Services (CR1.36), Administrative Services (CR1.37) and President's Cabinet (CR1.38; CR1.39a,b,c—TLC Minutes/Report to IE&A Regarding Academic Program Review; CR1.39d-i—Examples of PA/PR Reports; CR1.4b—IE&A End-of Year Report S11). The TLC also makes recommendations for *Core Competencies* revisions to C&I. It recommended a change to *Core Competency 3: Information Management*, which was approved by the Curriculum and Instruction Council on October 26, 2009 (CR1.14—Core Competencies as of 10-26-09 with Mission Statement). This core competency change was then infused into the Direct-SLO Analysis for the PA/PR review cycle.

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 (CR1.40a,b,c—Agenda President's Cabinet/Academic Senate Executive Committee/ CSEA Leadership Retreats, 02-03-09 & 06-09-09; 02-02-10; 01-18-11).

### III.B.1 Budget

For two years, the unstable state budget crisis has challenged the District Office and both colleges of the district to meet all obligations, while trying to plan for the future. To that end, the SAC Planning and Budget Committee met on September 7, 2010 to discuss the state and district budget update, the District Budget Allocation Model and operational stabilization. The committee also adopted goals for the 2010-2011 fiscal year (CR1.5b—SAC Planning and Budget Committee Minutes, 09-07-10; CR1.41a—SAC Planning and Budget Committee Year-End Report, 05-03-11; CR1.41b—SAC Planning & Budget Committee Goals 2011-2012).

The SAC Planning and Budget Committee then met on November 2, 2010 to discuss details of the District's current budget process. Fundamental budget components were reviewed and concerns with the current District Budget Allocation Model were discussed. Requirements for meeting the full-time Faculty Obligation Number were also discussed. Campus personnel have been monitoring this calculation under the newly-proposed SB361 Revenue Allocation Model (CR1.5d—SAC Planning and Budget Meeting Minutes, 11-2-10).

*Budget Update* is a consistent agenda item for SAC's President's Cabinet and for SAC's College Council (CR1.42a,b—Examples: College Council Agenda 02-10-11; 03-9-11). Handouts were provided to College Council Committee members on April 27, 2011 showing (by means of the budget calendar) how SAC departmental planning incorporates into the local budget and becomes part of the district budget. Administrative Services is also developing a process anticipating the change to a pending SB 361 Revenue Allocation Model shift from the current district Budget Allocation Model (CR1.43a—SAC Budget Calendar 2011-2012; CR1.43b—SAC Budget Calendar 2012-2013; CR1.44—SAC College Council Minutes 04-27-11).

The SAC Planning and Budget Committee conducts meetings on a regular basis to discuss the most recent budget information and how the state budget crisis impacts local operations and make recommendations to the college President or to BAPR when appropriate. Regardless of the state situation, departments have continued the planning process. The College President attended the SAC Planning and Budget Committee on March 1, 2011. An overview of the budget cycle and the planning and budget process was presented at this meeting, along with a *Draft SAC Budget Calendar for 2011-2012*. It was also emphasized that departments should focus on completing Departmental Portfolio Plans since the DPP process is the vehicle used to identify college fiscal, facilities and staffing needs. In spite of the fact that there are morphing budget details from the District as a result of the unstable state budget, departments have been instructed to continue submitting annual portfolio plans including requests with spending implications (i.e., FTE, facilities, equipment) (CR1.45—SAC Planning and Budget Committee Minutes 03-01-11; CR1.43a—SAC Budget Calendar 2011-2012; CR1.43b—SAC Budget Calendar 2012-2013).

The SAC Planning & Budget Committee has been continually emphasizing a culture in which even in uncertain and poorly funded financial circumstances, planning for what is actually needed to achieve the college mission must drive the planning and budget development process (CR1.43b; CR1.43c—ITS Request; CR1.43d—Sample Budget Request DPP; CR1.43e—Administrative Services Example). This will continue even if funding is not likely to be readily available in the near future.

In spring 2011, the Vice President of Administrative Services investigated the functionality of the existing current electronic Departmental Planning Portfolio (DPP) System, which campus users accessed via InsideSAC.net. The system assigned a number to each Budget Request Application. The Vice President of Administrative Services is worked with ITS to modify the system in order to

allow Administrative Services to extract the budget requests for all departments into a combined summary report for SAC. After campus review, an aggregate report would be submitted to BAPR for information.

Administrative Services will continue developing the process in order to implement the plan in time for the 2012-2013 Tentative Budget. This will require departments to complete Budget Request Applications by the end of the fall semester. The Vice Presidents of Academic Affairs, Student Services and the School of Continuing Education will review and prioritize requests. Administrative Services will compile and distribute the data to the Planning and Budget Committee for approval prior to submitting to College Council. The final planning document will be submitted to the district in time for BAPR review in April. This procedure will ensure that SAC planning is linked to the district budgeting process.

### III.B.2. Facilities

The *SAC Facilities Master Plan* has been updated. The RSCCD engaged HMC Architects, and working with the Santa Ana College Facilities Committee, has created a 2011 Facilities Master Plan that was released to the President in May 2011 (CR1.29).

The 2011 Santa Ana College Facilities Master Plan has been created to serve as a guide for future campus development. It provides a graphic and narrative description of the college's strategy to support the initiatives of the Educational Master Plan, address the growth in enrollment that is anticipated in the next decade, and position the college to maximize funding opportunities (CR1.29).

The SAC Facilities Committee formed a Facilities Master Plan Subcommittee in October 2009 (CR1.46—Minutes, SAC Facilities Committee 09-21-10). The Facilities Master Plan Subcommittee met in October 2009 to begin formulating the contents to be incorporated into the updated SAC Facilities Master Plan (CR1.47—Notes, SAC Facilities Master Plan Subcommittee, 10-28-09). The Facilities Master Plan Subcommittee then met in November 2009 to review Facilities Master Plans from other community colleges (CR1.48—Notes, SAC Facilities Master Plan Subcommittee 11-11-09).

In February 2010, HMC Architects, Inc. was contracted to assist both colleges, SAC and SCC, in updating their respective Facilities Master Plans. These revised plans reflect current educational master plans as well as department planning portfolios. The Facilities Master Plan Subcommittee was expanded and became the core group to work with HMC Architects. A series of meetings was conducted throughout spring 2010 culminating in an open forum on June 2, 2010, during which ideas formulated during the semester were conveyed to the SAC community (CR1.49a—Notes, SAC Facilities Master Plan Subcommittee Notes, 12-03-10). The Facilities Master Plans of both SAC and SCC were approved by BAPR on September 7, 2011, with a recommendation for Board of Trustees approval at the September 26, 2011 meeting (CR1.49b—BAPR Agenda 09-07-11).

## IV. Program Review

(Standards: II.A.1, II.A.2.f, II.B.3, II.D.3) IV.A.1 Overview

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.1.14), which are in concert with the mission statement;
2. The development and implementation of institutional program review models for: I. Academic Affairs; II. Student Services; III. Administrative Services; and IV. President's Cabinet Portfolio (CR1.33a; CR1.33b CR1.50; CR1.51; CR1.52).

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*, and 75% had conducted *Portfolio Assessment/Program Review* by spring 2010. In spring 2011, 100% of all departments had conducted quadrennial capstone Portfolio Assessment/Program Review (PA/PR) (CR1.33a—See I: Academic Program Review Form F: PA/PR Department Cycle; CR1.53—Academic PA/PR Future Timelines). All units of Student Services, Administrative Services and President's Cabinet have successfully conducted four complete program review cycles within the department/unit portfolios (done annually) ([www.INSIDE.SAC.NET](http://www.INSIDE.SAC.NET)). The recursive cycle is ongoing, and the second cycle will commence spring 2012 ([www.INSIDE.SAC.NET](http://www.INSIDE.SAC.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* (CR1.21a) contains the four program review models: I. Academic—Portfolio Assessment/Program Review; II. Student Services; III. Administrative Services; IV. President's Portfolio (CR1.33a; CR1.33b CR1.50; CR1.51; CR1.52), as well as all planning documents (CR1.54—Santa Ana College Educational Master Plan List of 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.

#### IV.A.2 The Academic Portfolio Assessment/Program Review Model

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.INSIDE.SAC.NET](http://www.INSIDE.SAC.NET)). However, the full *Portfolio Assessment/Program Review* cycle, including the complete analysis of the *Direct-SLO Assessment* related to the college-wide *Core Competencies* and the *19-Question Template* (19QT) is conducted on a quadrennial schedule and embedded within the DPP (CR1.33a, CR1.33b—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 capstone 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 capstone PA/PR is due.

Engaging in dialogue, departments commence the PA/PR process with a discussion of the college-wide *Core Competencies* (CR1.14) and *Vision Themes* (CR1.15), and the faculty create a timeline to determine how the course-level SLOs will be assessed within the context of the seven *Core*



*Competencies* (CR1.14). 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 (CR1.33b—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 (CR1.55—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) (CR1.7a—12 Measures of Success), and *Direct-SLO Assessment* (CR1.33b—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 cross-disciplinary 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 (CR1.39a,b,c). 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 IE&A Coordinator, who chairs the TLC. As a result of dialogue, the TLC has sponsored the “Best Practitioners’ 45-Minute How to...” (CR1.56—Best Practitioners’ Menu with Faculty Experts; CR1.57a—PA/PR Meeting Log 2009-2010; CR1.57b—Best Practitioners’ Log 2010-2011).

In spring 2011 one complete cycle of PA/PR capstone review had been conducted. As a result:

1. Every department has undergone a capstone review. The second full cycle commences spring 2012;
2. On May 17, 2011, the TLC conducted a meta-analysis of the PA/PR process and made suggestions for enhancements to the data-collection portions of the 19QT document (CR1.35—PA/PR Meta-analysis TLC Minutes 05-16-11).

## **Recommendations for Strengthening the PA/PR Process for the 2012-2016 Cycle**

The goals of analyzing the effectiveness of academic program review in the second full cycle of PA/PR review, 2012-2016, are to enhance mechanisms for departments to improve the quality of the 19QT PA/PR capstone reports in order to increase student success college-wide. To that end a PA-PR Clinic will be held fall 2011, similar to one held May 24, 2010, but emphasizing the enhancements recommended by the TLC (CR1.35—TLC Minutes 05-16-11; CR1.58a—TLC/Basic Skills Strand D Recommendations for elements to be included in the PA/PR reports, Minutes 11-29-10; CR1.58b—TLC Minutes 01-31-11; CR1.58c—C&I Special Meeting PA/PR Clinic 05-24-10).

As a result of the statewide Basic Skills Initiative, assessment at the course level has been intensified, and a culture of evidence has been made more explicit. One reason is that Basic Skills Initiative work has been infused into the PA/PR process. This initiative has, therefore, propelled Santa Ana College to become more data driven. Departments are being trained to develop benchmarks and achievable goals for improvement in course success rates as well as semester-to-semester retention and to review trends. This must be explicitly demonstrated within the PA/PR process (CR1.59—S11 Convocation PowerPoint; CR1.58—Basic Skills Strands Document; CR1.60—BSI Strand A Minutes,

01-25-11; CR1.61—Basic Skills Goals; CR1.58b—TLC Minutes 01-31-11; CR1.62—Convocation 2011 Faculty Professional Development Needs Survey Results 02-09-11; CR1.63—Spring 2011 Professional Development Schedule).

The Winter Convocation January 2011 had its theme in BSI work. The President of the college issued an “audacious goal” of increasing success and persistence rates 10% by the college centennial in 2015 (CR1.63—Convocation Professional Development Schedules). After the plenary session of the Convocation, there were break-out sessions, at the end of which a survey was given to explore professional development needs for faculty (CR1.62—Convocation 2011 Faculty Professional Development Needs Survey Results 02-09-11). Six faculty development activities were planned for S11 as a result (CR1.63— Spring 2011 Professional Development Schedule). Several professional development workshops dedicated to assessment, data collection, benchmarking and equity issues have supported this initiative: Logic Modeling for Student Success in the Community Colleges (based on an outcomes approach); the University of Southern California Center for Urban Education (increased success based on an equity model utilizing classroom and institution-level data ); Data Coaching, presented by the RP Group (utilized by the Collaborative Inquiry Faculty Inquiry Group project—classroom-level data and analysis); USC Syllabus Project (CR1.23b—Strategic Plan Update S11 Vision Theme IA-Student Achievement: Literacy Across Disciplines).

Since the college is dedicated to enhancing data-driven assessment in the second cycle, the PA/PR 19QT document, underwent some revision to reflect this imperative (CR1.64—PA/PR/ Direct-SLO Assessment docs 05-17-11—Please see Addendum A: PA/PR Process in Cycle II- Guidelines for Use of Data; and Addendum B: The Quick “How to do Program Review” Guide for Faculty and Deans). In addition, the TLC determined that the members of the TLC would also serve as their respective division “program review coaches.” Together with the chair of the TLC, these representatives will attend department meetings and continue to demonstrate how to amplify and strengthen the use of direct and indirect data within the PA/PR model both in the quantitative and qualitative dimension (CR1.65—TLC Minutes 05-16-11). A professional development session will also be held fall 2011 for all TLC members and chairs whose respective department’s capstone PA/PR review will be due spring 2012. The deans are also welcome (CR1.66—Departments scheduled for capstone PA/PR review spring 2012).

To advance lines of communication, the Teaching Learning Committee (TLC) has an ongoing agenda item related to BSI work and sponsors faculty development opportunities, when appropriate. In addition, since the TLC has membership from all divisions, regular reports are made at division curriculum committee meetings. Two deans also serve on the TLC, which creates a bridge to the administration. Regular reports are made at the Deans’ Meetings. The chair of the TLC also makes regular reports to the Curriculum and Instruction Council and the Academic Senate. 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 (CR1.50—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. Therefore, these programs 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.

Departmental surveys are completed by lead workers and forwarded to the Vice President of Administrative Services, who compiles the data, prepares the report, and forwards the finished document to the IE&A Committee.

In spring 2011, the Vice President of Administrative Services investigated the functionality of the existing current electronic Department Planning Portfolio System that campus users access via InsideSAC.net. The system assigns a number to each goal entered, so users can enter a Budget Request Application to each goal. The Vice President of Administrative Services is working with ITS to modify the system in order to allow Administrative Services to extract the budget requests for all departments, which will create a meta-view of all requests.

Annual DPPs are due April 1<sup>st</sup> and aggregated by the division deans who forward elements with fiscal impact to the Vice President of Academic Affairs. The Vice President of Academic Affairs reviews these reports, and according to the system developed by the Vice President of Administrative Services for the 2012-2013 budget, they will be referred to the Planning and Budget Committee. After approval of the Planning and Budget Committee, all requests with fiscal impact will be referred to College Council.

Commencing spring 2012, after priority decisions are made, the IE&A Committee will receive a written report from the Vice President of Academic Affairs in tandem with the Vice President of Administrative Services to close the loop of communication. The Administrative Services division conducts a program review and updates the DPP annually. The 2010-2011 Administrative Services DPP is posted on InsideSAC.net and has been forwarded to the IE&A Committee (CR1.67—Administrative Services Portfolio S11 link: [http://www.insidesac.net/support\\_services/adm\\_svr/default.asp](http://www.insidesac.net/support_services/adm_svr/default.asp)).

Activities and Goals for 2011-2012 have been posted in the Department Portfolio System. Supplemental details have been posted to the budget application request where appropriate. An executive summary together with a summary of division budget applications is presented each spring to the Planning and Budget Committee, the Facilities Committee and the Safety Committee (CR1.68—Administrative Services DPP Executive Summary, April 2011).

The IE&A Committee aggregates the program review reports from all units and creates an end-of-year report for all the participatory governance committees (CR1.4a,b—IE&A End-of-Year Report S10, S11). The IE&A committee also utilize this information to aid in creating the *Strategic Plan Update S11* (CR1.23b). 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) (CR1.69—Minutes of Special Meeting of Budget Committee, 4-28-09). Issues with fiscal implications, therefore, are communicated with these groups. The Planning and Budget Committee uses this information in concert with information received from the aggregated IE&A End-of-Year Report (CR1.4a,b). 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.

Critical to these processes are the planning and budget development activities for academic programs in the annual Department Planning Portfolio (DPP) ([www.insidesac.net](http://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 (CR1.55—Department/Division requests for Equipment/Personnel—HSS S09; CR1.69—Minutes of Special Meeting of Planning and 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 Planning and Budget Committee also receives the *Strategic Plan* update from the IE&A Committee (CR1.4a,b), which it utilizes to do budget analysis of the items in the *Strategic Plan* that were accomplished (CR1.12; CR1.13). It is also determined if activities shall be ongoing. 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 Planning and Budget Committee, as appropriate, and broadly communicates those decisions (CR1.70—President Martinez's Communiqués about Budget). "Budget and Resources" was an agenda item at the SAC Leadership Retreat held on February 2, 2010 (CR1.40b Retreat Minutes). The current situation, future implications, SAC Planning and Budget Committee priorities, and pursuing resources for restoration were among the topics discussed. Stabilization was an agenda item for the shared governance joint retreat held on January 18, 2011 (CR1.40c—Leadership Retreat Agenda, 01-18-11).

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 direct 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 (CR1.39 a,b,c—Report from the TLC to IE&A). The *IE&A End-of-Year Report* is sent to all participatory governance committees, the Academic Senate and President's Cabinet (CR1.4a,b—IE&A End-of-Year Report). This, in conjunction with the *Strategic Plan Update S11* (CR1.23b), 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* (CR1.23a,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 (CR1.71—Year-End Assessment of Committee Form; CR1.4b—IE&A End-of-Year Report S11: SECTION III: End-of-Year Reports Participatory Governance). Of particular import is the analysis conducted by the Planning and Budget Committee, which provides an analysis of the budget implications in the attainment of the goals of the *Strategic Plan* (CR1.20). This demonstrates actual budgetary performance. In addition, synchronicity with district timelines and program reviews is demonstrated (CR1.72—RSCCD Strategic Plan and Framework; CR1.8—District/College Alignment to BOT Goals; CR1.9—RSCCD Planning Timelines 2010-2012; CR1.73—RSCCD Planning & Budget Integration Model; CR1.74—BOT and District Planning Timelines; CR1.75—SAC Planning Cycle Charts; CR1.76—District Planning Page with List of Documents).

## V. Evaluation of Outcomes for Subsequent Budget Development

(Standards: IIA.1, II.A.2.f, II.B.2.b, II.D.2, II.D.3, IV.B.3a/IV.B.3.b)

### V.A Budget

The district is reviewing options for a new Budget Allocation Model based on the SB 361 revenue allocation model. This would replace the 12-year old budget allocation model that has been a source of controversy (CR1.11—2010-2011 Revenue Simulation Model SB361).

A budget component was developed within the Department Portfolio Planning system. With some minor adjustments, information submitted from departments can easily be downloaded by Administrative Services into a spreadsheet for use by President's Cabinet. This program will then provide the information Administrative Services needs to prepare budget projections.

Departments must also be prepared to handle contracting resources (10 CR1.77—Planning and Budget Committee Minutes 06-01). The current budget crisis has severely reduced discretionary operating budgets. As the state continues to constrict and downsize community colleges, departments need to be prepared to recommend program and staff reductions to help ensure impact on the educational mission is minimized.

The California budget crisis seriously impacted Santa Ana College programs. Individual discretionary budget line items in all SAC departments were reduced by 10% (with a cumulative SAC reduction of \$1,041,940) during the first round of budget reductions for the 2008-2009 tentative budget. SAC's funding was further reduced by \$4,308,272 for the 2008-2009 adopted budget. The district implemented a mandatory hiring freeze, which has resulted in deficits in human resources throughout the campus, which has further impacted operations. Actual Santa Ana College general fund costs have decreased from \$84.2 million in 2007-2008 to \$72.3 million in 2009-2010. The district is currently



preparing additional reductions for the 2011-2012 adopted budget. In anticipation of a further workload reduction, SAC credit instruction has been reduced by 7.5% for fall 2011.

The state budget crisis also altered the preparation of the 2011-2012 Tentative Budget. Due to the lack of details from Sacramento, a rollover budget was proposed, which was approved by BAPR in May 2011 (CR1.78—BAPR Minutes 05-04-11). In the meantime, budget information was extracted from SAC department portfolio planning documents and summarized for review and recommendations for the 2011-2012 Adopted Budget, which was approved at the September 12, 2011 Board of Trustees meeting (CR1.79a—Adopted Budget 2011-2012; CR1.79b—BOT Summary, 09-12-11).

A sample Budget Request Application from the electronic DPP program within InsideSAC.net was presented at the April 27, 2011 College Council meeting (CR1.44—College Council Minutes). With only minor modifications, the current program will provide the basic information needed to effectively link planning and budgeting. Administrative Services will extract DPP budget data and compile a summary report for distribution to campus and district constituent groups. Administrative Services will continue refining the process with full implementation expected in spring 2012 for the 2012-2013 budgets. Departments were reminded to continue submitting portfolio plans in light of the fact that there are no budget details for 2011-12 (CR1.44—SAC College Council Minutes 04-27-11).

After the IE&A Committee submitted the *Strategic Plan Update Spring 2011*, the Planning and Budget Committee added a column which aligned budget information to the completed activities of the *Strategic Plan* (CR1.20). After Planning and Budget Committee analysis, this information was given to the President, who created her priorities. The President's tentative budget is presented to the Planning and Budget Committee (CR1.45—Planning and Budget Committee Priorities in Minutes, 03-01-11; CR1.5a—Minutes Planning and Budget Committee, 05-05-09). The SAC planning and budget cycle is also synchronized with the district cycle (CR1.72—RSCCD Strategic Plan and Framework; CR1.7b—District/College Alignment to Goals; CR1.9—RSCCD Planning Timelines; CR1.75—SAC Planning Cycle Charts).

## V.B Planning Update

The district hired consultants to lead stakeholders through basic planning strategies for the development of the district Strategic Plan. The process began with interviews on Friday, March 18, 2011. Participants were questioned about their current concerns and their vision for the future of the College/District. Responses were compiled into seven strategic directions to guide College and District planning. These directions (CR1.80a—Strategic Directions for Planning in the Rancho Santiago Community College District 04-08-11) were presented at a strategic planning retreat held on Friday, April 8, 2011 (CR1.80b—Strategic Planning Retreat Agenda 04-08-11). A summary and work session was held on Friday, May 6, 2011. (CR1.80c—Strategic Planning Retreat Agenda 5-06-11). Board Vision and District Goals for 2011-2012 were approved on February 7, 2011. (CR1.81—BOT Minutes 02-07-11; CR1.16—BOT Vision and District Goals 2010-2011). The February 7, 2011 annual Board Planning Retreat was held to review:

- 2010-2011 Board Vision and District Goals (CR1.16)
- 2010 Accountability Reporting for the Community Colleges (ARCC) (CR1.82)
- *12 Measures of Success, February 2011* (CR1.7a)
- College Presidents and Chancellor: Progress towards Goals (CR1.83—Chancellor's Goals)
- Results of Community and Staff Input of 2010-2011 District Goals (CR1.84). (CR1.81—BOT Minutes 02-07-11)

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 (CR1.85a-h—Board of Trustees Budget update Presentations) to consider state and local budget information overall and review reduction alternatives proposed by the colleges and district operations. The District's 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 the college's budget committee to maintain the integrity of the planning and budget processes during a period of historic volatility. BAPR WG began a complete review of the Budget Allocation Model in fall 2009. That process continues. The proposal will include a written implementation plan as well as a matrix identifying expenditure and budget responsibilities for each campus and the district (CR1.11—2010-2011 Revenue Allocation Model Simulation SB361).

## VI. 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 Planning and Budget Committee as well as the Facilities Committee and the Safety 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 (CR1.2a—Participatory Governance Structure). Also noteworthy is that the membership of the IE&A Committee includes the Institutional Effectiveness & Assessment Coordinator (serves as chair), the President and Past President or President-elect of the Academic Senate (also currently co-chair of the district BAPR and co-chair of the Facilities Committee), the Vice President of the School of Continuing Education, the RSCCD director of the Research Department, and two classified representatives appointed by CSEA. The President of the Academic Senate and the vice presidents also serve on College Council.

The chair of IE&A Committee 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 (CR1.86—Chancellor's Budget Forum "Employee Forum" 04-05-11). The President communicated to members of College Council, the Board of Trustees, the college community and the public regarding Responses to ACCJC in the *Midterm Report* (CR1.87—President Martinez's Communiqués regarding Midterm Report). Between August 18-30, the *Midterm Report* was posted on the public drive of InsideSAC.net for all members of the college to review. Feedback was sent to the chair of the IE&A Committee. Open forums were held at SAC August 30 and at Centennial Education Center August 31, 2011 (CR1.88—Open Forums August 2011 Attendance). This was discussed with President's Cabinet and College Council August 24, 2011, and the document was approved on August 31, 2011 (CR1.89a,b). 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 10, 2011. The *Midterm Report* was placed on the Board of Trustees docket for a first reading on September 26, 2011, in tandem with the *Midterm Report* of Santiago Canyon College. The Board of Trustees approved both documents on October 10, 2011 (CR1.90a—BOT Minutes 09-26-11; CR1.90b—BOT Summary 10-10-11).

### College Recommendation 2

In order to fully meet standards II and III, the Team recommends that the college prepare and maintain an updated Diversity Plan. (Standards II.A.1.a, II.A.3.c, II.B.3.d, III.A.4.a, III.A.4.b)

On December 1, 2010, President Erlinda Martinez and ALO Bonita Jaros participated in a conference call with ACCJC Vice President G. Jack Pond to clarify the Commission's intent for this recommendation.

The outcome of that conversation was that:

- Federal and state regulations are not included in ACCJC Accreditation Standards.
- College *Recommendation 2* has no direct link to Standard II. The college could not find citations with relevance to a recommendation connected to Standard II, nor was there any reference, in the *Evaluation Report* of January 2009, to deficiencies regarding Diversity in the student body, curriculum (course level or program) or student services.
- The only link to ACCJC Accreditation Standards is related to Standard III.A.4.a. Since the recommendation is assigned at the District level, it is not feasible for Santa Ana College to develop a Diversity Plan.

### College Recommendation 3

The Team recommends that the college strengthen its communication with classified employees regarding governance service opportunities, processes, deliberations, and outcomes. (Standards III.A, IV.A.1)

### College Response to Recommendation 3

The pinnacle for participatory governance at SAC is the College Council, which has two full-time classified employees serving as representatives to ensure that a voice is always present for classified employees in this consultation and decision-making venue. It is then of import that these representatives regularly share the deliberations, decisions and pending items of College Council with the entire classified staff. The participatory governance structure is reviewed at least once a year, and classified members have also been added in this venue to expand representation of these stakeholders in participatory governance committee work (CR3.1—2010-2011 Membership List for College Council; CR3.2a—College Council Minutes, 02-10-10; CR3.3b—College Council Minutes 03-09-11).

The bi-annual Strategic Planning Retreats, in which the SAC Cabinet and the Academic Senate consider possible changes to or improvements in the college's structure, resources, priorities and policies, have been expanded to include the two classified representatives that participate on the College Council. This action was taken to ensure that classified colleagues were included in the thinking and planning work that would carry forward into other governance venues and so that the group could benefit from classified perspectives (CR3.3a—Agenda 2010-2011 Cabinet-College Council Strategic Retreat; CR3.3b—Roster of Participants Cabinet-Leadership Strategic Retreat).

The college President has ensured that two-way communication is a regular part of the work life of classified employees at Santa Ana College and that they are connected to critical information about the college overall and the units they belong to organizationally. To accomplish this, the President has continued a series of Brown Bag lunches with the classified staff which are informal in nature and allow for dialogue across many college issues outside of the regular, more formal organizational and governance structures (CR3.4a—Promotional Materials President's Brown Bag Lunches; CR3.4b—Sample Evaluation Brown Bag Meeting with President, 03-16-11). As part of the process of preparing this report, classified staff expressed concerns about having less time to meet with the President to discuss issues than other groups at the college. As a result, the College Council representatives have been invited to participate in regular classified-specific meetings in the President's office.

The first meeting occurred with two College Council classified employee representatives on August 25, 2011. When critical developments at the college occur, larger college-wide and group-specific meetings are held to both inform and hear from the college community. Examples of such recent activities include the Winter Convocation, in which the President frames a critical set of mission-central challenges that require all members of our community to engage to help students succeed. After the Convocation, during the flexible calendar week, a special small group session on the subject is scheduled. (CR3.5—Classified Staff Development Invitation, March 16, 2011). Another example of such an activity was the Budget and Planning Committee joint event with the Academic Senate, in which classified representatives were invited. Subsequently, a college-wide budget and planning

dialogue occurred with the RSCCD Chancellor (CR3.6—Joint Budget Committee/ Academic Senate Meeting, 02-08-11; CR3.7—Employee Forum, 04-05-11).

The college President has also emphasized with her management team the importance of regular and consistent communication with classified staff, including the inclusion of classified staff in strategic planning at the program and department levels throughout the year. This is intended to utilize the professional expertise that classified staff have as they perform their regular work and to be receptive to their perspectives regarding institutional-level operations. Managers are encouraged to help classified staff participate in a range of related activities and to communicate with them in an on-going way about college issues as well as departmental and division-specific work (CR3.8a—SAC Management Council Meeting Agenda, 03-17-11, Classified Employee Communication; CR3.8b—College Council Minutes 04-27-11).

A Classified Professional Development committee and program has been officially reinstated at SAC in spite of the lack of fiscal resources to ensure that priority items could be addressed and that opportunities for classified staff to participate in general professional development could be maximized. There was a college-wide open-house which allowed classified staff to participate. The open house featured the work of the committee, upcoming offerings, and ways to get involved and have a voice at SAC (CR3.9a—Classified Professional Development Summary; CR3.9b—Example of Classified Staff Development Workshop Invitation).

With regard to participatory governance, in 2010-2011, the Planning and Budget Committee increased classified representation from two to “up to four” (CR3.2a; CR3.10 Participatory Governance Handbook, 02-10-10). In addition, in the end-of-year analysis of the Institutional Effectiveness and Assessment Committee, it was determined that classified representation should be increased to two representatives appointed by CSEA. One is designated from student services and one from academic affairs. This was reported to College Council and took effect summer 2011 (CR3.11—IE&A Minutes, 03-30-11).

In the dynamic environment that Santa Ana College has become over the last several volatile years and with a strong likelihood that this will continue, as the state's financial situation remains precarious, the college leadership will continue to give attention and scrutiny to communication with classified staff and invite continuous input to the work of achieving the SAC Mission together.



## 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)

### I. Preparation and Coordination for the Midterm Report:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting of January 6-8, 2010, reviewed the *Follow-Up Report* submitted October 2009 by Santa Ana College and the report of the evaluation team which visited Tuesday, November 17, 2009. The Commission took action to accept the report, remove Warning and reaffirm accreditation with the requirement that SAC complete a Follow-Up Report addressing District Recommendation 1, due October 15, 2010. In January 2011, the Commission took action to accept SAC's *Follow-Up Report*. This Midterm Report is therefore an update from the *Follow-Up Report* submitted October 15, 2010.

The District Accreditation Oversight Group, chaired by Chancellor Raúl Rodríguez, met on November 2, 2010 to discuss the accreditation status of Santa Ana College and Santiago Canyon College and to prepare for the *Midterm Reports* due October 2011. A plan was established for the Santa Ana College and Santiago Canyon College common district responses (DR1.1—District Accreditation Oversight Group Notes, 11-02-10). Workgroups were formed to create responses to each recommendation and a timeline was established (DR1.2—Timelines Midterm Report 2011).

Since the college's submission of the *Follow-Up Report* to the Commission in October 2010, the faculty, staff and administration have continued to evaluate and improve the planning process through both district and college participatory governance groups, as detailed below.

### II. Evaluation of Planning Processes: The Board of Trustees, the District, the College

(Standards I.A.1; I.A.2; I.A.3; I.A.4; I.B.4; I.B.6; II.A.1; II.A.2.f; III.D.3 (f))

#### A. Board of Trustees Planning Retreat

On February 1, 2010, the Board of Trustees held its Annual Planning Retreat (DR1.3—BOT Minutes, 02-01-10). Based upon a recommendation developed as part of the October 2009 *Follow-Up Report*, this Annual Planning Retreat was moved from summer to February in order to afford the trustees an opportunity to develop and/or reaffirm their annual vision and district goals prior to the development of the district's budget for the 2010-11 fiscal year (DR1.4—BOT Vision Statement and Goals 2010). At that retreat, the trustees reviewed the *Accountability Reporting for the Community Colleges* (ARCC) data for both colleges, as well as the district's internal report, *12 Measures of Success* (DR1.5—12 Measures of Success).

The trustees also reviewed the current Budget Allocation Model as well as the timeline and process for the development of the 2010-2011 budget (DR1.6—RSCCD Budget Allocation Model; DR1.7—District Planning and Budgeting Timelines 2010-2011; DR1.8—BOT Minutes 07-26-10; DR1.9—BOT Self-Evaluation Timeline for 2010; DR1.10—District Planning Timelines 2010-2012; DR1.11a,b—BP 9022, BP 9022.5). As per BP 9022 (Board of Trustees Self Evaluation) and 9022.5 (Board of Trustees Annual Evaluation of District Goals), the Board of Trustees self-evaluation meeting was held November 8, 2010, and the self-evaluation process followed a designated timeline (DR1.12—BOT Self-Evaluation Meeting Minutes, 11-08-10).

Subsequently, to remain in compliance with BP 9022.5, the Board of Trustees annual planning retreat to review the District's Vision and Goals for 2010-2011 and approve the Vision and Goals 2011-2012 was held on February 7, 2011 (DR1.13a—BOT Planning Retreat Agenda 02-07-11; DR1.13b—BOT Planning Retreat Minutes 02-07-11). Prior to approval of the Vision and Goals, the Board received the annual information about *Accountability Reporting for the Community Colleges* (ARCC) data for both colleges as well as the district's internal report, *12 Measures of Success* (DR1.14—ARCC 2010; DR1.5—12 Measures of Success). At this meeting, there was also a review of progress toward the 2010-2011 Vision and Goals (DR1.13b Minutes BOT 02-07-11).

In addition, a community survey was conducted in January 2011 regarding the District's Vision and Goals. The results were presented to the trustees at the annual planning meeting of February 7, 2011 prior to the trustees' consideration of goals for 2011-2012 (DR1.15—Community Survey Instrument, Distribution List and Results). Results of an internal survey of the trustees' assessment of board effectiveness was also reviewed (DR1.16—BOT Internal Survey and Results).

## **B. District-Level Integrated Planning**

### **B.1 Strategic Plan**

Shortly after his arrival to the district in August 2010, Chancellor Raúl Rodríguez identified the need for the district to develop a district-level strategic plan to integrate district-level planning efforts with the colleges' budget and planning and to strengthen the already-existing college-level *Strategic Plans* of Santa Ana College and Santiago Canyon College. Two consultants from the *Community College Brain Trust*, Darroch

Young, retired Chancellor of the Los Angeles Community College District, and Eva Conrad, retired President of Moorpark College, assisted the district in that process during March through May 2011. The process began with personal interviews of college leadership on Friday, March 18, 2011. Participants were questioned about their current concerns and their vision for the future of the Colleges/District. Responses were compiled into seven strategic directions to guide college and district planning (DR1.17a—Strategic Directions for Planning in the Rancho Santiago Community College District 04-08-11; DR1.17b—Planning Retreat Materials 05-06-11).

These directions were presented at a strategic planning retreat held on Friday, April 8, 2011 (DR1.17a—Strategic Planning Retreat Agenda —Strategic Directions for Planning in the Rancho Santiago Community College District 04-08-11). Based upon the input received during the staff interviews, the consultants recommended that the retreat participants develop a simpler planning model for the district. The participants broke into four smaller groups and developed recommended steps and a sequence for a planning cycle, explicating each district goal with objectives, responsible party and timelines.

In addition, a new planning cycle was developed to integrate the various district and college plans (DR1.18—Strategic Plan 2011-2013 Draft—RSCCD Annual Planning Design—"limacon" p1).

The four versions created at the April 8, 2011 meeting were subsequently merged into one, and a draft planning cycle was presented to the participants at a follow-up strategic planning retreat held on Friday, May 6, 2011 to refine the work begun at the April 8, 2011 retreat (DR1.19—Strategic Planning Retreat Agenda 05-06-11). The participants also reviewed potential strategic directions for the district that were drafted at the first planning session, as well as a list of potential metrics that were developed for each of the District's eight goals. To assist the four break-out groups in developing a more comprehensive assessment plan, a document was created by a workgroup of district and college representatives designated by the Chancellor's Cabinet to define quantitative and/or qualitative measures to evaluate each District Goal (DR1.20—District Goals Measurement Document). The strategic directions identified by each group formed the basis for the district's Strategic Plan. The plan was presented to the Board of Trustees for information (DR1.18—RSCCD Strategic Plan 2011-2013 (Draft); DR1.21—BOT Docket, 07-25-11: Update on District Vision Statement and Goals for 2011-2012; DR1.22—BOT Minutes, 07-25-

11). The draft was then vetted at the colleges for further input (DR1.23—SAC College Council Minutes, 08-10-11; DR1.24—IE&A Minutes 08-24-11).

The following SAC personnel participated in the Strategic Planning Retreats: Irene Arrellano, Student Steve Eastmond, President, Faculty Association of Rancho Santiago Community College District; Member BAPR

Paul Foster, Vice-President, Administrative Services

Norm Fujimoto, Vice President, Academic Affairs; Member President's Cabinet; Member SAC College Council; Member BAPR; Member District Human Resources Committee; Member District TAG; Member District Enrollment Management Committee

Janet Grunbaum, CSEA Representative

Marti Guerra, Continuing Education Faculty Association

Raymond Hicks, President-Elect, Academic Senate; Co-Chair Facilities Committee; Professor of English

Bonita N. Jaros, Ph.D., IE&A Coordinator; Accreditation Liaison Officer

Cherylee Kushida, Coordinator Distance Education

Sara Lundquist, Ph.D., Vice President, Student Services; Co-Chair Student Success Committee; Co-Chair BSI Strand A

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

Monica Porter, Secretary/Treasurer Academic Senate; Member SAC College Council; Associate Professor/Coordinator Speech Language Pathology Assistant Program

Ed Ripley, Vice-President, School of Continuing Education

Christina Romero, Foundation Director, Member SAC College Council

Evelyn Sanchez, Student

Sean Small, CSEA Representative; Member SAC College Council

John Zarske, President Academic Senate, Member SAC College Council; Professor of Mathematics

The *RSCCD Strategic Plan*, developed as a result of that effort, will provide the trustees and the entire district/college community with a theoretical framework to guide and inform future planning efforts (DR1.18—RSCCD Strategic Plan 2011-2013—Draft).

## **B.2 Budget and Planning**

The District Budget Allocation and Planning Review Committee (BAPR) serves as the participatory governance committee dedicated to planning and budget synchrony between and among the colleges and district. BAPR, as well as the District Council, which is the Chancellor's forum for district-wide participatory governance, discussion and action, received reports related to the progress of the *Midterm Report*, with particular emphasis on the budget and planning recommendations for the district and the colleges. This reportage is the result of one of the recommendations of the Accreditation Oversight Committee 2010 to strengthen the planning aspects of BAPR (DR1.25—Minutes Oversight Committee, 03-15-10).

As a result of 2010 Oversight Committee recommendations, the following ongoing changes were made:

1. Commencing February 2010, there has been a standing accreditation item at BAPR (DR1.26a—BAPR Minutes 02-24-10; DR1.26b—BAPR Minutes 05-26-10; DR1.26c—BAPR Minutes 07-28-10; DR1.26d—BAPR Minutes 09-15-10; DR1.26e—BAPR Minutes 11-10-10; DR1.26f—BAPR Minutes 12-08-10; DR1.26g—BAPR Minutes 01-19-11; DR1.26h—BAPR Minutes 05-04-11).
2. The Human Resources Committee is convened bi-annually and results are reported to BAPR (DR1.27—2010 Oversight Committee Minutes 03-30-10).
3. New updates of the *RSCCD Strategic Technology Plan 2010-2011* and *RSCCD Strategic Technology Plan 2011-2012* were presented to BAPR prior to development of Budget Assumptions (DR1.26g—BAPR Minutes 01-19-11).
4. A chart was created to explicitly demonstrate planning/budget integration: *District and College Participatory Governance Planning and Budget Processes Chart* (DR1.28). This chart serves to complement existing charts (DR1.29—RSCCD Planning and Budget Integration Processes Chart; DR1.27—Oversight Committee Minutes 03-30-10; DR1.30—District and College Participatory Governance Guidelines Manual; DR1.31—SAC Participatory Governance Schedule).

At the May 25, 2011 meeting of BAPR, it was also suggested that a Planning Workgroup of BAPR be formed in order to link all district planning groups continually (i.e., Technology Advisory Group (TAG), District Facility Planning Committee, and the Human Resources Committee) (DR1.32a—BAPR Minutes, 05-25-11; DR1.32b—BAPR Minutes, 06-08-11). At the June 8, 2011 meeting, however, it was recommended that instead of developing a sub-group apart from the BAPR WG, a few persons dedicated to planning at the colleges be added to the workgroup and that the workgroup would designate BAPR WG to work on specific tasks as needed. For example, the persons working on the SB361 model will continue to work on it separately. Others dedicated to oversight of the *RSCCD Strategic Plan* would work separately as well. Prior to making any recommendation to BAPR, however, the entire workgroup will come together for discussion. This will assure alignment of planning and budget and will insure that planning drives budget. Since BAPR has broad membership, the recommendation will continue to be properly vetted among district and college representatives who are also members of TAG, the District Facility Planning Committee, and the District Enrollment Management Committee (DEMC). It will then be approved by BAPR prior to sending a recommendation to the Chancellor (DR1.32b—BAPR Minutes 06-08-11; DR1.33—BAPR Agenda, 09-07-11).

Therefore, BAPR serves as a district-wide integrative liaison group for all district planning efforts prior to District Council approval of recommendations (DR1.34 RSCCD Strategic Technology Plan 2011-2012; DR1.28—District and College Participatory Governance Planning and Budget Processes Chart). For example, the Technology Advisory Group presented the 2011- 2012 *Strategic Technology Plan* at the January 19, 2011 BAPR meeting, and it was unanimously approved (DR1.26g—BAPR Minutes 01-19-11).

To keep the college informed about district-level decisions related to budget at BAPR, SAC representatives of BAPR are also members of the SAC Planning and Budget Committee. In addition, Chancellor Raúl Rodríguez and Vice Chancellor, Business Operations & Fiscal Services, Peter Hardash have taken an active role in keeping the college community apprised of state and local budget issues by coming directly onto the SAC and SCC college campuses. An open budget forum at Santa Ana College as well as the Centennial Education Center was conducted in April 2011. Topics discussed were the 2011-2012 governor's proposed budget and the SB 361 budget model, which would serve as a model for BAM modification (DR1.35a—SAC Budget Forum Handouts, 04-05-11; DR1.35b—CEC Budget Forum Handouts, 04-12-11).

#### **B.2.a Review of the Budget Allocation Model: (Standards III.D.1; III.D.2; III.D.3; IV.B.3 (b))**

On February 24, 2010, the Accreditation Oversight Committee discussed its action plan with the Budget Allocation Planning and Review (BAPR) Committee (DR1.26a—BAPR Minutes 02-24-10). BAPR has been the district's participatory governance committee charged with making final

recommendations to the Chancellor after formulating budget assumptions, reviewing budget projections, and developing district procedures relevant to budget and funding issues.

**Table 33. 2010-2011 BAPR Membership**

SANTA ANA COLLEGE	SANTIAGO CANYON COLLEGE	DISTRICT
Erlinda Martinez	Juan Vázquez	Peter Hardash
Norman Fujimoto (until Aug. 2011)	Steve Kawa	John Didion
Linda Rose (as of Aug. 2011)	Jose Vargas	Marti Reiter
Paul Foster	Raul Gonzalez del Rio	Steve Eastman
Esmeralda Abejar	Morrie Barembaum	Nga Pham
Ray Hicks	John Smith	Sean Small**
Jeff McMillan	John Hernandez*	Vacant
Bonita Jaros*	Jared Kubicka-Miller*	** - Alternate for Marti Reiter only
Ed Ripley*		
* - Alternate		

To amplify the mission of BAPR, the Oversight Committee made a recommendation to include accreditation as a standing agenda item for BAPR; this was approved (DR1.26a—BAPR Minutes, 02-24-10). In addition, it was recommended to have BAPR be the central committee which would receive all planning documents, in addition to budget documents, prior to District Council review (DR1.26a). Within the same discussion, the imperative to demonstrate concrete linkages between budget and planning was reaffirmed (DR1.26b-j—BAPR Minutes, 05-26-10; BAPR Minutes, 06-09-10; BAPR Minutes, 07-28-10; BAPR Minutes, 09-15-10; BAPR Minutes, 11-10-10; BAPR Minutes, 12-08-10; BAPR Minutes, 01-19-11; BAPR Minutes, 02-23-11; BAPR Minutes, 03-16-11; BAPR Minutes, 05-04-11).

A workgroup comprised of members of the Budget Allocation and Planning Review Committee (BAPR WG) continued to evaluate the current *Budget Allocation Model* and explore alternative models (DR1.36a-i—BAPR Workgroup Notes F10 and S11). As a result of those efforts, a revised budget allocation model, patterned after the SB361 community college funding formula is under development. This revised allocation model will provide greater operational discretion and flexibility to the colleges, which will facilitate the linkage of college planning priorities to budgetary allocations. A regular report of the BAPR Workgroup was then made at each BAPR meeting (DR1.26a-j; DR1.32a,b; DR1.33—BAPR Agenda, 09-07-11).

The membership of the BAPR Workgroup is comprised of membership from the district as well as the two colleges. Each segment is expected to make regular reports at the college level through the respective participatory governance bodies. At Santa Ana College this include College Council, the Planning and Budget Committee, the Institutional Effectiveness and Assessment Committee (IE&A), the Academic Senate, and CSEA. Representatives from Santa Ana College attend the Budget Allocation and Planning Review Workgroup (BAPR WG). While the primary focus of Workgroup meetings for 2010-2011 has been evaluating the current district's budget allocation model, commencing July 2011, it was recommended the planning role of the BAPR WG be reinforced. There is consideration of Workgroup expansion to include persons who specialize in planning at the district and colleges. Dedicated specific budget and planning projects would therefore continue to be assigned to this group by BAPR. BAPR WG would continue to prepare a body of work for BAPR review.



**Table 34. 2010-11 BAPR Workgroup Membership**

SANTA ANA COLLEGE	SANTIAGO CANYON COLLEGE	DISTRICT
Paul Foster	Steve Kawa	John Didion**
Jeff McMillan	Jose Vargas	Peter Hardash
Linda Rose (as of August 2011)	Morrie Barembaum*	Thao Nguyen
Norm Fujimoto (retired July 2011)		Nga Pham
Jim Kennedy (as of August 2011)		Gina Huegli
Ed Ripley (retired June 2011)		Steve Eastmond*
Ray Hicks*		
John Zarske*		
*Frequent Guest		

(Note: After a recommendation to expand BAPR WG is approved by BAPR and approved by the Chancellor, membership will be amplified for 2011-2012)

The BAPR Workgroup considered college-level concerns and also reviewed the models of 13 other multi-college districts (DR1.37—BAPR WG Notes, 07-14-10). The Santa Ana College Planning & Budget Committee forwarded concerns to the workgroup as follows:

- Colleges need more flexibility determining how to utilize dollars particularly with fixed/discretionary cost allocations.
- Transparency in the BAM: We need to have a clear understanding of how and why resources are allocated to the cost centers. There needs to be a flexible plan or formula for allocation of resources.
- A clear understanding of fixed costs vs. discretionary costs: How and when funds can move from discretionary to fixed and vice versa?
- As an incentive to save, colleges should be able to keep budget savings from year-to-year. Ending balances should be monitored because they should not be able to grow infinitely. There needs to be a balance between the District taking everything at the end of the year and colleges infinitely keeping everything.
- BAM needs to be perceived as a plan that fairly and equitably distributes resources.
- We need a definition and plan for annually reviewing the BAM.
- There needs to be a special account set up for payment of banked leave.

After consideration of all concerns, a list of issues for annual review was agreed upon. It includes:

- Fixed costs to each cost center by looking at FTES distribution, high cost programs and equitable service costs
- Relative cost of programs
- District operations, annual percentage distribution, and the centralized services provided to the colleges, itself, and the community
- Cost Centers that include SAC/SCC/DO
- Hiring needs that would impact other locations and long-term implications
- General fund as well as discretionary fund review

BAPR Workgroup recommendations relating to *General Model Guidelines* and *Allocation Process of the Budget Allocation Model* were presented to BAPR on July 28, 2010 (DR1.37— BAPR WG Notes, 07-14-10; DR1.26c—BAPR Minutes, 07-28-10). Since all the ramifications of operationalizing the recommendations required further dialogue at the college level, this item was brought to the appropriate participatory committees and then discussed again at the August 2010 BAPR meeting. The Workgroup continued refining the details of the recommendation throughout the 2010-2011 fiscal year (DR1.38—BAPR WG Notes, 08-11-10).

On October 6, 2010, Workgroup members learned that the Contra Costa Community College District adopted a new revenue allocation model due to a gap between revenue and expenditures identified during a self study. Contra Costa transitioned to an SB361 funding model that applies

revenues to campuses based on the information provided on Exhibit C of the California Community Colleges Apportionment Report. The RSCCD budget has become disproportionate in recent years due to retirements that occurred during the District's mandatory hiring freeze. Therefore, a proposal is being formulated that there be no fixed or discretionary costs under the new SB361 Revenue Allocation Model, and that each college have full control of their respective budgets. It is projected that this will eliminate problems the colleges have experienced with fixed costs under the current RSCCD Budget Allocation Model. (DR1.36a—BAPR Workgroup Notes, 10-06-10).

Workgroup members reviewed a SB361 revenue allocation simulation that was developed using the Contra Costa CCD Budget Allocation Model at the December 1, 2010 BAPR WG meeting. The Vice-Chancellor, Business Operations & Fiscal Services, showed where numbers on the allocation model appear on Exhibit C of the California Community Colleges Apportionment Report. The Workgroup reviewed the Contra Costa Community College transition plan to an SB361 revenue allocation model. The Workgroup agreed to move the recommendation to the full BAPR committee to change the district budget allocation model to the new SB361 Revenue Allocation Model. A complete plan, including a transition plan to identify the mechanics and intermediary steps is under consideration (DR1.36b—BAPR Workgroup Notes, 12-01-10). In January 2011, Workgroup members thoroughly examined the list of expense accounts and discussed issues that could potentially arise if a new SB361 budget allocation model is adopted. Allocations, long-term planning, and accountability for the District Office and district-wide expenses have yet to be determined (DR1.36c—BAPR-Workgroup Notes, 01-05-11).

At the February 2011 meeting, Workgroup members received an SB361 Simulation of the actual 2009-2010 revenue and expense showing that both colleges and the district had positive ending balances. The BAPR WG agreed unanimously to proceed with the new model through spring and fall 2011. At the March 9, 2011 meeting, the Workgroup will formulate a recommendation for the Chancellor, demonstrating why the district should move to the new model. The Revenue Allocation Simulation shared with the two Academic Senates was distributed and discussed, reinforcing the transition to the new allocation model. The Workgroup formulated assumptions for the 2011-2012 tentative budget for the full committee to review (DR1.36d—Budget Allocation and Planning Review Committee-Workgroup Notes, 02-09-11 ; DR1.36e—BAPR Workgroup Notes, 03-09-11). Several questions have arisen, which has caused the Chancellor and BAPR to direct the BAPR WG to further investigate the ramifications and impact the new model would pose. It was agreed that averting potential problems is prudent. Analysis of specific SB361 guidelines, reserve responsibilities, and the advantages and disadvantages of the new budget allocation model continued from April through June 2011 (DR1.36f-i BAPR WG Notes, 04-06-11, 04-13-11, 05-11-11, 06-01-11).

With regard to specific SB361 guidelines, these were discussed at the April 6, 2011 BAPR WG meeting. Members analyzed each academic expense line and identified the expenditure and budget responsibilities for academic salaries and related costs (DR1.36f—Budget Allocation and Planning Review Committee-Workgroup, Notes, 04-06-11). Budget Allocation discussions continued at the April 13, 2011 Workgroup meeting. Budget and reserve responsibilities under the new model were discussed, and questions about the Contra Costa model were also discussed (DR1.36g—Budget Allocation and Planning Review Committee-Workgroup Notes, 04-13-11).

Concerns about the new budget allocation model were further analyzed at the May 11, 2011 BAPR WG meeting. An RSCCD SB361 Revenue Allocation Model document will be developed to present arguments for moving to a new model with advantages and disadvantages regarding the new model (DR1.36h—Budget Allocation and Planning Review Committee-Workgroup Notes, 05-11-11). Discussion of expenditure and budget responsibilities continued at the June 1, 2011 BAPR WG meeting. SAC faculty members volunteered to assist in the writing of the SB361 model (DR1.36i—Budget Allocation and Planning Review Committee-Workgroup, Notes 06-01-11). Therefore, the BAPR WG continued analysis of the SB361 model through the summer 2011 and will continue through fall 2011 (DR1.39—BAPR Workgroup Notes 08-10- 11).

Regarding budget assumptions, tentative budget and budget development, the Vice Chancellor of Budget Operations & Fiscal Services led discussion at each BAPR meeting as well. At each Board of Trustees meeting during spring 2010, the Vice Chancellor of Business Operations & Fiscal Services presented an update on the state budget situation and its implications for the development of the RSCCD budget (DR1.40a-i—Budget Updates to BOT). On March 24, 2010, BAPR completed its review of *Budget Assumptions* and recommended assumptions for the development of the *RSCCD 2010-2011 Tentative Budget* to the Chancellor. Those assumptions were accepted by the Chancellor without modification and were approved by the Board of Trustees on April 12, 2010 (DR1.26f—BAPR Minutes, 03-24-10; DR1.41—BOT Minutes, 04-12-10).

Likewise, at each Board of Trustees meeting during the 2010-11 fiscal year, the Vice Chancellor of Business Operations & Fiscal Services presented an update on the state budget situation and its implications for the development of the RSCCD budget (DR1.40a-i—BOT Budget Updates). This not only kept the Board apprised of the latest state budget updates, but the fiscal implications for the RSCCD. For example, after the May Revise, projected state revenue numbers changed, which impacted the level of potential budget reductions required throughout the district. Prior fiscal measures initiated by the district have resulted in an increasing general fund balance, thus keeping the district fiscally sound (DR1.42a—RSCCD Budget Assumptions 2011-2012; DR1.42b—RSCCD Tentative Budget 2011-2012).

On May 4, 2011, BAPR completed its review of *Budget Assumptions* and recommended the assumptions for the development of the *RSCCD 2011-2012 Tentative Budget* to the Chancellor. Those assumptions were accepted by the Chancellor without modification and were approved by the Board of Trustees on May 23, 2011 (DR1.26j—BAPR Minutes, 05-4-11; DR1.43—BOT Minutes, 05-23-11).

## **B.2.b Technology, Staffing and Facilities Plans**

### **• RSCCD Strategic Technology Plan**

On April 14, 2010, the *RSCCD Strategic Technology Plan 2010-2011* was presented to BAPR after review by the District Council (DR1.44a—RSCCD Strategic Technology Plan 2010-2011; DR1.45—BAPR Minutes 04-14-10; DR1.46—District Council Minutes, 04-12-10). Following consultation with the Chancellor at the District Council, the plan was presented to the Board of Trustees on April 26, 2010, and was approved (DR1.47—BOT Minutes 04-26-10). In concert with reinforcing the planning integration role of BAPR, it was agreed that annual updates to the *RSCCD Strategic Technology Plan* will be developed and presented to BAPR prior to the approval of the annual budget assumptions so that any potential budgetary recommendations can be considered by BAPR and factored into the development of those budget assumptions. The 2011-2012 *Strategic Technology Plan* was approved by BAPR on January 19, 2011 and was reviewed by the District Council and presented to the Board of Trustees on February 22, 2011 (DR1.34—RSCCD Strategic Technology Plan 2011-2012; DR1.48—BOT Minutes, 01-18-11).

### **• Human Resources Staffing Plan**

In fall 2010, the District Human Resources Committee met on September 22<sup>nd</sup>, and reviewed the District's staffing levels. The District had undergone significant staff reductions due to a multi-year hiring freeze and a classified/management reduction in force. The committee met twice to review data concerning the composition of the staff and status of vacant positions. The Chancellor accepted the recommendations and authorized the recruitment of 20 positions (DR1.49—District Human Resources Committee Minutes, 09-22-10). On April 20, 2011, the committee held its spring semester meeting and reviewed the progress the 20 faculty recruitments. The committee also reviewed the current allocation of classified staff between the college and district office, as well as the allocation of classified staffing at the non-credit centers (DR1.50—District Human Resources Committee Minutes, 04-20-11). This committee will convene each semester to conduct a staffing review and provide staffing-related recommendations to BAPR prior to the development



of the annual budget assumptions, positions due to the hiring freeze, and plans to reorganize and consolidate functions in light of the continuing financial crisis.

At the first meeting, September 22, 2010, the HR Committee also discussed faculty hiring. The committee district employment data from the last ten years (DR1.49—District Human Resources Committee Minutes, 09-22-10; DR1.51—FTF by College 2000-2009). The committee met a second time November 3, 2010 to vote and forward a recommendation to BAPR to split faculty hires between SAC and SCC according to FTES generation. SAC generates approximately 70% of the FTES district-wide, so it was recommended that SAC receive 70% of the 20 faculty being hired. SCC generates approximately 30% of the FTES district-wide, so it was recommended that SCC receive 30% of the 20 faculty being hired. BAPR approved the split and made a recommendation to the Chancellor who approved it (DR1.26e—BAPR Minutes, 11-10-10). As a result, SAC received 14 positions, and SCC received six. The committee met again on November 3, 2010 to review compliance with the fall 2010 full-time faculty obligation. The committee considered the District's need to replace 20 faculty vacancies for fall 2011 and reviewed the full-time/part-time faculty ratio at each college. As a result, the committee recommended that the 20 vacancies be allocated between the colleges based upon the current FTES ratio (70% SAC and 30% SCC). That recommendation was subsequently approved by BAPR and forwarded to the Chancellor.

In spring 2011, the HR Committee met April 20<sup>th</sup> to review the status of faculty hiring and discuss classified hiring. The committee reviewed progress of full-time faculty hiring and also discussed issues related to the operation of the district's applicant tracking system. The committee also reviewed the distribution of classified employees by site throughout the district and the allocation of classified staffing at the two non-credit centers. Due to the continued uncertainty in the state budget and the possibility of further budget cuts to RSCCD, a decision was made to continue a review of classified staffing at the fall 2011 meeting. At the fall meeting, the District's compliance with the full-time faculty obligation will also be reviewed.

• **Facilities**

**District**

The District Facility Planning Committee was reactivated fall 2010 and met November 2<sup>nd</sup> to review and identify district-wide facility plans (DR1.52a—District Facility Planning Committee Minutes 11-02-10; DR1.52b—District Facility Planning Committee Minutes, 12-01-10; DR1.52c—District Facility Planning Committee Minutes, 01-05-11; DR1.52d—District Facility Planning Committee Minutes, 02-09-11; DR1.52e—District Facility Planning Committee Minutes, 03-09-11; DR1.52f—District Facility Planning Committee Minutes, 04-13-11; DR1.52g—District Facility Planning Committee Minutes, 06-01-11).

**Table 35. 2010-11 District Facility Planning Committee**

SANTA ANA COLLEGE	SANTIAGO CANYON COLLEGE	DISTRICT
Paul Foster	Steve Kawa	Peter Hardash
Raymond Hicks	Eduardo Cervantes	Linda Melendez
Sean Small	Craig Nance	Marti Reiter
Sue Garnett/Jim Kennedy (CEC)	Patricia Alvano	Alex Oviedo
		Raúl Rodríguez (Ex Officio)

Committee members reviewed District Participatory Governance Guidelines to validate the role of the District Facility Planning Committee as an advisory group to BAPR. Recommendations for the five-year plan, state capital outlay projects, scheduled maintenance and the hazardous material mitigation program made at the District Facility Planning Committee are forwarded to BAPR. The committee consists of 12 members, four (4) members from each site. (DR1.52a— Minutes, District Facilities Planning Committee, 11-02-10).

Project updates were discussed at subsequent District Facility Planning Committee meetings held during the 2010-2011 fiscal year (DR1.52b—Minutes, District Facilities Planning Committee, 12-01-10; DR1.52c—Minutes, District Facilities Planning Committee, 01-05-11; DR1.52d—Minutes, District Facilities Planning Committee, 02-09-11; DR1.52e—Minutes, District Facilities Planning Committee, 03-09-11; DR1.52f—Minutes, District Facilities Planning Committee, 04-13-11; DR1.52g—Minutes, District Facilities Planning Committee, 06-01-11).

## **College**

The SAC Facilities Committee formed a Facilities Master Plan Sub-committee in October 2009 (DR1.53—Minutes, SAC Facilities Committee, 09-21-10). The Facilities Master Plan Sub-committee met to begin formulating the contents to be incorporated into the updated SAC *Facilities Master Plan* (DR1.54—Notes, SAC Facilities Master Plan Sub-committee, 10-28-09). To commence their work, the Facilities Master Plan Sub-committee met in November 2009 to review Facilities Master Plans from other community colleges (DR1.55—Notes, SAC Facilities Master Plan Subcommittee, 11-11-09).

In February 2010, HMC Architects, Inc. were contracted to assist both colleges in updating the SAC and SCC *Facilities Master Plans*. These revised plans reflect current educational master plans as well as department planning portfolios (DR1.56—Draft Santa Ana College, *Facilities Master Plan* May 2011).

The Facilities Master Plan Sub-committee was expanded and became the core group to work with HMC Architects. A series of meetings was conducted throughout spring 2010 culminating in an open forum on June 2, 2010, at which time ideas formulated in the *Facilities Master Plan* Sub-committee were conveyed to the SAC community. SAC personnel reviewed the final draft document during the summer of 2011. A special SAC Facilities Committee Meeting during was held on August 16, 2011 to review and recommend the 2011 SAC Facilities Master Plan. Facilities Master Plans for both colleges. (DR1.57—Notes, SAC Facilities Master Plan Sub-committee, 12-03-10; DR1.58—SAC Facilities Committee, 08-16-11). The Facilities Master Plans of Santa Ana College and Santiago Canyon College were approved by BAPR on September 7, 2011 as a recommendation for Board of Trustees approval (DR1.33—BAPR Minutes, 09-07-11).

### **Facilities Master Plan Sub-Committee Membership:**

Paul Foster, Vice President, Administrative Services, SAC; Facilities Committee Co-Chair

Norm Fujimoto, Vice President, Academic Affairs; SAC Facilities Committee Member

Raymond Hicks, President-Elect Academic Senate; SAC Facilities Committee Co-Chair

Bart Hoffman, Dean, Human Services and Technology; SAC Facilities Committee Member

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

Nadia Lopez, President, SAC Associated Student Government

Sara Lundquist, Ph.D., Vice President, Student Services

Ed Ripley, Vice President, School of Continuing Education, SAC Facilities Committee Member

Deborah Shepley, Principal, Community College Practice Leader, HMC Architects

Sheryl Sterry, Senior Education Facilities Planner, HMC Architects

Sylvia Turner, Dean, Fine and Performing Arts Division, SAC Facilities Committee Member

The architectural firm of Westberg and White was retained by the district to begin developing planning documents for SAC College Avenue improvements and for development of the soccer

field. SAC administration called a SAC Project Coordination Meeting to combine architectural efforts and to discuss plans and timelines. The first meeting took place on July 28, 2010 (DR1.59-Notes, SAC Project Coordination Meeting, 07-28-10). The District then contracted with Facilities Planning & Program Services, Inc. to coordinate the work of both HMC Architects and Westerberg and White, as well as to act as a liaison between campus and District staff and Bernards Construction Management Services. Bernards was retained by the District to oversee the construction of several Measure E Bond projects through August 2011 to assist the architectural firms in the development of plans for College Avenue improvements and the new soccer field. The SAC Project Coordination Meeting then evolved into the Phase I Master Plan Improvement Meeting and began meeting bi-monthly beginning December 3, 2010.

**Attendees included:**

Ron Beeler, President, Facilities Planning & Program Services, Inc.

Jerry Neve, Project Manager, Bernards Management Services

Kelvin Okino, Vice-President of Management Services, Bernards Management Services

Sheryl Sterry, Senior Education Facilities Planner, HMC Architects

Deborah Shepley, Principal, Community College Practice Leader, HMC Architects

David Luzuriaga, Principal, LTI Engineering

David Berkson, Principal, SWA Darryl Odum, RSCCD

Alex Oviedo, District Construction Supervisor, RSCCD

Paul Foster, Vice President of Administrative Services, Santa Ana College

Ron Jones, Interim Plant Manager, Santa Ana College

**The *Facilities Master Plan* Timeline**

The *Facilities Master Plan* includes Educational Plan Analysis and Forecast; Site and Facilities Analysis; Option Development; Solution Development; and Documentation & Final Approval based on a developed set of goals (DR1.60—HMC Timeline & Goals in IE&A Minutes 03-17-10; DR1.61—HMC Architects Handout 04-13-10; DR1.62—IE&A End-of-Year Report S10, Appendix E). Specific areas that have been reviewed include: vehicle flow, paths of travel, and the main entrance to the Santa Ana campus. On June 2, 2010, representatives of HMC Architects made a comprehensive presentation of the *Facilities Master Plan* to the college community outlining the details of a long-term plan (DR1.63a-c—Selected slides from HMC PowerPoint Presentation). In addition, the President of the college is also reviewing replacement options for the Marketplace Education Center and linkage to the *Bond Measure E*. These concepts are all based on data gleaned from enrollment to inform facilities planning, and infrastructure analysis. The Board of Trustees approved the *Five Year Construction Plan* for both colleges August 23, 2010 (DR1.64a—BOT Minutes 08-23-10, Item 5.26; DR1.64b—SAC Five- Year Plan 2010-2014).

Work on these component parts of the plan have culminated in a final draft that was presented to the SAC President in June 2011. This latest version was reviewed by the SAC community during the summer of 2011 (DR1.65—SAC College Council Minutes, 08-24-11; DR1.24—IE&A Minutes, 08-24-11). A special meeting of the SAC Facilities Committee was held in late August to review the document as a group and to formally recommend the document be approved by the Board of Trustees in fall 2011 (DR1.58c—Special Meeting SAC Facilities Committee, 08-16-11).

### B.2.c Tangible Budget/Planning Alignment:

- Five million dollars in expenditure reductions were made to balance the Tentative Budget 2010-2011 (DR1.66a).
- Evidenced by the Budget Assumptions recommended by BAPR, a 3% deficit to general apportionment (approximately \$4.5) was calculated (DR1.66a—RSCCD Budget Assumptions for Tentative Budget 2010-2011).
- Complete revenue analysis was conducted related to negative COLA; no enrollment growth funding; deficit to general apportionment; additional workload measures reduction of 2%. Then total is approximately \$3 million.
- A 5% reserve was included within the budget to offset future funding deficits from the state; this has been carried over into the 2010-2011 budget (DR1.66b—RSCCD Adopted Budget 2010-2011).
- Expenditures related to salaries and increased cost of benefits was carefully calculated.
- There was a hiring freeze for three years, which was somewhat lifted spring 2011.
- There has been an ongoing employee step and columns freeze.
- Items have been moved from discretionary to fixed costs, e.g., Blackboard
- The Technology Advisory Group (TAG) reports to BAPR and is charged with a continual replacement plan for technology.
- The statewide Workload Reduction figures have been mirrored by the RSCCD in the credit and noncredit programs. (Most reductions occurred in non-credit.)
- Within the 2009-2010 budget, funds were reallocated so there would be appropriate funding for Adjunct faculty. (This is a result of Workload Reduction.)
- A decision was made to reduce the Older Adult Program in the School of Continuing Education (SAC) and the School of Continuing Education (SCC).
- Credit and Non-Credit Matriculation funds were moved to DSPS for SAC to offset statewide cuts which could have compromised federal regulations. (DR1.40h—Budget Report to BOT 06-20-10; DR1.66b—RSCCD Adopted Budget 2010-2011)
- Budget Assumptions recommended by BAPR include a 6% workload measure reduction from general apportionment (DR1.68b—RSCCD Budget Assumptions for Tentative Budget 2011-2012).
- A 5% reserve has been included within the budget to offset future funding deficits from the State; this has been carried over into the tentative budget for 2011-2012.
- Expenditures related to salaries and increased benefit costs have been carefully calculated.
- Employee step and column advances remain suspended. In addition, one-time revenue adjustments have increased the ending balance (e.g., \$4.5 million budgeted mid-year apportionment reduction—3% budget assumption reduction); however, it is clear this is onetime funding. Given the on-going California budget crisis, RSCCD will need to utilize this reserve to cover operating costs in order to avoid further general fund reductions.
- An additional 7.5% reduction in credit courses have been reduced for fall 2011 in anticipation of a further reduction in the workload measures.

**Note:** The colleges' budget and planning groups will send recommendations to the BAPR Workgroup after a firm decision about BAM changes are made.

In addition, one-time revenue adjustments have increased the ending balance (e.g., \$4.5 million budgeted mid-year apportionment reduction—3% budget assumption reduction); however, it is clear this is onetime funding. With this tentative budget, RSCCD was in a good position to adjust to any additional state revenue reductions without further cuts. Absent massive funding reductions from the state, RSCCD most likely will not need any further reductions in force (except for possibly categorical and stand-alone programs). This is the result of early planning and foresight (DR1.40h—Budget Report to BOT 06-20-11). All planning/budget information has been communicated to the Board of Trustees at board meetings by the Chancellor. The Vice Chancellor of Business Operations & Fiscal Services, who also serves as co-chair of BAPR, has also communicated to the Board of Trustees through a regular budget update (DR1.40a-h) The updates include: the adjusted cycle of budget and planning; the proposed state budget updates,

including enrollment growth, COLA information, categorical funding cuts, suspension of grants such as Competitive CalGrant, state apportionment deficit, the Legislative Analyst's Report, Tentative Budget Assumptions the *May Revise*, and all other revisions. BAPR recommendations for Tentative Budget Assumptions for 2010-2011 included a \$4.1 million necessary reduction district-wide. The Tentative Budget Assumptions were approved by the Chancellor and then approved by the Board of Trustees on April 12, 2010; the Tentative Budget was approved by the Board of Trustees on June 21, 2010 as a placeholder budget in order to continue meeting district obligations as of July 1, 2010 (DR1.41—BOT Minutes 04-12-10; DR1.67a—BOT Minutes 06-21-10). The RSCCD Adopted Budget was approved on October 11, 2010 since a state budget had not been approved. (DR1.67b—BOT Minutes 10-11-10).

Moreover, this cyclical process suggests that at the conclusion of the fiscal year, the budget will be evaluated based upon the budget assumptions and the following organizational outcomes:

- Generation of anticipated FTES
- Satisfaction of all collectively bargained commitments
- Maintenance of the 5% unrestricted reserve
- Progress toward the Board's Vision and District Goals

In the 2010-2011 academic year, the Vice Chancellor of Business Operations & Fiscal Service communicated to the Board of Trustees through a regular budget updates (DR1.40a-h—BOT Budget Updates).

The Tentative Budget Assumptions were approved by the Chancellor and then approved by the Board of Trustees on May 23, 2011; the Tentative Budget was approved by the Board of Trustees on June 20, 2011 as a placeholder budget in order to continue meeting district obligations as of July 1, 2011 (DR1.43—BOT Minutes, 05-23-11; DR1.68a—BOT Minutes, 06-20-11; DR1.68b—RSCCD Tentative Budget Assumptions 2011-2012; DR1.68c—RSCCD Tentative Budget 2011-2012). The 2011-2012 RSCCD Budget was approved by the Board of Trustees on September 12, 2011 (DR1.68d—RSCCD Adopted Budget 2011-2012; DR1.68e—BOT Summary, 09-12-11).

Moreover, this cyclical process suggests that at the conclusion of the fiscal year, the annual budget phase will be evaluated based upon the budget assumptions and the following organizational outcomes:

- Generation of anticipated FTES
- Satisfaction of all collectively bargained commitments
- Maintenance of the 5% unrestricted reserve
- Progress toward the Board's Vision and Goals

There is evidence that internal college planning/budget processes function effectively at both colleges. To insure that the needs of all entities are understood and duly considered within an integrated context of the whole, analysis of the SB 361 *Budget Allocation Model* is ongoing so that there is transparency and the needs of each entity does not compete with the Vision of the Board of Trustees and District Goals. There is a commitment to continue this work, which will provide needed flexibility to the colleges and insure the Vision and Goals of the Board are met.

### **III. Integrated College-Level Planning**

At the college level, dialogue at SAC College Council May 26, 2010 addressed the issue of how district charts are integrated into existing mechanisms at the college, how the Santa Ana College Mission is inextricably connected to program review and strategic planning, and how the IE&A Committee has reviewed program review elements (DR1.69—College Council Minutes 05-12-10; DR1.70—SAC Mission; DR1.71—Santa Ana College Planning & Budget Processes Chart; DR1.72a,b—Strategic Plan Update S10; S11; DR1.73a,b—Strategic Plan Update with Budget Analysis S10, S11; DR1.74—Program Review Documents; InsideSAC.net—Department Index for Program Review Documents; DR1.62—IE&A End-of- Year Report S10, DR1.75—IE&A End-of-Year Report S11).



Santa Ana College is dedicated to continuous improvement based on program review analysis, as is evidenced by the *Annual Department Planning Portfolio* (DPP); the Academic, Student Services, Administrative Services and President's Cabinet Portfolio Program Review Model (DR1.74—InsideSAC.net—Department Index—Program Review; PR docs). All budget decisions, not subject to emergency decision-making, must demonstrate linkages to the DPPs and program review documents, which contain Direct-SLO Assessment as well as indirect statistical analysis (DR1.74—examples SAC.edu/Accreditation/evidence.htm; internally only: InsideSAC.net—department index—program review—Statistical Reports; DR1.73b—Strategic Plan Update with Budget Analysis S11; DR1.76a-e—SAC Planning and Budget Committee Minutes; DR1.76f—Planning and Budget Committee Agenda 10-04-11). Planning efforts and budget development are also integrated through the structure of the participatory governance model, which has the Institutional Effectiveness and Assessment (IE&A) Committee as a central participatory governance element in planning and information flow (DR1.71—Santa Ana College Planning and Budget Processes Chart; DR1.75—IE&A End-of-Year Report S11; DR1.77—Santa Ana College Participatory Governance Structure). The IE&A Committee is also responsible for Strategic Plan Updates and updating all documents in the *Educational Master Plan* (DR1.72b—Strategic Plan Update S11; DR1.73b—Strategic Plan Update with Budget/Facilities Analysis S11; DR1.78—Educational Master Plan and EMP Update S11).

On March 29, 2010, President Martinez held a *Budget Think Tank Meeting*, which included the President's Cabinet, the Executive Committee of the Academic Senate and CSEA classified staff leadership. The agenda addressed phases of a plan to manage the fiscal crisis of the state and therefore the district and college. Indicators related to 2010-2011 and 2011-2012 were discussed, and a preliminary possible non-exclusive course of action was created (DR1.79—Budget Think Tank Agenda). Facilities planning beyond the *Bond Measure E* planning has been vitalized at the college as a result of DPP and other analysis as well as the engagement of HMC Architects. On January 18, 2011, President Martinez held another joint retreat which included President's Cabinet, the Academic Senate Executive Committee and CSEA leadership to continue budget, facilities and governance discussions (DR1.80—Joint Retreat Agenda 01-18-11). It is the President's determination to continue annual inter-constituency discussions.

#### **IV. Outcomes and Communication of Budget Processes:**

(Standards IIA.2.f, III.D.1; III.D.2; III.D.3.a; IV.B.3 (b))

In the planning agenda of the Santa Ana College *Institutional Self Study for Reaffirmation of Accreditation*, it is stated: "The college, through its governance committees and the Academic Senate will: identify and prioritize the most serious areas of concern related to the district's support to the college." In this regard, change related to budget processes has been made, and the district has been responsive to college concern. This is demonstrated by the following:

- The planning segment of BAPR was reinforced during the 2010-11 fiscal year. There is a regular accreditation report; the agenda is expanded to include planning reports (DR1. 26a-j—BAPR Minutes).
- BAPR receives documents and reports from the other participatory governance committees of the district prior to District Council approval, creating a closer integration of all planning elements and more information dissemination among the constituency groups of the colleges and district (District Strategic Technology Plan was approved—DR1.45—BAPR Minutes, 04-14-10; DR1.26g—BAPR Minutes 01-19-11).
- Receipt of changes to plans by BAPR aligns better with Tentative Budget creation.
- District participatory governance charts and documents have been updated and created; they have been more closely integrated with college documents (charts, particularly timelines integration chart) (DR1.28—District and College Participatory Governance Planning & Budget Processes Chart).

- The BAPR Workgroup has reviewed the Budget Allocation Model and is currently drafting a BAM based on the SB361 model; BAPR WG plans to conduct review regularly (DR1.36a-i—BAPR Workgroup Notes S11; DR1.39—BAPR Workgroup Notes 08-10-11).

## V. College-Wide Communication: (Standards II.A.2.f; III.D.2)

To keep the college community informed of budget and human resources issues, the Chancellor held forums at SAC and SCC (DR1.35a,b—Employee Forum SAC, 04-05-11). To keep the college-wide community informed about accreditation, on August 24, 2011 and August 31, 2011, the IE&A Coordinator/ Accreditation Chair/ALO reported to College Council regarding the status of the *Midterm Report*; the Annual *ACCJC Financial Report* as well as the *ACCJC Annual Report*; and plans for fall 2011 submission to ACCJC. On August 29-30, 2011 college-wide forums were held to receive input (DR1.65—College Council Minutes, 08-24-11; DR1.81—College Council Minutes, 08-31-11).

On August 18, 2011, the college President disseminated the *Midterm Report* to the Chancellor and district leadership. The report was also made available to the SAC college-wide community via InsideSAC.net ([http://www.insidesac.net/http://www.insidesac.net/academic/vice\\_president/accreditation/default.asp](http://www.insidesac.net/http://www.insidesac.net/academic/vice_president/accreditation/default.asp)) Forums were held at SAC August 29 and at Centennial Education Center August 30, 2011 (DR1.82a— Forums; DR1.82b—email related to posting of Midterm Report; DR1.82c—Open Forums August 2011 Attendance). On August 24, 2011 the IE&A Committee conducted a review and approved the *Midterm Report* of Santa Ana College (DR1.24). After the colleges vetted the reports through their respective participatory governance structures, the status of the reports was shared at BAP and sent to the Chancellor for approval (DR1.33—BAPR Agenda, 09-07-11). The Chancellor's Cabinet approved the *Midterm Reports* of Santa Ana College and Santiago Canyon College on September 1, 2011 (DR1.83—Chancellor's Cabinet Agenda, 09-01-11; DR1.81—SAC College Council Minutes, 08-31-11). On September 26, 2011 the Board of Trustees received the *Midterm Reports* of Santa Ana College and Santiago Canyon College for a first reading. The reports were approved on October 10, 2011 (DR1.84a—BOT Summary, 09-26-11; DR1.84b— BOT Summary, 10-10-11). After approval, a copy was placed in the Nealley Library for the entire college community and the community at large.

**Note:** Noteworthy is that President's Cabinet consists of the Vice Presidents, all of whom are members of the IE&A Committee. The VP of Administrative Services also co-chairs the Planning and Budget Committee as well as the Facilities Committee; the VP of Student Services co-chairs the Student Success Committee as well as the BSI Committee. Likewise, the Executive Committee of the Academic Senate is made up of the co-chair of the Planning and Budget Committee, the co-chair of the Facilities Committee, and the chair of the IE&A Committee/ALO. The President and Secretary/Treasurer of the Academic Senate serve on College Council. The CSEA classified leadership serves on College Council as well as **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 III.D.1.b, III.D.2.a, III.D.2.g)

### Workgroup:

Aracely Mora, Ed.D., Vice President, Academic Affairs; ALO, SCC

Norm Fujimoto, Vice President, Academic Affairs, SAC

John Weispfenning, Ph.D., Dean of the Library and the Division of Arts, Humanities & Social Sciences

Linda Miscovic, Associate Dean, Admissions and Records, SCC

## Progress toward Recommendation

Santa Ana College and Santiago Canyon College worked collaboratively to satisfy this recommendation in their respective *Follow-Up Reports* in October 2009. Since the time those responses were prepared, the colleges have continued to refine and monitor their performance in this area.

Although a board policy on Course Repetition was being prepared at the time of the *2009 Follow-Up Report*, continuing changes from the state Board of Governors have resulted in almost annual modifications to the number of course repetitions eligible for apportionment payments (DR2.1—Proposed Title 5 Repeatability 2011). In lieu of a board policy that would need to be regularly updated, the college has instituted policies and procedures that conform to current state regulations (DR2.2—Title 5 Repeatability 2009).

The XRPC report was created in the Datatel Colleague system specifically to track course repetitions (DR2.3—XRPC). This report tracks coursework taken back to 1986. Additionally, a registration rule was created in Datatel to prevent students from registering beyond two course attempts after the student receives a grade of W, D, F, CR, NC, P, or NP. Any two combinations of these grades are counted, which is stricter than the current California Title 5 regulations on course repeatability. Notably, the repetitions are counted district-wide, as opposed to counting repetitions within each college. This was done through a process of equating courses at the two colleges, to ensure students cannot exceed the maximum repetition by repeating the class at the other college in the District.

The Datatel Colleague system also has been configured to manage approved course repetitions that are not eligible for apportionment funding from the state. The Registrar or the Associate Dean of Admissions and Records identify the appropriate enrollments in a course section using the code NFR (non-funded repeat). A repetition is completed, but no state funding is requested or collected on this repeat. Repetitions completed under the NFR coding require the approval and signature of a dean.

The District has fulfilled the recommendations of the independent auditor's *Finding 08-2 Minimum Conditions – "Standards of Scholarship,"* by including the policy on the limitations of remedial course work in the college catalog and by tracking students taking remedial courses (DR2.4—Report on Audit of Financial Statements, June 30, 2009, p. 62). A Datatel Colleague report has been developed to identify students who have reached the maximum-allowed 30 units of remedial coursework (DR2.5—Student Remedial Units Report). This report uses the credit types of BS (Basic Skills) and PBS (Pre-Basic Skills) to identify these courses and the enrolled students to prevent further enrollments once they reach the 30-unit limit. Each college's Curriculum Office identifies the remedial courses. This policy is printed in the college catalog (DR2.6—Santa Ana College Catalog, 2011-2012, p. 25). A waiver must be completed by the student, including those in Disabled Students Programs and Services, and signed by a counselor before the student is allowed further registrations. Alternatively, the student who has reached the 30-unit limit can be advised to pursue further remedial coursework at the colleges' noncredit centers.

## District Recommendation 3

The Team recommends that a set of written policies and regulations be created that establishes appropriate communication processes between the trustees and district employees. The Team further recommends that Board adherence to these regulations and procedures be assessed within a systematic culture of evidence and cycle of continuous improvement. (Standards IV.B.1.a, IV.B.3.a, IV.B.3.e, IV.B.3.f)

### Workgroup:

Raúl Rodríguez, Ph.D., Chancellor, RSCCD

Bonita N. Jaros, Ph.D., IE&A Coordinator; Accreditation Liaison Officer, SAC



## Progress toward Recommendation

Several board policies are of particular relevance to this recommendation. One of these is BP 2715—Code of Ethics/Standards of Conduct (formerly BP9002 – Statement of Ethical Conduct) (DR3.1). The purpose of the Statement of Ethical Conduct is to promote “trust, confidence, and integrity in the working relationship between Trustees, administrators, faculty and Staff.” Toward that end, this policy outlines standards for the conduct of Trustees and defines some of the limits to their role as Trustees. This policy covers topics such as conflict of interest, civility, confidentiality, student and community interests, and transparent decision making.

Another Board Policy of relevance to District Recommendation 3 is BP 7001—Code of Ethics (formerly BP 7020) (DR3.2). This Board Policy is intended to apply to all employees as well as to the Board of Trustees. The first four items of this policy are of relevance to the relations between members of the Board of Trustees and district employees.

The policies mentioned above were in place prior to the accreditation visit of October 2008 and prior to the delivery of District Recommendation 3. In specific response to District Recommendation 3, the Board of Trustees has taken several specific actions. The Board of Trustees amended BP 2745 (formerly BP 9022) – Board of Trustees Self-Evaluation on April 27, 2009 (DR3.3). This policy calls for a broad evaluation of the Board of Trustees by constituent groups. One section of the evaluation instrument is entitled, *Board Relations with the Chancellor, Presidents, Faculty, and Staff*. In this section, there are several items related to the role of the Board and whether or not the Board understands its role versus the role of others. The questionnaire also queries respondents about whether or not the Board follows communication procedures (DR3.4—BOT Vision–Goals Survey Results).

The information gathered in the Board of Trustees Self Evaluation questionnaire is provided to the Board of Trustees on an annual basis. This information is one method the Board of Trustees utilizes to demonstrate that it is following board policy and acting within the prescribed limits of their role as trustees. Toward that end, the information gleaned in the questionnaire informs the creation of board unit goals for the calendar year (DR3.5—BOT Goals 2010-2011). The current calendar year, 2011, will be the first year that the Board has implemented this step (DR3.6a—BOT Planning Retreat Docket, 02-07-11; DR3.6b BOT Planning Retreat Agenda, 02-7-11; DR3.7—BOT Planning Retreat Minutes, 02-17-11). The Board has selected three unit goals for 2011. The three unit goals are contained in a separate document, but they are briefly listed below:

1. *Regularly seek opinions of student trustees.*
2. *Understand our role in the collective bargaining process.*
3. *Follow proper communication procedures with staff.* (DR3.8—BOT Unit Goals)

The third board unit goal directly addresses the concerns expressed in District Recommendation 3. That is, it is the vehicle for the Board of Trustees to monitor adherence to a staff communication protocol on an ongoing basis. Although no issues with improper communications have been identified, putting proper communication forward as a unit goal increases the visibility and accountability on this issue.

The Board of Trustees hired a new Chancellor in June of 2010 with a starting date of August 2010. The new Chancellor requested a retreat with the Board of Trustees, which was held on September 18, 2010 (DR3.9—BOT-Chancellor Retreat Agenda, 09-18-10). Among other issues, the purpose of this retreat was to clarify the working relationship between the Board of Trustees and the new Chancellor. A summary of that retreat was prepared by the facilitator (DR3.9—BOT–Chancellor Retreat Agenda, 09-18-10; DR3.10— BOT–Chancellor Retreat Minutes, 09-18-10; DR3.11—Chancellor’s Goals). Item number two in that summary pertains to District Recommendation 3 as can be seen in the passage cited below:

2. *The Board of Trustees has one employee, the Chancellor. It is not appropriate for a board policy to ask staff and faculty to accomplish their ideas; the Chancellor does this for the Board.*

Action: *The Chancellor is comfortable with board members seeking information from staff; staff will advise the CEO of these contacts and board queries. It is the intent of the RSCCD Board not to micromanage. They do not want to create an additional workload for district employees, staff. Questions and the information sought by an individual trustee will be reported to the trustees as a whole, often asked through the Chancellor.*

The understanding between the Board of Trustees and the Chancellor, which was documented in the summary of the retreat, was that the individual members of the Board of Trustees have a right to seek information from staff. However, the other members of the Board of Trustees and the Chancellor have to be informed of such requests for at least four reasons: (1) so as to ensure that staff members are not overburdened with information requests; (2) so that the information can be shared with all of the trustees; (3) so that the Chancellor can ensure that proper responses are provided for the requests, and; (4) so that such requests are openly shared and scrutinized to ensure that they are transparent and appropriate. In this way, it is assumed that clear expectations and open boundaries contribute to an awareness of the proper role of trustees, administrators, and other employees when matters of appropriate communications are of concern.

## Analysis

The existing board policies outline the ethical and expected communication interactions between members of the Board of Trustees and employees of the district. Several new board policies outline the self-evaluation process for the Board and procedures for follow-up, analysis, and continuous improvement. Specifically, the board self-evaluation process is now linked to a process where the Board adopts a unit plan, based upon constituent feedback, aimed at monitoring board behavior in selected areas. One of the selected areas for the 2011 calendar year has to do with the trustees following proper communication procedures with staff. The proper procedures were defined in a September 2010 retreat held by the Board of Trustees. These procedures will be reviewed periodically at regularly scheduled meetings of the Board of Trustees (DR3.12—RSCCD BOT Policies Committee Agenda, 02-17-11; DR3.13—RSCCD BOT Policies Committee Minutes, 02-17-11; DR3.14—RSCCD BOT Minutes 03-14-11, Item 6.2: Board Policies First Reading; DR3.15—RSCCD BOT Docket, 03-28-11, Item 6.2; DR3.16—BOT Minutes 03-28-11, Item 6.2).\

## 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)

## Workgroup:

Bonita N. Jaros, Ph.D., IE&A Coordinator; Accreditation Liaison Officer, SAC

Nga Pham, Director of Research, RSCCD

**\*Note:** As this recommendation was addressed in the Santa Ana College *Follow-Up Report* October 15, 2009, the response for this *Midterm Report* October 2011 will amplify the status of this recommendation. For clarity, however, and continuity, salient elements of the *Follow-Up Report* October 15, 2009 are repeated.

## I. October 2009 Follow-Up Report Summary

The October 2009 Follow-Up Report 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 02-10-09). 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 put the processes in place to satisfy the requirements of this recommendation, and the Board demonstrated the capacity of the processes to lead to the desired outcomes. On February 10, 2009, then-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 common district recommendations for Santa Ana College and Santiago Canyon College (DR4.1—District Accreditation Steering Committee Minutes, 02-10-09).

Regular reports of the District Board Self-Evaluation Task Force 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—BOT Minutes, 02-23-09; DR4.3—Timeline for Accreditation Report/Visit). 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—District Task Force on Board Self-Evaluation Minutes, 02-25-09). 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—District Task Force on Board Self-Evaluation Minutes, 03-04-09). 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 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 (DR4.7—District Accreditation Steering Committee Minutes, 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 (DR4.8—BOT Minutes 03-23-09). 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 (DR4.9—BOT Policy Committee Meeting Minutes 03-30-09).

At the April 13, 2009 board meeting, an informational PowerPoint presentation was conducted as a follow-up to President Barbara Beno's workshop on accreditation and trusteeship (Item 2.6) (DR4.10—BOT Accreditation PowerPoint Presentation). BP9022—Evaluation of the Trustees (Item 6.2) was also presented for a first reading (DR4.11—BOT Minutes 04-13-09). At the April 27, 2009 board meeting, BP9022—Board of Trustees Self-Evaluation was approved (DR4.12—BOT Minutes 04-27-09; DR4.13—BP9022). BP9022.5—Board of Trustees Evaluation of District Goals was presented for a first reading (DR4.12—BOT Minutes 04-27-09). BP9022.5 was approved at the board meeting of May 11, 2009 (DR4.14—BOT Minutes 05-11-09; DR4.15a,b,c—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 (DR4.16—BOT Minutes, 05-26-09). The Task Force on Board Self-Evaluation met May 28, 2009 to create a recommendation regarding the board self-evaluation survey and timelines (DR4.17—District Task Force on Board Self-Evaluation Minutes, 05-28-09). 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 (DR4.18—BOT Special Meeting Minutes, 06-08-09). 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 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 (DR4.19—BOT Minutes 06-22-09). After approval of the board self-evaluation survey on June 22, 2009, a letter was sent to designated persons in accordance with BP9022 (DR4.20—BOT Evaluation Survey Letter; DR4.21a,b—Board Self-Evaluation Survey; DR4.13—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. (DR4.22a—Special BOT Planning Retreat Minutes 07-13-09; DR4.22b—BOT Minutes 07-13-09; DR4.23—BOT Planning Retreat PowerPoint Presentation; DR4.24a,b—RSCCD BOT Vision Statement and Goals 2009-2010).

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*) (DR4.25—BOT Minutes 07-27-09). Fifty-four surveys were sent out internally and externally; fourteen responses were received and tallied by the Research Office (DR4.26—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 (DR4.25—BOT Minutes 07-27-09).

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 (DR4.27—

BOT Minutes 08-24-09—*Item 6.4*; DR4.28—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.

The Board of Trustees received the reports for the first reading on 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 established a continuous improvement process that would focus on areas of improvement and establish the process leading up to setting the District’s goals and objectives for 2010 and beyond (DR4.29—BOT Minutes 09-28-09, Item 2.6, 6.7, 6.8, 6.9). The Board approved the *Follow-Up Report* of Santa Ana College and the *Follow-Up Report* of Santiago Canyon College on October 12, 2009 (DR4.30—BOT Minutes 10-12-09, Item 6.4)

## II. Update 2010-2011

To better align with district budget timelines, the Board of Trustees revised the calendar for planning and self-evaluation as follows:

### Board of Trustees Annual Self-Evaluation Timeline for 2010 Alternative Calendar

October 26, 2010	Board approves recommendations from the Board Policy Committee regarding the self-evaluation instrument and list of designated individuals who will receive a copy of the instrument.
October 26, 2010– November 4, 2010	Designated individuals provide input to the Board using the self-evaluation instrument
November 8, 2010	Board conducts annual self-evaluation meeting (Special Board Meeting) November 9-12, 2010 Board members complete self-evaluation instrument.
November 15, 2010	Board reviews and discusses tabulated self-evaluation results.

#### A. Board Evaluation of Internal Operations

The board self-evaluation process was devised to analyze internal operations of the Board of Trustees. As a follow-up to the 2009 process, a survey was sent to selected community members and district staff (DR4.31—Survey to Community and District Staff (email online link); DR4.32—Results of Survey to Community and Staff). After reviewing the results of the community and staff survey, the Board conducted the same self-evaluation survey internally (DR4.33—Nov 2010 RSCCD Board of Trustees Self-Evaluation Report Results). Question categories included: Board Organization and Operation; Policy Role; Strategic Planning; Board Relations with the Chancellor, Presidents, Faculty and Staff; Community Relations Advocacy; Board Leadership, Ethics, and Standards of Conduct.

As a result of the comparison between 2009 and 2010, the Board of Trustees established internal goals in December 2010 for the body to utilize for continuous improvement (DR4.34—RSCCD Board of Trustees’ Unit Goals for 2011). The three goals entailed: regularly seeking opinions of student trustees; understanding the board role in collective bargaining; following proper procedures in communicating with staff. The goal related to communicating with staff has been addressed (Please see Response to District Recommendation 3, page 34). In 2011, the Board continued to follow the procedures outlined by the Chancellor in September 2010, and will continue this process. The other two goals will be addressed and assessed over the course of the 2011-2012 year. Adjustments will be made as necessary.

#### B. Evaluation of District Goals

In January 2011, to maintain compliance with BP9022.5, members of the colleges and leaders from the student body as well as the community were invited to give input to the status of the achievement



of goals (DR4.32). The results of the survey were shared with the Board and the public on February 7, 2011 at the annual Board of Trustees Planning Retreat (DR4.35—BOT Minutes 02-07-11).

The February 7, 2011 Annual Board of Trustees Planning Retreat was held to review:

- 2010-2011 Board Vision and District Goals (DR4.36)
- 2010 Accountability Reporting for the Community Colleges (ARCC) (DR4.37)
- *12 Measures of Success*, February 2011 (DR4.38)
- College Presidents and Chancellor: Progress towards Goals (DR4.35—Minutes 02-07-11; DR4.39—Chancellor's Goals)
- Results of Community and Staff Input of 2010-2011 District Goals (DR4.40)

District goals were reaffirmed for 2011-2012 (DR4.35—Annual Board of Trustees Planning Retreat Minutes 02-07-11; DR4.41—Plan to Plan 2011 PowerPoint Presentation; DR4.42—RSCCD BOT Vision and District Goals 2011-2012). In addition, a workgroup of district and college representatives was designated by Chancellor's Cabinet to define quantitative and/or qualitative measures to evaluate each District Goal in order to establish trend data for strategic planning (DR4.43—District Goals Measurement Document).

Shortly after his arrival to the district in August 2010, Chancellor Raúl Rodríguez identified the need for the district to develop a Strategic Plan. Two consultants from the Community College Brain Trust, Darroch Young, retired Chancellor of the Los Angeles Community College District, and Eva Conrad, retired President of Moorpark College, assisted the district in that process during March through May 2011.

The process began with personal interviews of college leadership on Friday, March 18, 2011. Participants were questioned about their current concerns and their vision for the future of the College/District. Responses were compiled into seven strategic directions to guide college and district planning (DR4.44—Strategic Directions for Planning in the Rancho Santiago Community College District 04-8-11).

These directions were presented at a strategic planning retreat held on Friday, April 8, 2011 (DR4.45—Strategic Planning Retreat Agenda 04-08-11; DR4.44—Strategic Directions for Planning in the Rancho Santiago Community College District 04-08-11). Based upon the input received during the staff interviews, the consultants recommended that the retreat participants develop a simpler planning model for the district. The participants broke into four smaller groups and developed recommended steps and sequence for a planning cycle, explicating each district goal with objectives, responsible party and timelines. In addition, a new planning cycle was developed to integrate the various district and college plans (DR4.46—RSCCD Annual Planning Design—"Iimacon" RSCCD Strategic Plan p1).

The four versions created at the April 8, 2011 meeting were subsequently merged into one and a draft planning cycle was presented to the participants at a follow-up strategic planning retreat held on Friday, May 6, 2011 to refine the work begun at the April 8, 2011 retreat. (DR4.47—Strategic Planning Retreat Agenda 05-06-11). The participants also reviewed potential strategic directions for the district that were drafted at the first planning session, as well as a list of potential metrics that were developed for each of the Board's eight goals. To assist the four break-out groups in developing a more comprehensive assessment plan, a document created by a workgroup of district and college representatives designated by Chancellor's Cabinet to define quantitative and/or qualitative measures to evaluate each District Goal (DR4.43—District Goals Measurement Document). The strategic directions identified by each group formed the basis for the district's *Strategic Plan*, which was reviewed by BAPR and submitted to the Chancellor in September 2011 (DR4.47—Strategic Planning Retreat Agenda 05-06-11; DR4.48—RSCCD Strategic Plan 2011-2013).

The Board reviewed the District *Strategic Plan* on July 25, 2011 (DR4.49—BOT Minutes, 07-25-11). The RSCCD Strategic Plan will provide the trustees and the entire district/college community will a

theoretical framework to guide and inform future planning efforts. The Board will continue to evaluate planning efforts cyclically (DR4.48).

**Table 36. Progress on Self-Identified Planning Agenda of the Santa Ana College Report of the Institutional Self Study 2008**

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
<b>Standard I:</b>			
<p>1. The <i>Portfolio Assessment/ Program Review</i> will be ongoing and consistent with interdisciplinary dialogue leading to systematic and continuous improvement at the program level.</p>	<p>To meet proficiency level for the next visit, all discipline program reviews must be conducted through established PA/PR cycles and completed by 2012.</p>	<p>Under the aegis of the TLC and the guidance of the IE&amp;A Coordinator, all departments will complete one complete cycle of the PA/PR by Spring 2011. The process will then be ongoing for all departments to undergo systematic, continuous improvement. The TLC will evaluate the process every year commencing spring 2009 and report any recommended changes to the process to IE&amp;A.</p>	<p>All departments have kept an annual Department Planning Portfolio (DPP) with annual goals and the status of those goals. These have been referred to the Division Deans, aggregated and then sent to the Vice President of Academic Affairs through the RAR process. (Included are facilities, FTE, equipment requests based on goals.)</p> <p>Quadrennial capstone review of the DPPs, including the Direct SLO Assessments of the seven Core Competencies and the 19 Question Template (19-QT) has been completed by all departments as of spring 2011; the second complete cycle will have been completed fall 2104.</p> <p>The Teaching Learning Committee (TLC) has reviewed all PA/PR documents, has aggregated the results in the <i>TLC End-of-Year Report</i> (which it referred to the Institutional Effectiveness and Assessment Committee (IE&amp;A) through spring 2013), and has made recommendations for slight revision in the PA/PR process. Core Competency 3, formerly "Information Competency" is now "Information Management" and includes: A. Information Competency; and B. Technology Competency. In addition, BSI work is incorporated into the PA/PR reports in the second cycle for all academic departments. More course-level data is utilized demonstrating improvement in course completion rates as well as semester to semester persistence rates.</p> <p>A 2%-per-year goal has been set college-wide through the next PA/PR cycle for all departments to improve success rates.</p> <p>The annual Administrative Services Departmental Portfolio Plan and Annual Program Review was completed and submitted to IE&amp;A in April 2011, 2012, 2013. The IE&amp;A Committee was deleted from the participatory governance structure in spring 2014. College Council reviews these documents.</p> <p>Documents are no longer housed on InsideSAC.net. The College has migrated to the public SharePoint. This includes pages for areas, divisions and departments; participatory governance committees; program review pages for academic affairs, student services, administrative services and the School of Continuing Education; student services information; accreditation status and information; SAC Foundation; and links to RSCCD and several others.</p>



SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
2. All departments will complete a cycle of PA/PR by spring 2011.	To meet proficiency level for the next visit, all discipline program reviews must be conducted through established PA/PR cycles and completed by 2012.	Under the aegis of the TLC and the guidance of the IE&A Coordinator, all departments will complete one complete cycle of the PA/PR by Spring 2011. The process will then be ongoing for all departments to undergo systematic, continuous improvement. The TLC will evaluate the process every year commencing spring 2009 and report any recommended changes to the process to IE&A.	One complete cycle of capstone quadrennial PA/PR analysis (including Direct-SLO Assessment and the 19-QT) has been completed by all academic departments as of spring 2011. The second complete review will have occurred fall 2014. In addition, annual program review includes goals-updating, course-level SLO analysis and program-level outcomes analysis.
3. All departments will fully utilize the electronic Department Planning Portfolio process.		Under the aegis of the Technical Committee of C&I, all departments will utilize the electronic DPP. All departments will also submit all proposals on WebCMS in the 2008-09 academic year and ongoing.	SAC no longer utilizes InsideSAC and the DPP system. The College has migrated to SharePoint. All program review documents are housed on the program review repository on <a href="http://www.sac.edu/program_review">www.sac.edu/program_review</a> .  SAC has also migrated from WebCMS to CurricUNET as of spring 2011. All new and revised courses and programs have been placed on CurricUNET by the faculty.
4. The Institutional Effectiveness and Assessment Committee will continue to provide the Strategic Plan with Progress on Goals document to the college President and appropriate governance committees every spring.		The IE&A committee will continue to follow the timeline established in 2007-08 to update the Strategic Plan with Progress on Goals every spring. The chair of IE&A will disseminate results and recommendations for change broadly. In addition, the Strategic Plan with Progress on Goals will be posted on the IE&A website on InsideSAC.net.	Up through spring 2013, the IE&A Committee provided the college President and all governance committees the Strategic Plan with Progress on Goals each spring. In addition, IE&A provided the IE&A End-of-Year Report to each governance committee. This report aggregated information from all program review reports: Academic (referred by the TLC), Student Services, Administrative Services and President's Cabinet. IE&A also received the end-of-year reports from all the governance committees. The Educational Master Plan, which contains the Strategic Plan 2007-2015, was also updated to include this report and all governance committee end-of-year reports, under the aegis of the IE&A Committee.  Spring 2014, College Council voted to delete the IE&A Committee from the participatory governance structure. College Council now reviews and updates the Strategic Plan.
5. The Institutional Effectiveness and Assessment Committee will continue to aggregate all program review documentation and advise the appropriate governance committees every spring.		Under the guidance of the IE&A Coordinator, the IE&A will receive all Program Review Reports and synthesize recommendations which will be referred to President's Cabinet, Facilities, Planning & Budget and SACTAC committees, the Academic Senate and College Council.	Up through spring 2013, the IE&A Committee received and reviewed all institutional program review documents and created the IE&A End-of-Year Report, which is included in the annual update of the Educational Master Plan and sent to all governance committees (including College Council) and constituency groups (including the Academic Senate, CSEA and FARSCCD).  Spring 2014, College Council voted to delete the IE&A Committee from the participatory governance structure. College Council now reviews and updates the Strategic Plan.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
<p>6. The IE&amp;A committee will update the Strategic Plan annually. Upon completion of the first eight-year cycle of the Strategic Plan, IE&amp;A will conduct a thorough evaluation which it will forward to College Council.</p>		<p>Utilizing the Strategic Plan with Progress on Goals and the aggregate program review reports (Academic, Student Services, Administrative Services, President's Cabinet), the IE&amp;A committee will make recommendations to College Council. In 2015, a thorough college-wide evaluation will be conducted. As the Strategic Plan will be continually updated and revised, the evaluation will include efficacy of format.</p>	<p>In 2015, a thorough review will be conducted utilizing the RSCCD Comprehensive Master Plan 2013-2023 and Strategic Plan 2013-2016 as a guide for the SAC Mission Statement as well as the Vision Themes, which serve as the goals of each section of the Strategic Plan.</p> <p>The SAC Mission Statement undergoes annual review apart from Strategic Plan Review, and remains in alignment with the RSCCD Goals of the Strategic Plan on an ongoing basis.</p> <p>In spring 2012 a Mid-Cycle Planning Retreat was held to review the strategies of the Strategic Plan. The SAC Mission statement was revised. The Vision Themes and all goals in alignment with each theme were maintained and will be updated by College Council.</p>
<p>7. In 2008-2009, under the aegis of IE&amp;A, SAC will engage in a college-wide dialogue to evaluate the effectiveness of the Strategic Plan and to determine how that plan and its processes have affected the various departments, disciplines, programs and student learning.</p>		<p>Under the aegis of IE&amp;A, a survey will be created and sent to all governance committees, President's Cabinet, College Council and the Academic Senate, IE&amp;A will aggregate the results and provide them to the college community via the President of the college and the chairs of the governance committees.</p>	<p>The Strategic Plan was updated S08, S09, S10 and S11, S12, S13. At that time collegial dialogue occurred at all levels in workgroups as well as governance groups, and the Strategic Plan was revised as needed. Data was collected as needed. It was determined by the IE&amp;A committee that discussion at the governance level, including College Council and the Academic Senate would be more beneficial than a survey. At least one IE&amp;A member served on all governance groups, President's Cabinet, the Academic Senate, and CSEA. The Strategic Plan Update, in concert with the IE&amp;A End-of-Year Report was also included in the Educational Master Plan Update each spring.</p> <p>The Vision Themes serve as heading for each major section of the Strategic Plan goals. In March and April, under the guidance of outside consultants, district-wide RSCCD Strategic Planning sessions were held which yielded an RSCCD Strategic Plan. A college-level matrix demonstrating alignment with RSCCD 12 Measures of Success, RSCCD Goals, the Vision Themes of the SAC Strategic Plan 2007-2015 and the status of the activities to meet those goals was developed. As a result of these activities the IE&amp;A Committee recommended to the college President that the Midterm Review and Update of the SAC Strategic Plan 2007-2015 be held March 2012. The Santa Ana College Annual Report has also been organized by Vision Theme with administrative areas as sub-themes. The Vision Themes also are posted on agendas of governance committees.</p>

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
<p>8. The TLC will continue to sponsor training for faculty in direct SLO assessment, rubric development, best practices and other topics salient to student learning.</p>		<p>The TLC will sponsor faculty development and training activities (e.g., Best Practitioners Fair spring 2009) for faculty in direct SLO assessment, rubric development, best practices and other topics salient to student learning commencing spring 2009. The IE&amp;A coordinator will meet with individual departments to discuss PA/PR, SLO assessment and rubric development commencing fall 2008. A log will be posted on the TLC website on InsideSAC.net.</p>	<p>The TLC has sponsored faculty development and training activities related to PA/PR, rubric development for course-level assessment, writing across the curriculum, Classroom Assessment Techniques (CATS).</p> <p>In addition, at BSI and the Student Success Committee also conducted faculty development activities related to faculty inquiry group activities, e.g., utilizing Reading Apprenticeship to increase student success and persistence rates; a collaborative inquiry FIG with interdisciplinary colleagues working together. In addition to the FIG's, professional development activities sponsored by Strand C of BSI include Data Coaching, Logic Modeling, Center for Urban Education Equity issues, Reading Apprenticeship training, On Course. Training in data collection at the course level is the emphasis, with the goal of increased success rates and increased semester-to-semester persistence rates. The BSI coordinator serves on the TLC; regular reports are also made to the Academic Senate.</p> <p>College-wide convocations held on the "Duty Day" of Flex Week before the spring semester and led by the college President also emphasize student success and retention based on RSCCD Research Department data. A goal of 2% per year improvement in student success and retention rates has been established. After the large-group meeting at convocation, break-out sessions related to teaching &amp; learning have taken place S12, S13 and S14.</p>

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
<p>9. The TLC will evaluate the effectiveness of the PA/PR model with regard to Direct Assessment of SLOs, and recommendations for model clarification will be made if needed.</p>		<p>The TLC will evaluate the PA/PR model every spring commencing spring 2009 and make recommendations as appropriate to the IE&amp;A committee. If changes are recommended, prior to incorporating them, there will be broad-based dialogue at the Academic Senate and the division curriculum committees, which will report to C&amp;I.</p>	<p>The TLC has evaluated the Core Competencies and the PA/PR. Recommendations to change Core Competency 3 were approved by the TLC and then the Curriculum and Instruction Council. In addition, recommendations to incorporate BSI into the PA/PR have been actualized spring 2011. More course-level data was expected in the second cycle of PA/PR, which will be complete f14.</p> <p>Spring 2014 the TLC began the process of evaluating how to assess ILOs.</p> <p>New program review forms have been established to better demonstrate follow-through for SLO analysis at the course and program level. Mapping charts have also been created to demonstrate program to ILO alignment and ILO to General Education Category alignment. All program review documents are now housed on SharePoint at <a href="http://www.sac.edu/program_review">www.sac.edu/program_review</a>.</p> <p>The Planning and Budget Committee has also developed Resource Allocation Request Forms (RAR's), which demonstrate the alignment of department goals to the Strategic Plan and the mission of the college. Budget requests are prioritized at the division level and then at the area level (i.e., Academic affairs, Student Services, administrative Services) by the vice presidents. President's Cabinet reviews all budget requests.</p> <p>The Academic Senate has established a workgroup to evaluate the program review process as well. TracDat will be utilized as an assessment software platform.</p>
<b>Standard IIA:</b>			
<p>1. The Vice President of Academic Affairs and the Facilities Committee will consider alternatives to house the Writing Center, Math Study Center, Tutoring Center and Student Success Center in close proximity.</p>		<p>The Facilities Committee will consider incorporating housing the Writing Center, math Study Center, Tutoring Center and Success Center in the Johnson Center. This concept may also be incorporated into a Title V grant proposed for spring 2009.</p>	<p>A Title V Grant proposal was submitted but not granted. Alternatives were investigated.</p> <p>As a result, a new college-wide Learning Center was established fall 2013. Directed Learning Activities (DLA's), tutoring and workshops are held in the Learning Center. A faculty Coordinator has also just been hired in spring 2014.</p>

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
2.All departments will complete PA/PR by 2011.	To meet proficiency level for the next visit, all discipline program reviews must be conducted through established PA/PR cycles and completed by 2012.	Under the aegis of the TLC and the guidance of the IE&A Coordinator, all departments will complete one complete cycle of the PA/PR by Spring 2011. The process will then be ongoing for all departments to undergo systematic, continuous improvement. The TLC will evaluate the process every year commencing spring 2009 and report any recommended changes to the process to IE&A.	<p>All departments completed a cycle of capstone academic PA/PR by spring 2011. After review of the process, the calendar for program review was changed to align with the budget cycle. As a result, goals updating within annual program review is due in October. All quadrennial capstone reports (i.e., PA/PR) are also due in October. They are first sent to the division curriculum committees and then to the TLC for interdisciplinary review. Another change is that the department chair comes to TLC to present the report and answer questions. If more data or other revisions are needed, the report is sent back and revised.</p> <p>Course-level SLO analysis is due semesterly; program-level analysis is due in April annually.</p> <p>The second complete cycle of capstone review will be completed fall 2014.</p> <p>The TLC made a decision to evaluate the process after one complete cycle had occurred. Evaluation was conducted spring 2011 and recommendations were referred to IE&amp;A with information to C&amp;I.</p>
3. President's Cabinet, College Council and the Planning & Budget Committee will coordinate the process of prioritizing requests with fiscal implications from the DPP, student services portfolio and the administrative services portfolio.	The team recommends that the college evaluate its planning processes, including the integration of staffing, technology and facilities master plans, to ensure the budget is used as 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 that data in subsequent budget development.	President's Cabinet and College Council will utilize information from the Strategic Plan Progress on Goals and the program review reports from IE&A in addition to information received from the DPP from the Vice Presidents of Academic Affairs and Student Services to integrate staffing, technology and facilities master plans. This information will be sent to the Budget Committee for prioritization in the 2008-09 academic year.	<p>Review has occurred at College Council and President's Cabinet. The budget planning process will continue to be reviewed annually by the Planning &amp; Budget Committee and College Council.</p> <p>The District BAPR reviewed the recommendations of the BAPR Workgroup related to a new Budget Allocation Model based on SB361. The new model went into effect fall 2013. In addition a new participatory governance structure was created at the district to align planning and budget. The planning and Organizational Effectiveness committee is responsible for oversight of the district Strategic Plan, while the Financial Resources Committee reviews the BAM.</p> <p>At the college level, SAC has developed a budget request process borne out of program review. Goals of departments are aligned to the mission and Strategic Plan, and requests are made on the Resource Allocation Request form (RAR). The deans of the divisions or areas prioritize requests with the help of the department chairs/heads. Division requests are then sent to the appropriate vice president who prioritizes requests in an Area Plan using the area-level RAR. President's Cabinet reviews all requests as does the Planning and Budget Committee.</p> <p>Department goals and the division RAR's are on the program review repository on <a href="http://sac.edu/program_review">sac.edu/program_review</a>. RAR's for Academic Affairs, Student Services and Administrative Services are available on the Planning and Budget Committee website.</p>

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
4. All departments will complete the direct and indirect assessment portion of the COR using multiple measures by 2011 utilizing the PA/PR model.	To meet proficiency level for the next visit, all discipline program reviews must be conducted through established PA/PR cycles and completed by 2012.	Under the aegis of the TLC and the guidance of the IE&A Coordinator, all departments will complete one complete cycle of the PA/PR by Spring 2011. The process will then be ongoing for all departments to undergo systematic, continuous improvement. The IE&A Coordinator will meet with individual departments to review SLOs on the COR and the multiple measures used to assess the SLOs for the annual DPP as well as the quadrennial PA/PR commencing fall 2008.	See I.1
<b>Standard IIB:</b>			
1. Lead faculty, staff and administration will continue to develop and refine student services SLOs, especially assessment strategies as the planning and program review cycle continues.	To meet proficiency level for the next visit, all discipline program reviews must be conducted through established PA/PR cycles and completed by 2012.	Under the guidance of the Vice President of Student Services, program review will be conducted annually and all departments will have conducted a complete program review by spring 2012. IE&A will be apprised if all outcomes so the committee may make appropriate recommendations to all other governance entities and utilize the information for updating the <i>Strategic Plan</i> .	<p>Student Services SLO's have received continuous attention since their inception. The VPSS is the primary trainer for the student services leadership team and has established a quarterly review process that consists of two group meetings for the teams in each department and two private meetings to do a customized case review of each specific portfolio with a focus on the specific framing of the student learning outcomes, the assessment of those learning outcomes and the application of the insights resulting from the assessment process to the planning portfolio overall.</p> <p>Evidence related to this continuous work includes the following:  VPSS meeting agendas indicating the topic was scheduled to be addressed.  VPSS calendar reflecting individual meetings with division leaders on the subject.  Departmental meetings with staff to frame and refine and discuss SLO's.  Revised charts displaying the life cycle and timeline for portfolios and program effectiveness review in student services.  Drafts of portfolios to reflect revisions and improvements as the work advances.</p>
2. Lead faculty, staff and administration will conduct an assessment of the cluster of student success committees and task forces to glean recommendations from participants that will inform design and functioning for the subsequent program year.		Under the guidance of the Vice President of Student Services,	<p>The SAC Student Success Committee and the sub-groups that report to it, including the Basic Skills Taskforce have met regularly. The overall student success structure at the college and ways to refine and coordinate related work to yield the most elegant and efficient structure for thinking about and acting on strategies to improve student success has been determined.</p> <p>Evidence that documents this work includes:  Student Success Committee agendas/minutes/support materials  Basic Skill Task Force Agendas and minutes  Cabinet/Academic Senate/College Council retreat agendas  Participatory Governance Handbook revisions and updates</p>

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
<b>Standard IIC:</b>			
1. Library administration will work with the Facilities Committee to develop a plan to expand space for additional individual seating and group study rooms for students.		Under the guidance of the Vice President of Academic Affairs and the co-chairs of the Facilities Committee, the Facilities Committee will review all possibilities for expanding space for additional seating and group study rooms for students in the Library in spring 2009.	Office space has been rearranged to create additional group student study rooms.
2. Library administration, in consultation with the Budget Committee, will establish a predictable materials base-budget that is not dependent upon lottery or block grant subsidies and is protected from inflation; is sufficient to serve general education classes and vocational programs; includes provisions for enrollment growth and support for new programs.			Budgetary issues remain due to decreased state funding.
3. The Success Center will seek additional ongoing funds for the renewal of licenses and up-to-date software programs.			PLATO software has become a "fixed cost" of the district.
4. The library department will expand its current library instruction program to include customized, course- specific, assignment- based library instruction.		Under the guidance of the Vice President of Academic Affairs acting as the dean of the Library, and under the aegis of the TLC, the annual Library DPP goals and updates, in addition to the quadrennial PA/ PR, will be utilized for all recommendations flowing from the faculty and staff of the Library commencing spring 2009.	The hiring freeze prevented expansion of the instructional program up to fall 2011. A Library Faculty member was hired for fall 2011 and one for 2013, which replaced a retirement in 2013. One faculty member is being hired for fall 2014.  The Library faculty have conducted program review on schedule. This includes the LT, LIS programs and the Library as a college-wide academic support service.  Library is now under the Dean of Fine and Performing Arts.
5. Library administration will work with the Facilities Committee to develop a plan for providing greater seating capacity in its mediated classroom to meet the needs of the LIS and LT programs and library workshops.		Under the guidance of the Vice President of Academic Affairs and the co-chairs of the Facilities Committee, the Facilities Committee will review all possibilities for providing greater seating capacity in the mediated classroom of the Library to meet the needs of LIS and LT programs and library workshops in spring 2009.	Seating is at the maximum; more square footage is needed.



SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
6. President's cabinet will investigate appropriate reorganization within the current administrative structure or create an appropriate-level administrative position for the library who will report directly to the Vice President of Academic Affairs.		Under the guidance of the President, President's Cabinet will investigate appropriate reorganization within the current administrative structure or create an appropriate-level administrative position for the library who will report directly to the Vice President of Academic Affairs in spring 2009.	Budgetary cuts included the deletion of the Associate Dean of Learning Resources position. The Library is now housed under the Dean of Fine and Performing Arts. Since there has been a restructuring of the learning centers at the College, the administration is considering a better way to coordinate academic support services administratively.
7. The President's Cabinet will also investigate restoring the library faculty complement to its 2001 status.			Two positions for librarian were filled, one for fall 2011, one for fall 2013, which was a replacement position. One position will also be filled for fall 2014.
8. The Success Center will work with ITS to provide 24/7 remote access to students via the Success Center's web page.			The Success Center is no longer a prominent academic support service of the College. sac.edu now contains web pages for the Learning Center and the Math Center. In addition each one has a page on eth program review repository and conducts program review.
9. The Vice President of Academic Affairs and the associate dean of information and learning resources, in conjunction with faculty leaders in learning resources departments, will develop a plan for all departments to collaborate easily when volume licensing is available.			The Associate Dean of learning resources retired in 2010 and was not replaced due to the workforce reduction. Volume licensing is being investigated by the district TAG.
<b>Standard IIIA:</b>			
1. The TLC will continue its work on student learning outcomes assessment and will continue to sponsor faculty development activities related to SLOs.		The TLC will sponsor activities (e.g., Best Practitioners fair spring 2009) for faculty in direct SLO assessment, rubric development, best practices and other topic salient to student learning commencing spring 2009. The IE&A coordinator will meet with individual departments to discuss PA/PR, SLO assessment and rubric development commencing fall 2008. A log will be posted on the TLC website on InsideSAC.net.	See I.1
2. FARSCCD/CEFA and the district will incorporate student learning outcomes and assessment in the evaluation process through the negotiation process.	Student progress toward achieving SLOs should be a component of faculty/staff evaluations. (This item was part of the exit interview remarks)	After a thorough review of the legality and appropriateness of this recommendation, FARSCCD is in the process of negotiating that SLOs be a component of faculty evaluation within the self-evaluation portion of the evaluation process (affirmatively voted upon by the faculty 11/25/08).	Participation in SLO assessment and other assessment activities has been incorporated into the self-evaluation portion of the faculty evaluation process.



SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
<p>3. Based on current and anticipated future needs of both the credit and non-credit divisions, appropriate administrators and faculty leaders will review the needs of the college's growing and changing student population annually to provide appropriate hiring recommendations to the district. The President of Santa Ana College and the President of the Academic Senate will assess the prioritization process to ensure that they appropriately address staffing needs.</p>		<p>Under the guidance of the Vice President of Academic Affairs, the Vice President of the School of Continuing Education and the Academic Senate President, and with the help of the district Research Department, an analysis of student demographic information will be utilized for hiring recommendations. The President of the college and the President of the Academic Senate will assess the prioritization process commencing spring 2009.</p>	<p>Due to fiscal restraints and the need to cut the budget, the college had a hiring freeze for workload reduction up to July 2010, when the freeze was lifted to stabilize operations. Decisions of hiring of classified staff and managers occurs at the local level. The Faculty Priorities Committee has met to create a priority list. This is referred to the college President and then to the Chancellor, who considers the FON. SAC hired 29 faculty for fall 2014.</p>
<p>4. The college will offer appropriate staff development activities for classified and academic staff that will ensure they are kept informed of policies and procedures, as well as workshops and seminars that improve the work environment, support the college mission and goals, improve the skills of employees, and continue to integrate student learning outcomes and assessment into programs.</p>	<p>To evaluate mechanisms established that facilitate dialogue regarding the functions between the district and the colleges so that all members of the college community, especially classified staff, understand the responsibilities of each entity. (remark of exit interview)</p> <p>The team recommends that the college strengthen its communication with classified employees regarding governance service opportunities, processes, deliberations, and outcomes.</p>	<p>Under the aegis of the IE&amp;A Committee, the associate dean of ILR and the IE&amp;A coordinator will consult with classified staff to ascertain the type of staff development activities needed for classified staff. Under the aegis of the TLC, the FDC and the chair of TLC will continue to develop activities for faculty that support the college mission and integrate SLOs, outcomes and assessment of programs. This will be initiated spring 2009 and be ongoing.</p>	<p>There are several DE and other professional development workshops offered during Flex Week and throughout the year, which include safety training as well as SLO and academic issues.</p> <p>The President has also initiated a taskforce to investigate the professional development needs on the campus.</p> <p>In addition the Vice President of Academic Affairs conducted StrengthsQuest workshop for faculty and staff spring 2014. A plan to continue this initiative is being developed.</p>
<p>5. The associate dean of information and learning resources and a representative of CSEA will review the process and availability of professional development activities for classified staff for effectiveness.</p>		<p>To commence spring 2009.</p>	<p>A Classified Committee for Staff Development was developed; this committee reports to the VP of Academic Affairs and the VP of Student Services. Members are appointed by CSEA.</p>
<b>Standard IIIB:</b>			
<p>1. College Council and district administration will explore the possibility of another bond to carry out the facility plans that were established by <i>Measure E</i> and the failed <i>Measure O</i>.</p>		<p>After consultation with the President of SCC, the President of SAC will work with the Chancellor in any way deemed appropriate by the BOT and the Chancellor to explore the possibility of another bond measure. Since this is not a SAC-only initiative, timelines need to be established at the district level.</p>	<p>Measure Q was passed by the voters in 2012 as a SAC-only Bond measure. A new facilities Plan was developed by HMC Architects. Many facilities renovations, landscape changes and new facilities are being constructed.</p>

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
2. President's Cabinet, the Planning and Budget Committee and the RSCCD will explore other funding options for maintenance operations and custodial services.		2009	?
3. The Vice President of Administrative Services and the Interim Plant Manager will establish, implement and maintain a plan which itemizes the scheduled maintenance plan.	The Facilities Committee to consult with district Planning Department to develop a process to clearly identify the total cost of ownership of major capital outlay and construction of facilities at the college.	2009	The Vice President of Administrative Services and the interim plant manager are developing a scheduled maintenance plan that includes monitoring to ensure the vital infrastructure systems remain fully operational. The fire alarm system was the first system to be thoroughly evaluated. Personnel worked with the vendor to validate monitoring, testing, and on-going maintenance at all three sites. The vendor is also providing understandable documentation listing deficiencies after each test. Corrections are being made on a timely basis. Preventative maintenance plans are being developed for backup generators, fire sprinklers, emergency lights, fire water lines, elevators, the energy management system, high voltage, plumbing, gas, heating, ventilation, air conditioning, sewer systems, storm drains, and irrigation systems. A current list of infrastructure and preventative maintenance items has been prepared for distribution at shared governance committees this spring. Restoring the Director position is essential to the full implementation of a successful preventative maintenance program.
4. The Academic Senate will appoint a DSPS faculty member to the Facilities Committee and the Safety and Security Committee as a representative. This appointment will also be added to the Facilities Master Plan and the re-established Safety and Security Committee.		Spring 2009	The Associate Dean of Disabled Student Program and Services is a member of the 2010-11 SAC Facilities Committee. A faculty member was appointed co-chair of the Safety Committee in 2009. The associate dean of DSPS became a member of the Facilities Committee February 10, 2010. The ADA Subcommittee of the Facilities Committee was established on August 14, 2008 and continues to meet monthly. Paul Foster, co-chair of the Facilities Committee and a member of the ADA Subcommittee also attends Facilities Master Plan meetings.
5. The college President and the Vice President of Administrative Services will communicate more directly to faculty and staff regarding facility issues.	To evaluate mechanisms established that facilitate dialogue regarding the functions between the district and the colleges so that all members of the college community, especially classified staff, understand the responsibilities of each entity.	To commence spring 2009.	The Vice President of Administrative Services established a SAC Facilities Coordination Meeting (FCM) in Sept 2009. This weekly meeting includes the VPAS, the interim plant manager, the lieutenant and sergeant of campus security, the construction services from district facilities planning and the construction manager with Bernards, the construction management firm overseeing SAC projects. The purpose of the meeting is to share information so the campus remains informed. Whenever possible, the VPAS notifies campus users of shut downs that could impact operations. Information collected at the weekly FCM is also used for reports provided to the President for her weekly update to the Board, for President's Cabinet, and for shared governance committees.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
<p>6. The IE&amp;A Committee and the Facilities Committee will communicate the expectations and requirements of the co-chair positions for sub-committees that report to these governance committees.</p>		<p>Under the guidance of the chair of IE&amp;A, the chairs of committees (Environmental Workgroup) will be apprised of all requirements and responsibilities of goals and activities as well as reporting to IE&amp;A. (done fall 2008)</p>	<p>The Environmental Subcommittee was established as a subcommittee of IE&amp;A but after an evaluation of its activities, it was moved under the Facilities Committee. Significant documents presented at the Environmental Subcommittee are now being posted on Inside SAC. The Facilities Committee has reviewed goals and discussed co-chair requirements with the full committee. Also, the Environmental Workgroup was moved under the Campus Facilities Committee in Fall 2010.</p> <p>The district also has established a Sustainable RSCCD Committee, which has developed a Sustainability Plan which is to go into effect August 2014.</p>
<p>7. SAC College Council and the RSCCD will explore opportunities for the funding of facilities, equipment and supplies.</p>	<p>To evaluate its planning processes, including integration of Technology, Staffing, and Facilities Master Plans to ensure budget is used as a planning tool for budget allocation to fulfill the college's Strategic Plan.</p>	<p>The President of the college will discuss with the Chancellor ways in which this recommendation may be handled spring 2009. In addition BAPR will develop a planning workgroup to investigate the links between integrated planning and budget to commence spring 2009.</p>	<p><b>Non-Resident tuition provides the campus with between \$125,000 and \$150,000 per year for capital projects.</b> According to the state's budget and accounting manual, capital project funds can be used for improvements or to extend the life of existing capital facilities, including major repair and remodeling projects, initial equipping of buildings and significant capital equipment purchases. During the last year capital projects that have been funded with non-resident tuition include: asbestos abatement, major plumbing repairs, storm drain connections, and high voltage maintenance. Measure E funds are being used for major sewer line improvements this winter. SAC received \$377,352 in one-time Mandated Costs funds that was included in our allocation at P1, the end of February 2011. This "Mandated Cost payment" from the state is to offset outstanding mandated costs claims from prior years. This was included in AB1610 which was a trailer bill in the 2010-11 state budget. These are one-time funds that are unrestricted and based on 2009-2010 P2 FTES at a rate of \$17.78 per FTES. Grants are continually investigated. Processes will be reviewed under the new SB361 Allocation Model, when adopted.</p>

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
<p>8. The President of SAC will request that RSCCD administration identify a formula for “the total cost of ownership” concept, which is then made explicit.</p>	<p>To evaluate its planning processes, including integration of Technology, Staffing, and Facilities Master Plans to ensure budget is used as a planning tool for budget allocation to fulfill the college’s Strategic Plan.</p>	<p>The President of the college will discuss with the Chancellor ways in which this recommendation may be handled. In addition BAPR will develop a planning workgroup to investigate the links between integrated planning and budget to commence spring 2009.</p>	<p>BAPR WG members continue discussing ways to integrate planning and budgeting. The foremost change is in the budget model that is expected to become a SB361 Revenue Allocation model. SB361 became law in 2006 replacing funding parameters in the California Education Code. The goal of SB 361 was to equalize funding for credit FTES, bring simplicity to the funding formula, and provide enhanced funding for qualifying noncredit FTES. The State Chancellor’s Office prepares an Exhibit C document for every district within the California Community College system. To develop a simulation, District Fiscal Services used the Exhibit C document for the Second 2009-2010 Principal Apportionment that was released on June 17, 2010. Exhibit C shows the following base funding amounts:  <math>FTES &gt; 20,000 = \\$4,428,727</math> (SAC) <math>FTES &lt; 10,000 = \\$3,321,545</math> (SCC) Adding the factors into the equation, and subtracting out current year expenses, shows that SAC would receive approximately \$2m more and SCC would receive approximately (\$1m) less. SCC will be funded at a higher rate when they reach 10k FTES (now at 8800). There will be a transition period to allow SCC to adjust. The amount District Operations will receive has yet to be determined. Ongoing discussions prior to implementation will establish initial guidelines for evaluating District Operations and address how often the district should be evaluated. Under this new allocation method, each site will receive a lump sum amount and be responsible for developing and managing their budgets. This new model will end the discussions about fixed and variable costs associated with the current Budget Allocation Model.</p>
			<p>The District Office will no longer take care of things like COLA, Growth, and benefit increases. Each site will have to factor these amounts into their budgets each year. Each cost center has a separate reserve (likely at a percentage mandated by the District with an additional prudent reserve established by each college).</p>
<p>9. College Council and RSCCD administration will explore the possibility of another bond to carry out the facility plans that were established by Measure E.</p>		<p>After consultation with the President of SCC, the President of SAC will work with the Chancellor in any way deemed appropriate by the BOT and the Chancellor to explore the possibility of another bond measure. Since this is not a SAC-only initiative, timelines need to be established at the district level.</p>	<p>Measure E funds have been used to acquire property, build buildings, and repair campus infrastructure; however, much more work is needed, especially at SAC. HMC Architects were contracted to update the SAC Facilities Master Plan. The new plan has four phases ending in 2020. Bond measure Q will address many of the needs of the plan.</p>
<b>Standard IIIc:</b>			
<p>1. <i>Datatel</i> implementation management will include student electronic mail as part of the full implementation of the system.</p>			<p>Personal email is collected in the registration process with the intention of receiving better returns on surveys.</p> <p>A user’s group met in December 2010 to discuss how data can be extracted from existing records to create position control documents.</p>

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
2. The associate dean of ILR and the Institutional Research Department will further refine technology questions on student satisfaction surveys.		To commence spring 2009.	
3. The ILR training program will focus on pedagogy.			There has been continued training held in the center for Learning and Instruction (CLI), through BSI, the Distance Education office and the Teaching Learning Committee.
4. The associate dean of ILR and district ITS will explore collaborative ventures such as a joint Help Desk.			The Associate Dean of ILR retired June 2010 and was not replaced.  A common Help desk is being developed at the District Office; a SAC Help Desk is also available.
5. The district ITS will provide readily accessible and accurate inventory records.			This is currently available.
6. The associate dean of ILR, SACTAC, the Vice President of Academic Affairs and district ITS will develop a replacement plan for technology equipment.	To evaluate its planning processes, including integration of Technology, Staffing, and Facilities Master Plans to ensure budget is used as a planning tool for budget allocation to fulfill the college's Strategic Plan.		A SACTAC and TAG plan has been developed to replace technical equipment; this is contained in the Strategic Technology Plan.
7. President's Cabinet will study feasibility of reassigning district ITS personnel stationed at SAC to a SAC vice president.			President's Cabinet has initiated review of these functions and has requested three SAC leads to meet and provide recommendations in bullet format to President's Cabinet.
8. SACTAC and the Facilities Committee will develop a plan for upgrading and expanding technology facilities.	To evaluate its planning processes, including integration of Technology, Staffing, and Facilities Master Plans to ensure budget is used as a planning tool for budget allocation to fulfill the college's Strategic Plan.		This is addressed in the Facilities Master Plan update.  TAG has a plan in place regarding wireless and other needs, e.g., switches. TAG received input from SACTAC.
9. Technology goals from the DPP will be forwarded to SACTAC division representatives, through the division deans, so that DPP plans will be infused into the college-wide Technology Plan.		Under the aegis of the Vice Presidents of Academic Affairs and Student Services and the guidance of the academic deans and student services managers, all DPP technology goals/requests will be forwarded to division SACTAC representatives commencing spring 2009. PA/PR technology analyses will continue to be forwarded to IE&A via the TLC.	All requests from the DPPs are aggregated and are sent to SACTAC, if there are college-wide implications. SACTAC makes recommendations to College Council at the end of the academic year.

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
<b>Standard III D:</b>			
1. The President of the college will request dialogue to occur at Chancellor's Cabinet regarding the issue of dwindling state resources in a context of increasing fixed costs, which negatively impacts the resources available for discretionary funds available to the colleges.	To evaluate its planning processes, including integration of Technology, Staffing, and Facilities Master Plans to ensure budget is used as a planning tool for budget allocation to fulfill the college's <i>Strategic Plan</i> . To review BAM so resources based on plans and program reviews and sustainability of planning process. The team further recommends the district use outcomes of budget process and use data in subsequent budget development.		This is ongoing at all levels.
2. The President of the college will include more discussion and input from all concerned constituencies regarding the nature of fixed expenditures, the impact of fixed and discretionary expenditures and funding priorities on the district and local college levels through College Council and regularly-published reports.			The SAC Planning and Budget Committee reviewed budget components and discussed fixed and variable costs during the fall 2010 semester (see Oct 5 2010 minutes).
3. The college and district will continue to seek ways to operate efficiently as well as pursue alternate sources of revenue through the DPP at the department level, the Budget Committee at the college level, and BAPR at the district level.	The college and district to use allocation model for resources based on plans and program reviews and sustainability of planning process.		The SAC Planning and Budget Committee sets goals for each year. (see website)
4. The SAC Budget Committee will conduct an annual review to ascertain that budget allocation is aligned with the Strategic Plan of the college.	The team further recommends the college evaluate outcomes of budget development process and use data in subsequent budget development.	To commence spring 2009.	The SAC Planning and Budget Committee met in May 2009. The SAC Planning and Budget Committee set goals for 2010-11 (see Sept 7, 2010 minutes).
5. The vice presidents will send DPP/ student services portfolio budget priorities received from the division deans and student services managers to IE&A for information and alignment with the Strategic Plan, and the Budget Committee for prioritization. The Budget Committee will also be supplied the status of the Strategic Plan every spring by the chair of IE&A.	To evaluate its planning processes, including integration of Technology, Staffing, and Facilities Master Plans to ensure budget is used as a planning tool for budget allocation to fulfill the college's Strategic Plan. To use the allocation model for resources based on plans and program reviews and sustainability of planning process. The team further recommends the college use outcomes of budget process and use data in subsequent budget development.		The Vice President of Administrative Services has updated division plan. The administrative services departmental portfolio plan and annual program review was completed and posted on SharePoint. Each area completes an RAR and it is reviewed by President's Cabinet. RAR's are posted on the Planning and Budget Committee's website on sac.edu.



SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
<p>6. BAPR will conduct an annual self review of its effectiveness together with a review of the ongoing effectiveness of the Budget Allocation Model in an environment that is conducive to voicing concerns and suggesting change without apprehension. The model developed by the BAPR workgroup should be utilized in concert with existing processes.</p>	<p>Review BAM so resources based on plans and program reviews and sustainability of planning process.</p> <p>The team further recommends the district use outcomes of budget process and use data in subsequent budget development</p>	<p>BAPR will conduct a review of the BAM. Since BAPR is a district committee, the timeline must be developed at the committee.</p>	<p>A planning workgroup investigated the links between integrated planning and budget. The BAPR WG reviewed budget allocation models from several districts and recommended to the full BAPRC on December 8, 2010, that RSCCD move toward adopting a SB361 model similar to the one used by the Contra Costa College District.</p> <p>The SB361 Model went into effect fall 2013. Review of the model will be conducted each year by POE and FRC as well as District Council.</p>
<b>Standard IVA</b>			
<p>1. The President of the college, the President of the Academic Senate and representatives of CSEA will continue to review the participatory governance framework and its operational flow annually.</p>	<p>The college will evaluate mechanisms established that facilitate dialogue regarding the functions between the district and the colleges so that all members of the college community, especially classified staff, understand the responsibilities of each entity.</p>	<p>Spring 2009 and ongoing annually.</p>	<p>A participatory governance retreat has been held bi-annually since January 2009 and includes President's Cabinet, the Academic Senate Executive Committee and Classified leaders appointed by CSEA.</p>
<p>2. The college President will conduct regularly-scheduled classified forums to facilitate communication among this constituency group.</p>	<p>To evaluate mechanisms established that facilitate dialogue regarding the functions between the district and the colleges so that all members of the college community, especially classified staff, understand the responsibilities of each entity.</p>		<p>The President held a Brown Bag luncheon with Classified staff on Wednesday, January 12, 2011 to discuss goals, vision, and to provide a Master Plan update.</p>
<p>3. The college President and all constituency group leaders will continue to review and refine the governance framework and its operational flow.</p>	<p>To evaluate mechanisms established that facilitate dialogue regarding the functions between the district and the colleges so that all members of the college community, especially classified staff, understand the responsibilities of each entity.</p>		<p>Membership is reviewed at least annually by Planning and Budget, Facilities, and Safety &amp; Security.</p>
<p>4. The college President will ascertain that the roles and responsibilities of relatively new administrators are clearly defined and understood.</p>			<p>There are six new managers. The President of the college has directed supervising managers to review job descriptions and responsibilities. September 2011, the President followed up at Management Council to ascertain it was accomplished.</p>
<b>Standard IVB:</b>			
<p>1. The college President will continue to meet with the Academic Senate Executive Board and classified staff leaders regarding participatory governance structures.</p>	<p>To evaluate mechanisms established that facilitate dialogue regarding the functions between the district and the colleges so that all members of the college community, especially classified staff, understand the responsibilities of each entity.</p>	<p>Ongoing every spring.</p>	<p>See IVA.2</p>

SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
2. The IE&A will continue to update the <i>Strategic Plan</i> and review its effectiveness in meeting the college's goals, objectives and mission statement.		Utilizing the <i>Strategic Plan with Progress on Goals</i> and the aggregate program review reports (Academic, Student Services, Administrative Services, President's cabinet), the IE&A committee will make recommendations to College Council. In 2015, a thorough college- wide evaluation will be conducted. As the <i>Strategic Plan</i> will be continually updated and revised, the evaluation will include efficacy of format.	See I.2
3. The President of the college will make information regarding budget issues readily available on a regular basis, especially in these times of fiscal constraint.	To evaluate mechanisms established that facilitate dialogue regarding the functions between the district and the colleges so that all members of the college community, especially classified staff, understand the responsibilities of each entity.	Spring 2009 and ongoing.	"Budget Update" appears on every College Council and SAC Management meeting agenda. The President has scheduled a brown bag luncheon with classified employees on January 12, 2011 and budget will be discussed at that time.
4. To enhance communication, the President will ensure that budget requests brought to President's Cabinet by the vice presidents from the DPP are shared with the Planning and Budget Committee.	The team recommends that the district evaluate its planning processes, including integration of staffing, technology and facilities master plans to ensure the budget is used as 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 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.	Spring 2009 and ongoing.	The Cabinet is working with priorities established by the Planning & Budget Committee for the contracting fiscal environment the colleges and district have experienced for the last two three years.
5. In meetings of all governance committees at the college and district levels, constituents should:			See District Response 1/College Response 1: Planning and Budget integration
<ul style="list-style-type: none"> <li>• identify issues related to the delineation of functions between the district and the colleges that remain unclear, unknown, problematic, or less than optimally functional --SAC continues pursuing this objective, which is evidenced in SAC Planning and Budget minutes, in BAPRC minutes and in BAPRC WG notes.</li> <li>• create a plan for clarifying and optimizing the functions related to these issues</li> <li>• create a timeline for completion of these plans</li> <li>• operationalize the plans</li> <li>• widely communicate the results to the aforementioned district committees and to the appropriate governance bodies at the colleges.-- "Budget Update" appears on every College Council and SAC Management meeting agenda. The President has scheduled a brown bag luncheon with classified employees on January 12, 2011 and budget will be discussed at that time. Budget is often discussed at division and department meetings.</li> </ul>			



SELF STUDY PLANNING AGENDA	TEAM RECOMMENDATION THE TEAM RECOMMENDS THE DISTRICT/COLLEGE:	PERSONS RESPONSIBLE / IMPLEMENTATION SCHEDULE	CURRENT STATUS
6. The college, through its governance committees and the Academic Senate will:	To evaluate mechanisms established that facilitate dialogue regarding the functions between the district and the colleges so that all members of the college community, especially classified staff, understand the responsibilities of each entity.		The new SB 361 Revenue Allocation Model disseminates resources to the colleges. This will impact current structures at all three entities, the colleges and the district. The colleges and district will have investigated which services reside at the colleges and which at the district level. In spring 2014 POE recommended to District Council an updated version of the Function Mapping of Responsibilities Chart. District council approved the chart April 2014.
<ul style="list-style-type: none"> <li>• identify and prioritize the most serious areas of concern related to the district's support to the college</li> <li>• present them at the district level through the appropriate governance and operational venues, including the Chancellor's Cabinet, District Management Council, the District Facility Planning Committee, the Human Resources Committee, the Budget Allocation and Planning Review Committee, the Technology Committee, meetings of the Chancellor with the Academic Senate Presidents from Santa Ana College and Santiago Canyon College, and meetings of the Board of Trustees</li> </ul>			
7. In response, the Chancellor's Cabinet should:			The Chancellor has developed goals which have been vetted through the Board of Trustees. Updates to the Board are ongoing. Please see evidentiary document DR4.39 of District Response 4. In addition, the Chancellor holds employee forums at the colleges as major budget/employee issues arise, e.g., Employee Forum 04-05-11. (Please see evidentiary document CR1.84 from College Recommendation 1.)
<ul style="list-style-type: none"> <li>• create a plan for addressing the identified and prioritized areas of concern</li> <li>• create a timeline for completion of these plans</li> <li>• operationalize the plans</li> <li>• widely communicate the results to the aforementioned district committees and to the appropriate governance bodies at the colleges.</li> </ul>			
8. The President of the college will elicit clear information about staffing rationale and disseminate this information to SAC constituency group leaders through College Council.		Ongoing commencing spring 2009.	This is evidenced in the Department Planning Portfolio and Annual Program Review
9. The Chancellor's Cabinet will continue to evaluate district/system role delineation and governance to assure effectiveness of the decision-making structures and processes.	To evaluate mechanisms established that facilitate dialogue regarding the functions between the district and the colleges so that all members of the college community, especially classified staff, understand the responsibilities of each entity.		The new participatory governance structure commenced at the district level fall 2012. POE developed a Comprehensive Master Plan and a Strategic Plan for the District, which was approved by District Council and the Board of Trustees. The goals of all the committees have been reviewed and POE is charged with reviewing the efficacy and status of the Strategic Plan. The new SB 361 Budget Allocation Model will continue to be under review by The Financial resources Committee. All recommendations are made to College Council. The chairs of each of the governance committees serve on District council will the constituency group leaders of both colleges. The Chancellor is the chair.

## **Evidence for Introduction**

### **1. Program Review**

[http://www.sac.edu/program\\_review](http://www.sac.edu/program_review)

### **2. District research site—SAC Program Review Resources**

<http://rscdd.edu/Departments/Research/Pages/SAC-Program-Review-Data.aspx>

### **3. District Research Site—Planning Documents**

<http://rscdd.edu/Departments/Research/Pages/District-Planning.aspx>

## Tab 7—Standard I: Institutional Mission and Effectiveness

### STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

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



I.A Institutional Mission  
I.B Improving Institutional Effectiveness



## 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; or a high school student qualifying for Career Advanced Placement (CAP) program, or an international student who has satisfied specific admissions requirements (IA-5).

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-6).

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 & Entrepreneurship Center (BEC) program, an initiative of the Economic and Workforce Development Program through the California Community Colleges, is a network of Community Colleges 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-7](#)).

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. 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-8](#)).

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-9](#)) 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 DE learning modality. With the "SAC Online Student Orientation ([IA-10](#))," 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-11](#)) 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 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 (see [IIID-24](#)). 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-13](#), [IA-14](#), [IA-15](#) and [IA-16](#)).

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. For example, programs such as ¡Adelante!, Puente, 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-17](#)).

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 on-going 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.

Supportive documents include:

- 2013 & 2014 Outreach Meeting and Retreat agendas ([IA-18](#))
- 2013 Outreach Retreat Notes ([IA-19](#))
- 2013 Early Decision Planning Meeting ([IA-20](#))
- Outreach 2012-13 Portfolio ([IA-21](#))
- 2014 Placement Testing Schedule (with details on schools, number of students, and staff assigned to each) ([IA-22](#))
- Longitudinal data informing the above that is aggregated annually ([IA-23](#))

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, Math Center, Service Learning Center, and Veterans Resource Center all support student learning.

The program review process extends to all programs and services offered by the college to assess institutional effectiveness ([IA-24](#)).

## **Distance Education**

Santa Ana College has been providing courses the Distance Education 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-25](#)) before classes begin. DE courses allow our student population to complete their degree/transfer programs as evidenced by Plan A, B, and C DE offerings ([IA-26](#) and [IA-27](#)). 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 occurred in spring 2012 ([IA-13](#)). The mission statement was approved by the Board of Trustees on June 13, 2012 ([IA-15](#)). The mission statement is published in the college catalog and schedule of classes ([IA-1](#)). It appears distinctly on the college website, on participatory governance, division, and departmental agendas, and meeting minutes ([IA-28](#), [IA-29](#), [IA-30](#) and [IA-31](#)). 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-13](#)), 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 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 IE&A Committee ([IA-32](#)). 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, 2013 ([IA-15](#)). On September 24, 2013 it was approved by the Board of Trustees ([IA-33](#)).



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 eliminate the Institutional Effectiveness and Assessment Committee. As a result, College Council was charged with updating the Strategic Plan (Governance Retreat minutes).

### **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-34](#) and [IA-35](#)).

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-36](#)).

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-37](#) and [IA-37a](#)).

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

None.

## Standard I.A. Evidence

- IA-1 SAC Mission Statement with Core Competencies  
[http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-1.SAC\\_Mission.pdf](http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-1.SAC_Mission.pdf)
- IA-2 Santa Ana College Catalog, 2013-2014  
[http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-2.SAC\\_Catalog-13-14.pdf](http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-2.SAC_Catalog-13-14.pdf)
- IA-3 Community College Week, June 24<sup>th</sup>, 2013  
<http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-3.CommunityCollegeWeek-2013-06-24.pdf>
- IA-4 Rancho Santiago Community College District Enrollment Trends and Student Characteristics - Fall 2009 - Fall 2013  
[http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-4.RSCCD\\_DistrictEnrollmentTrends-F09\\_F13.pdf](http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-4.RSCCD_DistrictEnrollmentTrends-F09_F13.pdf)
- IA-5 Santa Ana College Catalog, 2013-2014, p.16  
[http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-5.SAC\\_Catalog-13-14.pdf](http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-5.SAC_Catalog-13-14.pdf)
- IA-6 SAC Website/Community Services Program  
[http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-6.SAC\\_WebsiteCommunityServicesProgram.pdf](http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-6.SAC_WebsiteCommunityServicesProgram.pdf)
- IA-7 RSCCD Website/BEC Program  
[http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-7.RSCCD\\_WebsiteBEC.Program.pdf](http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-7.RSCCD_WebsiteBEC.Program.pdf)
- IA-8 RSCCD Website/OCSBC  
[http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-8.RSCCD\\_WebsiteOCSBC.pdf](http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-8.RSCCD_WebsiteOCSBC.pdf)
- IA-9 SAC Workshops  
[http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-9.SAC\\_Workshops.pdf](http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-9.SAC_Workshops.pdf)
- IA-10 SAC Online Student Orientation  
<http://sac.edu/AcademicAffairs/DistanceEd/Documents/ProgramDocs/SACStudentOnlineOrientation.pdf>
- IA-11 Online Degree Pathway  
<http://sac.edu/onlinepathway>
- IA-13 Mid-Cycle Planning Retreat Documents – March 2, 2012  
<http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-13.MidCyclePlanningRetreat-2012-03-02.pdf>
- IA-14 IE&A Committee Meeting Minutes – May 9, 2012  
<http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-14.IEA.Minutes-2012-05-09-12.pdf>
- IA-15 College Council Meeting Minutes – April 16, 2012  
<http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-15.CollegeCouncilMeetingMinutes.pdf>
- IA-16 Board of Trustees Meeting Minutes – June 13, 2012  
<http://teams.rccd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-16.BoardOfTrusteesMeetingMinutes-2012-06-13.pdf>

[16.BOT MeetingMinutes.pdf](#)

- IA-17 SAC Website/Student Services/Outreach Program  
[http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-17.SAC\\_WebsiteStudentServicesOutreachProgram.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-17.SAC_WebsiteStudentServicesOutreachProgram.pdf)
- IA-18 Outreach Meeting and Retreat Agendas - 2013 & 2014  
[http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-18.OutreachMeeting\\_Retreat.agendas.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-18.OutreachMeeting_Retreat.agendas.pdf)
- IA-19 Outreach Retreat Notes - 2013  
<http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-19.OutreachRetreatNotes.pdf>
- IA-20 Early Decision Planning Meeting - 2013  
<http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-20.EarlyDecisionPlanningMeeting.bnj.pdf>
- IA-21 Outreach 2012-13 Portfolio  
<http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-21.OutreachPortfolio.pdf>
- IA-22 Placement Testing Schedule - 2014  
<http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-22.EarlyDecisionPlacementTestingSchedule.bnj.pdf>
- IA-23 Longitudinal Data: SAUSD Registration 14 Year Trend – 2000-2013  
<http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-23.LongitudinalData.bnj.pdf>
- IA-24 SAC Program Review  
[http://www.sac.edu/program\\_review](http://www.sac.edu/program_review))
- IA-25 Enrollment Report/Waitlist Fall 2013  
[http://sac.edu/AcademicAffairs/DistanceEd/Documents/FALL\\_2013\\_8\\_27\\_13\\_ENROLLMENT.pdf](http://sac.edu/AcademicAffairs/DistanceEd/Documents/FALL_2013_8_27_13_ENROLLMENT.pdf)
- IA-26 Plan A, B, and C DE offerings for DE  
<http://sac.edu/AcademicAffairs/DistanceEd/Pages/Degree-Advisement-Plans.aspx>
- IA-27 Online/Hybrid course schedule (Spring 2014)  
<http://sac.edu/AcademicAffairs/DistanceEd/schedules/Pages/Spring2014.aspx>
- IA-28 Academic Senate Meeting Agendas/Minutes  
<http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-28.AcademicSenateAgenda-2014-03-11.pdf>
- IA-29 Curriculum and Instruction Council Meeting Agendas/Minutes  
[http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-29.Curriculum\\_InstructionCouncilAgenda-2014-02-10.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-29.Curriculum_InstructionCouncilAgenda-2014-02-10.pdf)
- IA-30 Teaching Learning Committee Meeting Agendas/Minutes  
[http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-30%20TLC\\_Minutes\\_09-30-13\\_Agenda\\_10-14-13bnj.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-30%20TLC_Minutes_09-30-13_Agenda_10-14-13bnj.pdf)
- IA-31 Academic Program Meeting Agendas/Minutes  
[http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-31.SAC\\_SCE\\_LeadershipMinutes2013-10-17.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-31.SAC_SCE_LeadershipMinutes2013-10-17.pdf)

- IA-32 IE&A End of Year Report, 2012-2013  
<http://sac.edu/committees/TLC/Documents/2012-2013/IEA-End-of-Year-Report-S12--BNJ.pdf>
- IA-33 Board of Trustees Meeting Minutes – September 24, 2012  
[http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-33.BOT\\_MeetingMinutes-2012-09-24.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-33.BOT_MeetingMinutes-2012-09-24.pdf)
- IA-34 Resource Allocation Budget Model  
[http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-34.SAC\\_RAR.Procedures-FY14-15.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-34.SAC_RAR.Procedures-FY14-15.pdf)
- IA-35 Planning & Budget Committee meeting minutes 10/2/2012, 4/16/13, 3/5/13  
<http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-35.BudgetMeetingMinutes-2013-03-15.pdf>
- IA-36 Program Assessment/Program Review Documents  
<http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-36.PAPR.Docs.pdf>
- IA-37 TLC End of Year Report, 2011-2012  
[http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-37.TLC\\_End-of-Year-Report-2012-05-15.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-37.TLC_End-of-Year-Report-2012-05-15.pdf)
- IA-37a TLC End of Year Report, 2013-2014  
[http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-37a.TLC\\_End-of-Year\\_Report\\_05-29-14\\_bnj.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-I-A/Evidence/IA-37a.TLC_End-of-Year_Report_05-29-14_bnj.pdf)

## **I.B. IMPROVING INSTITUTIONAL EFFECTIVENESS**

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

### **I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

#### **Descriptive Summary**

Ongoing self-reflective dialogue about student learning occurs at Santa Ana College from the department, program, and unit levels to the division level for academic programs to the vice presidents, College Council, and President's Cabinet. This dialogue is both formal and informal. For credit and non-credit academic departments, formal processes are recorded in minutes, SLO course and program assessments, and department planning portfolios ([IB-1](#)).

Dialogue about needs related to student learning and institutional processes is also conducted within the Student Services and Administrative Services departments. Recommendations from these dialogue strings were also submitted to the Institutional Effectiveness and Assessment Committee (IE&A). After reviewing planning efforts from all college units, IE&A made recommendations to College Council regarding revisions to the SAC Strategic Plan ([IB-2](#) and [IB-2a](#)) and for overall systematic, integrated planning. After elimination of the IE&A Committee, College Council was tasked with Strategic Plan updating and oversight of institutional processes.

In the January 2011 Advancing Student Success Winter Convocation, the college President initiated dialogue about student success rates and called for a college-wide initiative to increase successful course completion and persistence rates to a second semester by ten percent by 2015 ([IB-3](#)). In subsequent winter convocations, the President has maintained focus on increasing student success and presented faculty with information about progress towards student success goals. The 2011-2013 convocations have included student and faculty panel discussions followed by interdisciplinary workshops about academic literacy and effective instructional practices such as Reading Apprenticeship (RA). Professional development needs surveys were given to SAC credit faculty at the end of the winter 2012 convocation ([IB-4](#) and [IB-5](#)). These needs surveys were analyzed by the RSCCD Research Department, and the findings were disseminated to all faculty. A number of professional development workshops have been conducted in response to the survey. All SAC faculty and staff were invited to participate in an additional professional development survey in spring 2013 ([IB-6](#)).

Recently, dialogue across campus groups has led to the development of processes in SAC's new budget review process ([IB-7](#) and [IB-8](#)), the revision of processes in program review processes ([IB-9](#)), and the decision to combine four learning centers into one centralized learning center that serves all students and utilizes unified processes and procedures ([IB-10](#), [IB-11](#), and [IB-12](#)).

Across the campus, activities are developed and assessed based on student and program learning outcomes, evidence is examined, changes are made, and revised activities are developed and assessed in a cyclical manner. The RSCCD Research Department provides course and program-level data to assist departments and programs in this process ([IB-13](#)). There is some understanding of the meaning of data and research used in the evaluation of student learning, but faculty need additional support and professional development in this area. A professional development taskforce has been established by the President to develop a more robust college-wide professional development program (Staff Development

TF, email from President Martinez, re 9-11-13 meeting). There is also discussion related to the need for a research position at the college level ([IB-10](#), p.24 and IB-14).

## **Distance Education**

The Distance Education Advisory Group is a workgroup of the Academic Senate. Activities, dialogue, and advisement with the Academic Senate are collegial and productive. The DE Coordinator is also an active member of several committees: the SAC Technology Advisory Committee (SACTAC), the Teaching Learning Committee (TLC), and the district Technology Advisory Group (TAG).

In the spring of 2013 DE Regular Effective Contact Policy ([IB-15](#)) were revised with an inclusion of strict faculty preparation guidelines to assist with online course pedagogy and DE policy adherence. Although the changes were rigorous, the guidelines were unanimously approved. The support of the Academic Senate has enhanced efforts to meet the needs of DE students.

Topics that have been discussed and improved upon in the last year have been in the areas of: Regular Effective Contact, Accessibility, DE Student Services, Student Preparation for online learning, Faculty Preparation for online course delivery, program SLO's, student and faculty surveys, and best practices.

## **Self Evaluation**

Santa Ana College meets this standard.

## **Actionable Improvement Plans**

The program review process will be ongoing and consistent with integrated planning activities.

Professional development activities will be offered to improve the collective understanding of the meaning of evidence, data, and research used in the evaluation of student learning.

**I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

## **Descriptive Summary**

In March 2014, the SAC College Council established institutional standards related to student achievement: successful course completion, transfer, completion of degrees, and completion of certificates. The criteria for establishing these standards were determined after analysis of achievement data collected by the district Research Department and the IE&A Coordinator ([IB-16](#)). These data will be reviewed June 2014 and December 2014 to assess progress (chart).

In addition, the college also recently reviewed and updated the goals of the Strategic Plan as part of a Governance Retreat (January 22, 2014 Participatory Governance Retreat). The updated Strategic Plan was reviewed by College Council in spring 2014 (doc sent to Nell).

College participatory governance committees, divisions, programs, and departments update goals and provide assessments annually. The planning, implementation, and assessment cycle in these units inform the budget process. Committees and their recommendations align with the college's Strategic Plan ([IB-17](#)).

SAC's participatory governance structure is comprised of College Council, five participatory committees, and sub-committees and taskforces that are linked to the five participatory committees. College participatory governance committees, divisions, programs, and departments update goals and provide assessments annually. Three participatory committees: the Planning and Budget Committee ([IB-18](#)), the

Facilities Committee ([IB-19](#)), and the Technology Committee ([IB-20](#)) annually select goals that relate to the college mission and focus on continuous dialogue that leads to effective institutional processes in their respective areas.

The college implements its goals through the program review process. Each discipline area sets goals that are linked to the college goals (i.e., goals of the Vision Themes) and mission. Direct SLO assessment and indirect achievement data are used to determine the degree to which college goals have been met (see [IA-24](#)).

## **Distance Education**

The goals and activities of the DE Advisory Group are a part of the DE Plan ([IB-21](#)), which is submitted to the Academic Senate and distributed through the Senate minutes/emails and DE reporting through SACTAC and TLC. Objectives, goals, and SLO's are measured through annual faculty and student surveys with analysis and adjustments made accordingly.

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

The college will continue to review the Strategic Plan to review the degree to which goals have been met.

The college will continue to evaluate assessment processes of the institutional goals.

## **I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of the institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

### **Descriptive Summary**

The college is evaluating its progress towards achieving its stated goals in the following manner: The college follows an ongoing system of planning which includes integrated planning, resource allocation, implementation, and re-evaluation, which is integrated with the planning cycle at the district level for the Comprehensive Master Plan ([IB-22](#)).

Planning and budget processes are an outcome of ongoing program review. Annual goals analysis at the department/discipline level informs planning and budgeting at the division level. The deans work together with the chairs to prioritize division goals, and the area administrators submit budget priorities to the respective vice presidents (example department program review; example division RAR). The vice presidents then prioritize within an area plan (example—academic affairs RAR). These priorities are discussed at President's Cabinet.

The five governance committees regularly create and review goals regarding institutional effectiveness. According to the *Participatory Governance Handbook*, "Each council and committee will review its goal(s) annually in spring in relation to the college mission. Each committee will issue a progress report to its respective council, and each council will then make an annual progress report" ([IB-7](#)).

The Planning and Budget Committee works closely with the other college committees to prioritize and allocate appropriate funds when possible for goals and initiatives that relate directly to student learning and student learning outcomes.

Institutional data and evidence are available to all faculty and staff conducting program review through the district Research Department (achievement data—[IB-23](#)), the program review repository resources page ([IA-24](#)), and the Teaching Learning Committee web page ([IB-24](#)). Department-level program review



demonstrates that data are analyzed for easy understanding. Both direct-SLO analysis and indirect achievement data are utilized to inform goals.

In addition, some department also include surveys (Nursing department program review), while some CTE program include employment data (OTA).

For example, the nursing department sends out a questionnaire six months after graduation to its graduates asking about current employment. The department also sends out a survey regularly to hospitals requesting information about their graduates. Pharmacy Technology has created a student tracking website which collects, tracks, and reports data related to students' success rates, licensing pass rates, and job placement rates. Many programs report tracking graduates less formally through surveys and reports such as Occupation Therapy Assistant and TV/Video and Communications.

## **Distance Education**

### *Integrated Processes*

- DE Course Preparation: DE faculty must complete either the SAC DE Instructor Certification ([IB-25](#)) or the @ONE Certification to teach a DE course. Emphasis is placed on regular effective contact, accessibility, student authentication measures, last date of attendance, and online teaching pedagogy. These areas are also addressed in the Curriculum DE Addendum form ([IB-26](#)).
- Evaluation: Currently evaluation of DE courses is the same for DE and traditional courses. DE is working with the Faculty Association of RSCCD (FARSCCD) to improve DE evaluation for specific guidelines. This will enable evaluators to knowledgeably look for certain criteria in the online classroom and for faculty to have a rubric to work towards. Currently faculty use the Online Course Self-Assessment ([IB-27](#)).

### *Resource Allocation*

Human, fiscal and technical resources are determined from annual student and faculty surveys. These are discussed with the DE Advisory Group and integrated in the annual planning process for the department.

The program review for the DE program also addresses these issues ([IB-28](#)).

### *Data Analysis*

Data regarding student and faculty satisfaction is gathered annually and reviewed and actions are taken for reassessment. Student retention and success is gathered annually and compared to the previous five semesters ([IB-29](#)). DE, online and hybrid, student retention, and success are compared to traditional delivery. It is from both survey data and course data that changes have been made to improve faculty and student training programs in DE.

### *Regulation Awareness*

The college is knowledgeable about federal/state regulations. This is an area that was recently improved upon. The SAC DE Instructor Certification ([IB-25](#)) assures faculty are aware of policy and best practices. In addition, the certification process shows faculty how to update current/upcoming DE course and share these changes with colleagues. Faculty take quizzes on the college Learning Management System, Blackboard to insure that they understand various policies. Thus, the college has a date/time-stamp method of knowing which faculty are knowledgeable and which faculty require training.

### *Campus Perception*

According to our DE faculty and student surveys, the DE program is responsive, knowledgeable and relevant. Including DE in the overall Institutional Effectiveness Survey might provide an overall campus perspective.



## **Self Evaluation**

Santa Ana College meets this standard. The district Research Department and the TLC aid in the evaluation, implementation, and re-evaluation of programs. An Office of Institutional Effectiveness would better focus endeavors dedicated to institutional effectiveness as it relates to systematic planning. In addition, a researcher dedicated to the campus, working with the IE Coordinator, would facilitate the collection and analysis of data used for planning and institutional effectiveness.

## **Actionable Improvement Plans**

An Office of Institutional Research should be established, and a college researcher should be hired to improve institutional planning.

### **I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

#### **Descriptive Summary**

The planning process at Santa Ana College is broad-based, offers opportunities for input by all constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. By providing evidence of the planning process, in the form of goals and Program Review annual reports, the institution follows an ongoing system of planning. This system includes integrated planning, resource allocation, implementation, and re-evaluation, all of which is integrated with the planning cycle at the district level in the Comprehensive Master Plan ([IB-22](#)).

Up to spring 2014, the Institutional Effectiveness and Assessment Committee (IE&A) was the participatory governance group that served as the centralized planning body of the college ([IB-30](#)).

This committee oversaw updates to the Strategic Plan and received program review reports from Student Services, Administrative Services as well as the aggregate report from the Teaching Learning Committee. After review of the participatory governance structure, it was determined that Strategic Plan review would be more effective at College Council and that the Planning and Budget Committee would best serve to integrate planning and budget. In addition, it was determined that the development of an Institutional Effectiveness Office, including a Research Analyst and the ALO, should be seriously considered ([IB-31](#)).

Involvement in the planning process occurs at the participatory governance committees, including the Planning and Budget Committee, SACTAC, the Facilities Committee, and the Student Success Committee, which all make recommendations to College Council (CC minutes and charts). These committees have representation from all constituency groups, including students ([IB-7](#)).

Program Review at all levels, academic, student services and administrative services, lead to area-level priorities and Resource Allocation Requests (RAR for each area). For example, in 2013, the Academic Affairs Area Plan prioritized needs in academic programs as \$5,395,980 ([IB-32](#)), but was afforded \$1,972,800. The prioritization process is important because it is weighted by highest level of need related to program review, and it carries over into the following program review cycle. When requests are denied due to insufficient funds, the RAR serves as a record and also may highlight the need to seek funding in another manner. Grants may be sought (Title V Grant--Math, Perkins—Theater; BSI) to enhance programs. In addition, President's Cabinet reviews all RAR's and forwards items to College Council or the other participatory governance committees as appropriate. The RAR process was developed in 2013 to create a seamless link from program review to overall planning and resource allocation ([IB-33](#)).

## **Distance Education**

The department has broad-based input. The DE Office works with many departments/divisions at SAC, from Admissions & Records to the Learning Center, with dialogue and necessary policy changes on behalf of the DE student. The DE Advisory Group consists of faculty from each division and is a workgroup of the Academic Senate.

## **Self Evaluation**

Santa Ana College meets this standard. Planning is broad-based using the *Participatory Governance Structure* and provides for input by appropriate constituencies: administration, faculty, classified employees and students.

## **Actionable Improvement Plans**

The college will continue to utilize the RAR process and evaluate its effectiveness.

It is recommended that the college develop a consistent budget plan to support faculty and student growth in the use of technology tools, the college Learning Management System, Open Educational Resources (OER) and the forthcoming Online Degree Pathway (see [IA-11](#)).

## **I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

### **Descriptive Summary**

The college collects assessment data through diverse means including meetings, convocations, and digital platforms.

The participatory governance committees at Santa Ana College represent one of the main mechanisms by which matters of quality assurance are assessed and communicated to associated college constituencies. The committees establish yearly goals in alignment with the mission of the college and their own committee mission statements. At the end of each academic year, the committees survey their members to determine the degree to which goals have been met, the appropriateness of the goals for future focus, and the opinion of the committee on new goals to be considered the following year. End of year reports are produced based on feedback received and are made available on the college website to facilitate communication with both internal and external constituencies ([IB-34](#), [IB-12](#) and [IB-35](#)).

Reports produced by the RSCCD Research Department are a vital tool in assessing the success of the college in fulfilling its mission. An assessment of quality at the district level is represented by the *12 Measures of Success* report published annually by the Research Department ([IB-36](#)). This report details institutional effectiveness in the following areas: access, completion, retention, skill attainment, graduation, transfer, student satisfaction, matriculation, VTEA core indicators, diversity, finance, and resource development. The report is publicly available on the district website. Statistical analysis provided by the Research Department was the foundation of the college President's January 2012 Winter Convocation on the topic of student success and achievement. This presentation examined past rates of student academic success and persistence and set goals for future improvement ([IB-37](#)). Publication of materials on the college website provides communication to the constituency groups and the public.

The Self Evaluation Report (2013) is another method of assessment ([IB-38](#)). According to the 2013 Institutional Effectiveness Survey the college has demonstrated an increase in effective communication of information related to institutional quality. For example, 44 percent of faculty "Strongly Agreed" that they have received documents that assess the effectiveness of their respective departments, an increase of ten percentage points from six years ago; classified staff respondents "Strongly Agreed," an increase of 12 percentage points.

A more significant increase was demonstrated with the statement: "The college evaluates the success of its programs and services by conducting many surveys and focus groups and by requiring program review activities." Forty percent of faculty Strongly Agreed with this statement, compared to 24 percent in the 2007 SAC Staff Accreditation Survey ([IB-39](#)). Forty-six percent of administration "Strongly Agreed" in 2007, while that number increased to 53 percent in the 2013 survey. Classified staff also had an increase from 18 percent in 2007 to 25 percent in 2013 (2013 survey).

In addition, Santa Ana College complies with the Higher Education Act (amended via the Higher Education Opportunity Act – PL 110-315) through the publication of the *Safety and Security Information Annual Report* ([IB-40](#)). This report details district-wide crime statistics and safety procedures and is

available on the RSCCD website for the benefit of community members, students, faculty and staff, and any other interested constituent groups.

The college assesses the effectiveness of communicating information about institutional quality to the public via the Board of Trustees annual planning survey to the public and staff ([IB-41](#), [IB-42](#) and [IB-43](#)).

In addition, once each year, the Board of Trustees receives a formal presentation at its planning meeting on the results of the Student Success Scorecard (formerly the Accountability Report for California Community Colleges). The district Research Department has also produced a report entitled *12 Measures of Success*, which is presented to the Board of Trustees for review and comment. The report provides the Trustees and college community with data regarding access, course completion, retention, outcomes, and student satisfaction. ([IB-36](#))

The college communicates its institution-set standards through minutes of College Council, which are published on the college website (minutes). In addition, all program review documents demonstrating cyclical analysis are posted on SAC Program Review page as well (see [IA-24](#)).

## **Distance Education**

The most important research tool that is utilized is the annual DE Research Report ([IB-29](#) and [IB-44](#)), which provides data for student success and retention analysis. Courses are compared for the last five semesters into delivery categories of online, hybrid, and traditional. This information is analyzed and shared with division deans, who then distribute to their department chairs and faculty.

Student outcomes are compared to faculty and student surveys to understand what should be continued, improved, and added to faculty and student training/preparation, or discontinued. This is reported and discussed at the DE Advisory Group and Academic Senate.

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

The college will develop a formal mechanism to assess the effectiveness of communicating information about institutional quality to the public.

## **I.B.6. The institution assures the effectiveness of its ongoing planning and resources allocation process by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

### **Descriptive Summary**

The college has an established review of its processes and ensures that all parts of the cycle are efficient and productive through participation on district-level governance groups, college-level participatory governance committees, an annual President's Cabinet-Leadership Governance Retreat, and program review.

The district Budget Allocation and Planning Review Committee (BAPR) reviewed the district Budget Allocation Model for two years ([IB-45](#)), and in 2012 agreed to change the model to the SB 361 Model commencing 2013-2014. In addition, in 2013, a new governance structure was developed at the district level to include the following committee structure: District Council, Planning and Organization Effectiveness Committee (POE), Fiscal Resources Committee (FRC), Human Resources Committee (HRC) and the Technology Advisory Committee (TAG). POE is charged with reviewing the effectiveness of the Strategic Plan of the district and the Budget Allocation Model. Recommendations are made to District Council, which has representation for each of the governance groups as well as the constituency group leaders of each college and the district ([IB-46](#)).

At the college-level governance retreat in spring 2014, an analysis determined that the Institutional Effectiveness and Assessment Committee should no longer be the planning review group. (01-22-14 Governance Retreat minutes) To improve the process, College Council, which has representation of all members of the President's Cabinet and the leaders of all constituency groups, including students, assumed responsibility of conducting the annual Strategic Plan Update and assessing the institution-set standards. It is at the College Council level that large-scale planning processes come together for review, evaluation and any modifications necessary. The council provides advice to the President on college issues, reviews Board docket items, reviews and considers recommendations from other committees as needed, reviews and considers requests from council members for special consideration, and reviews Board of Trustee policies and Administrative Regulations as needed ([IB-47](#)).

Modification of the resource allocation process at the college level was developed by the Planning and Budget Committee (March 5, 2013; April 16, 2013 minutes). Resource Allocation Request (RAR) forms are utilized for resource requests (fiscal, physical, or personnel) which are now clearly tied to planning portfolio goals. Requests are prioritized at the department/program and division before submission to the area vice president (i.e., academic affairs, student services, administrative services). Requests from the vice presidents on the new RAR forms are made public through the Planning and Budget Committee website ([IB-18](#)).

Department-level planning is the foundation for all other planning processes.

The VP of Academic Affairs, DE Advisory Group and Academic Senate are all involved in the effectiveness review of distance education and the comparison between traditional modes and the distance education mode. Program Review of each department contains a component of DE in its achievement analysis ([IB-29](#)).

### **Self Evaluation**

Santa Ana College meets this standard. Processes are reviewed and modified at the executive level through participatory governance committees and through program review.

### **Actionable Improvement Plans**

The effectiveness of the SB 361 Model will be reviewed at the college level.

An Office of Institutional Effectiveness will be established to evaluate planning processes.

## **I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

### **Descriptive Summary**

The college utilizes program review, satisfaction surveys, and district Research Department data as a mechanism to gather evidence about the effectiveness of programs and services. Cyclical, annual program review is conducted at the department, division and area levels, and changes are determined according to learning outcomes and analysis of achievement data. For example, two of the goals of the Anthropology/Sociology/Women's Studies department related to the use of supplemental instruction techniques and Reading Apprenticeship. This resulted in a change of pedagogy in these disciplines, which led to improved success rates (doc).

Satisfaction surveys are used for the credit and SCE programs ([IB-48](#)), [the Nealley Library \(doc\)](#), the Learning Center ([IB-49](#)), [student services \(doc\)](#), ...

The Distance Education program regularly and systematically reviews program effectiveness through a variety of assessment mechanisms. The Distance Education Program conducts multiple surveys that provide information and feedback to both students and faculty (Distance Education Planning Portfolio Assessment/Program Review) ([IB-50](#), [IB-51](#) and [IB-52](#)). The faculty survey also provides insight into faculty training needs ([IB-51](#)). The Distance Education Program coordinates with the Research

Department to gather student success and retention data annually. These data are compared to similar statistical information from traditional sections of the same courses ([IB-29](#) and [IB-53](#)). One example of a change that has been implemented as a result of the Distance Education Program review has been the implementation of an online instructor certification program which began in the summer of 2013. ([IB-54](#))

### **Self Evaluation**

Santa Ana College has met this standard.

Annual student surveys ([IB-52](#)) gather evidence regarding the usage and effectiveness of student services. This has helped to focus the department on the areas of highest need for our DE population.

### **Actionable Improvement Plans**

None.

## Standard I.B. Evidence

- IB-1 SAC Chemistry Department Program Review Home  
[http://teams.rscdd.edu/sac/Program\\_Review/Chemistry/SitePages/Home.aspx](http://teams.rscdd.edu/sac/Program_Review/Chemistry/SitePages/Home.aspx)
- IB-2 SAC Strategic Plan – 2012-2015  
<https://www.sac.edu/committees/IEA/Documents/2013/Strategic-Plan-Spring-2012.pdf>
- IB-2a SAC Strategic Plan Update – 2014-2016  
<http://teams.rscdd.edu/sac/Accreditation/Standard-I-B/Evidence/IB-2a.StrategicPlanUpdateApproved-S14.pdf>
- IB-3 SAC Winter Convocation - 2011  
<http://www.sac.edu/President/Documents/2011SAC-Convocation.pdf>
- IB-4 Convocation 2011 faculty professional development needs survey RESULTS 02 09 11.doc
- IB-5 Faculty Professional Development Survey Results Fall 2012.pdf  
<http://teams.rscdd.edu/sac/Accreditation/Standard-I-B/Evidence/IB-5.FacultySurvey.pdf>
- IB-6 Faculty Professional Development Survey Results 06 4 13.doc
- IB-7 Santa Ana College Budget Manual 13/14  
<http://teams.rscdd.edu/sac/Accreditation/Standard-I-B/Evidence/IB-7.BudgetManual-13-14.pdf>
- IB-8 SAC Planning and Budget Meeting Minutes-November 5, 2013  
<http://teams.rscdd.edu/sac/Accreditation/Standard-I-B/Evidence/IB-8.PlanningBudget-2014-11-5.pdf>
- IB-9 Resources for Program Review Process  
<http://sac.edu/committees/TLC/Pages/Resources.aspx>
- IB-10 TLC End of the Year Report  
<http://sac.edu/committees/TLC/Documents/2012-2013/TLC-End-of-Year-Report05-15-12.pdf>
- IB-11 IE&A End of the Year Report  
[http://sac.edu/committees/TLC/Documents/2012-2013/IEA-End-of-Year-Report-S12--\\_BNJ.pdf](http://sac.edu/committees/TLC/Documents/2012-2013/IEA-End-of-Year-Report-S12--_BNJ.pdf)  
[C.2. page 31](#)
- IB-12 SAC Planning & Budget Committee 11-12 Year-End Report  
<http://teams.rscdd.edu/sac/Accreditation/Standard-I-B/Evidence/IB-12.BudgetPlanning-Year-End-Report-11-12.pdf>
- IB-13 SAC Program Review Resources  
<http://rscdd.edu/Departments/Research/Pages/SAC-Program-Review-Data.aspx>
- IB-14 BSI Final Allocation End of the Year Expend Report 101013 page 11
- IB-15 Regular Effective Contact Policy  
<http://sac.edu/AcademicAffairs/DistanceEd/Documents/Faculty%20Resources/RegularEffectiveContactPolicy%284-8-13%29.pdf>

- IB-16 College Council Minutes – March 2014  
<http://www.sac.edu/President/collegecouncil/Documents/2014/Min-Mar-12-2014.pdf>
- IB-17 Shared Governance Committees  
<http://www.sac.edu/committees/Pages/default.aspx>
- IB-18 Planning and Budget Committee  
<http://www.sac.edu/AdminServices/budget/Pages/default.aspx>
- IB-19 Facilities Committee  
<http://www.sac.edu/AdminServices/facilities/Pages/default.aspx>
- IB-20 SACTAC  
<http://www.sac.edu/AdminServices/facilities/Pages/default.aspx>
- IB-21 DE Plan  
<http://sac.edu/AcademicAffairs/DistanceEd/Documents/ProgramDocs/DistanceEducationPlanNov2013.pdf>
- IB-22 RSCCD Master Planning-Design-Manual; RSCCD Comprehensive Master Plan on District  
<http://rscdd.edu/Departments/Research/Pages/District-Planning.aspx>
- IB-23 District Research Department  
<http://rscdd.edu/Departments/Research/Pages/default.aspx>
- IB-24 Teaching Learning Committee  
<http://www.sac.edu/committees/TLC/Pages/default.aspx>
- IB-25 DE Instructor Certification  
<http://sac.edu/AcademicAffairs/DistanceEd/Documents/Faculty%20Resources/OnlineInstructorCertificationPolicy%284-8-13%29.pdf>
- IB-26 Curriculum DE Addendum Form  
<http://sac.edu/AcademicAffairs/DistanceEd/Documents/Faculty%20Resources/OnlineLearningAddendumForm.docx>
- IB-27 Online Course Self-Assessment  
<http://sac.edu/AcademicAffairs/DistanceEd/Documents/Faculty%20Resources/AssessingOnlineFacilitation-Self.pdf>
- IB-28 Program Review for the DE Program  
[http://teams.rscdd.edu/sac/Program\\_Review/DistanceEd/SitePages/Home.aspx](http://teams.rscdd.edu/sac/Program_Review/DistanceEd/SitePages/Home.aspx)
- IB-29 DE: Participation, Demographics & Course Success – 2013  
<http://sac.edu/AcademicAffairs/DistanceEd/Documents/ProgramDocs/SAC%20Distance%20Education%202013%20final.pdf>
- IB-30 IE&A  
<http://www.sac.edu/committees/IEA/Pages/default.aspx>
- IB-31 College Council Retreat Summary 2014  
<http://teams.rscdd.edu/sac/Accreditation/Standard-I-B/Evidence/IB-31.CollegeCouncilRetreatSummary-14.pdf>
- IB-32 SAC Resource Allocation Requests (RAR) 13-14  
<http://www.sac.edu/AdminServices/budget/Documents/Academic%20Affair%20RAR%20compiled%20by%20TYPE.pdf>



- IB-33 SAC Resource Allocation Requests (RAR) Procedures  
<http://www.sac.edu/AdminServices/budget/Documents/AAASAC%20RESOURCE%20ALLOCATION%20REQUEST%20PROCEDURES%20FY%202014-15%20.pdf>
- IB-34 Facilities Committee End of Year Report 2011-12  
<http://teams.rscdd.edu/sac/Accreditation/Standard-I-B/Evidence/IB-34.FacilitiesEnd-of-Year-Report-11-12.pdf>
- IB-35 IE&A End of Year Report 2011-2012  
<http://teams.rscdd.edu/sac/Accreditation/Standard-I-B/Evidence/IB-35.IEA-End-of-Year-Report-S12--BNJ.pdf>
- IB-36 12 Measures of Success 2013  
<http://teams.rscdd.edu/sac/Accreditation/Standard-I-B/Evidence/IB-36.12Measures-of-Success-14.pdf>
- IB-37 Winter 2012 Convocation presentation  
<http://www.sac.edu/President/Documents/2012SACConvocationInfo.pdf>
- IB-38 Self Evaluation Study (Survey) 2013
- IB-39 Self Evaluation Study (Survey) 2007
- IB-40 Safety and Security Information 2013 Annual Report  
<http://teams.rscdd.edu/sac/Accreditation/Standard-I-B/Evidence/IB-40.SafetySecurityInfo-13AnnualReport.pdf>
- IB-41 RSCCD Community, Student and Staff Evaluation of Board of Trustees' Operations and Performance, 2013 (Respondents Who Regularly Attend BOT Meetings)  
[http://teams.rscdd.edu/sac/Accreditation/Standard-I-B/Evidence/IB-41.Community\\_Student\\_Staff\\_Eval\\_BOT.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-I-B/Evidence/IB-41.Community_Student_Staff_Eval_BOT.pdf)
- IB-42 RSCCD Community, Student and Staff Evaluation of Board of Trustees' Operations and Performance, 2013  
[http://teams.rscdd.edu/sac/Accreditation/Standard-I-B/Evidence/IB-42.Community\\_Student\\_Staff\\_Eval\\_BOT.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-I-B/Evidence/IB-42.Community_Student_Staff_Eval_BOT.pdf)
- IB-43 Timeline Approved by Board 2013-10-14  
<http://teams.rscdd.edu/sac/Accreditation/Standard-I-B/Evidence/IB-43.TimelineApprovedBoard10-14-13.pdf>
- IB-44 DE Research Data 2012  
[http://teams.rscdd.edu/sac/Program\\_Review/DistanceEd/Annual%20Department%20Planning%20Portfolio/SACDistanceEducation2012ResearchData.pdf](http://teams.rscdd.edu/sac/Program_Review/DistanceEd/Annual%20Department%20Planning%20Portfolio/SACDistanceEducation2012ResearchData.pdf)
- IB-45 The District Budget Allocation & Planning Review Committee (BAPR)  
<http://rscdd.edu/Departments/Business-Operations/Pages/Budget-Allocation-and-Planning-Review-Workgroup.aspx>
- IB-46 RSCCD 2013-2016 Strategic Plan  
<http://teams.rscdd.edu/sac/Accreditation/Standard-I-B/Evidence/IB-44.2013-2016.RSCCD.StrategicPlan.pdf>
- IB-47 SAC College Council webpage  
<http://www.sac.edu/President/collegecouncil/Pages/default.aspx>



- IB-48 Student Satisfaction Surveys  
<http://rscdd.edu/Departments/Research/Pages/Student-Satisfaction.aspx>
- IB-49 Learning Center Student Feedback - 2013  
<http://teams.rscdd.edu/sac/Accreditation/Standard-I-B/Evidence/IB-47.LC.StudentFeedback.pdf>
- IB-50 PA/PR Distance Education 2013  
[http://teams.rscdd.edu/sac/Program\\_Review/DistanceEd/Annual%20Department%20Planning%20Portfolio/DistanceEducation\\_PAPR\\_2013.pdf](http://teams.rscdd.edu/sac/Program_Review/DistanceEd/Annual%20Department%20Planning%20Portfolio/DistanceEducation_PAPR_2013.pdf)
- IB-51 DE Faculty Survey 2013  
[http://teams.rscdd.edu/sac/Program\\_Review/DistanceEd/Annual%20Department%20Planning%20Portfolio/Spring2013FacultySurveyWithComments.pdf](http://teams.rscdd.edu/sac/Program_Review/DistanceEd/Annual%20Department%20Planning%20Portfolio/Spring2013FacultySurveyWithComments.pdf)
- IB-52 DE Student Survey 2013  
[http://teams.rscdd.edu/sac/Program\\_Review/DistanceEd/Annual%20Department%20Planning%20Portfolio/DEStudentSurvey2013Overview.pdf](http://teams.rscdd.edu/sac/Program_Review/DistanceEd/Annual%20Department%20Planning%20Portfolio/DEStudentSurvey2013Overview.pdf)
- IB-53 DE Advisory Workgroup minutes repository  
[http://teams.rscdd.edu/sac/Program\\_Review/DistanceEd/DE%20Advisory%20Group%20Minutes/Forms/AllItems.aspx](http://teams.rscdd.edu/sac/Program_Review/DistanceEd/DE%20Advisory%20Group%20Minutes/Forms/AllItems.aspx)
- 1B-54 Online Instructor Certification Policy  
[http://teams.rscdd.edu/sac/Program\\_Review/DistanceEd/Annual%20Department%20Planning%20Portfolio/OnlineInstructorCertificationPolicy\(4-8-13\).pdf](http://teams.rscdd.edu/sac/Program_Review/DistanceEd/Annual%20Department%20Planning%20Portfolio/OnlineInstructorCertificationPolicy(4-8-13).pdf)



## **STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES**

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



**II.A Instructional Programs  
II.B Student Support Services  
II.C. Library and Learning Support**



## II.A. Instructional Programs

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

### II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

#### Descriptive Summary

Santa Ana College (SAC) meets the goals of the mission of the college in all programs regardless of location and means of delivery. The college commenced a process of SLO development, both at the course/program and institutional level in 2002 ([IIA-1?](#)). ILO's are included in the college catalog and are in concert with the college mission statement ([IIA-2](#), p.4).

SAC has ensured that programs are of high quality and appropriate to an institution of higher learning by engaging in dialogue that begins at the department level and that a process is observed for program review, including semesterly course-level SLO analysis, annual program-level analysis, and full capstone quadrennial review ([IIA-3](#) and [IIA-4](#)). Within the analysis is included both success and achievement data ([IIA-5](#) and [IIA-6](#)).

By 2011, all disciplines had conducted quadrennial capstone review. The second complete cycle of capstone review will have been completed by fall 2014 ([IIA-7](#)).

Since the last External Evaluation Team Visit in 2008, SAC has assessed program review processes and made changes to accommodate greater understanding and ease of communicating results. First, to align the planning and budget cycles, since 2013, all capstone reports are due by October 15<sup>th</sup> rather than in the spring semester ([IIA-8](#)). New forms were also created so reassessment of elements needed for improvement in student learning may be facilitated. The new form includes linkage to the Institutional Learning Outcomes, the course or program learning outcomes; methods of assessment; the specific outcomes; plan for implementation; and reassessment, outcomes, and future plan for improvement ([IIA-3](#)). A new program review repository was also created as of spring 2013, and access for posting documents was given to all key faculty and staff, while the entire college community may access all documents easily ([IIA-9](#)). While these changes were needed to facilitate processes immediately, the Academic Senate formed a workgroup to make further recommendations. One of the recommendations made by the workgroup is for the college to acquire TracDat as an assessment software platform. This has been approved by College Council; acquisition, transition from the SharePoint platform, and training to this system is forthcoming ([IIA-10](#)).

To connect SLO's to planning and to ascertain that program review is systematic and cyclical, the Curriculum and Instruction Council (C&I) established the SLO Committee in 2003. In 2004 the committee was given expanded oversight to include assessment and aspects of other linkages to academic affairs, and the name was changed to the Teaching Learning Committee (TLC) ([IIA-11](#)). After review of the quadrennial capstone reports, the TLC issues a report linked to the Vision Themes (i.e., goals) of the Strategic Plan ([IIA-11](#)—TLC Home page and [IIA-12](#)). In addition, the TLC has served in tandem with other initiatives to provide faculty and staff development opportunities on how to conduct systematic, cyclical program review ([IIA-13](#), [IIA-14](#), and [IIA-15](#)). Other initiatives have been in connection with the Basic Skills Initiative Task Force and Flex calendar activities ([IIA-16](#), [IIA-17](#), and [IIA-18](#)).

The mission statement of Santa Ana College asserts that:

*The mission of Santa Ana College is to be a leader and a 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 on a global community.*

Santa Ana College Career and Technical Education programs include 36 areas of study offering a total of 65 degree options and 104 certificates. These programs represent professional industries that are continually evolving with new methodology and technology that require faculty and staff to constantly update their knowledge and skills. Program offerings are wide-ranging and require extensive, in-depth administrative support to assure that they are achieving core indicator targets, communicating their successes, and are meeting the intent of the Perkins IV Career and Technical Education Act (CTEA). The faculty and staff among the six academic divisions that offer and/or support the numerous CTE programs often have unique needs that require individual support to assure compliance with federal and state guidelines and regulations, in addition to supporting the college mission to prepare students for transfer. The following chart shows number of students that have transferred to either CSU, UC and/or Private or Out of State schools. SAC has seen a 30 percent increase in transfer over the last five (5) years ([IIA-19](#)).

**Table 37. Santa Ana College Transfers to 4-Year Institutions**

Transfer Year	Number of Transfers
<b>2008-2009</b>	1530
<b>2009-2010</b>	1761
<b>2010-2011</b>	2096
<b>2011-2012</b>	2229
<b>2012-2013</b>	2216

The SAC President also communicates college goals at beginning of the year convocations ([IIA-20](#)) and other meetings throughout the year. To achieve the 2015 goal of increasing course success from 64% to 74%, administration (see [IB-37](#), p. 13), faculty, and staff have led the SLO/program review process through an ongoing evolution with meaningful SLO's as the primary focus of this effort.

## Distance Education

At Santa Ana College the DE program offerings meet the needs of the college's diverse community in a dynamic learning environment that prepares students for transfer and careers by routinely offering high demand transferable courses in an online format.

As an example of determining the quality of the instructional programs, an annual report of SAC DE Research (see [IB-29](#)) compares online, hybrid, and traditional courses in the categories of student success and retention. These data are analyzed for delivery-mode success, institutional quality and student/faculty training requirements. Changes to course offerings, student orientation and training, and faculty training are adjusted accordingly. Delivery mode comparison analysis has produced an improvement of online teaching requirements and has resulted in the creation and implementation the "DE Instructor Certification" (see [IB-25](#)). The college's internal certification has been an effective tool to assure regular effective contact, ADA compliance, and outcome results with implementation of frequent in-course surveys.

SAC's systematic assessment using the annual SAC DE Research Report allows divisions/departments to determine which delivery mode for particular courses are successful in

their individual field of study. In DE the annual SAC DE Research Report is used with the upcoming Online Degree Pathway course listing to assist the college in determining appropriate online courses. Business Administration (Plan B) was selected for the first Online Degree Pathway (see [IA-11](#)), as it is the largest degree transfer at SAC. Work with the DE Advisory Group, Transfer program, Counseling, and individual departments has determined the coursework for the Online Degree Pathway.

The DE SLO Student Survey ([IIA-21](#)) assures that we are reaching our target in preparing students for future online classes, as well as future online programs. SLO changes are based on survey results and course research data. The Student Online Orientation is also assessed by a student survey ([IIA-22](#)), and changes to this online preparation module for students is continually assessed, analyzed, and acted upon.

The requirement for faculty to complete the DE Instructor Certification (see [IB-25](#)) was developed and proposed to address the needs highlighted in both student (see [IB-52](#)) and faculty (see [IB-51](#)) surveys and in the annual SAC DE Research (see [IB-29](#)) reports. Certification training is improving the frequency and variety of student contact and student participation. Teaching methods using multimedia has also been increased. During the course of teaching the certification modules, feedback has been positive, and faculty are making course changes immediately. The semester following certificate completion, a faculty survey (see [IB-51](#)) is taken and results are analyzed.

Student success and retention reports are gathered for faculty that have completed the certification program, and data are compared to the prior three semesters. Reporting and analysis will be conducted annually for the next two years. The challenge will be the continuation of excitement in developing course material and monitoring of online course delivery. Professional development activities will include “new technology” workshops and new workshops to address survey and data analysis results as well as new industry technologies.

### **Self Evaluation**

Santa Ana College meets this standard. SAC has processes in place that provide oversight and direction to ensure that instructional programs and services, regardless of location or means of delivery, address and meet the mission of the college.

### **Actionable Improvement Plans**

None.

**II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

### **Descriptive Summary**

The college seeks to meet the varied educational needs of its diverse student body by taking into consideration the students' educational preparation, diversity, demographic, and economic backgrounds. The college uses data compiled by the district Research Department to design, conduct, and publish studies identifying and analyzing its success in meeting student, departmental, institutional, community, and state/federally-mandated needs.

There are three regularly published reports: the *Student Satisfaction Survey* (annual) ([IIA-23](#)); *Pathways of Student Persistence and Performance* (annual) ([IIA-24](#)); and the *SAC Graduate Student Study* (biannual) ([IIA-25](#)), which continue to aid SAC in determining the need for new programs or courses and/or the need for off-site locations. The results of these reports are distributed to deans and department chairs for analysis during the annual program review process.



In addition to the surveys, the college collects data on placement scores in four areas: reading, English, EMLS and mathematics. This information is incorporated into program planning for Early Decision and continuing students and to determine the number of classes needed to ensure student pathway completion for transfer, certificate, and associate degree programs ([IIA-26](#)).

Faculty and departments conduct classroom research to determine if students are achieving stated learning outcomes. For example, during a recent study conducted by faculty in the Modern Language department, findings indicate that students enrolled in Modern Language courses who complete directed learning activities that measure specific course SLO's performed better on exams than students that did not complete the DLA's (two sections of Span 101 and two sections of Span 102, including hybrid and traditional face-to-face) ([IIA-27](#)).

SAC School of Continuing Education (SCE) mission states: Santa Ana College School of Continuing Education strives to be a responsive community leader and partner dedicated to empowering students to become productive citizens, workers, family members, and lifelong learners. SCE prepares students to transition to credit programs at Santa Ana College, improve language and workforce skills, increase civic involvement, and promote lifelong learning. Classes are offered at the Centennial Education Center, all Santa Ana Unified School District High School sites, and Jackson Elementary School (IIA-55 = IIA-28).

## **Distance Education**

Student success and retention reports are gathered for faculty that have completed the certification program and compared to the prior three semesters. Reporting and analysis will be conducted annually for the next two years. The challenge will be the continuation of excitement in developing course material and monitoring of online course delivery. Professional development activities will address "new technology" workshops to meet the needs highlighted by survey and data analysis results as well as new industry technologies.

DE at Santa Ana College has fairly consistent demographics as compared to that of the college. Ethnic and Gender DE demographics (see [IB-29](#)) are similar to the college's demographics ([IIA-29](#)). The largest age group in distance education is 17-21 followed by the 22-29. However, the college as a whole shows the reverse pattern, with 22-29 as the largest age group, followed by the 17-21. This college will continue to observe this trend.

### *Research and Assessment*

#### *Student Learning Needs:*

Discovering SAC DE student learning needs is done via the annual student and faculty surveys (see [IB-51](#) and [IB-52](#)). It was determined that there was a need for improved Blackboard skills and online learning skills. The SAC Online Student Orientation (see [IA-10](#)) was created with the purpose of assuring Blackboard and online learning skills, such as learning style application, time management, netiquette, online course expectations, and practice in a Blackboard sandbox course. Students practice use of the discussion board, uploading of an assignment, and taking a quiz. Surveys are conducted for Online Student Orientation continual improvement. As noted in the SAC DE Plan (see [IB-21](#)), research, analysis, and adjustments are iterative and conducted annually. Blackboard workshops are also available for all SAC students.

#### *Student Learning Outcomes & Achievement Comparison:*

DE has specific Program SLO's ([IIA-30](#)) which are evaluated and adjusted. Individual departments monitor and evaluate their own course/program SLO's, which includes the DE student. Achievement of DE courses is compared in the annual SAC DE Research Report (see [IB-29](#)), comparing online, hybrid and traditional classroom course retention and success.



### *Regular and Substantive Interaction*

The SAC Regular Effective Contact Policy defines instructor initiated interaction, frequency, and suggested methods of contact. Faculty are required to complete the DE Instructor Certification ([IB-25](#)) to teach online. It is effective in assuring regular effective contact, active student learning/participation, student authentication, and ADA compliance through the certification modules.

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

None.

## **II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

### **Descriptive Summary**

The college selects and utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to student needs through the curriculum review process and program review. To meet the current and future needs of students, the college offers a variety of delivery systems and modes of instruction. Credit and non-credit classes are offered. In the credit mode, classes are offered in the traditional 16-week format, and the college also offers Express to Success and Fast Track in an accelerated eight-week format (schedule). For example, in the English Department, a student may enroll in English 061 (one level below transfer), and continue with English 101 (transfer-level Freshman Composition) course in the second eight weeks.

To meet the needs of students, the college also offers courses from 6:30 am to 10:00 pm; weekend courses are also offered Friday night-Saturday morning.

## **Distance Education**

Distance education is also offered in hybrid and completely online modes. After program review analysis, it was determined to suspend all telecourses in the correspondence mode. All courses offered in hybrid or completely online mode are therefore now all in the completely online distance education mode. As of spring 2014, three Online Degree Pathway Programs were established (see [IA-11](#)):

Associate in Science in Business Administration for Transfer (AS-T)— This degree is for transfer to CSU and can be completed in two years at SAC through the Online Degree Pathway Program – AA in Liberal Arts Degree.

### **Core Pathways:**

Business Administration Major Preparation for CSU, Fullerton

The Online Degree Pathway grouping consists of 30-35 students that will learn and study collaboratively as a collegial group of students throughout their time in the program. Cohort groupings typically develop into strong learning communities that provide valuable support and career-networking. Courses are run in an accelerated eight-week course structure, with students generally taking two-classes per eight-week session.

## The Public Service Institute (PSI)

Santa Ana College offers a unique program of business seminars through its Public Service Institute (PSI) program. The business seminars offered through the PSI vary in length from eight (8) to 16 hours and cover specific topics and skills in the following categories: Management, Communication, Computer Applications, and Self-Improvement. The seminars are college credit and are taught by professional experts. The seminars are offered off-site from the main campus at either the college's Digital Media Center (DMC), or at the worksite of a respective employer, such as the Orange County Transit Authority. The college also provides PSI business seminars to its classified staff at no charge for purposes of staff development and training. The delivery system and mode of instruction provided by PSI business seminars is appropriate to the current and future needs of its students.

## Basic Fire Academy

The Basic Fire Academy is structured to meet the needs of the Fire Service. The Basic Fire Academy is a capstone program with six prerequisite Fire Academy Courses (FAC). The college Director of Fire Instruction meets on a regular basis with a Fire Agency Advisory Committee. The committee members come from the Orange County Fire Chiefs Association and are comprised of two Fire Chiefs representing Brea, Fullerton, and Orange city fire departments. Students graduating from the Basic Fire Academy obtain the State Fire Marshal Firefighter 1 Certification, required for employment by fire agencies in the State of California ([IIA-31](#)).

## Criminal Justice Academies

The delivery systems and modes of instruction used by the Criminal Justice Academies department were designed in coordination with the California Peace Officer Standards and Training Commission to fit the current and future needs of students who are either California peace officers or individuals preparing for a career in the field of law enforcement. The state commission maximizes student learning and assures student success both in the classroom and on the job. Success is measured by the commission in terms of agency crime analysis, enforcement trends, and community/officer safety. Student success is enhanced by the college department through SLO data. The data is collected, assessed, modified and implemented at the program and course level to improve student learning and success.

In the non-credit mode, Centennial Education Center serves as the main campus, with almost 40 sites serving non-credit students.

The Curriculum and Instruction Council (CIC) has voting representatives from each division, an instructional dean, the Vice President of Academic Affairs, and the Articulation Officer as a non-voting member. Every new and revised course, new and revised program, course placement into General Education Categories, CSU and IGETC are reviewed by CIC to determine that the delivery of instruction supports the objectives and content of courses and programs. All Course Outlines of Record (COR) indicate *Methods Employed to Help Students Learn* and modes of delivery. Methods include: class discussions; electronic delivery through Blackboard; group study; exercises; handouts; lecture; reading assignments; visual aids; and written projects and reports, or performances/presentations. All courses are offered in traditional delivery. Sections of many of the courses are offered in the distance education mode, either hybrid or completely online. Therefore, a Technically Mediated Instruction (TMI) form must accompany all COR's.

## Evaluation Process

Through cyclical SLO assessment and implementation, the college ensures that delivery of instruction fits the objectives and content of courses (IIA-32 = IIA-71?). Through dialogue during department, division, and other campus meetings, faculty discuss curriculum content and appropriate modes of delivery. Achievement data is reviewed to determine the effectiveness of delivery systems and modes of instruction that facilitate student learning. For example, fall 2012, the English department made the decision to reduce the number of English N50 (i.e., three levels below transfer level) sections and offer this course in an accelerated format because the

achievement data indicated that students placed into N50 had only a three percent chance to successfully complete the sequence. In addition, in spring 2014, the reading department met to review every SLO in every course and made several changes. The changes exhibit more continuity in a student's progress through the program, as he/she builds upon skills learned in a previous reading class.

At the division level, division curriculum committees review new courses and quadrennial revisions. TMI forms, modes of instruction and delivery systems are discussed. In addition, a report related to the Teaching Learning Committee is also included ([IIA-40](#)). At the college level, the Academic Senate, CIC, and the TLC engage in dialogue regarding instruction and delivery systems. The TLC, when reviewing program review reports, considers achievement data differences between traditional and distance modes. Discipline-area experts present the quadrennial reports to this interdisciplinary workgroup so questions may be answered ([IIA-33](#)).

Professional development is another arena of preparation and dialogue regarding instructional delivery systems. The Distance Education Office provides training for faculty. The online certification process also requires DE faculty to complete either the SAC DE Instructor Certification ([IB-25](#)) or the @ONE Certification to teach a DE course. Emphasis is placed on regular effective contact, accessibility, student authentication measures, last date of attendance, and online teaching pedagogy (IIA-34?).

Program Review demonstrates success rates for each course, and comparisons between traditional and DE modes are analyzed. For example, as a result of program review, the Modern languages Department made some revisions to the Spanish hybrid courses to increase the student success rate to 85% (doc). In addition, the schedule has changed to include more pathways, more accelerated formats and more DE sections ([IIA-27?](#)).

### **Self Evaluation**

The college meets this standard. SAC offers a variety of educational approaches to meet the needs of students through different instructional delivery systems and modes. Courses are available at varying times throughout the week, the semester, and the year in different scheduling patterns. The college uses enrollment data and institutional research to measure effectiveness of delivery systems and modes of instruction. Faculty examine research about the delivery systems in order to review strategies that will improve student learning and achievement of goals. The college's expanded Distance Education program, with its hybrid and completely online courses offers an enhanced delivery mode.

### **Actionable Improvement Plans**

The faculty will continue to evaluate success rates in the distance education mode.

The college will explore more alternatives to scheduling patterns to meet changing student needs.

## **II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

### **Descriptive Summary**

Student learning outcomes have been identified for courses, programs/degrees, and certificates by discipline area faculty (e.g., HSS Division/Kinesiology—certificate). Course-level SLO's were completed by spring 2008, following the CIC four-year plan (2004-2008). By spring 2011, all departments had also completed quadrennial capstone review of course and program-level outcomes through the Portfolio Assessment/Program Review 19-Question Template (19QT) ([IIA-35](#)).

Seven college-wide ILO's (Core Competencies) were agreed upon by the TLC and approved by C&I and the Academic Senate in 2006. Departments held meetings, discussed the ILO's, and assigned individual faculty members the task of tailoring course curriculum to develop specific course-level SLO's. The chair of the TLC also attended meetings of individual departments to aid in the development and assessment of course-level SLO's and the relation to the ILO's ([IIA-35](#), [IIA-36](#) and [IIA-37](#)).

From 2002, when the program review process was developed, to 2012, a course-embedded approach to program and institutional level learning outcomes assessment was the principle utilized within the quadrennial program review reports. After evaluation of the process, changes were initiated. Forms were changed and more concentration was placed on program-level assessment, with program level learning outcomes as the overarching element which informs course-level outcomes (Example—Modern Languages, [IIA-38](#)). In addition, as a result of this analysis, since the 2008 Self Evaluation Report (i.e., Institutional Self Study), progress has been made in redesigning the course-level SLO's as well, and they are now assessed in a more effective manner. There has therefore been more effective linkage between the course, program and Institutional Learning Outcomes in the last two years.

## SLO's Identified and Assessed

The institution has identified seven Institutional Learning Outcomes (ILO's), formerly called Core Competencies, for all credit and non-credit programs. These serve as the General Education Outcomes as well as all certificate programs and non-credit programs. ILO's may be found on the college website as well as the SAC 2014-2015 Catalog, p4, and the Program Review Repository.

**Table 38. Institutional Learning Outcomes (Core Competencies)  
(The Basis of General Education Student Learning Outcomes)**

<p><b>1. Communication Skills</b></p>	<p><b>a. Listening and Speaking</b> Students will listen actively and respectfully to analyze the substance of others' comments. Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.</p> <p><b>b. Reading and Writing</b> Students will read effectively and analytically and will comprehend at a college level. Students will write in an organized and grammatically correct fashion to explain their feelings and support a conclusion.</p>
<p><b>2. Thinking and Reasoning</b> Students will identify and analyze real or potential "problems" and develop, evaluate, and test possible solutions using creative thinking, analysis and synthesis, quantitative reasoning, and/or transfer of knowledge and skills to a new context as appropriate.</p>	<p><b>a. Creative Thinking</b> Students will develop the skills to formulate original ideas and concepts in addition to integrating those of others in the creative process.</p> <p><b>b. Critical Thinking</b> Students will think logically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others.</p> <p><b>c. Ethical Reasoning</b> Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgments and decisions.</p> <p><b>d. Quantitative Reasoning</b> Students will use college-level mathematical concepts and methods to understand, analyze and explain issues in quantitative terms.</p>
<p><b>3. Information Management</b></p>	<p><b>a. Information Competency</b> Students will do research at a level that is necessary to achieve personal, professional and educational success. They will use print material and technology to identify research needs, seek, access, evaluate and apply information effectively and responsibly.</p> <p><b>b. Technology Competency</b> Students will use technology learning tools and technology applications at a level appropriate to achieve discipline-specific course requirements and standards. Demonstrated skills might include, but are not limited to: word processing and file management; use or development of simulations, web</p>

	pages, databases, etc.
<b>4. Diversity</b> Students will develop individual responsibility, personal integrity, and respect for diverse peoples and cultures of the world.	<b>a. Cultural</b> Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities. <b>b. Social</b> Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values. <b>c. Environmental</b> Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about
<b>5. Civic Responsibility</b> Students will take personal responsibility for becoming informed, ethical and active citizens of their community, their nation and their world.	
<b>6. Life Skills</b>	<b>a. Creative Expression</b> Students will produce artistic and creative expression. <b>b. Aesthetic Appreciation</b> Students will respond to artistic and creative expressions. <b>c. Personal Growth</b> Students will demonstrate habits of intellectual exploration, personal responsibility, and practical and physical well-being. <b>d. Interpersonal Skills</b> Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.
<b>7. Careers</b> Students will develop the knowledge and skills necessary to select and develop careers.	

**Note:** *Core Competency 3* was revised to separate Information and Technology Competency (Curriculum and Instruction Council approval—October 26, 2009) (see [IA-1](#)).

Each department has mapped course-level SLOs to the ILO's (example: [IIA-38](#)). Prior to 2013, the SLO's of each course were required to be linked to the ILO's. There was considerable discussion on the part of faculty regarding this alignment ([IIA-40](#) and [IIA-41](#)). After attempting to utilize this protocol, three issues were identified: 1. Many courses had too many SLO's, and in fact, they were objectives and not SLO's. 2. Some of the SLO's were not measurable at the course level. 3. Courses should not have been linked to all seven ILO's, and this was not clear. As a result, the process was streamlined, and new forms were developed for course-level and program-level outcomes (Deans' meeting minutes). In addition, it was determined that course-level SLO's should be linked to the PLO's, not the ILO's ([IIA-42](#)).

Furthermore, all course syllabi include approved SLO's, which are the same regardless of delivery method used. Syllabi are given to students the first class session and are available in all division offices. Students may also access syllabi electronically on Blackboard, the Learning Management System (LMS) utilized at SAC. The college recognizes that SLO creation and assessment is an ongoing process, and therefore, the faculty is engaged in continually revising SLO's to ensure quality. For example, in the Anthropology Department, the SLO's of the Language and Culture course decreased SLO's to three ([IIA-43](#)).

The faculty who collaborate within their discipline departments to determine and revise SLO's create effective assessments. Professional development workshops were created to help faculty understand the efficacy of using assessment data to make changes to their courses and programs. Assessments are in place to measure SLO's at the course level. For example, The Modern Languages Department employs an assessment tool to determine if students who participate in

Directed Learning Activities succeed better on the final exam than those students who do not use the DLA's. Initial findings indicate that students that participate in the DLA's have higher rates of course completion with grades of A, B, or C than students who do not.

The SLO/program review component of SAC's integrated planning is currently a bipartite process as it evolves into an annual process with SLO assessment conducted each semester ([IIA-44](#), [IIA-45](#) and [IIA-46](#)). In 2007, SAC began a quadrennial program review known as the Portfolio Assessment/Program Review ([IIA-7](#)). This four-year review is meant to be a capstone analysis of annual program review and semesterly SLO analysis, utilizing the 19QT for program performance. Rubrics and other analyses are used to assess SLO's. Course-level and program-level SLO analyses are demonstrated on the SLO Forms ([IIA-47](#) and [IIA-48](#)).

Faculty members come together annually to review program outcomes and adjust curriculum as necessary. SAC's career technical education programs also seek input from advisory groups comprised of industry partners to assure curriculum meets industry needs.

## Distance Education

DE program student learning outcomes are developed, evaluated, and redefined on an annual basis. Current Program SLOs ([IIA-30](#)) were developed to assure DE student success in follow-on online course and future online programs at transfer institutions.

## Online Degree Pathway

The DE Online Degree Pathway SLO's are defined by the DE Advisory Group and reviewed by the Academic Senate. Plans are to compare student retention and success with traditional course and program achievement data. The process will be iterative, adjusting SLO's; student and faculty training and preparation techniques; course offerings; and style of delivery based on SLO assessments. Student surveys will also be utilized to evaluate the success of the program; course delivery methods; student preparation and support; faculty preparation and support; and program office support. The following will be involved in the evaluation process: District Research, VP of Academic Affairs, DE Coordinator, DE Support Services Specialist, and the DE Advisory Group.

## Dialogue about the Results of Assessment

As of 2012, SAC initiated SLO assessment on a semester basis using the Course SLO Assessment Report ([IIA-42](#), resources page). The assessment begins with assuring that course SLO's align with the PLO's, which align with the college's seven ILO's. Each SLO must be measurable.

Examples of the newly adopted processes for course SLO assessment and program review may be found on the program review repository [sac.edu/program\\_review](http://sac.edu/program_review) (Econ-Geography dept minutes 05-20-13).

Modern Languages ([IIA-49](#) and [IIA-50](#))

Nursing ([IIA-51](#))

## Allocation of Resources

When departments conduct SLO assessment and update annual goals, resource requests are made and sent to the division deans (Resource Allocation Request –English, EMLS [sac.edu/program\\_review/HSS](http://sac.edu/program_review/HSS)). The division deans then prioritize requests with the aid of the department chairs (Example Division-level HSS RAR [IIA-52](#); HSS Area plan example; HSS SLO-Program Review Schedule). These requests are then sent to the vice president, who prioritizes requests with the aid of the deans (2013 Academic Affairs Area Plan—RAR, [IIA-53](#)). Requests from the vice presidents then advances to President's Cabinet.



In addition, every four years, departments complete the quadrennial capstone program review utilizing the 19QT (19QT; cyclical program review calendar—[same as docs on p 211 right before distance Ed piece](#)). The Teaching Learning Committee, the interdisciplinary workgroup charged by the Curriculum and Instruction Council with review of all program review reports, reviews all reports and makes recommendations based on aggregating trends from these reports. (TLC minutes (see [IA-37](#)); 19QT How to ([IIA-54](#)); Cyclical PR ([IIA-55](#)).

Discipline experts from the departments under review attend the TLC meeting to present reports and answer questions. On occasion, the TLC also requests revisions to the reports, and they are presented a second time (example— Engineering Department—TLC minutes 12-09-13; 02-13-14, [IIA-56](#) and [IIA-57](#)).

TLC review of program review documents has led to recommendations based on observed trends in goals stated by several departments. One trend that was identified by the TLC was the need of a college-wide Learning Center to replace the Writing Center and the Tutorial Learning Center. The former Writing Center served only students in English and English for Multilingual Students (EMLS); the Tutorial Learning Center was underutilized. The comprehensive Learning Center (LC) was created and opened in fall 2013 and serves students from disciplines across the college. At this time, the main focus of the Learning Center addresses the ILO in Communication Skills, in reading and writing. Directed Learning Activities (DLA's), a main component of the LC have been created for Modern Languages, English, EMLS, Communication Studies, Study Skills, and Time Management. One-on-one tutoring is also available for students in Accounting, Biology, Engineering, Human Development, Math, Physics, Political Science, Sociology, Anthropology, Chinese, Spanish, French, Vietnamese, and Japanese ([IIA-58](#)).

## Course and Program Alignment

The college has developed ways to align courses to programs by developing explicit program learning outcomes instead of utilizing the implicit course-embedded approach. Mapping charts are also utilized to connect all courses to the ILO's that are embedded within the courses. The Modern Languages Department explicitly demonstrates to students which course-level SLO and which ILO is being addressed in each class session ([IIA-59](#)).

## Geography Program-level Review

([IIA-60](#))

## Reading Department Program-level

Reading Department Program Level SLO Assessment ([IIA-61](#))

Reading Department Course Level SLO Assessment ([IIA-62](#))

As a result of program review, a major restructuring of the Kinesiology Division occurred to create three major areas instead of seven departments: Intercollegiate Athletics, Health & Physical Education, and Professional Studies. This has made analysis of achievement data more focused and made it possible to revise student learning outcomes more authentically ([IIA-63](#)).

## Assessment of the AA Degree

Since ILO's are utilized as the General Education Outcomes, the TLC has developed two charts to map which ILO's are addressed in each GE category (credit ILO-GE mapping chart; SCE ILO mapping chart). In addition, the TLC has discussed how to assess the ILO's in terms of General Education. Specific Outcomes for each GE areas will be developed and then connected to the specific outcomes of the ILOs ([IIA-64](#) and [IIA-65](#)).

## Assessment of Support Areas

Instructional Support

Academic Support SLO's were developed for the Nealley Library ([IIA-66](#)), the Learning Center (see [IIC-79](#)), the Math Center and the Academic Computing Center. Assessments of the SLO's have been ongoing.

Student Services—paragraph needed here--Sara

Administrative Services—paragraph needed here--Michael

### **Self Evaluation**

All departments have undergone quadrennial program review, and the second cycle of quadrennial review will be completed fall 2014. All course-level SLO's at the college have been assessed, and adjustments to the SLO's and methods of instruction have guided improvements. Program-level learning outcome analysis began with Mapping to the ILO's. PLO's have been developed, placed on the new assessment form and assessed at 79%, a 29% increase since submission of the 2014 Santa Ana College Annual Report ([sac.edu/program\\_review](http://sac.edu/program_review) IIA-67?).

The Institutional Learning Outcomes have been mapped to General Education Outcomes in the credit program and also in the School of Continuing Education. The TLC has discussed ILO's when analyzing the quadrennial program review reports and has provided linkages to the goals of the Strategic Plan.

Also in 2012, a faculty-driven taskforce of the Academic Senate was formed to identify SLO assessment and program review software designed to assist with the integration of planning and budget. Following review and vetting, the final recommendation of the taskforce was to purchase TracDat. This recommendation was presented to the Academic Senate, and with the support of this body, the recommendation was forwarded to SAC's College Council and approved at the beginning of the 2014 spring semester ([IIA-68](#), Feb. 12, 2014).

### **Actionable Improvement Plans**

All departments and units will complete assessment of Program-level Learning Outcomes for degrees, programs and certificates. Outcomes will be developed for each GE area and connected to the ILO's. All ILO's will be assessed at 100%.

The efficacy of the new Learning Center will be assessed.

**II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

### **Descriptive Summary**

Santa Ana College offers many types of instructional courses and programs. These courses and programs are designed to address the needs of students while maintaining a high level of quality. All credit and non-credit courses, whether remedial, developmental, AA degree level, or transfer level, undergo the curriculum approval process regardless of mode of delivery or location. The college catalog provides a complete listing of courses, programs, and certificates currently offered. Programs of study and course descriptions are provided. The catalog includes both college level



as well as remedial and developmental courses. The School of Continuing Education list of courses and programs is also included in the catalog (see [IA-2](#)).

SAC has an extensive course approval process to assure quality and improvements that begins with the academic division of the particular discipline seeking approval for a new course or the modification of an existing course. Faculty develop or modify a course outline of record in accordance with the SAC Curriculum and Instruction Handbook 2014-2015 ([IIA-69](#)). Faculty input the course outline of record into CurricUNET (IIA-70), the college's online curriculum management system.

Upon completion of the course outline of record, faculty present the course to the curriculum committee of their respective division ([IIA-40](#)). Upon committee approval, the course is either approved and forwarded to the college's Curriculum and Instruction Council (CIC) or returned to faculty for revision and improvement. The Council reviews curriculum in accordance with the *Curriculum and Instruction Handbook* and the California Community Colleges Chancellor's Office (CCCCO) *Program and Course Approval Handbook* ([IIA-71](#)). The course is then either approved and forwarded to the CCCCCO for approval or returned to faculty for revision and improvement.

## **Distance Education**

Individual courses are offered in a DE delivery mode after careful consideration by their respective departments and divisions. When proposed to the Curriculum and Instruction Council, a DE Addendum (see [IB-26](#)), the Technically Mediated Instruction Form (TMI), is submitted for DE mode delivery. A sample Addendum is provided at the DE website and the Curriculum and Instruction Council website ([IIA-72](#)).

The Online Degree Pathway program was developed as a means for students to complete the AA in Business Administration. The online format also offers students the ability to transfer into California State University, Fullerton Business Administration online degree program (see [IA-11](#)).

Ongoing course review for policy and best practices is conducted by faculty using the Online Course Self- Assessment (see [IB-27](#)).

## **School of Continuing Education (SCE)**

Santa Ana College also provides students access to non-credit continuing education courses and programs. The SCE mission states: "The Santa Ana College School of Continuing Education is a responsive community leader dedicated to adult student success through innovative educational programs and services. The School of Continuing Education prepares students to transition to college, improve language and workforce skills, increase civic involvement, and promote lifelong learning." All SCE programs and courses are contained within the SAC catalog. SCE course and programs also undergo the curriculum review process; an SCE representative is a voting member of the CIC.

## **International Student Program (ISP)**

The International Student Program ([IIA-73a](#)) at SAC is approved by the Student Exchange and Visitor Program (SEVP) School Certification Branch, which is an agency of the US Department of Homeland Security, to admit international students and issue I-20's for those students to gain entry to the U.S. to study. The program develops, implements, and administers comprehensive programs and activities related to community service volunteerism, community partnerships, career exploration, career experience, and service learning ([IIA-73](#)).

## **Community Services**

The Santa Ana College Community Services Program is a stand-alone program. This process to ensure the quality and improvement begins with networking, advertising, following trends, reading other community service program brochures, attending state-wide workshops, and getting feedback from instructors and residents ([IIA-74](#)).

## **Self Evaluation**

Santa Ana College meets this standard.

## **Actionable Improvement Plans**

None.

### **II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

#### **Descriptive Summary**

SAC adheres to the policies, regulations and procedures as set forth in the college's *Curriculum and Instruction Handbook* ([IIA-69](#)) and the *CCCCO Program and Course Approval Handbook* ([IIA-71](#)).

Each academic division has a faculty-driven division curriculum committee which reviews and approves course or program revisions and new courses or programs.

In order for a course or program to be created, modified, or deleted, it must be approved by the department, department chair, Division Curriculum Committee, and the Curriculum and Instruction Council (CIC). The CIC, the standing committee of the Academic Senate, serves as a voice for the faculty on all academic and professional matters relating to curriculum. The college approval process is as follows:

- Faculty initiate all new curriculum proposals and all curriculum modifications after a collaborative discussion with peers and advisory boards, if needed. Once a curriculum change is identified, the faculty member enters the new or modified curriculum proposal into CurriCUNET.
- The proposal is reviewed and approved by all faculty within the department, and then it is routed to the Division Curriculum Committee for review and approval. The division curriculum committees are chaired by a faculty member who often also serves as the CIC representative for the division. Following submission to CIC, curriculum items are first seen at the Technical Review Committee. Current membership includes the CIC Council Chair, Chief Instructional Officer (VPAA), Articulation Officer and Support Services assistant. The Technical Review Committee ascertains that all policy, program and course proposals are complete; insures accuracy and proper formatting; and determines which proposals will be reviewed by CIC

The Curriculum and Instruction Council also reviews prerequisites/ co-requisites, units, hours, methods of instruction, delivery modes, grading standards, and assessment methods. The Council also reviews all policy changes included in the catalog (e.g., Student Honesty Policy). Upon approval, curriculum is submitted to the California Community College Chancellor's Office. At any step in the process, the proposal may be denied and returned to the faculty for further updates and changes.

Faculty initiate the proposal process and play a critical role in designing the course or program curriculum, determining appropriate delivery modes, and creating SLO's as well as participating in the curriculum review process, which occurs every four years.

Faculty members review courses and programs in a process that includes consultation with discipline peers. Faculty members within each discipline meet to agree on the SLO's for each course, program, certificate, and degree. Both success and achievement data are utilized for annual program review and goals updating. The assessments are ongoing and systematic and used for the improvement of student learning.

## Distance Education

Faculty is central in course quality and improvement of DE courses. The DE Instructor Certification (see [IB-25](#)) provides comprehensive online teaching pedagogy, discussion for colleague collaboration, and takes faculty through the online course development in a systematic format.

## Development Process

After careful consideration, the department and division may determine if a DE format is an appropriate delivery mode. In the curricular process, the DE Addendum (see [IB-26](#)) is completed by the department with special considerations for the DE course, including planned student participation techniques, DE course adaptation, and effective student learning verification.

A certified online faculty develops the DE course and may work with the DE office, faculty peers, and mentors.

## Evaluation Process

The course is self-assessed using the Online Course Self-Assessment (see [IB-27](#)) tool for verification of required online course attributes and best practices prior to the online course offering. Additionally, on an ongoing basis, student retention and success is reviewed by the dean, as for all classes.

## Improvements

Review of DE Research reports (see [IB-29](#)) has resulted in the following modifications in DE:

1. Correspondence Education (offered in the telecourse mode) courses are no longer offered at Santa Ana College.
2. Improved measures to teach and inform faculty of online teaching requirements and best practices have been put into place with the DE Instructor Certification .

## International Student Program

In addition to traditional credit programs, the college has a program that meets the needs of International Students. English language training is offered through the English Language Academy.

In addition, through surveys, international students demonstrated that they know how to utilize on campus resources to attain an AA/AS degree and/or transfer to a four-year institution.

In 2013, SAC initiated a new course SLO assessment procedure on a semester basis and program review on an annual basis ([IIA-42](#)). Initiated by the SAC Academic Senate, a taskforce comprised of faculty worked for a year evaluating software systems. TracDat was recommended and approved by the Academic Senate to serve as an assessment software platform.

The Department Planning Portfolio process has also been revised to include an annual request for resources aligned to program goals and the SAC Mission. Faculty submit Resource Allocation Requests (RAR's) (RAR template, e.g., Modern Languages, [IIA-75](#)) to their respective division dean, who compiles the requests and submits a prioritized division RAR (RAR—Humanities and Social Sciences Division, [IIA-52](#)) to the Vice President of Academic Affairs. Programs are allocated funding based on prioritized need. This assures the quality and improvement of all instructional courses and programs in both credit and non-credit programs ([IIA-76](#)).

## Self Evaluation

Santa Ana College meets this standard. The policies are clear, and campus procedures are followed. Faculty acknowledge the central role of faculty in the development of new curriculum and have actively participated in the development of SLO's for all courses and programs.

## **Actionable Improvement Plans**

None.

**II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

### **Descriptive Summary**

#### **SLO's**

The college relies on faculty expertise to develop measurable student learning outcomes for courses, certificates, programs, and degrees. Direct evidence of this is provided in the course syllabi. Faculty incorporate the course level SLO's on the course overview to indicate the expected level of performance in each course. Example—ANTH 104, ([IIA-43](#)); ANTH 100, EMLS 109, ENGL N50; HIST 124H, READ N49A, SLPA 190 and SPAN 201 ([IIA-77](#)).

SLO's and assessments are in place for courses, certificates, programs, and degrees. The college has a faculty-driven program review Portfolio Assessment/Program Review (PA/PR) process. This PA/PR process has continued to evolve with the continued goal of assessments that are ongoing, systematic and used for the improvement of student learning. As part of faculty development in February, 2014, an SLO workshop was held to ensure the writing of effective SLO's and to stress the importance of authentic assessment ([IIA-78](#)).

The Teaching Learning Committee (TLC, [IB-24](#)) also provides a forum for the discussion of SLO's and assessment practices from an interdisciplinary perspective. This committee has also sponsored ongoing faculty development related to the PA/PR process and assessment of SLO's (see [IIA-36](#)).

Currently, faculty utilize course-level and program-level assessment forms for assessment of all courses, certificates, programs and degrees ([IIA-47](#) and [IIA-48](#)). These forms are available to faculty on the college program review website under "Resources." The program review process is outlined in documents on the resources section of the program review website as well.

An example of a program that has completed all aspects of SLO assessment and program review and utilized data for continuous improvement is the Nursing Department ([IIA-79](#)). Course-level SLO's, PLO's, and ILO mapping is included.

The program review process aligns with the overall plan of the college. Course SLO assessment occurs each semester; program-level assessment is conducted annually. Program goals are reviewed and updated based on success and achievement data. Department faculty collaborate to request the resources needed utilizing the Resource Allocation Request Form (RAR). The requests must be linked to the college mission and goals of the Strategic Plan ([IIA-80](#), and [IA-34](#)).

#### **Competency Levels**

Competency levels for CTE programs are often determined with the assistance of advisory boards. Advisory committees are involved in curriculum development, which helps guide the course content and appropriate SLO's and competency levels. Fashion Design Merchandising (FDM), Fire Technology, Human Development, Criminal Justice, Occupational Therapy Assistant (OTA), Nursing, and Kinesiology are examples of revised or new programs that have relied upon their advisory committees ([IIA-81](#)).

CTE competency levels may also meet national/professional standards or those of an outside accrediting agency. For example, students enrolled in the Joint Powers Training Center Fire Academy must pass all coursework at a level of 80% or higher to qualify to become a Fire Fighter I (California State Fire Marshall Office). The Registered Nursing program uses the pass rate on the state licensing State Board of Registered Nursing licensing exam as an indicator of meeting program SLO's. The Occupational Therapy Assistant Program is accredited by the outside agency, the National Board of Certification for Occupational Therapy, and students complete the national certification examination. The program had an onsite accreditation review in 2010 and received a ten-year accreditation, which is the highest possible. The program also has a high pass rate on the national certification test. The average pass rate for the 2010-2012 is was 85% on the first attempt and 99% for the second subsequent attempt. The Automotive/Diesel/Welding department tracks certificate completions. Since 2008, 171 automotive program certificates were awarded, and 87% of former students surveyed were employed in the automotive field ([IIA-82](#), [IIA-83](#) and [IIA-84](#)).

The Speech Language Pathology Assistant (SLPA) program prepares students for employment assisting speech-language pathologists. Upon completion of the AA degree, the student becomes eligible for licensure through the Department of Consumer Affairs, Speech-Language Pathology & Audiology & Hearing Dispensers Board. The department tracks the number of degrees completed annually and surveys these former students regarding employment. Since 2009 the average number of graduates each year is 25. When surveyed, 76% of the students stated that they had found employment, with 64% acquiring work in the field in less than one year.

In other instructional programs, such as the Chemistry Department, standardized examinations are used to gauge student success and competency. In the Chemistry Department quadrennial program review for 2013, three distinct SLO's were outlined ([IIA-85](#)). The program review process demonstrated the need to realign some of the standardized testing to allow for better analysis of competency.

## Institutional Assessment

The institution regularly assesses student progress toward achieving outcomes at the course, program, and institutional levels (see [IA-24](#)). Faculty members meet each semester to assess SLO's by reviewing the data and then adjusting the SLO's if needed. Input from advisory boards is also utilized when appropriate. The role of the Curriculum & Instruction Council and the Teaching Learning Committee (TLC) in review of SLO assessment and Program Review aids faculty in creating curriculum and clearly defined outcomes for students.

## Distance Education

Santa Ana College has an active Distance Education Advisory Work Group. Representation consists of at least one faculty member from each division, the Vice President of Academic Affairs, the DE Services Support Specialist, and the DE Coordinator. The role of the DE Advisory Group member is to assist the DE department in advisement toward achieving the DE mission:

*Our mission in Distance Education at Santa Ana College is to provide our students and faculty with the highest quality distance education program. We accomplish this mission by assuring that coursework for our students provides the depth and breadth of a quality post-secondary degree education while insuring the use of leading edge technology and excellence in teaching.*

The DE Advisory Group has supported the department and the college by assisting in the writing of policy, college distance education direction, and goals; determining of best practices; and teaching necessary workshops for colleagues. The DE Advisory Group is active and productive.

Several means of data are used to assess student progress:

- DE Research Report (see [IB-29](#) and [IB-44](#)) – Compares course sections for student success and retention for online, hybrid, and traditional delivery modes for institutional quality.



- DE SLO Student Survey ([IIA-21](#)) – Student competency verification for DE is measured and evaluated.

Students have a clear path toward current degree requirements with DE advisement offerings (IIA-116) available on the college website for Plan A, B, and C. The Online Degree Pathway is run as a cohort with a course structure that is precise and enables completion within two years. Information is on the college website for the Online Degree Pathway (see [IA-11](#)). Continued DE Research comparisons and student surveys needs to be conducted for this program to assure quality of the program and courses.

### **Self Evaluation**

Santa Ana College meets this standard. The college has demonstrated that it relies on faculty expertise and advisory committees to identify measurable SLO's for courses, certificates, programs, and degrees. Course-level SLO's have been assessed within quadrennial program review reports since 2007. One hundred percent of courses contain SLO's and have been assessed and revised as needed. Seventy-nine percent of program-level outcomes have been assessed. Most departments have mapped courses on the Institutional Learning Outcomes Mapping Chart. General Areas have been aligned to the ILO's; however, even though the ILO's serve as GE Outcomes as well, GE outcomes need to be developed and assessed separately.

### **Actionable Improvement Plans**

All departments and units will complete assessment of Program-level Learning Outcomes for degrees, programs and certificates.

Outcomes will be developed for each GE area and connected to the ILO's. All ILO's will be assessed at 100%.

Continued DE Research comparisons and student surveys will be conducted for this program to assure quality of the program and courses.

## **II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

### **Descriptive Summary**

New and existing programs undergo an extensive curriculum review process to assure they possess the appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning commensurate with high-quality instruction. In accordance with California Title 5 Regulations, California Education Code, and RSCCD Policies, the Curriculum and Instruction Council (CIC) reviews all new course/program offerings and modifications to existing courses/program to assure standards of high-quality instruction are met. Faculty representatives from each academic division and student services serve on the CIC in addition to the Vice President of Academic Affairs and one Instructional Dean ([IIA-86](#)).

Quality of instruction and academic rigor are addressed through the faculty hiring process, tenure review, approval of new programs, and program review monitored by deans and other administration. Additionally, the catalog lists number of degrees and certificates of completion as a testimony to the quality of the programs (see [IA-2](#)).

CTE programs, such as the Registered Nursing, Fire Technology, and Occupational Therapy Assistant programs follow curriculum patterns modeled or mandated by state, regional, or national organizations. The criteria are set through state and national standards and advisory committees for the Career Technical Education programs. **VTEA IC Final Reports**

The curriculum patterns for the associate degree are listed in the college catalog and reflect the mission statement of the college and the philosophy of general education requirements in breadth

of courses necessary for general education. The breadth and depth of curricular content are used to determine the collegiate versus pre-collegiate level (see [IA-2](#), 2013-2014, pp 36-38).

The transfer requirements for the California State University and the University of California are identified in the college catalog. Completion of one of these patterns (Plan A, B) allows students to be fully GE-certified (CSU-GE Breadth or IGETC); as a result, they are not required to complete additional lower division general education courses after transfer to any UC or CSU campus. (see [IA-2](#), 2013-2014, pp 39-40). Santa Ana College now also offers 21 Associate Degrees for Transfer (ADT) degrees (18 AA-T; 3 AS-T) to the CSU system (see [IA-2](#), 2013-2014, p. 31).

Discipline-area experts present courses for review at CIC and program review documents at the TLC.

## **Distance Education**

Courses for the Online Degree Pathway (see [IA-11](#)) were selected to cover the appropriate degree breadth and depth by use of the Santa Ana College ILO's (formerly Core Competencies) (IIA-119). Quality of DE courses is assured by the DE Instructor Certification ([IB-25](#)) requirement and annual DE Research data analysis. The DE Advisory Group (IIA-121) is an active participant in discussions and decisions regarding quality of online instruction. Dialogue amongst online faculty is made available through "DE SAC Lunches."

## **Self Evaluation**

Santa Ana College meets this standard. The college has demonstrated that it relies on national standards, faculty expertise, and advisory committees to identify measurable SLO's for courses and programs. Discipline area faculty play a significant role in the determination of appropriate breadth and depth and quality of instruction.

## **Actionable Improvement Plans**

None.

## **II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

### **Descriptive Summary**

SAC recognizes the diverse needs and learning styles of students by offering a variety of courses and schedules. Within the sixteen-week semester, courses of eight, six, four, two and one week are also offered. Accelerated patterns, such as Express to Success and FastTrack, are also offered. For example, in the English Department, students can enroll in English 061 (one level below transfer) in the first eight weeks and then English 101 (transfer level) in the second eight weeks of the 16-week semester ([IIA-87](#)).

The TLC reviews course and program-level data regarding success and achievement rates when quadrennial program review reports are presented for review (see [IB-24](#)). Interdisciplinary colleagues discuss reports in terms of program and institution-level rigor and student achievement. Delivery modes and teaching methodologies are discussed. A variety of considerations determines delivery mode. For developmental students, more interactive approaches that encourage student involvement are generally preferred. For example, Reading Apprenticeship (RA) strategies were utilized in developmental courses. However, at this time, RA has been infused into transfer-level courses as well.

January intersession and summer school classes are also offered. Diverse methods of instruction include completely online and hybrid sections in addition to lecture and lab course delivery. Training is available for faculty who teach online to address student learning styles. There are also flexible calendar activities to update knowledge and understanding of instructional techniques and assessment.

Different learning styles are also supported by student learning centers, such as the Learning Center and the Math Center ([IIA-58](#) and [IIA-88](#)).

For students who want to learn more about their individual learning styles, Study Skills courses are available. Furthermore, all courses utilize multiple measures of assessing student learning to account for the fact that students demonstrate learning in different ways. Each COR contains multiple measures of assessing student learning and demonstrates varied instructional delivery methods ([Anth 104 COR](#)).

There is a commitment to meeting the needs of the diverse student population as reflected in the DSPS Mission Statement: “The mission of Disabled Students Programs and Services at Santa Ana College is to provide equal access to educational opportunities for students with verifiable disabilities. Through the utilization of specialized instructional programs and disability related services, DSPS encourages and fosters independence and assists students in attaining their educational, personal, and vocational goals.”

The Basic Skills Coordinator leads a Basic Skills Task Force that has convened and developed a plan to improve the retention and successful course completion rates for developmental students. The BSI coordinator is a member of the TLC and leads discussions on developmental learning issues.

Students complete matriculation testing for reading, math, English, and EMLS as needed. Based on this testing and input from Counseling, students are placed in appropriate classes. The SAC Testing Center validates student placement with faculty to determine the appropriateness of the placement ([IIA-89](#)).

## **Distance Education**

### *Learning Styles*

Students are directed to discover their learning style and appropriate means for accommodating their learning style in their coursework at the distance education website ([IIA-90](#)), in student workshops ([IIA-91](#)), and at the Online Student Orientation (see [IA-10](#)). Feedback on the Online Student Orientation ([IIA-92](#)), particularly for learning style discovery, was found to be one of the most helpful areas provided to students. Students were surveyed toward the end of the semester to ascertain the helpfulness of the orientation toward preparation for the students' current online courses.

### *Assessments*

DE faculty are advised to utilize multiple teaching methodologies and assessments. Various approaches are reviewed in the DE Instructor Certification ([IB-25](#)) modules, from the “New Technologies” module on creating captioned videos, the “Effective and Engaging Techniques” module on interaction, and the “Assessment Methods” module. Multiple measures of assessment are stressed not only as a means of providing student learning through assessment, but also for student authentication, and as a plagiarism-avoidance technique. As in the classroom, a variety of teaching methodologies are used by faculty. Faculty are trained and encouraged to use video and interactive teaching methods in distance education courses. Mentor faculty and the Curriculum Distance Education Addendum (see [IB-26](#), formerly TMI Form) help to assure that courses contain these methods.

The DE Coordinator also serves on the TLC and leads discussions related to program review and up-to-date assessment techniques for online courses.

### *After DE Instructor Certification*

Post Certificate Faculty Surveys ([IIA-93](#)) show a “100% agreement that improvements were made to their learning assessments.” Research bears this out. “New Technologies” is an online training modules that will be continually improved and updated. Offerings on new methods and technology usage will be offered to faculty for course implementation.



## **Self Evaluation**

Santa Ana College meets this standard. The college encourages and assists faculty to alternative methods of instruction and teaching strategies. Multiple modes of delivery in multiple timeframes utilizing a variety of teaching strategies for the various learning needs of the students are fully supported by the college and faculty.

## **Actionable Improvement Plans**

None.

## **II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

### **Descriptive Summary**

SAC evaluates all courses and programs through an ongoing systematic review of their relevance; appropriateness; achievement of learning outcomes; currency; and future needs and plans. The existing quadrennial course and program review process, monitored by the Curriculum and Instruction Council, addresses all elements of the Course Outline of Record. Faculty discipline experts review each course, including course descriptions, content, methods of instruction, evaluation methods, and appropriateness of the required textbook. Career Technical Education programs additionally utilize advisory committees, workplace changes, and employment and industry standards to review and evaluate the courses and programs.

Courses and programs evolve from student demand and workforce needs after semesterly SLO course- level assessment of student success; annual program-level review, including goals analysis based on success and achievement data; and quadrennial capstone review. Departments use data from the district Research Department such as successful course completion, grade distribution, certificates, degrees, student satisfaction, and transfer data to make determinations about student achievement of learning outcomes and to change and improve course and program offerings.

Program review is an institution-wide, integrated process that works toward the common goal of institutional effectiveness. Both credit and non-credit programs use established and revised evaluation procedures to ensure systematic and comprehensive review of courses and programs as follows:

- Quadrennial Course and Program Review (curriculum)
- Semesterly SLO Assessment at the Course Level
- Annual PLO Assessment
- ILO Mapping Chart
- Annual Revision of department/discipline/program goals
- Submission of the Resource Allocation Request Form
- Capstone Program Review every four years utilizing the 19QT
- Student Satisfaction Surveys ([IB-48](#))

The TLC, made up of interdisciplinary colleagues, receives information from representatives who serve on division curriculum committees. This workgroup discusses common college-wide issues produced by department assessment and then recommends possible changes to the *Strategic Plan* (IIA-94).

## **Distance Education**

### *Evaluation*

All DE courses are reviewed every spring in the DE Research Report (see [IB-29](#)). This report compares student success and retention for online, hybrid, and traditional sections for instructional Standard II.A. | Page 227

quality. From this report, the DE office, division deans and department chairs evaluate the course and delivery mode for that course. Each course is individually examined. The division dean and department faculty make necessary changes. From results of this report, the decision was made to discontinue the offering of telecourses (CE), beginning spring 2013, due to continual low retention and student success rates.

The college's plan for the Online Degree Pathway (see [IA-11](#)) is to continue comparing student success and retention for the course sections in various delivery modes and to compare Pathway to non-Pathway courses in this manner.

Curricular review of DE courses and program is integrated into the curricular process through use of the updated DE Addendum (see [IB-26](#), formerly TMI Form).

### **Self Evaluation**

Santa Ana College meets this standard. The college evaluates all courses and programs through an ongoing review of curriculum for relevance, currency, articulation and future needs.

### **Actionable Improvement Plans**

None.

## **II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees.**

### **Descriptive Summary**

Planning to meet student needs and delivering quality education are ongoing and an integral part of the college. The college has a process for assessing student learning outcomes. Courses are reviewed and revised as needed by discipline area experts after dialogue among members of the department/discipline. The courses and programs are assessed through the program review process annually, and every four years, 25 percent of all departments conduct a capstone program review utilizing the 19QT (see [IA-24](#) and [IIA-7](#)).

The process includes evaluation of programs and services with input from the Research Department, students, faculty and course evaluations. Analysis of the data leads to changes and improvements as needed with reevaluation.

The budget process is tied to academic planning through program review. A detailed analysis with goals and assessment of those goals must be conducted annually by each department. SLO assessment must also be ongoing and follow the institutional cycle. All budget requests must be a result of planning efforts and must have rationale. Where appropriate, valid and reliable multiple measures (qualitative as well as quantitative data) are collected and utilized in the preparation of objective and viable planning/goals and in requests for resources (e.g., Modern Languages, [IIA-95](#)).

All departmental goals and needs such as faculty hiring requests, facilities, technology updating, and instructional equipment must be tied to the goals analysis of the department, and therefore, the budget. Requests are placed on the resource Allocation Request form (RAR) and sent to the division dean, who prioritizes requests and completes a division RAR. The division deans send the division RAR to the Vice President of Academic Affairs, Vice President of Student Services, or Vice President of SCE, who prioritize requests and submit an area RAR to the President's Cabinet (Academic Affairs, [IIA-96](#); SCE, [IIA-97](#) and Student Services, [IIA-98](#)).

Programs that wish to qualify for VTEA funds must submit a competitive proposal for funding identifying mandated and permissive activities identified by Carl Perkins IV Core indicators

(IIA-99). The SAC Planning and Budget Committee is a participatory governance committee that includes faculty, administrative, and classified staff presence. The committee supervises and monitors the allocation of college resources to ensure allocation is in alignment with college planning (see [IB-33](#)).

Curricular review of DE courses and program is integrated into the curricular process through use of the DE Addendum (see [IB-26](#), updated TMI Form), which helps to assure currency of DE best practices and policy adherence.

The institution relies on a number of reports generated by the Research Department to implement planning of new courses and revision of existing courses. For example, in fall 2013, the English Department, after reviewing placement of students into N50 (i.e., three levels below transfer), determined success rates through the sequence to the transfer level (English 101) were only 5%. As a result, the department reduced the number of N50 sections, used alternative assessment placement methods, such as a writing sample, and changed the scheduling pattern to an accelerated model (eight-weeks instead of 16) in a pathway, with N60 (two levels below transfer) in the second eight weeks. The department will continue to work with the Research Department to compare success rates and grade distribution (see [IB-13](#)).

The college community has materials and publications readily available regarding programs, student success and planning. These materials include the college website, SAC class schedule, the award-winning student newspaper *el Don*, the district published *Rancho View*, and numerous councils, college and district meetings. ([IIA-100](#) and [IIA-101](#))

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

The English department will evaluate the efficacy of the new scheduling pattern from N50, through the sequence, to English 101 to determine if persistence rates increase.

## **II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

### **Descriptive Summary**

SAC uses the California Community College Chancellor's Office (CCCCO) validated CTEP to place students into English and Reading courses, the TELD for EMLS. Since fall 2010, the Reading Department has used the Degrees of Reading Power (DRP) to place students.

The Math department uses the CSU/UC Mathematics Diagnostic Testing Project (MDTP) for placement into four areas: Algebra Readiness, Elementary Algebra Diagnostic, Intermediate Algebra Diagnostic, and Precalculus Diagnostic. All have been validated and are on the CCCCCO's list of approved assessment instruments. The Math department also uses a uniform/standard final examination in all courses except Math 70 (Geometry). These exams ensure standardization of course content and assessment for sequential courses, with multiple sections taught by both full-time and adjunct faculty. Each course with a standardized exam has a Course Reference Sheet which outlines the weighting range for the final exam ([IIA-102](#)).

These exams were implemented after working with the Institutional Research Department to analyze the exams, student course success, and the sequence of course curriculum. The Research Department has also conducted studies to compare the course success of math students placed in a course by placement test compared to students who progressed through sequential courses. Students who complete a series of math courses sequentially are more

successful in the courses and on the final exams than students who are placed according to placement testing scores ([IIA-103](#), pages 118-119).

DSPS uses standardized measurement instruments to determine eligibility for learning disability and developmentally delayed learner services in order to minimize test bias. These tests are standardized, norm-group validated and statistically reliable. DSPS follows the California Community College Chancellor's Office Eligibility Model in order to be consistent with applying statewide criteria to determine if students are eligible for learning disability and developmentally delayed learner services. All of the test data is entered into the Chancellor's statewide database, and it is analyzed by CCCCO for any bias against students based upon ethnic identification and other factor (DSPS Measurement Instruments—LDESM Model and CCCCO Field Advisory Reports, [IIA-104](#)).

The School of Continuing Education (SCE) uses the Comprehensive Adult Student Assessment System (CASAS), a comprehensive competency-based assessment system designed to assess identified competencies of educational programs for all levels of ABE and ESL. This standardized test administered to students as a part of the Workforce Investment Act Title II grant. The Adult Secondary Education and GED programs also administer the CASAS test, as [GED is a part of the CASAS accountability system \(IIA-105\)](#).

Another example of validating learning and minimizing test bias is seen in the Nursing program. The Test of Essential Academic Skills (TEAS) by the Assessment Technologies Institute is required of all nursing students entering the first semester ([IIA-106](#)). This test was found to be valid and reliable by the CCCCO. Kaplan Standardized testing is also required as part of the final grade in each theory course of the Nursing Program. Each student must pass at least one standardized test each semester. Scores have been consistently higher than the national average. Nursing faculty has had staff development in writing exams that are modeled after the national licensing exam.

### **Self Evaluation**

Santa Ana College meets this standard. Discipline area experts are primarily responsible for assessing student needs, developing courses and evaluating student progress through content. Student Learning Outcomes have assisted faculty in focusing expectations on what that learner is expected to achieve. There are disciplines where standardized tests are not used.

### **Actionable Improvement Plans**

None.

## **II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

### **Descriptive Summary**

As a California community college, SAC must follow Title 5, California Code of Regulations for curriculum review and approval. Faculty at the department, division and institutional levels participate in the curriculum review process as defined in the Curriculum and Instruction Handbook ([IIA-69](#)).

Credit is awarded based on the achievement of the college's institutional learning outcomes (see [IA-1](#)) and is consistent with accepted norms and equivalencies in higher education. Units of credit awarded follow the Carnegie Unit formula and meet all state of California requirements. The college catalog (pp 24-27— Grading Policies, Grievance Policy for Students Regarding Grading; Policy for Unit of Credit), and course outlines state grading criteria for all courses.

Course equivalencies may be granted for similar courses completed at other institutions. The equivalency process involves department chairs, deans, counselors and the Admissions and Records Office.



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Each instructor is responsible for assessing the students' success in meeting the SLO's. Evaluation methods (exams, papers, group work, for example) utilized by faculty are designed to measure student success in meeting these outcomes. In addition, ongoing assessment of ILO's is embedded in each course (e.g., Language and Culture, [IIA-43](#)).

Policies for academic course credit for DE courses are under departmental discretion and are the same as for traditional classroom courses.

### **Self Evaluation**

Santa Ana College meets this standard. The college awards credit based on established standards. The courses meet requirements of higher education and reflect appropriate rigor.

### **Actionable Improvement Plans**

None.

## **II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

### **Descriptive Summary**

The requirements for the various degrees and certificates are listed in the college catalog (see [IA-2](#), p. 32).

One hundred percent of the courses listed in the catalog have established specific student learning outcomes included on course syllabi. SLO's are linked to PLO's, which are linked to the seven ILO's (formerly Core Competencies). (IIA-58?)

All SLO implementation has occurred through the scheduled quadrennial review process. All course outlines have identified multiple methods of assessment of student learning such as portfolios, both written and oral exams, group presentations, peer evaluation, and self-assessment. SAC had a course-embedded approach to program review for the program level up to fall 2013. As of fall 2013, new forms were utilized for semesterly course-level review and annual program-level review so that program-level outcomes were distinguished from course-level outcomes. All departments/disciplines created PLO's, which inform the course-level SLO's. The program level assessment has been completed at 75-80 percent ([www.sac.edu/program\\_review](http://www.sac.edu/program_review) ?).

The PLO's are linked to the ILO's. Since ILO's at SAC are the same as the General Education area outcomes, a mapping chart was developed for both the credit and SCE programs. Further assessment needs to be conducted related to GE outcomes and ILO's ([IIA-65](#) and [IIA-64](#)).

On a quadrennial basis, capstone analysis is conducted utilizing the 19QT. This analysis is a review of SLO's and achievement data and informs curricular revision as well as requests for facilities, technology, faculty and instructional equipment. All departments have completed one cycle of capstone review, and the second complete cycle will be completed fall 2014. [www.sac.edu/program\\_review](http://www.sac.edu/program_review) (?).

CTE programs are designed to enable students to pass the targeted field's certification or licensing exam process. The number of units awarded for lecture and laboratory classes is based on the



number of hours the class meets and state educational regulations. Course hours are reviewed and verified prior to Curriculum and Instruction Council approval. A Philosophy for General Education Requirements is found in the college catalog (see [IA-2](#), pages 36-38).

Student success in courses leads to successful completion of degrees and certificates. Generally, courses must be completed with a grade of “C” or better. Every course has an established benchmark for success to show mastery of content. An overall G.P.A. of 2.0 is required for completion of a degree or certificate. (see [IA-2](#), p.30: Policies for Degrees, Certificates of Achievement and Certificates of Proficiency).

Dialogue has occurred regarding the learning outcomes expected of students in order to earn a degree or certificate. For example, the Nursing faculty meet monthly for a departmental curriculum meeting, discussing objectives, SLO development, and attainment and student progress ([IIA-107](#)).

The Summary of Degrees Awarded, 2008-2013 ([IIA-108](#)) shows that a total of 1691 associate degrees. The largest number of degrees were in Arts, Humanities and Communications (N=355), Liberal Arts (N=235), and Public Fire Service (N=106). The number of certificates awarded ([IIA-109](#)) was 1482 (of this number, 660 were CSU Certifications and 189 were IGETC). Six hundred and thirty-three CTE certificates were awarded, an increase of 64 from 2012. The Course Success Rates by Discipline Report at SAC ([IIA-103](#), Fall 2013) notes a fifty- four percent success rate in Mathematics (N=4,878), sixty-six percent success rate in Music (N=1,350), eighty-eight percent rate in Nursing (754), and seventy-one percent success rate in Welding (N=283). The college intends to increase success rates by two percent, attainment of degrees and CTE certificates by two percent, and transfer by four percent annually.

### **Self Evaluation**

Santa Ana College meets this standard. The college meets educational mandates and awards degrees and certificates based on a program’s stated outcomes.

### **Actionable Improvement Plans**

The college will evaluate the institution-set standards for success rates, attainment of degrees, CTE certificates, and transfer bi-annually.

**II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

**General education has comprehensive learning outcomes for the students who complete it, including the following:**

### **Descriptive Summary**

The mission of the college is reflected in the general education philosophy. Concern and attention to continuous improvement, keeping in mind the mission of the institution and the *Strategic Plan*, will result in identifying program strengths as well as areas that need improvement or that might need to be changed due to changing need of the community and student body. This could result in program revisions, staff retraining, technology changes, etc. The catalog lists rationale that was developed by faculty for the general education requirements. “General Education requirements at Santa Ana College reflect the conviction that those who receive degrees must possess in common certain basic principles, concepts, and methodologies, both unique to and shared by various disciplines. Recognizing the need for students to embrace and adapt to increasingly and rapidly changing local, national and global conditions, the college seeks to ensure that students develop the necessary skills, knowledge and curiosity to better themselves and their community” (see [IA-2](#), p. 36). General education outcomes are the same as the Institutional Learning Outcomes.

Students demonstrate mastery in: communication skills; creative, critical and quantitative thinking and reasoning; information management, including information and technology competency; cultural, social and environmental diversity; civic responsibility; and life skills (SAC 2014-2015 College Catalog, p. 4).

The general education for AA/AS degree requirements at SAC are listed in the catalog as GE Areas: A. Natural Sciences; B. Social and Behavioral Sciences; C. Humanities; D. Cultural Breadth, including Ethnic Studies/Women's Studies and International Perspective; E. Language and Rationality; and F. Lifelong Understanding and Self-development. The general education component of each degree program is clearly defined and specifies all courses that meet the general education requirements by academic department and course number. (see [IA-2](#), p. 36)

The college now offers 21 Associate Degrees for Transfer (ADT), 18 AA-T and 3 AS-T.

Faculty develop the course content, methodology, SLO's and assessment methods for courses. Division curriculum committees and the CIC then determine the appropriateness of including the courses within Plan A (i.e., AA/AS Degree).

### **Self Evaluation**

Santa Ana College meets this standard. The college has clearly stated general education requirements with a process for course inclusion within general education.

### **Actionable Improvement Plans**

None.

## **II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

### **Descriptive Summary**

The basic content and methodology of traditional areas of knowledge in the general education courses of humanities and fine arts, natural sciences, and social sciences are determined by faculty through the curriculum quadrennial revision process of CIC. This process ensures that discipline-area experts create and review the inclusion of the course in question as a general education requirement. The process also includes review of student learning outcomes tied to the college-wide ILO's, which require students to understand the basic content and methodology of the general education courses. The process of general education course inclusion is overseen by the CIC. Successful understanding and application of coursework, employment, and other endeavors are documented by Student Success Surveys ([IIA-23](#), p. 5), transfer rates ([IIA-19](#)), and gainful employment rates ([IIA-110](#)) in the various CTE programs.

The college requires three units of natural sciences, six units of social and behavioral sciences and three units in humanities. There are forty-six possible classes in natural sciences for the students to choose: twenty-nine in social and behavioral and seventy-six in humanities. The requirement for humanities and fine arts general education includes courses such as anthropology, art, dance, and foreign languages. Natural sciences general education courses include anatomy, physiology, and geology. The general education courses for social sciences include sociology, psychology, and geography ([IA-2](#), p. 38).

Discipline area experts apply the relevant SLO's to individual general education courses and also weight each SLO of the course. For example, the SLO's linked to the college-wide ILO's for written communication will be higher for an English course than for a ceramics course.

A program is defined in two strands: 1. The General Education Program is considered as one complete program. Any *transfer courses*, and the *basic skills courses* that build the skills leading to transfer, are part of that program; and 2. *Career Technical Education programs*. Because the GE Standard II.A. | Page 233

outcomes are the same as the college-wide ILO's, the general education program has been mapped to the ILO's in both credit and non-credit programs. Each department also maps programs to the ILO's. ([IIA-39](#), [IIA-64](#) and [IIA-65](#)).

### **Self Evaluation**

Santa Ana College meets this standard. Courses are systematically placed within Plan A and are assessed through systematic cyclical program review. The General Education program has been reviewed; however, a more systematic review of the general education areas is needed.

### **Actionable Improvement Plans**

All of the general education areas will be reviewed in a systematic cyclical manner.

### **II.A.3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

#### **Descriptive Summary**

All degree programs at Santa Ana College have a general education component that students must complete to earn either their AA , AS or ADT degree. SAC's general education courses form a pattern of learning experiences which have been designed to provide educational opportunities leading to the following student learning outcomes:

1. The ability to comprehend and communicate ideas logically, creatively, correctly, and effectively in speaking and writing.
2. Skills in creative and critical thinking, including analysis, synthesis, evaluation, problem-solving, decision making, and quantitative reasoning.
3. The skills necessary to identify information needs; seek, access, evaluate, and apply information effectively, using print materials and technology creatively, effectively and responsibly.
4. An understanding of the complexities presented by the cultural, social, and environmental diversity of the world.
5. Responsibility for ethical and active participation in a diverse society.
6. The basic skills necessary for lifelong learning, fitness, creative expression, aesthetic appreciation, personal growth, interpersonal skills and development of intellectual curiosity.
7. Acquisition of the knowledge and skills necessary in chosen disciplines and careers.

For students to become productive and lifelong learners, an associate degree requires that students demonstrate minimal competencies in reading, math, and oral communication.

#### **Reading**

1. Satisfactory score on the SAC/SCC Reading Placement Test at the time of initial placement testing, OR
2. Satisfactory score on a Reading Department Test, OR
3. Successful completion of any Reading course at the 100 level or above, OR
4. A "C" grade, or better in 9 units of general education courses for the Associate Degree in Areas A (Natural Sciences) - 3 units; B (Social and Behavioral Sciences)- 3 units each in B1 and B2.

#### **B. Mathematics**

1. Completion of Mathematics 080/081 or any other 3 unit mathematics course numbered above the level of 080/081, OR
2. Score on the SAC/SCC mathematics placement test indicating placement in a mathematics course numbered above the level of 080/081.

#### **Oral Communication Requirement**

Completion of 3 units with a grade of "C" or better from the following: Communication Studies 101 or 101H (Interpersonal

Communication), Communication Studies 102 (Public Speaking), Communication Studies



In addition, the General Education categories address oral and written communication (Humanities Category), information competency (all categories), computer literacy (all categories), scientific and quantitative reasoning (Natural Sciences and Communication and Analytical Thinking Categories), (Language and Rationality category) , and critical analysis/logical thinking (Language and Rationality Category, [IIA-64](#)).

Courses within all general education categories must demonstrate SLO's for applicable Institutional Learning Outcomes from among the following: Communication Skills (Reading and Writing, Listening and Speaking); Thinking and Reasoning (Creative, Critical, Ethical and Quantitative); Information Management (Information Competency and Technology Competency); Diversity (Cultural, Social and Environmental); Civic Responsibility; Life Skills (Creative Expression, Aesthetic Appreciation, Personal Growth, Interpersonal Skills); and Careers. The college ensures that all courses, either new or revised, contain relevant SLO's and assessment methods as part of the college program review process. Through the program review process, faculty engage in a systematic evaluation of SLO's which have been established for every course in the curriculum. These program review documents are instrumental in making campus- wide decisions pertaining to resource allocation as well as ensuring a high quality of education, enabling students to be lifelong learners).

The process that the college uses for assuring that expected skill levels and measures of courses is known to the students is by including the course SLO's on the course syllabi which are provided to every student on the first day of class. ([IIA-18](#) and [IIA-43](#))

(The college has documented that students are able to apply these skills to subsequent coursework, employment and other endeavors through student success rates, persistence, transfer rates, numbers of degrees and certificates achieved and student satisfaction surveys (Degrees, [IIA-108](#); Certificates, [IIA-109](#); Course Completion, [IIA-103](#); and Transfer, [IIA-19](#)).

Within the area of Technology Competency, students are expected to use technology learning tools and technology applications at a level appropriate to achieve discipline-specific course requirements and standards. Demonstrated skills might include, but are not limited to the following: word processing and file management; use or development of stimulations, web pages, databases; graphic calculators; etc.

The Institutional Learning Outcome of Information Management was divided into two areas: Information Competency and Technology Competency. For the area of Information Competency, the students are expected to do research at a level that is "necessary to achieve personal, professional and educational success." Students are expected to use print material and technology to identify research needs, seek, access, evaluate and apply information effectively and responsibly. Workshops in the Nealley Library ([IIA-110](#)) assist students in acquiring research methods to continue learning.

Lifelong learning skills are taught in a variety of disciplines such as Counseling, Nutrition, Study Skills and Kinesiology.

## **Distance Education**

### *Advisement*

Students are advised on distance education courses by advisement plans, Plan A, B, or C (see [IA-26](#)), and on the DE homepage ([IIA-90](#)) via "Online Class Schedule" links for the semester's general distance education course offerings. The DE Online Degree Pathway (see [IA-11](#)) was developed using the Santa Ana College Core Competencies (see [IA-2](#), p. 4) as a basis for course selection.

### *Verification*

Distance education courses meet the same institutional standards of rigor as traditional classes. Skills required for DE students are provided in the SAC Online Student Orientation (see [IA-10](#)). The Student Online Orientation Survey, DE SLO Student Survey, and annual Student Survey (see [IB-52](#)) verifies the effectiveness of the online orientation. Responses to the orientation survey showed that students felt they were better prepared for their online class after completing the Orientation. The purpose of our SLO survey was to determine that after taking a DE course that students could be successful in their next DE course or online program. The survey showed that 94 percent and 96 percent agree that they are able to submit an assignment and test online and 72 percent and 87 percent agree that they are able to communicate with their instructor and classmates online. Findings regarding faculty Blackboard skill levels, responsiveness and methods of online teaching are being addressed with increased Blackboard skills training and the requirement of the DE Instructor Certification ([IB-25](#)). Both training is available online for the benefit of full-time and adjunct faculty.

### **Self Evaluation**

Santa Ana College meets this standard. The college has a strong commitment to student success and to promote students to be productive individuals and lifelong learners. The categories of the college-wide Institutional Learning Outcomes and the General Education categories reflect this philosophy.

### **Actionable Improvement Plans**

None.

**II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

### **Descriptive Summary**

Faculty, departments and divisions, after numerous discussions, determine course-level SLO's linked to the core competencies in the areas of cultural, social, and environmental diversity as well as ethical responsibility. As appropriate, SLO's in individual courses may be linked to the ILO Civic Responsibility and the Vision Theme (Goal VI of the 2007-2015 version of the Strategic Plan) Emerging American Community.

Vision Theme VI: New American Community was revised as a result of the Mid-Cycle Planning Retreat of March 2012. As a result of a recommendation of the then IE&A Committee, the Vision Theme was changed to "Emerging American Community" (see [IA-14](#)).

### **Theme VI: Emerging American Community**

Goals:

- A. Local and Global Responsibility
- B. Cross-cultural Education
- C. Cross-disciplinary Education
- D. Increase "Green" Efforts
- E. Accountability and Transparency

(IIA-58, IIA-65, IIA-66, IIA-67 and IIA-68 ??)

The departments and divisions determine the weight for not only the characteristics of a lifelong learner but also the characteristics of what it means to be an ethical human being and an effective

citizen in assessment of a course with an SLO linked to appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity.

Further, all the general education categories contain courses which address these principles. General education courses in the following disciplines can be used to satisfy General Education/ILO outcomes:

- Philosophy, Political Science, and Education (appreciation of ethical principles)
- Psychology, Sociology, and Communication Studies (civility and interpersonal skills)
- Anthropology, Ethnic Studies, History, Asian Studies, Chicano Studies, Theater Arts, Modern Languages, Music, and Dance (cultural diversity)
- Art, Music, Dance, theater Arts, Literature, history (historic and aesthetic sensitivity) Lifelong Understanding and Self-Development is three units.

The School of Continuing Education also offers a citizenship course that provides basic knowledge of local, state, and federal government in preparation for the United States citizenship examination including language development within the context of history and government.

Through the course and program assessment process, the SLO's are aligned with the ILO's, which include values, citizenship and community. This, in turn, assesses whether students are becoming ethical and global citizens ([IIA-64](#) and [IIA-65](#)).

### **Self Evaluation**

Santa Ana College meets this standard. The general education curriculum requirements address diversity; civic, political and social responsibilities; and aesthetic sensibility. The *Strategic Plan* is the action plan for the *Vision Themes* of the college, which also reflects these principles.

### **Actionable Improvement Plans**

None.

## **II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

### **Descriptive Summary**

SAC awards AA, AS, and ADT degrees that provide students with the breadth and depth necessary to transfer to four-year institutions. Programs focus on major content with general education to provide breadth and include focused study in at least one area of inquiry or in an established interdisciplinary core.

In the 2014-2015 College Catalog, the general education requirements for the Associate Degree (Plan A) include twenty-four semester units in six academic areas: Natural Science; Social and Behavioral Sciences; Humanities; Cultural Breadth; Language and Rationality; and Lifelong Understanding and Self-Development (see [IA-2](#), p. 38).

All students seeking an associate degree must complete a minimum of sixty units. All degree requirements are listed in the catalog and include a focused area in at least one area of inquiry (minimum of eighteen units), plus a minimum of twenty-four semester units of general education courses (see [IA-2](#), p. 37).

In the SAC Credit Instructional Programs section of the 2014-2015 Catalog, disciplines enumerate the courses of each field of study to delineate a sequence of knowledge and/or skills from broad introductory to more focused or advanced. For many disciplines, the first course listed is a beginning or introductory course followed by sequentially higher-numbered courses, which indicate increased difficulty (see [IA-2](#)—List of Degrees and Certificates, p. 35).

## **Self Evaluation**

Santa Ana College meets this standard. The college offers a variety of AA and AS and 21 ADT degrees. The degree programs offered at Santa Ana College provide students with a strong foundation of methods of inquiry and knowledge and each program leading to a degree includes either an area of focus or an established interdisciplinary core.

## **Actionable Improvement Plans**

None.

### **II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

#### **Descriptive Summary**

SAC has a history of providing excellent vocational and occupational programs recognized in the state. Currently, SAC offers 120 different programs (Certificates of Achievement and Degrees) among 32 areas of study. More commonly known as career technical education (CTE) programs, each program has an advisory committee comprised of faculty and industry and community partners. Advisory committees offer guidance in assuring students completing certificates and degrees demonstrate the technical and professional competencies that meet employment standards. CTE programs hold advisory meetings at least once per year as required by the California Education Code ([IIA-81](#)).

The college offers both credit and non-credit vocational and occupational certificates. Detailed information about these programs is outlined in the college catalog (see [IA-2](#), credit programs-p. 35; SCE pages 232-236). Courses in the both credit and non-credit programs are taught by instructors who are experts in the field and prepare the students to compete in the job market. The certificates offered through the college's continuing education program list three state-approved certificates.

**Table 39. Certificate Programs**

<b>Credit</b>	<b>Non-Credit (State Approved Certificates)</b>
<b>Automotive/Diesel/Welding</b>	General Office Clerk
<b>Fire Technology</b>	Executive Secretary/Administrative Assistant
<b>Manufacturing Technology</b>	Computer Maintenance and Repair Workers
<b>Occupational Therapy Assistant</b>	
<b>Pharmacy Technology</b>	
<b>Speech Language Pathology</b>	

The Career and Technical Education program at the School of Continuing Education prepares students for work. Students learn computer skills and personal skills to meet current standards by employers. Students get assistance in their job search and job retention. Classes are offered in group or individualized instruction and are offered around the community to meet the needs of adult students.

Vocational and occupational certificate programs at Santa Ana College offer cooperative education that integrate academic preparation and career interests with actual work experience ([IIA-112](#)).

Students who complete vocational and occupational certificates and degree programs meet employment competencies as outlined by course level SLO's. The college's vocational and occupational programs schedule one to two meetings per year to ensure that all programs meet industry standards, worker expectations, and provide feedback about recently placed students. For

example, the Nursing department meets regularly to discuss curriculum, entry requirement, achievement rates, and outcomes by course ([IIA-107](#)).

SAC participates in the Carl D. Perkins Career and Technical Education Title I Part C Basic Grant (Perkins). All CTE programs are expected to abide by Perkins law regardless of whether they receive funding.

Employment data is also made available on the college website by division. For example, the Fine and Performing Arts Division makes available employment data to the public ([IIA-113](#)).

In general, CTE faculty have displayed a strong interest in improving their programs as evident by the number of Perkins grant applications submitted each year for funding. The applications far exceed the amount of grant funds allotted to the college. A committee comprised of faculty and administrators review and rank the applications. Lastly, all administrators involved in the oversight of CTE programs are invited to participate in a roundtable discussion to determine which programs will receive funding and by what amount ([add link to Perkins funded Applications](#)). Wrote to Virginia and Bart 05-27-14 [IIA-114](#)

Additionally, the college adheres to the California Education Code Section 78016, which states:

(a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

- (1) Meets a documented labor market demand.
- (2) Does not represent unnecessary duplication of other manpower training programs in the area.
- (3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

(b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

(c) The review process required by this section shall include the review and comments by the local Private Industry Council (i.e. Workforce Investment Board) established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

(d) This section shall apply to each program commenced subsequent to July 28, 1983.

(e) A written summary of the findings of each review shall be made available to the public ([add link to summaries](#)); [IIA-115](#)

SAC is a member of the Los Angeles Orange County Regional Consortia. Participation in the Consortia is required by the state for approval of new programs and significant changes to existing programs. The Consortia is charged with increasing collaboration among colleges, encouraging regional planning, and providing professional development among other things. In particular, the Consortia:

- a) Ascertain the need for the proposed program in regard to other community colleges in the area, as specified by Title 5, §55130 (b)(8)(A).
- b) Assures program developers that the design of their program curriculum is along the lines of current good practice as judged by their professional peers.

[\(minutes\)](#) [IIA-116](#)

The state uses the Perkins grant to fund consortia activities. The Dean of the Career Education and Development Division chairs the SAC Workforce Council. All CTE faculty, administrators and community partners are invited to participate in regular meetings throughout the year. The meetings include state and federal CTE updates, status reports by faculty on Perkins-funded projects and sharing of program successes to encourage collaboration among disciplines.

Several of SAC's CTE programs have state/national accreditation. These programs include:

- The Associate Degree Nursing (A.D.N.) program at Santa Ana College (SAC) is approved by the California Board of Registered Nursing (BRN) and accredited by the Accreditation Commission for Education in Nursing (ACEN).
- The Occupational Therapy Assistant program is fully accredited by the Accreditation Council for Occupational Therapy Education.
- In 1984, SAC became the first community college in the United States to be accredited by the American Society of Health-System Pharmacists (ASHP). SAC currently has full-cycle (six year) accreditation by ASHP and is the only Pharmacy Technology program ever to receive accreditation with commendation.
- The Paralegal program is approved by the American Bar Association.
- The Automotive Technology program is National Automotive Technicians Education Foundation (NATEF) certified.
- The Welding Technology program has been approved by the City of Los Angeles Department of Building and Safety under the American Welding Society rules and regulations.

Several of SAC's CTE programs have high licensure pass rates. For instance:

- Graduates from the Nursing program who have taken the NCLEX-RN (National Council Licensure Examination for Registered Nursing) exam over the past five academic years averaged an 88.7% pass rate (2008/2009-2012/2013). [www.sac.edu/program\\_review/Nursing ? IIA-117?](http://www.sac.edu/program_review/Nursing%20IIA-117)
- Graduates of the Occupational Therapy Assistant program averaged an 85% pass rate for first-time test-takers for the National Board for Certification in Occupational Therapy (NBCOT) Examination (2010-2012). [www.sac.edu/program\\_review/OTA ? IIA-118?](http://www.sac.edu/program_review/OTA%20IIA-118)
- The International Business program is an Accredited Training Program for the Certified Global Business Professional (CGBP). Approximately 80 percent of the students who sit for the exam pass. SAC has more CGBPs than any other college or university in the US--34.
- PTCB (Pharmacy Technician Certification Board) exam is a private non-governmental exam that students can take and use successful results to apply for their licenses. Licensure pass rate for the Pharmacy Technician Certification Board Exam in 2010 was 88.7 percent, compared to the national rate of 74.7 percent. The PTCB (Pharmacy Technician Certification Board) exam pass rate was 94.4 percent (51/54) for the 2012 academic year. The national statistic shows a 76 percent pass rate. All graduates are required to apply for their licenses. Thus, the license attainment rate is 100 percent.
- The Santa Ana College Welding program is a City of Los Angeles Certified Testing Lab Facility. On average the yearly pass rate for both portions of the test (written and hands-on) is 95 percent for first time testers.



Several of SAC's CTE programs track their graduates and show job placement statistics. For example:

- The Nursing department sends the Registered Nurse Graduate Questionnaire (RNGQ) six to eight months after graduation; it shows 60-70 percent employment in health care. This is the general average within the community.
- The Occupational Therapy Assistant program conducted a survey of alumni who had passed the NBCOT certification exam in 2011 and 2012. Of the 53 respondents, 96 percent found work as COTAs within 2 months (the majority found employment within 2 weeks of job-seeking).
- The Welding Technology department places 100% of their graduates in jobs.
- Of those who completed the International Business program and became CGBPs, 80 percent of them are employed.
- The Pharmacy Technology department's job rate for the most recent and attainable academic year (fall 2011, spring 2012, and summer 2012) was 78 percent (25/32). Total graduates of 32 do not include 4 who moved out of state or are international students.

#### IIA-119? Documents sent to Nell. ?

The college's non-credit CTE programs include 26 Certificates of Completion in: General Office Clerk, Executive Secretary/Administrative Assistant, Customer Service Representative, and Computer Maintenance and Repair Workers. These are short-term vocational programs that are state approved and provide graduates with Certificates of Completion ([IIA-120](#)).

Automotive Technology and Welding Technology offer third-party certifications. These third-party certifications provide students with more competitive skill sets and the opportunity for higher wages ([IIA-110](#)).

### **Self Evaluation**

Santa Ana College meets this standard. Partnerships exist between the CTE program and the community that have resulted in enhanced education for students and reflect current workforce standards. An advisory group meets regularly to share expectations of employers and address the needs of the community that the college serves, along with student placement. Pass rates on state licensure and certifications are above established norms. CTE students who complete their certificates and degrees are prepared for external licensure and certification.

### **Actionable Improvement Plans**

None.

**II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.**

### **Descriptive Summary**

The college uses a variety of means to ensure that prospective students and the community receive accurate information regarding the college's educational courses, programs, and policies.

The college's primary tool for dissemination of information to current and prospective students and the community at large is through its publications such as the college catalog, college schedule of classes, college outreach efforts, and college/departmental advertising ([IIA-121](#)).

The institution assures that information about its programs is clear and accurate through a variety of means. The SAC College Catalog, which is available both in print and online at <http://www.sac.edu> in PDF format, is updated on an annual basis. Each program indicates type of degree or certificate, the purpose of each type of degree or certificate, and the required and recommended general education courses necessary to complete each program. Course descriptions specify content and any course prerequisites and co-requisites annually.

The SAC schedule of classes, which is also available in either print or a pdf version online, also provides information; however, because the schedule is prepared prior to the start of classes and the information published is subject to change, current students also have access to the online course schedule (WebAdvisor) for the most current information. WebAdvisor is an institutional tool that provides SAC students with real-time, up-to-date information online at any time. It allows students to view course information (description, units, prerequisites, additional notes, meeting information), and the ability to add classes with real time enrollment information ([IIA-122](#)).

SAC also assures accurate information through its program review process for courses and programs. All course outlines of record are submitted to the Curriculum and Instruction Council following a complete review and approval at the department/division level. Changes to all courses, degrees, and certificates is done through the use of CurricUNET (SAC's online curriculum management system) ([IIA-70](#)) and the Curriculum Office. The Official Course Outlines of Record are available on CurricUNET for viewing by the public. Accuracy of the data contained in the CurricUNET system is the responsibility of both the college faculty and curriculum specialist.

The college ILO's, which also serve as the General Education Student Learning Outcomes, are also identified in the college catalog ([IA-2](#), p. 4). Available degrees and certificates are described in the catalog; PLO's are placed on the program review repository [http://www.sac.edu/program\\_review](http://www.sac.edu/program_review). All students receive information regarding course student learning outcomes by means of the course syllabus ([IIA-43](#) and [IIA-77](#)).

The measureable student learning outcomes are based on the course content and learning objectives as stated in the official Course Outline of Record. Faculty are required to provide students a course syllabus that includes required elements and student learning outcomes. Faculty are also required to submit a copy of their course syllabi to their respective division offices during the first two weeks of the semester. Course syllabi are further examined by faculty discipline and instructional administrators and during the faculty evaluation process.

The college verifies that individual sections of courses adheres to the course objectives/learning outcomes through the evaluation procedures as outlined in the FARSCCD contract ([IIA-123](#)).

The college's transfer policies are also clearly stated in the college catalog. Policies are based on the mandates of the transferring institutions and are further guided by the articulation process with transfer institutions. Further information regarding transfer can be found on the SAC Transfer Center website ([IIA-124](#)). The website provides current information to students regarding transfer admission requirements, applications, cost of attendance, level of impact at transferring institutions, transferable courses, C-ID courses, and Associate Degrees for Transfer. Information is also provided on programs, resources, and events to further assist students in the transfer process and to explain transfer policies.

## **Distance Education**

### *DE Course Information*

The DE office assures that information about DE courses is clear and accurate by verification of the instructor to teach online and schedule information, including details of course meetings and any on- campus requirements. The schedule is reviewed on Datatel and the hard-copy schedule.



Communication between the division offices and the DE office is extremely well managed. The division offices are coding DE courses in the correct manner for consistency and student clarity.

In addition to the WebAdvisor listing ([IIA-122](#)), for which students can pull online and hybrid courses, the DE website ([IIA-90](#)) also offers students a one-stop course listing. DE advisement plans are available for Plans A, B, and C on the DE website for student reference (see [IA-26](#)).

DE instructors must place their course syllabus on the learning management system, Blackboard, for student reference. Additionally, many instructors attach their course syllabus in their welcome email. Course SLO's are included in course syllabi, per institutional instructions.

### **Self Evaluation**

Santa Ana College meets this standard. Information is disseminated to students via multiple modalities. Information is reviewed on a regular basis. Departments update their web pages regularly to provide accurate information to students

### **Actionable Improvement Plans**

None.

**II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

### **Descriptive Summary**

Transfer-of-credit policies are clearly described in the College Policies section of the college catalog (see [IA-2](#), p. 31). The transcripts of course work completed at other institutions is evaluated by Admissions and Records staff in accordance with the policies and procedures of the Accrediting Commission for Senior Colleges and Universities (ed. 2012) ([IIA-125](#)). Once approved, the student's credits are posted on the student's transcript and documents are scanned and stored. In addition, counseling, the appropriate department chair, division dean and the college's articulation officer also address transfer issues from other institutions.

The college catalog also provides information regarding other areas of credit such as advanced placement, credit by exam, career advancement placement, college-level examination program (CLEP), and military service. (see [IA-2](#)).

The college's Articulation Officer (AO) is a member of the Curriculum and Instruction Council Technical Review committee and member of the Curriculum and Instruction Council with an advisory vote. The college's AO also assists faculty with departmental course and program development. The college's AO has been instrumental in the ongoing development of new Associate Degrees for Transfer (ADT's) and submission of coursework for C-ID approval. Transfer-of-credit policies are clearly described in the College Policies section of the college catalog ([IA-2](#), pages 21-31). The transcripts of coursework completed at other institutions are evaluated by Admissions and Records staff in accordance with the policies and procedures of the Accrediting Commission for Senior Colleges and Universities (ed. 2012).

Once approved, the student's credits are posted on the student's transcript and documents are scanned and stored. In addition, counseling, the appropriate department chair, division dean, and the college's articulation officer also address transfer issues from other institutions.

The college catalog ([IA-2](#), pages 16-20) also provides information regarding other areas of credit such as advanced placement, credit by exam, career advancement placement, college-level examination program (CLEP), and military service.

The college's Articulation Officer is a member of the Curriculum and Instruction Council Technical Review Committee and member of the Curriculum and Instruction Council with an advisory vote. The college's AO also assists faculty with departmental course and program development. The college's AO has been instrumental in the ongoing development of new Associate Degrees for Transfer (ADT'S) and submission of coursework for C-ID approval.

The college Articulation Officer also works to develop and maintain major, department, and general education articulation agreements with a large number of four-year colleges and universities. Most of these are available on [www.assist.org](http://www.assist.org), the official statewide database for articulation information. In 2012-2013 ASSIST reflected 2151 major agreements, 1396 departmental agreements and 32 campus specific general education agreements for SAC with 18 CSU and 12 UC campuses.

The ASSIST website is listed in the class schedule ([IIA-121](#)), with links available on the SAC articulation website ([IIA-126](#)) well as the Counseling ([IIA-127](#)) and Transfer Center websites ([IIA-124](#)).

An internal articulation website also includes links to agreements with 21 California independent colleges and universities as well as links to 13 out-of-state institutions. (IIA-128?)

The catalog provides information on general course transferability, UC course transferability, C-ID numbers and Associate Degrees for Transfer. As curriculum and major requirements continually change at the community college and the four-year institutions, the process of developing, maintaining, and publicizing articulation agreements remains ongoing.

Articulation agreements with the local high schools are supported through Career Technical programs and Workforce Development. Agreements currently exist with major feeder districts of Garden Grove, Santa Ana, and Orange.

The Online Degree Pathways (see [IA-11](#)) are based on existing plans, Plan A, B, and C, approved pathways at Santa Ana College. The only difference in the pathway degrees is the mode of delivery. All course selections and transfer agreements are the same.

### **Self Evaluation**

Santa Ana College meets this standard. The college publishes information on transfer and articulation with both public and private institutions in the catalog and through the Counseling and Transfer Centers. Statewide as well as internal websites are also accessible. The college continues to investigate the need for new articulation agreements. Current articulation agreements are updated as changes are made to curriculum.

Current policies regarding transferability of courses were also amended and approved through the Academic Senate during the fall 2013 semester to take into account new recommendations from the Academic Senate for California Community Colleges and the transferability of courses related to ADT degrees. This change in policy is reflected in the 2014-2015 college catalog and will be implemented during the fall 2014-2015 academic year.

### **Actionable Improvement Plans**

None.

**II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

**Descriptive Summary**

RSCCD's current Board Policy (BP) 6134 and Administrative Regulation (AR) 6134 outlines the procedures for program discontinuance ([IIA-129a](#) and IIA-129b). "The procedures are based on the guiding principles that: 1) considerations of program discontinuance are distinct from program improvement; 2) if there is mutual agreement between the affected faculty of a program and the administration, and when students will not be adversely affected, the processes of this procedure [i.e., two semesters of program review and convening of the Program Discontinuance Review Committee of (PDRC)] do not need to go into effect; 3) program discontinuance is an academic and professional matter for local academic senates, and; insofar as the procedure impacts employment, it is a matter of collective bargaining in all cases" ([IIA-129](#)).

RSCCD's Program Discontinuance Policy (BP 6134) is included in the SAC Curriculum and Instruction Handbook ([IIA-69](#)).

If programmatic changes are required, they occur at the beginning of an academic year. Should program elimination or major changes to a program become necessary, the Vice President of Academic Affairs is the person responsible for ensuring that students are properly notified of the changes/elimination by the appropriate division dean and that adequate arrangements are made so that all affected students may complete the program in a timely manner with minimum disruption.

Students have catalog rights for programs if they have been continuously enrolled during fall and spring semesters. Students have the option of fulfilling requirements of either the catalog for the year in which they first entered or of the current catalog. If a program is significantly changed or discontinued, and a course in a program is no longer available, faculty and counselors will assist the student in identifying an appropriate substitute course.

**Self Evaluation**

Santa Ana College meets this standard. Program discontinuance is rare. However, RSCCD has in place BP 6134: Program Discontinuance Policy to assure that students are able to complete their degree with a minimum of disruption.

**Actionable Improvement Plans**

None.

**II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

**Descriptive Summary**

The institution represents itself to prospective and current students, the public, and its personnel through numerous publications and through a variety of formats (print and electronic). The college catalog is the primary tool for dissemination of information providing information regarding policies and procedures, registration, courses, and programs. The catalog is available both in print and on the SAC website. However, in addition to the college catalog, the schedule of classes, publications and statements are reviewed for accuracy to assure integrity in all representations about its mission, programs, and services. Other modalities used to provide information include SAC's

mobile website, social media on Facebook and Twitter, SACTV, student handbooks, and departmental brochures (IIA-130, IIA-131?).

During the 2012-2013 academic year, a redesign committee was created to work with the Technology Advisory Committee SACTAC, a participatory governance committee, to re-design the college website. Student focus groups took place to get student input into the new design. The new website was launched in September of 2013 ([IIA-101](#)).

The alternate media specialist in the department of Disabled Student Programs and Services (DSPS) works with faculty and administration to ensure that both printed and online materials produced by the college are accessible to students with vision or hearing impairments. In-class videos are required to be closed captioned, and courses offered via Distance Education are also required to meet accessibility requirements. When faculty undergo training to offer online courses, they are taught to assess if presented materials are accessible, and if not, to modify them for accessibility. ([IIA-132](#))

Student achievement information is published through the district's Research Department and is available on the district website (see [IB-13](#)).

Information regarding number of Degrees and Certificates and CSU/IGETC Certificates of achievement awarded 2007-08 through 2011-2012 and Transfers to four-year institutions from 2007-08 through 2011-12 can be found on the RSCCD website ([IIA-19](#)).

DE representation is the same as for traditional courses for the institution. In addition, the Distance Education website ([IIA-90](#)) provides information for prospective students regarding degree advisement plans, online course schedules, student resources for the DE student, and information about learning online. Students and faculty are instructed to utilize the DE website for any questions or concerns. From recording of questions via phone and email, increased usage of the website has been demonstrated. Student achievement in DE is provided at the RSCCD Institutional Research website (see [IB-29](#)).

### **Self Evaluation**

Santa Ana College meets this standard. The institution represents itself clearly, accurately, and consistently to all constituents through both published documents and electronic formats. The institution also regularly reviews its policies and procedures and publications through designated processes which are approved through the RSCCD Board of Trustees. Respective faculty and staff plan to continue to review published documents and electronic formats on a regular cycle to ensure that information presented is current.

### **Actionable Improvement Plans**

None.

**II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

### **Descriptive Summary**

Through a number of Board Policies and publications, it is clear that SAC, through its governing board, creates, makes public, disseminates and uses its governing board's adopted policies regarding academic freedom and responsibility (BP 4030, formerly BP4201, see [IIA-116](#)) and student academic honesty (Standards of Student Conduct—BP 5201).

## **BP 4030 Academic Freedom (IIIA-116)**

**Reference:** Title 5, Section 51023; Accreditation Standard II.A.7

The teacher should be free to think and to express ideas, free to select and employ materials and methods of instruction, free from undue pressures of authority, and free to act within his/her professional group. Such freedom should be used judiciously and prudently to the end that it promotes the free exercise of intelligence and student learning. Academic freedom is not an absolute. It must be exercised within the law and the basic ethical responsibilities of the teaching profession. Those responsibilities include:

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

### **Revised \_\_\_\_\_ (Previously BP4201)**

BP 5201 ([IIA-134](#)) includes the Standards for Student Conduct. It contains the Guidelines for Student Conduct, the Disciplinary Actions for Students who violate those Standards of Student Conduct, the students' Due Process rights, and the students' Due Process Hearing are outlined in detail. Specifically, Section I.A. of BP 5201 states that: "...dishonesty, cheating, plagiarism, lying, or knowingly furnishing false information to the district or a college official performing their duties" all "represent violations for disciplinary action." BP 5201 can be found on the RSCCD website.

BP 5201 (Standards of Student Conduct) states:

Guidelines for Student Conduct are set forth in the California Education Code, California Administrative Code, Title 5, policies of the Board of Trustees, and all civil and criminal codes. Students enrolling in district educational programs assume an obligation to obey state law and district rules and regulations governing the conduct of students.

Students who enroll in those instructional programs in which the college has affiliations with various outside associations must comply with the college's policies and procedures and also with the outside associations' policies and procedures. This includes but is not limited to students enrolled in the programs of Cosmetology, Fire Academies, Criminal Justice Academies and Nursing.

### **Self Evaluation**

The Board Policies regarding academic freedom and responsibilities and student academic honesty are explicit and followed.

### **Actionable Improvement Plans**

None.

### **II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

#### **Descriptive Summary**

Article II.2 of the Academic Senate Constitution states: "... that the faculty has formal and effective procedures for participating in the formation of college policies on academic and professional concerns, in accord with the provisions of the California Administrative Code." In addition, Article II.2 promotes: "...[a] sense of responsibility among faculty for maintaining a superior level of instruction and professional commitment." A statement of professional ethics was also adopted by

the Academic Senate and endorsed by the RSCCD Board of Trustees. Section IV.C. states that faculty “Clearly differentiate those actions and opinions pursued as a private citizen from those that are expressed as a representative of the college” (Constitution of the Academic Senate of Santa Ana College, [IIA-135](#)).

The *Santa Ana College Faculty Handbook*, and the statement of professional ethics demonstrates that SAC makes every effort to help faculty distinguish between their personal views as private citizens and those views expressed as representatives of SAC and RSCCD.

**Page 48** of the *Santa Ana College Faculty Handbook*, states, “The teacher should be free to think and to express ideas, free to select and employ materials and methods of instruction, free from undue pressures of authority, and free to act within his/her professional group. Such freedom should be used judiciously and prudently to the end that it promotes the free exercise of intelligence and student learning. . . . It must be exercise within the law and the basic ethical responsibilities of the teaching profession.” Furthermore, **page 63** of the *Santa Ana College Faculty Handbook* contains the Statement of Professional Ethics as adopted by the Academic Senate and endorsed by the RSCCD Board of Trustees. The *Santa Ana College Faculty Handbook* can be found on the SAC website ([IIA-136](#)). Furthermore, through faculty evaluations, divisions, and departments are able to determine how effectively the distinction between private versus public views are made.

### **Self Evaluation**

Santa Ana College meets this standard. Policies are in place to ensure that faculty distinguish between personal convictions and professional accepted views.

### **Actionable Improvement Plans**

None.

## **II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.**

### **Descriptive Summary**

Through BP 5201 (Standards of Student Conduct) and AR 5201, it is clear that SA, through its governing board, creates, makes public, disseminates, and uses its governing board’s adopted policies regarding student academic honesty ([IIA-134](#) and [IIA-133](#)).

BP 5201 includes the Standards for Student Conduct. In it, the Guidelines for Student Conduct, the Disciplinary Actions for Students who violate those Standards of Student Conduct, the students’ Due Process rights, and the students’ Due Process Hearing are outlined in detail. Specifically, Section I.A. of BP 5201 states that: “...dishonesty, cheating, plagiarism, lying, or knowingly furnishing false information to the district or a college official performing their duties” all “represent violations for disciplinary action.” BP 5201 can be found on the RSCCD website ([IIA-134](#)).

### **Distance Education**

Santa Ana College has a college-wide policy on academic honesty ([IIA-137](#)). In addition, it is stressed in the DE Instructor Certification ([IB-25](#)) to use multiple means of student assessment. This is done to create learning assessments as well as to avoid student dishonesty. The WICHE Best Practices for student authentication ([IIA-138](#)) are referenced and discussed in the DE Instructor Certification modules. DE faculty are instructed to place their academic honesty policy in their syllabus, along with specifics for their course. The Recommended Online Course Outline Additions ([IIA-139](#)) provides some recommendations and syllabi verbiage for DE faculty. Dean of Student Life documents all reports of student dishonesty; there have been no reports of student dishonesty regarding the for DE students. These are reviewed for methods to improve teaching and assessment practices.



Student verification for DE courses is accomplished through use of a secure login to the institution's Learning management system, proctored exam by the instructor or test center using photo identification, and utilization of current technologies (Turnitin or SafeAssign, plagiarism prevention applications). Currency of verification methods is reviewed.

### **Self Evaluation**

Santa Ana College meets this standard. Policies are in place to ensure that SAC had publishes clear expectations regarding student academic honesty and the consequences for violating those policies.

### **Actionable Improvement Plans**

None.

## **II.A.7.c. Institutions that require conformity to specific codes of conduct or staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

### **Descriptive Summary**

The Board of Trustee policies provide a framework for conduct for staff, faculty and administrators. BP 7002 Civility notes that while all employees retain the right to free speech, they must speak responsibly ([IIA-140](#)).

#### **BP 7002 Civility**

All employees of the Rancho Santiago Community College District retain their freedom of speech under both the federal and state constitutions. Freedom of speech is a fundamental personal right, but it does not confer an absolute right to speak, without responsibility, whatever one may choose, or an unrestricted license that gives immunity for every possible use of language.

The Rancho Santiago Community College District respects and even encourages its employees to exercise their freedom of speech on issues of public importance. The district, however, properly may regulate speech if it injures the district, its employees, its students or members of the public. There is an expectation that all employees will be courteous and polite to one another in any interaction while they are in the course and scope of their employment. Discourtesy and impoliteness constitute unacceptable professional behavior.

This BP does not completely or comprehensively attempt to regulate the conduct of district employees. Its purpose is to communicate the requirement that interactions between employees, which may involve spirited and serious debate or criticism, may not involve any threat, coercion, intimidation, use of obscenities, illegal harassment, assault or battery.

#### **Revised October 28, 2013 (Previously BP4137)**

The student code of conduct is published in the *Student Handbook and Planner* ([IIA-141](#)). Student handbooks are available for students free of charge in the bookstore and other locations. This information is also available in the *Faculty Handbook* ([IIA-136](#)).

BP 7001, states the Code of Ethics for all employees of the Rancho Santiago Community College District. The policy states: "All employees of Rancho Santiago Community College District are professionals who are dedicated to promoting a climate which enhances the worth, dignity, potential, intellectual development, and uniqueness of each individual, as well as the collegiality of a learning community."

The 2012-2013 *Santa Ana College Student Handbook and Planner*, specifically pages 33-38, states BP 5201, which includes the Standards for Student Conduct.

It contains the Guidelines for Student Conduct, the Disciplinary Actions for Students who violate the standards, Due Process rights, and the steps for Due Process Hearing. Guidelines for student conduct are also outlined on the “Student Life” pages of the student services website. Guidelines state: “Guidelines for Student Conduct are set forth in the California Education Code, California Administrative Code, Title 5, policies of the Board of Trustees, and all civil and criminal codes. Students enrolling in district educational programs assume an obligation to obey state law and district rules and regulations governing the conduct of students.”

<http://sac.edu/StudentServices/StudentLife/Pages/Rights-and-Conduct.aspx>

The SAC Catalog for 2014-2015 (p. 21) states the Academic Freedom Policy. Furthermore, pages 32-33 of the SAC Catalog for 2014-2015 state the Standards of Student Conduct, specifically the Guidelines for Student Conduct (p. 32) and Academic Honesty Policy Information (p. 33). The SAC Catalog for 2014-2015 can be found on the SAC website ([IIA-142](#)).

The SAC *Faculty Handbook* (p.48) states SAC’s Faculty Academic Freedom Policy and the Statement of Professional Ethics (pp 63-64). The *Santa Ana College Faculty Handbook* can be found on the SAC website. Finally, all Board Policies may be found at <http://rscdd.edu/Trustees/Pages/Board-Policies.aspx>.

### **Self Evaluation**

Santa Ana College meets this standard. The relevant policies concerning student and faculty conduct are clearly stated, and the college makes every effort to ensure the policy statements are widely available.

### **Actionable Improvement Plans**

None.

### **II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

Not applicable.



## Standard II.A. Evidence

- IIA-1(?) SAC ILOs, i.e., Core Competencies  
<http://www.teams.rscdd.edu/sac>
- IIA-2 College Catalog – Mission Statement and Institutional Core Competencies  
[http://sac.edu/CatalogAndSchedule/Documents/2013-2014/catalog/SAC\\_Catalog\\_13-14.pdf](http://sac.edu/CatalogAndSchedule/Documents/2013-2014/catalog/SAC_Catalog_13-14.pdf)
- IIA-3 Program Review Resources  
[http://teams.rscdd.edu/sac/Program\\_Review/SitePages/Program%20Review%20Resources.aspx](http://teams.rscdd.edu/sac/Program_Review/SitePages/Program%20Review%20Resources.aspx)
- IIA-4 (?) Minutes Modern Languages Department  
[http://teams.rscdd.edu/sac/Program\\_Review/ModernLang/Documents/MLanguages\\_Minutes\\_Fall\\_2013.pdf](http://teams.rscdd.edu/sac/Program_Review/ModernLang/Documents/MLanguages_Minutes_Fall_2013.pdf)
- IIA-5 Nursing Department Annual Review  
[http://teams.rscdd.edu/sac/Program\\_Review/Nursing/Annual%20%20Quadrennial/Nursing\\_19QT\\_2013\\_sectionsl\\_II\\_VI.pdf](http://teams.rscdd.edu/sac/Program_Review/Nursing/Annual%20%20Quadrennial/Nursing_19QT_2013_sectionsl_II_VI.pdf)
- IIA-6 Communication Studies Capstone Review 2012  
[http://teams.rscdd.edu/sac/Program\\_Review/CMST/Annual%20Department%20Planning%20Portfolio/CommunicationStudies\\_PAPR\\_S12.pdf](http://teams.rscdd.edu/sac/Program_Review/CMST/Annual%20Department%20Planning%20Portfolio/CommunicationStudies_PAPR_S12.pdf)
- IIA-7 PA/PR Capstone Review Cycle by Department  
[http://teams.rscdd.edu/sac/Accreditation/Standard-II-A/Evidence/IIA-7.PAPR\\_CapstoneCycle.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-II-A/Evidence/IIA-7.PAPR_CapstoneCycle.pdf)
- IIA-8 Cyclical Academic Program Review Planning Calendar  
[http://teams.rscdd.edu/sac/Program\\_Review/SiteAssets/SitePages/Program%20Review%20Resources/Cyclical%20Academic%20Program%20Review%20Planning%20Calendar.pdf](http://teams.rscdd.edu/sac/Program_Review/SiteAssets/SitePages/Program%20Review%20Resources/Cyclical%20Academic%20Program%20Review%20Planning%20Calendar.pdf)
- IIA-9 Program Review Repository  
[http://teams.rscdd.edu/sac/Program\\_Review/SitePages/Home.aspx](http://teams.rscdd.edu/sac/Program_Review/SitePages/Home.aspx)
- IIA-10 College Council Minutes February 12, 2014  
<http://sac.edu/President/collegecouncil/Documents/2014/Min-Feb122014.pdf>
- IIA-11 Teaching Learning Committee Website  
<http://sac.edu/committees/TLC/Pages/default.aspx>
- IIA-12 TLC End-of-Year Report  
<http://sac.edu/committees/TLC/Documents/2012-2013/TLC-End-of-Year-Report05-15-12.pdf>
- IIA-13 TLC best Practitioners with Faculty Experts  
[http://teams.rscdd.edu/sac/Accreditation/Standard-II-A/Evidence/IIA-13.TLCbestPractitioners\\_withFacultyExperts.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-II-A/Evidence/IIA-13.TLCbestPractitioners_withFacultyExperts.pdf)
- IIA-14 Simple Classroom Assessment Techniques Presentation  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-A/Evidence/IIA-14.SimpleClassroomAssessmentTechniques.pdf>
- IIA-15 Data Coaching Presentation  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-A/Evidence/IIA-15.DataCoaching.pdf>
- IIA-16 SAC Faculty Symposium S11  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-A/Evidence/IIA->

[16.SAC.FacultySymposiumS11.pdf](#)

- IIA-17 SAC Basic Skills Presentation on Data from the District Research Department  
[http://teams.rscdd.edu/sac/Accreditation/Standard-II-A/Evidence/IIA-17.SAC.BasicSkills\\_Data.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-II-A/Evidence/IIA-17.SAC.BasicSkills_Data.pdf)
- IIA-18 Classroom Based Research  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-A/Evidence/IIA-18.ClassroomBasedResearch.pdf>
- IIA-19 Transfers to 4-year Colleges  
<http://rscdd.edu/Departments/Research/Pages/Transfers-to-4-year-Colleges.aspx>
- IIA-20 Welcome from the President  
<http://www.sac.edu/president/Pages/default.aspx>
- IIA-21 DE SLO Student Survey  
<http://sac.edu/AcademicAffairs/DistanceEd/Documents/ProgramDocs/DEStudentSurvey/SLOFall2013Overview.pdf>
- IIA-22 Student Online Orientation Survey  
<http://sac.edu/AcademicAffairs/DistanceEd/Documents/ProgramDocs/DEStudentSurvey/OnlineOrientationFall2013Overview.pdf>
- IIA-23 SAC Student Satisfaction Survey - 2013  
<http://rscdd.edu/Departments/Research/Documents/StudentSatisfaction/SACStudentSatisfactionWebReport2013.pdf>
- IIA-24 Pathways of Student Persistence and Performance
- IIA-25 SAC Graduate Student Study, June 2011  
<http://rscdd.edu/Documents/Uploads/SAC-Grad-Study-june-11---08-15-11-final-print-report-version.pdf>
- IIA-26 RSCCD Course Advisements in Math, English, ESL/ACE/EMLS, and Reading  
[http://rscdd.edu/Departments/Research/Documents/Assessment\\_Testing/CourseAdvisementsMathEnglReadEMLSACEESLFall2013TESTINGCENTER.pdf](http://rscdd.edu/Departments/Research/Documents/Assessment_Testing/CourseAdvisementsMathEnglReadEMLSACEESLFall2013TESTINGCENTER.pdf)
- IIA-27 Comparison of 4 Classes with (and without) the Use of DLAs  
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IIA-85 1.SEVP.6-27-13  
IIA-93 1.Convocation.2014

[http://rsccd.edu/Departments/Research/Documents/Assessment\\_Testing/CourseAdvisements\\_MathEnglReadEMLSACEESL\\_Fall2013\\_TESTINGCENTER.pdf](http://rsccd.edu/Departments/Research/Documents/Assessment_Testing/CourseAdvisements_MathEnglReadEMLSACEESL_Fall2013_TESTINGCENTER.pdf)

## **II.B. Student Support Services**

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

**II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

### **Descriptive Summary**

SAC endorses and maintains a culture of supporting student academic achievement in alignment with the mission of the college, which emphasizes “access and equity in a diverse learning environment that prepares students for transfer, careers, and lifelong intellectual pursuits in a global community.” Student Support Services also confirms the six Vision Themes, which serve as the goals of the college: Student Achievement, Use of Technology, Innovation, Community, Workforce Development, and Emerging American Community. Student services maintains these principles in the programs and services they provide throughout the students’ pathway through college, from services that affect most students (i.e., Admissions and Records, Financial Aid, Health Center, and the Testing Center) to specialized programs that provide a more intensive level of academic support (i.e., Extended Opportunity Programs and Services; Freshmen Experience; Math, Engineering and Science Achievement; Disabled Students Programs and Services; and the Veterans Resource Center).

### **Admissions and Records**

The Admissions and Records Office is primarily responsible for the admission and registration of students, the implementation of all academic policies, and the maintenance of student records. Basic information regarding policies, timelines, dates, hours, and forms are available on the SAC website ([IB-1](#)).

### **Financial Aid**

The Financial Aid Office administers federal and state student aid programs designed to assist students who are unable to meet the cost of education ([IIB-2](#)). Assistance includes various grants, loans, and work opportunities. These programs include the Board of Governors Fee Waiver (BOGW), Cal Grant programs, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and the Federal Direct Loan programs (Subsidized and Unsubsidized).

### **Scholarship Program Office**

Santa Ana College offers over \$400,000 in scholarships annually to students enrolled in classes for the fall and spring semesters of each academic year. Scholarships are available for students continuing at Santa Ana College as well as transferring as juniors to four-year institutions. All awards are based on receipt of funding from donors through the SAC Foundation. Applications are available online ([IIB-3](#)) for students meeting minimum criteria (currently enrolled, minimum 2.0 GPA, and completion of at least 12 units at SAC). Rolling Scholarship applications are available the first two weeks of fall and spring semesters with very limited funding. Each May, scholarship recipients are announced at the Scholarship Awards Ceremony, when scholarship donors and recipients are honored by the college ([IIB-4](#)).

### **Health & Wellness Center and Psychological Services**

The Health & Wellness Center promotes physical and mental health education by transforming or eliminating obstacles to learning, advocating optimal wellness, and encouraging individuals to make informed decisions regarding health-related concerns ([IIB-5](#)). Available health services include the diagnosis and treatment of acute short-term illnesses; first-aid; counseling; birth control; and health maintenance and wellness promotion

literature. Blood pressure checks, cholesterol monitoring, tuberculin skin testing, community referrals, and emergency care are also provided.

### **Career/Job Resource Center**

The Santa Ana College Career/Job Resource Center provides all the resources necessary for students to find a major, set a career goal, and obtain successful employment ([IIB-6](#)). The Career/Job Resource Center offers access to computerized resources and hard copy information on careers, training programs, job placement services, and workshops such as Interview Skills, Job Search, Resume Writing, and Undecided Major Workshops. Individuals and entire classes can utilize the Career Job/Resource Center to explore career based on interests, skills, personality, and values. Information is available on employment trends and salaries locally, nationally, and internationally.

### **Veterans Resource Center**

The Veterans Resource Center assists veterans by providing quality services that allow the student to transition from military service into college ([IIB-7](#)). In addition, Veterans, Active Duty, Reservists, and their dependents are assisted with accessing their VA education benefits when pursuing an eligible AA/AS, Certificate, or Transfer Program for a BA/BS. The VRC also provides services and activities to enhance learning and can direct students to campus programs that will help them succeed in their educational goals. Students can learn about services online and can connect with the certifying official and or counselors by phone and or email.

### **Coordination of Support Services**

To ensure effective, student-centered coordination of support services at the institutional level, committees review college-wide data in order to evaluate progress and develop innovative programs that further student success. Such committees have included the former Institutional Effectiveness and Assessment (IE&A) Committee ([IIB-8](#)), the Teaching Learning Committee (TLC, see [IB-24](#)), and the Student Success Committee ([IIB-9](#)). During the last two years, the Basic Skills (BSI) Task Force has changed its administrative committee structure to include broader campus representation of academic and student support faculty, administrators, and staff in setting budget priorities for student success in the mastery of basic skills ([IIB-10](#)). Overall student success targets are also established, and progress by departments is reviewed annually at the Spring Convocation ([IIB-11](#)).

The quality of services that support student learning and enhance the achievement of the mission is also monitored at the departmental and division level. This is accomplished through a combination of data-driven, systemic, and cyclic review of services and programs that guide strategic planning and additional surveys that provide feedback from students on a college-wide basis. Strategic planning for program design and improvement that is aligned with the missions of the district, college, and department is discussed on a continuous basis and included in the program review submitted annually by faculty, staff, and administrators in all departments that provide student support services. The department portfolios present the evidence used to evaluate the success of the departmental goals and student learning outcomes (e.g., course completion, retention, and educational goal achievement data) as well as data directly assessing student learning outcomes for each area. The data are analyzed and discussed within each department and used to develop new goals and student learning outcomes for the coming year. Embedded in the portfolios is a more in-depth Student Services Program Effectiveness Review that includes comparison with other regional or statewide programs. This is conducted every three years and updated annually ([IIB-12](#)).

To demonstrate change as a result of the planning portfolio analysis, Admissions and Records created an SLO to measure student use of online processes for applications, enrollment/registration, and transcript requests. This resulted in greater online utilization for those students who have had more limited access to technology. Students seeking over-the-counter assistance were given one-on-one assistance. Results of a survey assessing understanding and use of the online systems over the last four years indicated:

- Online applications submitted increased from a baseline of 53 percent to 79 percent
- Online enrollment/registration increased from 42 percent to 55 percent
- Transcript requests increased from 30 percent to 51 percent

Students demonstrated the ability to utilize the online processes and expressed greater confidence in with this technology. This also addresses the ILO of computer competency. In addition, changes to the process reduced use of staff time.

Student achievement data are also routinely analyzed to evaluate the effectiveness of student service programs as part of the portfolio planning process. For example, in 2012-2013, the Freshmen Experience Learning Community Program (FEP) data indicated that 78 percent of FEP English classes and 75 percent of FEP math classes had a higher course-level pass rate. The Santa Ana ¡Adelante! Program tracks entering freshmen cohorts who are eligible for augmented counseling advisement services and guaranteed admission to local CSU and UC partners. Results indicate that students who utilized support services demonstrated a significantly higher persistence rate to the second semester than those who did not (94 percent vs. 74 percent), and to the third semester 81 percent vs. 51 percent).

In order to assess program strengths and weaknesses and to further improve program functioning, student support programs that receive categorical funding also submit an annual Chancellor's End of the Year Report on their services. These programs, including EOPS/CARE, DSP&S, CalWORKs and Matriculation, also provide periodic Categorical Program Self Evaluation reports that guide future planning ([IIB-13](#)).

SAC assures the quality of student support services by routinely evaluating services at an institutional level. The RSCCD Research Department conducts an annual *SAC Student Satisfaction Survey* with currently enrolled students (who have completed 24 or more units), which includes ratings of 24 student support programs and services ranging from Admissions and Records to the Veterans Resource Center. In the most recent survey for 2013, students' ratings of "excellent" or "good" for each service area ranged from 60 percent to 89 percent, with an average rating of 74 percent, compared to an average rating of 82 percent in 2012. Programs were rated lower than in the previous year by an average of -6.7 percent, a declining trend that reflects greater dissatisfaction with the quality of student services (see [IIA-23](#)).

Student ratings of support services are also included in follow up studies with SAC alumni one year after graduating. The *SAC Graduate Student Survey, June 2011* ([IIB-14](#)) includes ratings of 23 programs and services, which received marks of "excellent" and "good" ranging from 68 percent to 86 percent, with an average of 79 percent.

In addition, the Santa Ana College's School of Continuing Education (SCE), provides student services such as admissions, assessment, orientation, counseling, disabled student services and outreach to students in Continuing Education programs such as English as a Second Language (ESL), Adult Secondary Education, i.e., Adult High School Diploma (AHSD), Adult Basic Education (ABE), GED, Bilingual GED, and short-term Career and Technical Education. Ninety percent of the respondents of the *SCE Student Satisfaction Survey, Spring 2012* ([IIB-15](#)) gave "good" or "excellent" ratings to all areas, including "classroom experience," "availability of classes," "variety of classes offered," and "overall experience." The School of Continuing Education Basic Skills Initiative Committee has funded initiatives that include embedded counseling in the large Adult High School classrooms, student transition to college activities, classroom tutoring, and transition to college counseling. The program review process provides a vehicle for student support services to evaluate programming and services as seen in the department portfolios and goals. The non-credit programs and services participate in the college at-large committees in the evaluation and planning of the student support services.

## **Distance Education**

DE administers an annual Student Survey (see [IB-52](#)) in which students are queried about various student support services and their usage of these services. This has assisted DE in the realization that some services in the DE mode need to be more obvious to students, and it has helped to prioritize student services for the DE student. Student services are available to students either through the particular service's own website, via the Distance Education Student Resources ([IIB-16](#)) webpage, or from the Student Support link from the Blackboard homepage. Services include Counseling, the Don Bookstore, the Nealley Library, the Math Center, and the Learning Center.

Students are prepared for DE course success through face-to-face Blackboard Workshops (see [IIA-91](#)) with tips for online course success, the DE website [Student Information page with online course information](#), and

tips and the SAC Online Student Orientation (see [IA-10](#)) module available on Blackboard with a practice “sandbox.”

### **Self Evaluation**

Santa Ana College meets this standard. SAC has well-established protocols for regular evaluation of student support services conducted at multiple levels, including program, department, and institution-wide processes. Program and student learning outcome assessment is linked to strategic planning, goal development, and program improvement. Student feedback is routinely assessed and incorporated into program design. Since the last external evaluation site visit, program planning has been more systematically tied to budget requests and resource allocation. However, a recent decline in students rating services as “excellent” or “good” indicates the need to investigate and improve areas that students perceive less favorably in 2013 than in 2012.

### **Actionable Improvement Plans**

Each of the Student Services programs will incorporate review of the 2013 Student Satisfaction Survey into the annual Program Effectiveness Review and Program Plan within their respective planning portfolio.

## **II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

General Information Requirements  
Major Policies Affecting Students  
Locations or publications where other policies may be found

### **Descriptive Summary**

Santa Ana College annually produces a comprehensive catalog in both print and electronic versions for students, the public, faculty, and staff. The print version is distributed to all departments and program offices, and is available for purchase by the public in the campus Don Bookstore. It can be accessed for free online through the college website (see [IIA-142](#)).

The catalog is inclusive of all necessary information, policies, and procedures as follows: (Numbers in parenthesis refer to the School of Continuing Education.)

2014-2015 Catalog	Page
a. General Information	
Official Name, Address(es), Telephone Number(s), and Web Site	1
Address of the Institution	1
• Educational Mission	4 (250)
• Course, Program, and Degree Offerings	53-245 (261-277)
• Academic Calendar and Program Length	2 (249)
• Academic Freedom Statement	20
• Available Student Financial Aid	15
• Available Learning Resources	14-52 (251-252)
• Names and Degrees of Administrators and Faculty	279-287
• Names of Governing Board Members	6
b. Requirements	
• Admissions	9-10 (253)
• Student Fees and Other Financial Obligations	13 (253)
• Degree, Certificates, Graduation and Transfer	31-52 (254)
c. Major Policies Affecting Students	
• Academic Regulations, including Academic Honesty	20-28 (258-260)



• Nondiscrimination	8
• Acceptance of Transfer Credits	28
• Grievance and Complaint Procedures	23 (258)
• Sexual Harassment	26
• Refund of Fees	13

Locations or Publications Where Other Policies May be Found    The catalog refers the reader to the appropriate office or publication when and where appropriate.

The college catalog is reviewed and produced by the college’s administrators and curriculum committees annually through an established and regular process ([IIB-17](#)). Each spring the accumulated changes to curriculum are entered into Datatel and are given to the district’s Graphic Communications department for inclusion in the following year’s catalog. College policies, statements, student service information, and faculty and board information are reviewed and updated annually by the individual offices responsible for each section of the catalog. This process ensures that complete and accurate information is reflected in the catalog. If changes are made, e.g., the addition of an ADT degree, addenda are posted electronically ([IIB-18](#)). The Board of Trustees has final approval of the catalog and receives a letter annually with all catalog revisions, including new, revised, and deleted courses and programs.

Department contact information is included in the catalog (see [IA-2](#), pages 6 and 7), and more complete department information may be found on the department website at sac.edu. For example, the Occupational Therapy Assistant ([IIB-19](#)) and the Nursing programs ([IIB-20](#)) have department specific information for students on their web pages not included in the catalog.

A student handbook is also available online via the Student Activities website (see [IIA-141](#)) which highlights campus life activities, student code of conduct, student grievance procedures, relevant district policies, phone numbers, and general information for students.

## **Distance Education**

All student support services are available on the DE website and through a link on the Blackboard homepage. The catalog is provided in both print and electronic format. Distance education is described in the catalog (see [IA-2](#)) under Instructional and Student Services (p.10 – revise for 2014-15 catalog)

Admissions and course registration are electronic. Courses are noted as online or hybrid during course registration on WebAdvisor. Course fees for DE are no different than traditional courses. Services include Counseling, the Don Bookstore, the Nealley Library, the Math Center, and the Learning Center.

Publications and policies are available on the college website and are easily accessible. The same major policies apply to DE students with some exceptions. DE student attendance is monitored closely by faculty through regular effective contact as described in the Santa Ana College Regular Effective Contact Policy (see [IB-15](#)). DE is working with Financial Aid for DE student access. Student complaints are recorded in the DE database and in an annual survey for write-in comments. Out-of-State students ([IIB-21](#)) have a complaint resolution contact listing by state provided at the website.

## **Self Evaluation**

Santa Ana College meets this standard. The college catalog provides accurate and current information about the college to its diverse constituencies, and it is readily accessible as a hard-copy document or online. However, the catalog could be organized in a more student-friendly style without compromising its purpose and content. A workgroup including faculty, student services staff, administration, and students has been created to pursue a better template and format (evidence: committee list—[document requested of Lilia by bnj](#)).

With regard to Distance Education, the Financial Aid office is working to implement access to DE students. Since all major policies apply to all students regardless of mode of study, this needs to be accomplished.

## **Actionable Improvement Plans**

A recommendation will be made by the workgroup for a more student-friendly format for the catalog.

### **II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

#### **Descriptive Summary**

SAC researches and assesses the learning support needs of its students. The college examines external factors such as labor and workforce trends; current and prospective student demographics; outcome results of feeder high schools in local school districts; input from community members; and feedback from graduates and alumni.

Partnerships with local educational agencies (LEA's) and other higher educational institutions ([IIB-22](#)) have provided opportunities to develop and implement programs and services to meet the needs of the students. These programs and services include Middle College High School; TRIO programs, e.g., Student Support Services Program, Upward Bound, Academic Talent Search, and the Veterans Upward Bound program ([IIB-23](#)); Summer Scholars Transfer Institute ([IIB-24](#)); Mathematics, Engineering, Science Achievement Program/MESA ([IIB-25](#)); the Center for Teacher Education ([IIB-24](#)); and other programs associated with the Santa Ana Partnership ([IIB-22](#)). Most recently, an agreement was reached with CSU Fullerton and UC Irvine that would guarantee transfer admission for SAUSD students who enroll at SAC and achieve all transfer requirements. This agreement, Santa Ana ¡Adelante!, was initiated, as entrance to four-year institutions has become harder for underrepresented students ([IIB-27](#)).

The Institutional Research Department designs, conducts, and publishes regular statistical studies to assist in the college's policy and program planning and development ([IIB-28](#)). Each year the Research Department conducts and publishes the Student Satisfaction Survey, a comprehensive survey that reports student satisfaction with the SAC educational experience, environment, programs, and services. SLO's and level of engagement are also assessed as part of the annual *12 Measures of Success* report (see [IB-36](#)).

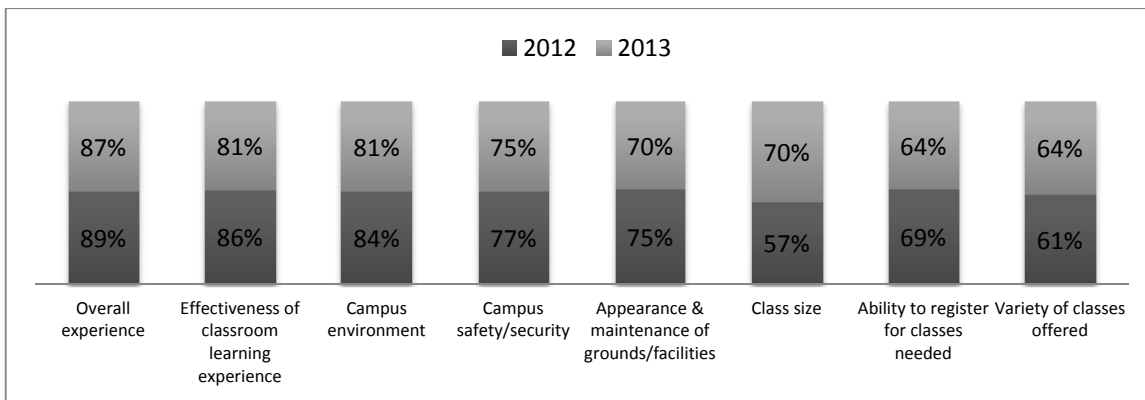
SAC faculty and administration also assess student learning support needs of current and prospective students on a regular basis as part of the Institutional Program Review process ([IIB-29](#)). For example, the counseling department surveys students annually to assess services and to receive suggestions for improvement ([IIB-30](#)). At the departmental level, faculty utilize research and student evaluations in the program review process to determine program goals. College committees and taskforces such as Student Success, Matriculation, and Basic Skills provide additional opportunities to dialogue about student needs ([IIB-31](#)).

The admissions application process ([IIB-32](#)) and the orientation and advisement needs assessment form give students an opportunity to identify their needs ([IIB-33](#)).

During the New Student Orientation, counselors as well as special program staff, provide information on the support programs and services SAC offers ([IIB-34](#)). Contact information and office locations are available in the Student Handbook (see [IIA-141](#)) and on the college website [www.sac.edu](http://www.sac.edu).

RSCCD Research Department surveys student satisfaction for both college credit and SCE students. This department has also conducted interviews with students who have transferred to four-year universities ([IIB-28](#)). The results of the student satisfaction survey (see [IB-48](#)) suggest that SAC is meeting student needs. These studies are distributed among departments and divisions at SAC, and all managers share the results and use these results for planning. Respondents of the most recent student satisfaction survey were generally satisfied with the quality of education, facilities, and services. For example, "class size" and "variety of classes offered" were rated higher in 2013 than the previous year.





*Community College Week*, a national publication for two-year college professionals, cited Santa Ana College (SAC) as 12th among the top 100 associate degree producers for Hispanic students in the nation ([IIB-35](#)). The 98-year-old college is the state's third highest producer of Hispanic graduates. In addition, SAC also ranks 20th among the top 100 associate degree producers for total minority nationwide, 26th for Asian American students, and 31st for two-year certificates all disciplines ([IIB-36](#)).

### **Distance Education**

Learning support needs are identified in DE through the Student survey ([IB-52](#)), SLO Student Survey ([IIA-21](#)), Student Online Orientation survey ([IIA-22](#)), Faculty survey ([IIA-93](#)) and the SAC DE Research report (see [IB-29](#)). From the findings of these research methods, the SAC Online Student Orientation, Blackboard workshops for students, and the DE Instructor Certification (see [IB-25](#)) have been developed and implemented.

### **Self Evaluation**

Santa Ana College meets this standard. The college uses research to identify learning support needs of students and provides appropriate programs and services regardless of mode of study. As part of the planning process, the issue of lower satisfaction expressed in some categories of the October 2013 Student Satisfaction Survey as compared to 2012 merits further research.

### **Actionable Improvement Plan**

The Student Satisfaction Survey will be analyzed by the Student Success Committee ([IIB-9](#)) to determine further research needed. Research results will be utilized for program review.

## **II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

### **Descriptive Summary**

Santa Ana College is committed to making its educational programs accessible by providing all students a wide range of student support services at the main campus, or any of the other four sites, and/or via Distance Education. The four other college sites are Centennial Education Center (CEC, [IIB-37](#)), Digital Media Center (DMC, [IIB-38](#)), the Basic Fire Academy, and the Orange County Sherriff's Regional Training Academy. The institution assures equitable access to all students by assessing student needs for services, offering a wide range of advising and counseling and support services, and engaging in a variety of outreach activities. Information regarding service options may be accessed on campus and via the website ([www.sac.edu](http://www.sac.edu)).

Support services are provided on site at the location where the instruction takes place. This is accomplished by either co-locating a satellite of the support services office or by scheduling those services periodically at the instructional site.

The table below indicates the core student support services and accessibility for students at the 17<sup>th</sup> and Bristol campus or at Centennial Education Center ([IIB-37](#)), the main site for the School of Continuing Education.

**Table 40 Core Student Support Services**

	SAC Main Campus 17 <sup>th</sup> and Bristol	Centennial Education Center	Services Available online
Admissions and Records	X	X	X
Advising and Counseling	X	X	X
Financial Aid Office	X		X
Assessment	X	X	
Disabled Student Program & Services	X	X	X
Career Center	X		
Child Development Center	X	X	
Health Center	X		
Student Activities & Student Development	X	X	X
Bookstore	X	X	X
Math Center	X	X	
Distance Education Support			X

Students are also referred to locations in the vicinity of the instructional program where the service is available. This strategy is employed when services cannot be offered at a specific site (e.g., clinical health services).

The Digital Media Center ([IIB-38](#)), located 2.5 miles from the main campus, hosts only selected classes in digital media, music and TV/video, and a business incubator dedicated to the emerging digital media industry in the Orange County area. The Sherriff's Regional Training Academy ([IIB-39](#)), located in the City of Tustin, seven miles from the SAC main campus trains approximately 800 academy cadets each year. It is a self-contained educational program. The majority of the participants have already been hired and sponsored by an agency.

The Basic Fire Academy provided by Santa Ana College is fully supported by the Rancho Santiago Community College District. Fire cadets are given student ID numbers allowing them all the rights and privileges of student attending class on campus. Students receive financial aid when requested, are entitled to health services including basic medical treatment and physiological assistance. They have access to the computer lab and learning center as well as the counseling center. In the event of a major injury, cadets are covered with an insurance policy much the same as athletes playing football or other sports with the potential of injury. Although fire cadets attend class off campus, they are considered full-time students.

The Student Outreach Office ([IIB-40](#)) provides detailed information regarding the quality of the programs offered to prospective high school students and community members. Services provided include campus tours, college preparation workshops at high school sites, participation in community events, pre-orientation assistance, assessment information, admission application support, and financial aid assistance. An Early Decision program ([IIB-41](#)) provides individual support for students who identify an interest in attending SAC throughout the entire senior year of high school. The Early Decision program involves four stages: assistance with applying to SAC in the fall of the senior year, assistance in completing and submitting the FAFSA as well as scholarship applications, and on-school-site placement testing. This culminates with the early registration during the spring of the senior year. The timeline for this program has been adapted to assist those adult students transitioning from the School of Continuing Education to the credit side. Throughout the academic year, the Early Decision program serves approximately 5,000 students from service area high schools and the School of Continuing Education culminating in just fewer than 2,000 registering early for fall classes ([IIB-42](#)).

In addition to services and courses offered in diverse formats, the college has many resources and important

documents readily available online. This is invaluable for both distance education students and students whose occupational, family, and personal obligations do not afford them the opportunity to be on campus to receive these services. Services that are currently available online have increased substantially over recent years and include counseling, tutoring, financial aid assistance, scholarship information/application, college application, course registration, library access, and bookstore purchases. Other information accessible includes the college catalog, schedule of classes, course descriptions, information on associate's degrees, certificates, and transfer core curriculum information which fulfills the lower division general education requirements for the California State University and the University of California. To ensure that all students have equal access, the college's website meets accessibility requirements for students with disabilities.

Additional online support is provided to students via SAC's Blackboard learning management system ([IIB-43](#)). All SAC classes (traditional, on-line, and hybrid) have access to Blackboard as a co-curricular tool to maintain a networking forum among and between students and faculty.

The School of Continuing Education assures access for all students to Adult Basic Education, English as a Second Language, Adult Secondary Education (i.e., Adult High School Diploma), GED, and Career and Technical Education by assessing student needs for services through counseling and advising ([IIB-15](#)) and by engaging in variety of outreach and recruitment activities ([IIB-44](#)). SAC was recently awarded a Veterans Upward Bound Program, which in partnership with the School of Continuing Education, assists pre-collegiate veterans to prepare for postsecondary education ([IIB-7](#)). The counseling department provides students with academic, career, and personal counseling in addition to embedded counseling and tutoring services offered in the large Adult Secondary Education classrooms. Orientations for ESL, ABE, Adult Secondary Education, and GED students outline the continuing education programs and student services available ([IIB-45](#)).

The Student Transition Program (STP) ([IIB-46](#)) assists student transition from the School of Continuing Education to the college-credit program with college applications, college assessment appointments, financial aid information, transition counseling, and college priority registration. In addition, the STP program in collaboration with the counseling and academic departments, hosts Career Technical Education Fairs, Student Success Conferences, and CEC Information fairs for the continuing education students. These are held at both Centennial Education Center and the main SAC campus in an effort to promote and ease transition ([IIB-47](#)).

## **Distance Education**

The institution works collegially with DE. Tutoring, Directed Learning Activities, Math Center assistance, Counseling and Library support ([IIB-48](#)) are all provided remotely for the DE student. The DE Student survey (see [IB-52](#)) provides an assessment of the usage and need of remote student services and a good evaluation of these services as well.

## **Self Evaluation**

Santa Ana College meets this standard. SAC continually assesses and improves equitable access for all its students at each site by providing appropriate, comprehensive, and reliable services to student regardless of services, location, or delivery method. Student Transition Strategic meetings were held (math, student services, English) spring 2014. Faculty and classified staff reviewed current strategies and considered new practices and procedures to enhance the transition process for students.

## **Actionable Improvement Plans**

New strategies and procedures that come from the Student Transition Strategic meetings will be phased in during the 2015-2016 school year; data will be collected and a review of the results will drive the future changes.

**II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students**

**Descriptive Summary**

The college’s mission statement promotes personal and civic responsibility as well as intellectual and personal development: 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. Of the seven Institutional Learning Outcomes, three are related to civic responsibility, aesthetic and personal development.

**Table 41. Institutional Learning Outcomes, #4 – #6**

<p>4. Diversity Students will develop individual responsibility, personal integrity, and respect for the earth and diverse peoples and cultures of the world.</p> <p>5. Civic Responsibility Students will take personal responsibility for becoming informed, ethical and active citizens of their community, their nation and their world.</p>	<p><b>a. Cultural</b> Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.</p> <p><b>b. Social</b> Students will interact with individuals and within groups with integrity and awareness of others’ opinions, feelings and values.</p> <p><b>c. Environmental</b> Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about the environment.</p>
<p>6. Life Skills</p>	<p><b>a. Creative Expression</b> Students will produce artistic and creative expression.</p> <p><b>b. Aesthetic Appreciation</b> Students will respond to artistic and creative expressions.</p> <p><b>c. Personal Growth</b> Students will demonstrate habits of intellectual exploration, personal responsibility, and practical and physical well-being.</p> <p><b>d. Interpersonal Skills</b> Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.</p>

Santa Ana College therefore provides a range of student service programs that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students (IIB-21).

Students have various opportunities to develop personal responsibility. The Health & Wellness Center offers programs like the “Less Than U Think” alcohol prevention campaign, the “Commit to Quit” anti-smoking campaign, blood drives, AIDS awareness, sex education, and nutrition awareness. The Psychological Services film and seminar series is designed to increase self-awareness and healthy living for all students (IIB-49). Within the Office of Student Life, the Associated Student Government (ASG), in partnership with AT&T, provides an opportunity for students to be involved in the “No Texting & Driving” campaign (IIB-50).

Options are available for students to develop civic responsibility. The Service Learning Center provides volunteer opportunities for students to develop the knowledge, skills, values, and motivation to positively

impact the civic life of the community ([IIB-51](#)). The voter registration days, information booth, and registration drive all provide students with a chance to become informed and registered voters ([IIB-52](#)). Each year during the winter holidays, students have a chance to donate toys for a campus-wide toy drive that benefits children in the community as part of a joint program between the Associated Student Government (ASG) and the Santa Ana Police Department ([IIB-53](#)). KinderCaminata, an annual event that brings over 1,000 kindergarteners on campus with a goal of inspiring a desire for higher education at an early age, provides an opportunity for SAC students to participate and make a difference in the lives of young children ([IIB-54](#)).

Support programs and services exist to assist in the intellectual development of students. Each semester students take part in the Academic Resource Fair, a collaborative effort between the Student Success Committee, one of the participatory governance committees, and ASG ([IIB-55](#)). At this event, students learn about the many available academic support services. The Santa Ana ¡Adelante! Program provides guaranteed admission to CSU Fullerton or UC Irvine for students who graduate from a Santa Ana Unified School District high school, enroll at SAC, and complete all academic and application requirements for transfer ([IIB-27](#)). Another area of support for students are the ASG Finals Stress Relief Days held each semester in which students have a chance to re-energize with snacks, soothing music, massages, and support from peers ([IIB-56](#)).

Artistic development is important at Santa Ana College. Students participate in a variety of art, music, dance, and theatre performances and have opportunities to belong to the cast of specific performances ([IIB-57](#) & [IIB-58](#)). Students support the local art community in the First Saturday Artwalk at the Downtown Santa Ana Artists Village ([IIB-59](#)). At the annual Student Art Show, close to 500 student art pieces are judged by faculty, and 150 distinguished works are displayed in conjunction with a reception where over \$4,000 in awards are given to students ([IIB-60](#)). Finally, students have an opportunity to display their artwork on a six-month rotational basis at the RSCCD offices, the Orange County Hispanic Chamber of Commerce, and the Northwestern Mutual offices in Santa Ana.

Students at SAC have opportunities for personal development. The Associated Student Government (ASG) is the primary organizing group that promotes the personal development of students ([IIB-61](#)). In addition to becoming leaders in the Executive, Senate, and Judicial branches of ASG, students are active in the over twenty student clubs on campus ([IIB-62](#)). Students are also involved in the governance of the college through the various participatory governance committees ([IIB-31](#)) which include Planning & Budget, Student Success, Facilities, College Council, and Technology Advisory Committee. The Student Leadership Institute (SLI), a partnership effort between SAC and CSU Fullerton, provides students with an opportunity to develop their leadership skills ([IIB-63](#)). SAC offers many academic and co-curricular programs including the *el Don* ([IIB-64](#)), an award-winning student newspaper, and students have opportunities to participate in competitive sports, as SAC offers fifteen collegiate sports for men and women ([IIB-65](#)). As part of the Distance Education program, students are offered an online orientation where they explore learning styles and receive valuable information on time management (see [IIA-90](#)).

For the past 20 years, the School of Continuing Education (SCE) has had an active and successful Student Development Program (SDP). The purpose of the SDP is to provide students with an opportunity to learn how to be a leader in the areas of personal and civic responsibility in addition to developing their intellectual and personal skills. The SDP is under the direction of the Student Development Program Coordinator, who is responsible for teaching the Leadership Basic Classes and serving as the advisor to the SACSCE Associated Student Government (ASG) ([IIB-66](#)). It is the responsibility of the SDC to work with school administration, guide the students through the leadership process, and work with the ASG officers on educational, personal, and civic development. SCE ASG is an important part of SAC's history and is responsible for connecting the Santa Ana community with Santa Ana College ([IIB-67](#)).

Each year, SCE students have the opportunity to run for the various officer or student representative positions. Students campaign and make posters for the position of interest, and elections are held at SCE for morning and evening students. The ASG officers and representatives that are elected plan, organize, and support student community events throughout the school year. The elections for ASG are held every May and as of fall 2013, there were eight officers and seven representatives ([IIB-68](#)). Every week, ASG meetings are held and are open to all SCE students ([IIB-69](#)).

Students at SCE have an opportunity to develop their civic responsibility by visiting the SCE website and registering to vote. The website has information on voter eligibility in ten different languages ([IIB-70](#)). Every



year in December and May, SCE's ASG plans and organizes the Student Leadership Conference at Santa Ana College, where students have the opportunity to interact with other students and learn about the college. As of May 2013, 465 students attended the conference. The highlight of the conference is the keynote speakers Senator Lou Correa, Dr. Erlinda Martinez, and Garden Grove Board of Trustee Beo Nguyen ([IIB-71](#)).

All students at SCE can enroll in the Leadership Basics Training Classes, which are offered each semester. These classes are part of an approved curriculum, and students may earn high school elective credits and a Certificate of Completion ([IIB-72](#)).

## **Distance Education**

The SAC Online Student Orientation (see [IA-10](#)) provides students with personal development skills in the form of Netiquette (Online Etiquette) and Time Management. The courses in the Online Degree Pathway (see [IA-11](#)) were developed from the ILO's (Core Competencies), which include areas such as civic responsibility, communication skills, thinking and reasoning, diversity, life and career skills. It is also through distance education that students are encouraged to share in discussions. The Regular Effective Contact Policy (see [IB-15](#)) and Curriculum DE Addendum (see [IB-26](#)) ensure that faculty create a means for interaction with the student as well as student-to-student dialogue. This open learning environment helps to create an online class community in DE courses.

## **Self Evaluation**

Santa Ana College meets this standard. The college provides an enriching environment that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all students. This is supported by the results of the Student Satisfaction Survey conducted of October 2013. From a sampling of 907 students, 81 percent indicated the SAC campus environment (activities, students, teachers, etc.) was excellent or good (see [IB-48](#)). Santa Ana College's School of Continuing Education (SCE) has also demonstrated that the students are offered a variety of programs and opportunities that encourages and promotes personal and civic responsibility.

## **Actionable Improvement Plans**

None.

## **II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

### **Descriptive Summary**

The Counseling Center is the hub of academic advising and personal counseling at SAC, offering individual and group advisement, career planning, orientation services, personal counseling, and several courses that support students' personal and academic development in the achievement of their educational goals. Technology is utilized to augment student access, including online counseling ([IIB-73](#)) and an online orientation option, which is currently in development.

Counseling is also provided through a variety of specialized academic support programs, housed both within and outside the Counseling Division. Some of these emphasize collaboration between academic and student services, including learning communities (e.g., Freshmen Experience) ([IIB-74](#)); a ten-day residential program at UCI, Summer Scholars Transfer Institute ([IIB-24](#)); and an opportunity for students to prepare for transfer by gaining research experience through the Summer Research Scholars Program ([IIB-75](#)). The Fast Track to Success Program ([IIB-76](#)) incorporates accelerated foundational courses in math and English with counseling support to facilitate academic goal completion, especially for students placing below transfer level. Additional support programs within Counseling include the following:

## University Transfer Center

The University Transfer Center ([IIB-77](#)) provides information and assistance to students preparing for transfer to baccalaureate granting institutions. Transfer services include college fairs and appointments with university representatives at Santa Ana College, as well as university field trips. Workshops are also offered on UC and CSU admissions requirements and application procedures and assistance in applying for scholarships and financial aid. The University Transfer Center has also overseen two grants totaling \$467,466 from the US Department of Agriculture ([IIB-78](#)), with the goals of raising awareness of career options available in USDA related fields amongst diverse students; attracting and retaining these students in USDA related majors; ensuring their successful transfer to a university; and supporting transfer success through the awarding of scholarships. The ¡Adelante! Program is also overseen by the University Transfer Center.

## Santa Ana ¡Adelante!

Santa Ana ¡Adelante! ([IIB-27](#)) is an initiative of the Santa Ana Partnership to elevate academic achievement and college attendance for students who attend high schools in the city of Santa Ana. Santa Ana ¡Adelante! provides every Santa Ana Unified School District (SAUSD) high school graduate with the promise of admission to either California State University, Fullerton (CSUF) or the University of California, Irvine (UCI) as long as they enroll at Santa Ana College (SAC) within one year of graduating from SAUSD and complete all academic and application requirements in effect at the time of transfer. The University Transfer Center has collaborated with Outreach to coordinate the innovative Santa Ana College ¡Adelante! program.

## Center for Teacher Education

The Center for Teacher Education (CFTE) is a one-stop support center for students who are interested in a career in K-12 Education. The CFTE provides an array of core services to students including Counseling; Academic Advisement; Pathways to Teaching Information Sessions; the annual regional Road to Teaching Conference; California Basic Educational Skills Test (CBEST) Preparation; a book loan program; and Transfer Preparation, Scholarship, and Financial Aid Assistance. The CFTE has received federal and state grants totaling over \$12 million including three large U.S. Department of Education, Hispanic Serving Institutions, Cooperative Arrangement Grants. These grants and the partnerships established through them at SAC and with regional community colleges and universities have supported the development of expanded curriculum, articulation, and transfer opportunities for SAC teacher education students ([IIB-26](#)).

Curriculum development and course development for K-12 teachers has focused on subject matter preparation, early fieldwork experiences, course-to-course articulation with local university partners, and the development of Education courses that satisfy pre-requisites to post-baccalaureate CSU teacher preparation programs. Degree and certificate programs have been developed to provide students with employment preparation and with preparation for University Transfer:

- Special Education Paraprofessional / Instructional Assistant Certificate
- AA - Elementary Education Degree (Pre-Professional)
- After School Program Assistant Certificate
- After School Program Associate Teacher Certificate
- AA-T – Elementary Teacher Education

Although the CFTE program and the support services reside within the Counseling division under the leadership of a counselor/coordinator, the program curriculum is interdisciplinary, encompassing courses from all divisions. The degrees, certificates, and Education curriculum reside within the Human Services and Technology Division.

## MESA – Mathematics, Engineering and Science Achievement

MESA ([IIB-25](#)) is an academic program designed to support educationally disadvantaged community college students seeking university transfer to a four-year institution while majoring in one of the fields of engineering, computer science, mathematics, and physical/life sciences. MESA students are provided with unique support services emphasizing academic and professional growth.

## University Link

U-Link ([IIB-79](#)) is a transfer admissions program for academically qualified high school students to attend Santa Ana College with guaranteed admissions to the University of California, Irvine. Learning community cohort classes and activities to support students' development, such as cultural events, parent night, and service learning experiences are an integral part of the program.

## PUENTE Program

PUENTE ([IIB-80](#)) provides students with accelerated writing instruction, sustained academic counseling, and mentoring by professionals from the community. Students are enrolled in a learning community cohort of English and counseling courses for both semesters.

## Freshman Experience and Learning Communities II

Freshman Experience and Learning Communities ([IIB-81](#)) are an innovative interdisciplinary approach to traditional course offerings, created by linking courses in skill development, often with a counseling course to provide academic support for students. The program helps develop essential academic skills and eases the transition and adjustment of new students to college environment. Additional learning community courses are offered for students who continue into their second year.

Innovative programming design frequently emerges from analysis of barriers to student success and often involves multiple program and intersegmental involvement. MESA, the Center for Teacher Education and the Freshmen Experience Program have collaborated to develop learning communities that target academic and counseling support for students in "gateway" courses such as pre-calculus, and have worked with the Math department to develop math "boot camps" to help students prepare for such courses. The Transfer Mentor Program utilizes SAC alumni who have enrolled at local four-year colleges to mentor current transfer bound SAC students, who in turn become mentors for the next generation of potential transfer students.

Strong collaboration exists with programs that provide counseling and other student support outside of the Counseling division, including EOPS/CARE/CalWORKs and DSPS. To ensure that the needs of more specialized populations are met, program-specific counselors are assigned to assist international students, veterans in our Veterans Resource Center, and students majoring in Career Technical Education fields. Counselors also partner with Outreach to advise and register incoming freshmen annually through the Early Decision program and coordinate intersegmental activities from high school to four-year colleges through the Achieving College Network ([IIB-82](#)), and with counselors at CEC to transition students from non-credit to credit programs ([IIB-83](#)).

**Following are programs outside of the Counseling Division that provide counseling services.**

### Extended Opportunities Programs and Services and Cooperative Agencies Resources and Education

Extended Opportunities Programs and Services (EOPS) is designed to assist first generation, low-income students achieve their educational goals. In addition, the Cooperative Agencies Resources for Education (CARE) program focuses on providing supplemental resources to our single head-of-household parent students to assist them in a process leading to self-sufficiency through a balanced family life and academics ([IIB-84](#)). CARE provides additional referrals and assistance to students in areas such as parenting, budgeting, career planning and attainment, and many other areas. EOPS services were rated as "excellent" or "good" by 72 percent of satisfaction survey respondents in 2012 and by 71 percent of respondents in 2013 (see [IB-48](#)).

### California Work Opportunity and Responsibility to Kids

The California Work Opportunity and Responsibility to Kids (CalWORKs) program provides temporary financial assistance and employment focused services to families with minor children who have income and property below state maximum limits for their family size. The CalWORKs program at SAC provides a variety of support services to help student successfully complete their dream of a college degree, which will lead to the self-sufficiency ([IIB-85](#)). The program provides vocational training, case management, child care referrals, and job development and placement services. Additionally, the program assists the students in coordinating their Welfare to Work plan with their educational goals.



## Disabled Students Programs and Services

Santa Ana College welcomes students with disabilities, encouraging them to take advantage of the accommodations, services, and classes offered. These are available for all areas of disability, including physical, communication/speech, learning, acquired brain injury, psychological, and deaf/hard of hearing. In addition to accommodations for coursework, such as extended time to take exams or the use of an interpreter, services include the production of alternate media and adaptive kinesiology courses. DSP&S ([IIB-86](#)) services were rated as “excellent” or “good” by 81 percent of satisfaction survey respondents in 2012 and by 71 percent of respondents in 2013 (see [IB-48](#)).

## International Student Program

The International Student Program ([IIB-87](#)) provides a full range of services to help international students adjust culturally and academically to life in the United States. In cooperation with the International Student Association, the International Student Center sponsors cultural, social, and sports events as well as recreational activities to foster fun and friendship among all students. The International Student Center conducts comprehensive orientations prior to each semester. Throughout the year, the Center provides continuing support in various areas related to international student life. In addition, under the auspices of the International Student Program, SAC offers an intensive English Language Academy for international students wishing to improve their English language skills and TOEFL scores before entering a college credit program.

## Veterans Resource Center

The Veterans Resource Center (VRC) was created to help incoming veteran students transition from soldiers to scholars ([IIB-7](#)). In addition, Veterans, Active Duty, Reservists, and their dependents are assisted with accessing their VA education benefits when pursuing an eligible AA/AS, Certificate or transfer program for a BA/BS. Additional support services include access to computers and a study area; academic counseling; and various orientations and workshops. The VRC also can direct students to campus resources that would help them succeed in their educational goals. VRC services were rated as “excellent” or “good” by 71 percent of satisfaction survey respondents in 2012 and by 61 percent of respondents in 2013 (see [IB-48](#)).

To ensure that counseling services enhance student development and success, counseling services are routinely evaluated through the program and departmental portfolios (described in II.B.1). As an academic department as well as a student support program, the Counseling division engages in both the four-year Portfolio Assessment and Program Review cycle for all curriculum-producing departments (last submitted in 2012), and the annual student services Departmental Portfolio programmatic and SLO review. Program and curriculum evaluation is ongoing and strategic, and includes data analysis on course pass rates, student retention, assessment of curriculum SLO's, and student feedback. For example, in the annual *SAC Student Satisfaction Survey (2013)*, Counseling was rated as “excellent” and “good” by 76 percent of students, with 81 percent of survey respondents indicating that they had used counseling services. In addition, the division conducts an internal Counseling Division Student Satisfaction Survey annually, with the most recent results from fall 2011 indicating that 84 percent of students surveyed were either *very satisfied* or *satisfied* with the services they received in the Counseling Center ([IIB-88](#)). The strongest ratings for these combined categories indicated that the students were treated with courtesy by staff (89 percent); the counselor was attentive to their needs (81 percent); the counselor answered their questions knowledgeably (82 percent), the assistance was useful and worthwhile (82 percent), and the counselor helped with their educational plans in a manner consistent with their goals (85 percent). Students were *not satisfied* and *very dissatisfied* with the shortage of availability of counseling appointments and convenience of hours meeting their schedules (dissatisfied ratings ranging from 21 – 31 percent), which is expected given the reality of the counselor shortages.

Pre- and post-tests of student learning outcomes are assessed on various services (e.g., new student orientations, educational plan workshops, and probation workshops). Results of the 2011-2012 SLO assessment for new student orientations indicated that on every question assessed, students demonstrated a significant increase in knowledge between the pre- and post-tests questions after attending the orientation, based on students' self assessment of their own knowledge, ranging from 25 to 34 percentage points. Results thus indicate that the new student orientation assists students in learning information that is important in navigating the college procedures, including learning about support services and schedule planning.

Many programs within the Counseling division are also rated by students as “excellent” and “good” in the *SAC Student Satisfaction Survey (2013)*, including the University Transfer Center (UTC) (77 percent), MESA (72 percent), the Center for Teacher Education (71 percent), Freshmen Experience (77 percent), and the Career/Job Resource Center (71 percent). Another college-wide study, *A Survey of Results of Former SAC Students Who Transferred to Four-Year Universities in 2008-2009* ([IIB-89](#)), showed similar results for the UTC regarding the dissemination of information and guidance for transfer, which was rated as “excellent” or “good” by 91 percent of students who transferred.

Counselors are hired and evaluated according to the guidelines set forth in the Faculty Association of Rancho Santiago Community College District (FARSCCD) contract ([IIB-90](#)), which includes peer, supervisor, and student reviews. Training on specific topics is provided by veteran counselors and outside speakers for both full and part-time counselors four to six times per year. Additional training and updating of information from academic programs or peer counselors is conducted during monthly division meetings for full-time counselors. Conference attendance is also encouraged for updates from the local CSU and UC four-year institutions.

The School of Continuing Education follows the same process for hiring and providing professional development opportunities as does the college-credit counseling department. SCE provides counseling services at Centennial Education Center (CEC) and at SAC. The counseling services include orientations, for ESL, ABE, GED, and Adult High School Diploma program ([IIB-45](#)). The orientations outline the Continuing Education programs and student support services as well as counseling and advising services. Orientations can also be delivered in English, Spanish, Vietnamese, or bilingually. In addition, to assure access, counseling and advising services are offered bilingually when needed. Individual and/or group counseling; development of individual academic plans; personal counseling; career assessment and advisement; college transition counseling; and student success instruction are offered to non-credit students (Non-Credit Matriculation). The Basic Skills Initiative (BSI) funds counseling offered in the large ABE/AHDP classrooms at CEC and SAC ([IIB-91](#)). The Scheduling and Reporting System ([IIB-92](#)), multi-user scheduling program is used to account for all the counseling services.

The School of Continuing Education counseling department works closely with its Outreach department and non-credit academic departments to promote student retention and transition within SCE as well as transition to college credit. In collaboration with SAC Outreach, non-credit students participate in the Early Decision program to transition students from non-credit to credit.

## **Distance Education**

Counseling and the DE Office have a close and open dialogue. Counselors are aware that online learning is not meant for all students. They direct students to the DE website for information and the SAC Online Student Orientation (see [IA-10](#)) to assure students have the proper expectations and skill set for online learning. The online counseling conducted by the department is included in student evaluations of the Counseling Center ([IIB-93](#)).

The Transfer Center is working with DE to create an online solution for DE transfer students.

## **Self Evaluation**

Santa Ana College meets this standard. There is a wide array of innovative programs that support student development and success, which are regularly evaluated. Feedback is incorporated into program redesign. Despite a trend of positive feedback on these services, the most recent student satisfaction survey shows a decline in positive ratings. It is possible that cutbacks in staffing due to budget deficits in recent years have affected the quality of service delivery to students. Faculty are also well prepared to provide these counseling/academic advising services, and are afforded opportunities to update their knowledge on a regular basis.

## **Actionable Improvement Plan**

As part of the annual review process, student services management and faculty will analyze the most recent Student Satisfaction Survey and identify possible areas of program improvement and implement strategies to increase the overall student satisfaction ratings to previous levels or higher.

**II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

**Descriptive Summary**

Santa Ana College celebrates the understanding and appreciation of diversity through a variety of programs, practices, and services. This is evidenced in the programs and events provided for students, faculty, staff, and the community as well as codified in the college mission which states: “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**.” This is reinforced in the Vision Themes of the college, which serve as the goals of the Strategic Plan ([IIB-94](#)), and Institutional Learning Outcome 4: Diversity.

**Table 42. Institutional Learning Outcome #4: Diversity.**

<p>4. Diversity Students will develop individual responsibility, personal integrity, and respect for the earth and diverse peoples and cultures of the world.</p>	<p><b>a. Cultural</b> Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.</p> <p><b>b. Social</b> Students will interact with individuals and within groups with integrity and awareness of others’ opinions, feelings and values.</p> <p><b>c. Environmental</b> Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about the environment.</p>
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Support for diversity is also seen in the AA degree requirements GE category D: Cultural Breadth.

**Table 43. AA Degree Requirements Category D: Cultural Breadth.**

- D. Cultural Breadth**  
(Three units required from D1 or D2)
- D1. Ethnic Studies/Women's Studies**  
Anthropology 104 or 104H, 125  
Art 103, 104, 106  
Asian American Studies 101  
Black Studies 101  
Chicano Studies 101  
Communication Studies 103 or 103H, 206 or 206H  
English 104 or 104H  
Ethnic Studies 101 or 101H, 102 or 102H  
History 123, 124 or 124H, 125, 127, 146, 150, 151, 153, 163, 181  
Human Development 221  
Kinesiology, Health Education 102  
Literature:  
English 245, 246, 278  
Music 103  
Nutrition & Food 118  
Political Science 235  
Psychology 170  
Sign Language 116  
Women's Studies 101, 102
- D2. International Perspective**  
Anthropology 100 or 100H  
Business 106 or 106H  
Criminal Justice 209  
Dance 105

English 271, 272  
Geography 100 or 100H, 102  
Interdisciplinary Studies 117H  
Kinesiology, Professional 150  
Music 102 or 102H  
Philosophy 112  
Theatre Arts 105

SAC requires completion of at least one course with a multicultural emphasis in order to receive an associate of art or associate of science degree. Various academic departments offer courses within their disciplines to meet this requirement for students. For example, the Ethnic Studies department offers Black Studies, Women's Studies, Introduction to Asian American Studies, and Chicano Studies. The Anthropology, Sociology and Women's Studies department offers Introduction to Women's Studies, Women in America: Work, Family; Language and Culture; and Religion, Magic and Witchcraft. The History department offers African American History from 1863 –The Present and Survey of Chicano/Latin Women's History. Teaching in a Diverse Society is offered by the Human Development department; Identity Politics offered by Political Science department; and Perspectives on Deafness is offered by the American Sign Language department (IA-2).

The Office of Student Life (OSL) is a hub for the campus' diversity programming outside of the classroom. Student Activities operates within the OSL. Student Activities "complements the academic program of students and enhances the overall educational experience by offering students opportunities for participation in social, multicultural, leadership, recreational, health, judicial and governance programs" (IIB-95, p.6). The Associated Student Government (ASG) operates within the OSL (IIB-61). The ASG has a Cultural Commissioner, who with other members of the student leadership team, plans, organizes, and produces several cultural celebrations each semester. A few of the fall 2013 events were Latino Heritage Celebration Day, Día de los Muertos, and Native American Day. Spring 2014 included Women's History Month and Black History Month. The Inter-Club Council (ICC) supports student club life that is rich with diversity, with over 22 current clubs that include diverse groups, such as: Family of Colors, a gay straight alliance; ¡Adelante!, Veteran's Association, and the Puente Club. (IIB-62)

An innovative program that enhances and supports understanding and appreciation for diversity created by student service's faculty and interns in Psychological Services called Safe Space had its pilot training in May 2010. The Safe Space Program is a Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) awareness and support program, designed to improve campus climate for this underrepresented community. To date 29 Safe Space allies have been trained. (IIB-96)

The Veterans Upward Bound program, in partnership with the Veterans Resource Center at SAC and CSU, Long Beach, have begun professional development training for faculty and staff that for the development of a network on campus committed to creating a welcoming and supportive campus environment for military service members and veterans at SAC. The VET NET Ally Awareness Program (IIB-97) was created by faculty at CSU, Long Beach and now has become a model for creating welcoming environments in postsecondary institutions throughout California.

Another innovative program created with a focus on diversity at the SAC and SCE campus is the Book of the Year program (IIB-98). The program began in 2009 with the book *House on Mango Street*. Faculty are encouraged to integrate and imbed the book into their curriculum as appropriate. The library produces a variety of book-related events on campus during both the fall and spring semesters. Other books highlighted have been *The Last Lecture*, *The Hotel on the Corner of Bitter and Sweet*, *The Help*, and *The Tortilla Curtain*. The 2014-2015 BOTY selected by the college community is *I Am Malala: The Girl Who Stood Up for Education*. Students at SCE can also gain an appreciation of diversity by enrolling in the Book Club. The book club students meet weekly to read and discuss the BOTY. The Teaching Learning Committee (TLC) sponsors the Book of the Year in partnership with the Nealley Library. The Book of the Year was established as a TLC initiative to promote reading across the curriculum and to expose the college campus, in a cohesive and inclusive effort, to multi-cultural writings (see IIA-11).

The School of Continuing Education designs and maintains courses and a variety of activities that support and enhance student understanding and appreciation of diversity. Continuing Education provides 153 non-credit courses in the program areas of: English as a Second Language/Family Literacy/Spanish Literacy;

Citizenship; Adult Basic Education; Adult Secondary Education (High School Subjects); GED Preparation; Learning Skills Program; Disabled Student Programs and Services; Vocational, Health and Safety; Parent Education; and Substantial Disabilities ([IIB-99](#)).

SCE has an enrollment of 10,050 (fall semester 2013 active headcount as of 7<sup>th</sup> Monday of semester) students at the two major sites Centennial Education Center (CEC) and SAC. CEC also offers classes at 31 off-sites consisting of elementary, intermediate, and high schools; churches; non-profit organizations; and cultural centers located throughout the city of Santa Ana ([IIB-99](#), pages 2-6).

Every fall semester, the School of Continuing Education holds its annual "Information Fair" for all students. This activity gives students an opportunity to learn about the different educational opportunities and services offered through Continuing Education. In 2013, this one-day event had over 700 students who participated ([IIB-100](#)).

The School of Continuing Education also offers various activities that enhance student diversity throughout the year. The annual "Valentine's Day Celebration" gives students an opportunity to build friendships and participate in various events. The "Happy Halloween" event is another school wide event that is celebrated by activities, contests, costumes, and food. ([IIB-101](#))

SAC's International Student and English Language Academy programs ([IIB-87](#)) provide an opportunity for the college community to live as a global village. Over 220 international students attend classes in diverse academic disciplines. The International Student Association is a student club that is open to all students interested in engaging in activities that promote friendship across cultures. This club is a member of the Inter-Club Council and plays a leadership role in student life. Annually, this club, in partnership with the International Student Program, hosts the *International Fair*, where international students present their countries and cultures at individual booths. International foods are sold, and a talent contest with dances and musical performances is presented for the entire campus community. Representatives from international consulate offices in Southern California are invited and attend the International Fair and a VIP reception hosted by the college President. ([IIB-102](#))

## **Distance Education**

The Online Degree Pathway (see [IA-11](#)) courses were determined using the Institutional Learning Outcomes. This includes diversity, for which courses from the areas of Cultural Anthropology, Sociology, and Earth Sciences are represented for cultural, social and environmental aspects of diversity. Additional elective courses represented in distance education are Women's Health Issues and Psychosocial Function and Dysfunction.

The DE program and faculty are aware of various student learning styles and possible accessibility issues. Training is done in the DE Instructor Certification ([IB-25](#)) to teach to diverse learning styles, use multiple assessment techniques, and to abide by ADA requirements. Specific video/captioning training is included in the DE Instructor Certification ([IB-25](#)) modules.

## **Self Evaluation**

Santa Ana College meets this standard. The college credit program and the School of Continuing Education have demonstrated that student understanding and appreciation of diversity is nurtured through its many programs and services, such as the requirement of the AA degree, student clubs, Safe Space programming, and Book of the Year.

## **Actionable Improvement Plan**

None.



### **II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

#### **Descriptive Summary**

The college admits any applicant who is a high school graduate or at least 18 years old. The practices and tools for admissions at SAC are set according to the regulations outlined in state, federal and RSCCD Board Policies and Administrative Regulations, which are updated as needed to conform to any changes to state and federal regulations ([IIB-103](#)). All admissions criteria and processes are clearly outlined in the schedule of classes, the catalog, and the website, which are regularly reviewed for accuracy. Student surveys are also conducted following revisions to the application, registration, and transcript processes, with the most recent surveys providing primarily positive student feedback ([IIB-104](#)). Instructions for completion of online applications (via CCC Apply) are provided upon request and during various outreach-based activities. SAC focuses attention on ensuring that admission processes are culturally sensitive, especially in relation to equity and access for speakers of languages other than English.

Only placement instruments on the *California Community Colleges Chancellor's List of Approved Assessment Instruments (Fall, 2012)* which have been reviewed by independent consultants from the University of Kansas (University of Kansas Report, J. Poggio and D. Glasnap, 2012) for validity and lack of cultural and linguistic bias and recommended for approval, are utilized by the SAC credit program. ([IIB-105](#)) The two second-party tests utilized by Santa Ana College, the College Test of English Placement (CTEP) and the Math Diagnostic Testing Project (MDTP), have recently been reviewed and received full approval until March 2019.

To improve the accuracy of student placement and ensure alignment with the curriculum, SAC has developed two custom assessment tools: the ESL Placement Test (for placement into non-credit ESL courses), and the Test of English Language Development [for credit English for Multilingual Students (EMLS) courses]. These instruments have also been reviewed and received full approval until March 2019 ([IIB-105](#), March 2014).

With the implementation of Datatel (Summer 2008) as the administrative software suite that provides for monitoring student information, finance, and human resources, multiple measures were uniformly incorporated into the adjusted test score upon which student placement is based. Faculty determined the specific factors that contribute to this adjusted score in their respective disciplines and review and revise them as needed. Alternate placements can be made by counselor review and approval through a waiver/special permission process.

As part of the ongoing validation of placements instruments, a research study was conducted in which students and instructors were asked to rate the appropriateness of their placement into English and math sequence courses at SAC, with the following results:

1. Instructor and Student Ratings of Appropriateness of Placement by CTEP, Spring 2011 (in English classes). Eighty-nine percent of students indicated they were appropriately placed and 85 percent of instructors indicated that students in their class were appropriately placed.
2. Validation of Placement Tools for Math Coursework, Fall 2011. Eighty-three percent of students indicated they were appropriately placed and 69 percent of instructors indicated that students in their class were appropriately placed.

The process for admission and course registration for DE students is the same as that of traditional students. It is strongly suggested that students take the Online Student Orientation (see [IA-10](#)) prior to enrolling in a distance education course, but it is not required by the college. An individual instructor may require it at the beginning of the course.

In the area of non-credit placement testing, in addition to the ESL Placement Test (for placement into non-credit ESL courses), the Tests for Adult Basic Education (TABE D) Form 9 is used for entering students into the Adult High School Diploma Program and/or GED as one of the indicators of placement.

### **Self Evaluation**

Santa Ana College meets this standard. It adheres to best practices for establishing and validating assessment instruments and uses only approved tests per California Community Colleges Chancellor's List of Approved Assessment Instruments. In order to improve the English placement process, SAC and the local high school district (SAUSD) are piloting an English placement process for students that substitutes for the assessment test. SAUSD has implemented a CSU-developed English course to assess student readiness for collegiate-level English ([IIB-106](#)). The pilot will allow students who earn an A or B in the Expository Reading and Writing Course (ERWC) taken as the "senior English class" to place into Freshman Composition (English 101).

### **Actionable Improvement Plan**

An evaluation of the pilot will be conducted in the fall of 2014 by English faculty and the RSCCD Research Department in conjunction with the SAC Testing Center and Student Outreach office to verify if placements have resulted in a more successful placement than the standardized CTEP exam.

## **II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

### **Descriptive Summary**

The college's Office of Admissions and Records maintains student records in compliance with RSCCD BP 5117—Student Confidentiality, Disclosure and Review (Formerly BP 5040—Student Records, Directory Information, and Privacy), AR 5117 (Student Confidentiality, Disclosure and Review), and AR 3105. These policies are in accordance with Family Educational Rights and Privacy Act (FERPA), California Education Code, Title 5 of the California Code Regulations, and other major applicable provisions of state and federal law ([IIIA-126](#), [IIB-107](#) and [IIB-110](#)).

In addition to Board Policies and Administrative Regulations, SAC record maintenance procedures comply with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) standards for the maintenance of records classified as permanent or disposable, and policies and procedures specify retention periods and disposal protocols ([IIB-108](#)).

Some records are electronically stored. Paper records are scanned and all Class One records are stored electronically and backed up through storage. Archived records can be located on microfilm and/or compact disc (CD) and are electronically backed up on secure servers.

College transcripts prior to fall 1986 have been imaged, and the original hard copy documents are stored in a fire proof vault in the Admissions and Records Office. All other Class One records are filed in locked file cabinets which are in secured rooms and accessible only to authorize employees ([IIB-109](#)). Access to student information is determined primarily by the Associate Dean of Admissions and Records with management support from the Registrar.

A statement defining directory information and notifying students of their rights is published in the college catalog, class schedule, SAC website, and BP 5117. Absent a subpoena, the college requires a written release signed by the student before any non-directory information is released to a third party ([IIB-110](#)). Records of these releases are maintained for a minimum of three years.

### **Self Evaluation**

Santa Ana College meets this standard by maintaining the records in a permanent, secure and confidential manner pursuant to California Education Code and Title 5 of the California Code of Regulations. SAC publishes and follows established policies for release of student records.



## **Actionable Improvement Plans**

None.

**II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

### **Descriptive Summary**

Santa Ana College employs a variety of strategies to review its student support services to assure their adequacy in identifying and meeting student needs. These include a systematic quadrennial program effectiveness review process. The Department Planning Portfolio (DPP) process is conducted on an annual basis and embedded into quadrennial review ([IIB-111](#)). It includes the continuous assessment and re-evaluation of SLO's, both small group and institution-wide student surveys; analysis of student progress within program areas; and thorough individual student evaluations of programs and services.

A number of categorical student services programs also prepare special performance reports for the state, which informs college program planning and development ([IIB-112](#)). These activities are complemented through program retreats in which classified, faculty, and management can collectively consider the impact of the DPP's, including program effectiveness data, and respond appropriately to modify, expand, and improve work in progress ([IIB-113](#)).

Reviews and data are sent to the Student Success Committee, where information about successful practices or unmet needs informs strategic planning at the institutional level across both student services and instruction. It should be noted that program review/portfolio assessment (PA/PR) reports reaching the Teaching and Learning Committee (TLC) show various levels of data-driven planning and decision making. (see [IIA-11](#)). Examples of successful use of program review in continuous improvement are evident (see [IA-24](#)).

Innovation in delivery of established services and creation of new services results from the program review process established. For example, the College Foundation piloted an online scholarship application in 2011-2012 after it was discovered that scholarship application were low through the current application process. The pilot year, 2011-12, proved to be successful with an 85 percent increase in scholarship applications submitted ([IIB-114](#)). In addition, one example of augmented services to students is through a CTE grant to fund a part-time staff person to address underemployment of deaf and hard of hearing students. This grant funds a program that focuses on the specific needs of the deaf and hard of hearing students' recruitment, retention, and completion of career and technical education programs ([IIB-115](#)). SAC student services leaders work with the RSCCD Research and Resource Development departments to frame research priorities each year that will inform program development and development of supplemental resources.

### **Self Evaluation**

Santa Ana College meets this standard. Santa Ana College has robust student learning programs and services that provide a variety of programs and services that meet the assessed needs of Santa Ana College students. The college continues to participate in the established campus-wide program review process and demonstrates assessment, evaluation, and improvement through data elements.

## **Actionable Improvement Plans**

Questions will be added to the Student Survey regarding Distance Education related to the contribution of the service toward student achievement and DE student usage and feedback on services provided.

The college will implement DE student access to Transfer Center resources and advisement and Financial Aid.

## Standard II.B. Evidence

- IIB-1 Admissions and Records  
<http://www.sac.edu/StudentServices/AdmissionsRecords/Pages/default.aspx>
- IIB-2 Financial Aid  
<https://www.sac.edu/StudentServices/FinancialAid/Pages/default.aspx>
- IIB-3 Scholarship Applications  
<https://www.sac.edu/foundation/Scholarships/Pages/default.aspx>
- IIB-4 Scholarship Calendar  
<https://www.sac.edu/foundation/Scholarships/Documents/CALENDAR%20OF%20EVENTS.pdf>
- IIB-5 Health & Wellness Center  
<https://www.sac.edu/student-services/healthcenter/pages/default.aspx>
- IIB-6 Career/Job Resource Center  
<https://www.sac.edu/student-services/counseling/careercenter/Pages/default.aspx>
- IIB-7 Veterans Resource Center and Veterans Upward Bound  
<https://www.sac.edu/StudentServices/VRC/Pages/default.aspx>  
<http://sac.edu/student-services/vub/Pages/default.aspx>
- IIB-8 Institutional Effectiveness and Assessment Committee  
<http://sac.edu/committees/IEA/Pages/default.aspx>
- IIB-9 Student Success Committee  
<https://www.sac.edu/committees/student-success/Pages/default.aspx>
- IIB-10 Basic Skills Initiative Task Force  
<https://www.sac.edu/committees/BSI/Pages/default.aspx>
- IIB-11 Winter Convocation (January 20, 2012) – President’s Presentation  
<https://www.sac.edu/President/Documents/2012SACConvocationInfo.pdf>
- IIB-12 Student Services Program Effectiveness Review  
[http://teams.rscdd.edu/sac/Program\\_Review/SitePages/Home.aspx](http://teams.rscdd.edu/sac/Program_Review/SitePages/Home.aspx)
- IIB-13 Sample of state categorical program evaluation report: CARE  
[http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-13.SampleStateCategoricalPrograms\\_CARE\\_EOPS.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-13.SampleStateCategoricalPrograms_CARE_EOPS.pdf)
- IIB-14 SAC Graduate Student Survey, 2011  
<http://rscdd.edu/Documents/Uploads/SAC-Grad-Study-june-11---08-15-11-final-print-report-version.pdf>
- IIB-15 School of Continuing Education Student Satisfaction Survey, 2012  
<http://rscdd.edu/Documents/Uploads/CEC-Student-satisfaction-survey-REPORT-06-12.pdf>
- IIB-16 Distance Education Student Resources  
<http://sac.edu/AcademicAffairs/DistanceEd/Pages/Student-Support.aspx>
- IIB-17 Process for Reviewing and Revising the College Catalog  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Narrative/IIB-17.Process4ReviewingCollegeCatalog.pdf>

- IIB-18 Catalog Addendum, 2013-14  
[http://www.sac.edu/CatalogAndSchedule/Documents/2013-2014/catalog/SAC\\_Catalog\\_Addendum\\_2013-2014.pdf](http://www.sac.edu/CatalogAndSchedule/Documents/2013-2014/catalog/SAC_Catalog_Addendum_2013-2014.pdf)
- IIB-19 Occupational Therapy Assistant  
<http://www.sac.edu/AcademicProgs/HST/OTA/Pages/default.aspx>
- IIB-20 Nursing Program  
<http://www.sac.edu/AcademicProgs/ScienceMathHealth/Nursing/Pages/default.aspx>
- IIB-21 Out of State Students  
<http://sac.edu/AcademicAffairs/DistanceEd/Pages/OutOfStateStudent.aspx>
- IIB-22 Case Study: Santa Ana Partnership, W.K. Kellogg Foundation  
<http://www.wkcf.org/resource-directory/resource/2007/03/case-study-santa-ana-partnership>
- IIB-23 Student Services & Activities website provides access to the current TRIO programs on campus - Academic Talent Search, Upward Bound, Student Support Services and Veterans Upward Bound  
<http://www.sac.edu/StudentServices/Pages/default.aspx>
- IIB-24 Summer Scholars Transfer Institute in partnership with UC Irvine  
<http://www.cfep.uci.edu/cc/ssti.php>
- IIB-25 Mathematics, Engineering, Science Achievement Program (MESA)  
<http://www.sac.edu/studentervices/counseling/ mesa/Pages/default.aspx>
- IIB-26 Center for Teacher Education  
<http://www.sac.edu/StudentServices/Counseling/TeacherEd/Pages/default.aspx>
- IIB-27 Santa Ana Adelante Program  
<http://www.sac.edu/studentervices/santaanaadelante/Pages/default.aspx>
- IIB-28 RSCCD Research Department Reports Directory  
<http://rsccd.edu/Departments/Research/Pages/Reports-Directory.aspx>
- IIB-29 Program Review Part II: Student Services Portfolio Assessment/Program Review  
<http://www.sac.edu/committees/IEA/Documents/Collection/StudentServicesPA-PRpdf.pdf>
- IIB-30 Sample Counseling Department Student Survey  
<http://teams.rsccd.edu/sac/Accreditation/Standard-II-B/Narrative/IIB-30.CounselingStudentSatisfactionSurvey.pdf>
- IIB-31 SAC Participatory Governance Structure  
[http://www.sac.edu/committees/Documents/Participatory\\_Governance\\_Revisions\\_with\\_Signature\\_Page\\_2013.pdf](http://www.sac.edu/committees/Documents/Participatory_Governance_Revisions_with_Signature_Page_2013.pdf)
- IIB-32 Admissions Application  
<https://www.openccapply.net/uPortal/render.userLayoutRootNode.uP>
- IIB-33 Orientation and advisement needs assessment form  
<http://teams.rsccd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-33.OrientationAdvisementNeeds.pdf>
- IIB-34 Counseling website: Orientation presentation during Early Decision  
<http://www.sac.edu/StudentServices/Counseling/Pages/PowerPoints.aspx>
- IIB-35 Community College Week, April 2013

<http://www.ccweek.com/news/templates/template.aspx?articleid=3104&zoneid=7>

- IIB-36 “Santa Ana College Earns High Marks in National Rankings”, July 23, 2013 RSCCD Press Release  
<http://rsccd.edu/NewsRoom/Pages/SAC-Earns-High-Marks-in-National-Rankings.aspx#.U0IpQF7BEpA>
- IIB-37 Centennial Education Center  
<https://www.sac.edu/ContinuingEducation/Pages/default.aspx>
- IIB-38 Digital Media Center  
<http://www.dmc-works.com>
- IIB-39 Sherriff's Regional Training Academy  
<https://www.sac.edu/AcademicProgs/HST/CJA/Pages/default.aspx>
- IIB-40 Student Outreach Office  
<https://www.sac.edu/StudentServices/StudentOutreach/Pages/default.aspx>
- IIB-41 Early Decision Program  
<https://www.sac.edu/StudentServices/StudentOutreach/Pages/Early-Decision.aspx>
- IIB-42 Early Decision Schedules/Report  
<http://teams.rsccd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-42.EarlyDecisionSchedule.pdf>
- IIB-43 Blackboard  
[https://rsccd.blackboard.com/webapps/login/?new\\_loc=%2Fwebapps%2Fportal%2Fframeset.jsp](https://rsccd.blackboard.com/webapps/login/?new_loc=%2Fwebapps%2Fportal%2Fframeset.jsp)
- IIB-44? School of Continuing Education Outreach Activities
- IIB-45 School of Continuing Education Counseling Department  
<https://www.sac.edu/ContinuingEducation/counseling/Pages/default.aspx>
- IIB-46 Student Transition Program  
<https://www.sac.edu/ContinuingEducation/StudentServices/Pages/STP.aspx>
- IIB-47 Student Transition Program Activities & Services  
<http://teams.rsccd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-47.StudentTransitionProgramEnd-of-yearReport.pdf>
- IIB-48 DE Student Resources  
<http://sac.edu/AcademicAffairs/DistanceEd/Pages/Student-Support.asp>
- IIB-49 Psych Film Series Flyer  
<http://teams.rsccd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-49.PsychFilmSeriesFlyer.pdf>
- IIB-50 No Texting & Driving Campaign Poster  
[http://teams.rsccd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-50.NoTexting\\_DrivingCampaignPoster.pdf](http://teams.rsccd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-50.NoTexting_DrivingCampaignPoster.pdf)
- IIB-51 Service Learning Center website  
<https://www.sac.edu/StudentServices/ServiceLearning/Pages/default.aspx>
- IIB-52 Voter Registration Drive Flyer  
<http://teams.rsccd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-52.VoterRegistrationDriveFlyer.pdf>

- IIB-53 Holiday Toy Drive Flyer & Pictures  
[http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-53.HolidayToyDriveFlyer\\_Pictures.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-53.HolidayToyDriveFlyer_Pictures.pdf)
- IIB-54 Kindercominata Flyer  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-54.KindercominataFlyer.pdf>
- IIB-55 Student Resource Fair Flyer  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-55.StudentResourceFairFlyer.pdf>
- IIB-56 ASG Stress Relief Flyer  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-56.ASG.StressReliefFlyer.pdf>
- IIB-57 Fall 2013 and Spring 2014 Brochures  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-57.EventsBrochure-F13%20.pdf>
- IIB-58 Flyers for American Soldier and Welcome to Arroyo  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-58.Welcome2ArroyoPerformanceFlyer.pdf>
- IIB-59 First Saturday Artwalk Flyer  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-59.FirstSaturdayArtwalkFlyer.pdf>
- IIB-60 Student Art Show Flyer  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-60.StudentArtShowFlyer.pdf>
- IIB-61 ASG website  
<https://www.sac.edu/StudentServices/ASG/Pages/default.aspx>
- IIB-62 Inter Club Council (ICC) Club List  
<https://www.sac.edu/StudentServices/StudentLife/Pages/Clubs.aspx>
- IIB-63 SLI Program Flyer  
<https://www.sac.edu/StudentServices/Leadership/Documents/SLI%20FLYERSping2014.pdf>
- IIB-64 El Don website  
<http://www.eldonnews.org>
- IIB-65 SAC Athletic website  
<https://www.sac.edu/AcademicProgs/kinesiology/Pages/santa-ana-college-athletics.aspx>
- IIB-66 Student Development Program Flow Chart  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-66.StudentDevelopmentProgramFlowChart.pdf>
- IIB-67 School of Continuing Education Student Development Program  
<http://sac.edu/ContinuingEducation/SDP/Pages/default.aspx>
- IIB-68 SAC and School of Continuing Education Student Government Photo Flyer  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-68.SCE.StudentGovernmentPhotoFlyer.pdf>
- IIB-69 ASG Agenda & Minutes – October 17, 2013  
[http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-69.ASG.Agenda\\_Minutes-10-%2017-13.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-69.ASG.Agenda_Minutes-10-%2017-13.pdf)

- IIB-70 SCE website – Register to Vote  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-70.SCE.Register2Vote.pdf>
- IIB-71 SCE 2013 Spring Leadership Conference Flyer  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-71.SCE.LeadershipConferenceFlyer-S13.pdf>
- IIB-72 SCE Leadership Training 2013 Flyer  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-72.SCE.LeadershipTraining-13.PDF>
- IIB-73 Online counseling  
[https://www.sac.edu/rscddasp/online\\_counseling](https://www.sac.edu/rscddasp/online_counseling)
- IIB-74 Freshman Experience Website  
<http://www.sac.edu/StudentServices/Counseling/FreshX/Pages/default.aspx>
- IIB-75 Summer Research Scholars Program  
<http://sac.edu/student-services/summer-research-scholars/Pages/default.aspx>
- IIB-76 Fast Track to Success Program  
<http://sac.edu/StudentServices/Counseling/Documents/flyer%202012.pdf>
- IIB-77 University Transfer Center  
<http://sac.edu/StudentServices/Counseling/Transfer/Pages/default.aspx>
- IIB-78 USDA Partnership for Transfer Success (PTSP)  
<http://sac.edu/student-services/counseling/transfer/pages/ptsp.aspx>
- IIB-79 University Link (U-Link) Program  
<http://sac.edu/student-services/counseling/ulink/Pages/default.aspx>
- IIB-80 PUENTE Program  
<http://sac.edu/student-services/counseling/puente/Pages/default.aspx>
- IIB-81 Freshmen Experience Program (FEP) and Learning Communities II (LCII)  
<http://sac.edu/StudentServices/Counseling/FreshX/Pages/default.aspx>
- IIB-82 Achieving College Factsheet and list of Core Activities  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-82.AchievingCollege.pdf>
- IIB-83?** Department Planning Portfolios for all Student Service departments and Program Assessment/Program Review for all Student Service departments providing instruction.
- IIB-84 Extended Opportunity Programs and Services (EOPS) and CARE  
<http://sac.edu/student-services/eops/Pages/default.aspx>
- IIB-85 California Work Opportunity and Responsibility to Kids (CalWORKs) Program  
<http://sac.edu/student-services/eops/calworks/Pages/default.aspx>
- IIB-86 Disabled Student Programs and Services (DSPS)  
<http://sac.edu/StudentServices/DSPS/Pages/default.aspx>
- IIB-87 International Student Program and English Language Academy  
<http://sac.edu/StudentServices/InternationalStudents/Pages/default.aspx>

- IIB-88 Counseling Division Student Satisfaction Survey  
<http://teams.rscgd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-88.CounselingStudentSatisfactionSurvey.pdf>
- IIB-89 A Survey of Results of Former SAC Students Who Transferred to Four-Year Universities in 2008-2009  
[http://rscgd.edu/Departments/Research/Documents/StudentSatisfaction/SAC\\_Transfer\\_Student\\_Report\\_June2010.pdf](http://rscgd.edu/Departments/Research/Documents/StudentSatisfaction/SAC_Transfer_Student_Report_June2010.pdf)
- IIB-90 Agreement Between The Rancho Santiago Community College District and The Faculty Association of Rancho Santiago Community College District  
<http://rscgd.edu/Departments/Human-Resources/Pages/FARSCGD-Contract.aspx>
- IIB-91 Basic Skills Initiative End of Year Report  
<http://teams.rscgd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-91.BSI.Report-13.pdf>
- IIB-92 Scheduling and Reporting System (SARS)  
[http://www.deltacollege.edu/div/planning/accred\\_study\\_evidence/documents/SARSGRID.pdf](http://www.deltacollege.edu/div/planning/accred_study_evidence/documents/SARSGRID.pdf)
- IIB-93 Online Counseling Report Summary  
<http://teams.rscgd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-93.OnlineCounselingReportSummary.pdf>
- IIB-94 SAC Strategic Plan 2012-2015  
[http://www.sac.edu/committees/IEA/Documents/Strategic\\_Plan\\_S12.pdf](http://www.sac.edu/committees/IEA/Documents/Strategic_Plan_S12.pdf)
- IIB-95 Student Development Planning Portfolio  
<http://teams.rscgd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-95.StudentDevelopmentPlanningPortfolio-12-13.pdf>
- IIB-96 Psychological Services  
<https://www.sac.edu/StudentServices/HealthCenter/PsychologicalServices/Pages/Safe-Space.aspx>
- IIB-97 VET NET Ally Program that creates a welcoming and supportive environment for veterans who enroll at SAC.  
<https://www.sac.edu/StudentServices/VUB/VNA/Pages/default.aspx>  
[http://www.csulb.edu/divisions/students/veterans\\_university/awareness.html](http://www.csulb.edu/divisions/students/veterans_university/awareness.html)
- IIB-98 Book of the Year Program at SAC  
<http://sac.edu/StudentServices/Library/BookOfTheYear/Pages/tortilla.aspx>
- IIB-99 School of Continuing Education, Spring 2014 Schedule of Classes  
<http://sac.edu/ContinuingEducation/Pages/Schedule.aspx>
- IIB-100 School of Continuing Education, Information Fair, October 2013  
<http://sac.edu/ContinuingEducation/SDP/Pages/Information-Fair-Oct-2013.aspx>
- IIB-101 Valentine's Day Event and Halloween Event 2013 at the School of Continuing Education  
<http://sac.edu/ContinuingEducation/SDP/Pages/Halloween-event.aspx>
- IIB-102 International Student Program and Activities  
<http://sac.edu/StudentServices/InternationalStudents/Pages/News-and-Events.aspx>
- IIB-103 California Code of Regulations, Title 5, Education  
<http://www.cde.ca.gov/ls/fa/sf/title5regs.asp>



- IIB-104 Admissions and Records Departmental Portfolio, 2012-13  
[http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-104.A\\_R.Portfolio-12-13.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-104.A_R.Portfolio-12-13.pdf)
- IIB-105 California Community Colleges Chancellor's List of Approved Assessment Instruments  
<http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/Assessment.aspx>
- IIB-106 Expository Reading and Writing Course (ERWC) developed by a task force of high school and CSU faculty as a full-year college preparatory English course for high school juniors and seniors.  
<https://www.calstate.edu/eap/englishcourse>
- IIB-107 AR 3105 – Records Retention  
<http://rscdd.edu/Trustees/Administrative-Regulations/Pages/Admin-Regulation-BusFin-Support-Serv-AR3105.aspx>
- IIB-108 American Association of Collegiate Registrars and Admissions Office  
<http://www.aacrao.org/about/ethics-and-practice>
- IIB-109 Admissions & Records Authorized Employees and Correspondence  
[http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-109.A\\_R.AuthorizeEmployees.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-109.A_R.AuthorizeEmployees.pdf)
- IIB-110 AR 5117 – Confidentiality, Disclosure and Review of Student Records  
<http://rscdd.edu/Trustees/Administrative-Regulations/Pages/5000/Admin-Regulation-StuStu-Pers-Servs-AR5117.aspx>
- IIB-111 The Program Review Handbook for Instructional Programs  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-111.PR-Handbook4Instruction.pdf>
- IIB-112 Student Services Portfolio Planning  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-112.PortPlan-12-13.pdf>
- IIB-113 Outreach Department Retreat Notes  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-113.OutreachRetreatNotes-13.pdf>
- IIB-114 Scholarship Program Portfolio  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-114.ScholarshipProgramPortfolio.pdf>
- IIB-115 CTE Project for Students Who Are Deaf and Hard of Hearing  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-B/Evidence/IIB-115.CTE.Project4StudentsDeaf.pdf>



## II.C. Library and Learning Support Services

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

**II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

### ***Descriptive Summary***

Santa Ana College provides many academic support services, including the library, the Learning Center, the Math Center, the Academic Computing Center and the School of Continuing Education learning centers. Each of the academic support service units engages in dialogue and conducts program review to ensure the educational equipment and materials are appropriate and supportive of student learning.

### **LIBRARY**

The Nealley Library ([IIC-1](#)), centrally located on the first level of the L-Building, has provided quality library and information services to Santa Ana College students, staff, faculty, and community members since 1958 ([IIC-2](#)). This heavily used 24,579 assignable square foot library facility is currently able to accommodate 477 students in individual study carrels, at tables with seating for four, at individual PC stations, in four group study rooms, or in a mediated lab used for library instruction ([IIC-3](#) and [IIC-4](#)).

The library supports the curricular needs of traditional on-campus students and continuing education students from the School of Continuing Education (SCE), as well as Distance Education (DE) students. Remote access to library resources is available twenty-four hours a day, seven days a week. ([IIC-5](#))

The most recent *Nealley Library Annual Statistical Report* ([IIC-6](#)) covering four fiscal years from 2009-10 to 2012-13 is a comprehensive study quantifying library usage and documenting most of the library services provided to students and staff. The following table, *Nealley Library Use Statistics, 2009-2013*, is an abbreviated overview of library usage from June 2009 to June 2013.

**Table 44. Nealley Library Use Statistics, 2009-2013**

Fiscal Year = July through the following June	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
<b>Gate Count</b>	<b>464,395</b>	<b>442,328</b>	<b>469,305</b>	<b>390,393</b>
<b>Total Circulation</b>	<b>94,965</b>	<b>83,173</b>	<b>80,527</b>	<b>69,315</b>
<input type="checkbox"/> <b>Books</b>	<b>13,792</b>	<b>12,186</b>	<b>10,724</b>	<b>7,891</b>
<input type="checkbox"/> <b>Course reserve materials</b>	<b>45,232</b>	<b>37,457</b>	<b>33,488</b>	<b>26,461</b>
<input type="checkbox"/> <b>In-house use (materials read/used in library and found on tables or shelves)</b>	<b>9,832</b>	<b>8,633</b>	<b>6,972</b>	<b>4,902</b>
<input type="checkbox"/> <b>Audiovisual materials</b>	<b>1,272</b>	<b>1,110</b>	<b>710</b>	<b>646</b>
<b>Periodical database sessions conducted</b>	<b>40,421</b>	<b>43,129</b>	<b>56,948</b>	<b>798,282</b>
<input type="checkbox"/> <b>Periodical database searches</b>	<b>273,371</b>	<b>272,964</b>	<b>276,191</b>	<b>3,193,317*</b>
<input type="checkbox"/> <b>Periodical database abstract searches</b>	<b>152,168</b>	<b>65,892</b>	<b>73,465</b>	<b>100,808</b>
<input type="checkbox"/> <b>Periodical database full-text retrieved</b>	<b>82,003</b>	<b>67,489</b>	<b>69,839</b>	<b>72,407</b>
<b>Periodicals borrowed</b>	<b>3,640</b>	<b>2,950</b>	<b>2,537</b>	<b>2,265</b>
<b>Laptops borrowed</b>	<b>15,994</b>	<b>16,051</b>	<b>19,105</b>	<b>18,529</b>
<b>Group study room use # of students:</b>	<b>8,592</b>	<b>8,932</b>	<b>10,169</b>	<b>10,197</b>
<b>Group study room use # of groups:</b>	<b>2,379</b>	<b>2,580</b>	<b>2,821</b>	<b>2,898</b>

<b>Interlibrary loans # of items borrowed;</b>	<b>94</b>	<b>55</b>	<b>52</b>	<b>46</b>
<b># of items lent:</b>	<b>82</b>	<b>74</b>	<b>52</b>	<b>59</b>

\* During 2012-2013 the Library implemented the EBSCO Discovery Service (EDS). Single searches conducted in EDS result in multiple databases being searched. This explains the increased number of total periodical database searches during 2012-2013.

## LEARNING CENTER

The Learning Center (see [IIA-58](#)), located in Dunlap Hall D-301 and D-307\*, offers a wide selection of resources providing students with skills and strategies to promote their academic success. Services include supplemental learning Directed Learning Activities (DLA's), conferencing/tutoring, computer-aided instruction, and workshops in a variety of subjects including writing, study skills, reading, modern languages, accounting, math, biology, anthropology, sociology, political science, medical assisting, and engineering. All services are free to SAC students. Class orientations can be arranged for the first week of each semester.

The Learning Center is staffed with instructors, trained tutors, and learning assistants ([IIC-7](#)). SAC students from any discipline can come to the Learning Center for assistance in reading and understanding their textbooks; taking notes; writing essays, research papers or personal statements; preparing oral and group presentations; and improving their grammar, vocabulary, or reading speed. In fall 2013, the Learning Center assisted 10,235 students in 19 different disciplines ([IIC-8](#)).

In addition, in fall 2013, the Learning Center also provided a variety of workshops for students and professional development workshops for faculty ([IIC-9](#)).

To support academic support services initiatives and amplify the work of the Learning Center, a Faculty Inquiry Group (FIG) was approved for BSI funding spring 2014. The faculty in this FIG will work to streamline college-wide procedures for tutor training ([IIC-10](#) and [IIC-11](#)).

**\*Note:** Although the Learning Center is permanently housed in Dunlap Hall, during the renovation of Dunlap Hall commencing summer 2014, the Learning Center will be in Johnson Center U-202.

## MATH CENTER

The Santa Ana College Math Center ([IIC-12](#)) is a large multi-service site directly above Nealley Library.

Any current SAC student can use the Math Center. Students enrolled in a math course are automatically enrolled in the Center. The Center provides 19 tables for study groups, drop-in tutoring, directed learning activities (DLA's), and study sessions ([IIC-13](#)). It has 50 computers, equipped with web-browsers, math videos, and statistics programs for work on mathematics classes.

The Center also conducts over 40 workshops per week in courses ranging from pre-algebra to multi-variable calculus, and statistics. In addition, the Math Center offers pre-semester programs to prepare students for Science, Technology, Engineering and Math (STEM) curriculum and also to help accelerate students through their basic skills courses and prepare them for placement tests.

The Math Center is committed to improving abilities of all students, regardless of their current ability levels or the courses that they are taking which require math. The Center is widely used ([Table 45](#), Math Center Usage Statistics) and is one of the highest rated student services sites on campus with an 89 percent rating of either "excellent" or "good" (see [IIA-23](#)).

**Table 45. Math Center Usage Statistics**

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>Student</b>				
<b>General</b>	NA	972	1,372	1,653
<b>DLA</b>	505	854	927	948
<b>Workshop</b>	NA	79	184	386
<b>Hourly</b>				
<b>General</b>	NA	11365	17,777	25,434
<b>DLA</b>	6,212	10906	12,604	12,869
<b>Wokshop</b>	NA	417	893	2,591

## ACADEMIC COMPUTING CENTER (ACC)

The ACC ([IIC-14](#)) is a 3,500 square-foot, general-purpose instructional computing facility that provides equipment, software, and instructional help to meet the academic technology needs of students and staff of Rancho Santiago Community College District (RSCCD). All are welcome and encouraged to use the facility. A variety of software applications: IBM compatible/Macintosh computers; black and white/color printers; scanners; web-cams; wireless connectivity; and Internet access are available and facilitate increased student success.

## SCHOOL OF CONTINUING EDUCATION CENTERS (SCE)

The SCE ([IIC-15](#)) has one Community Learning Center (CLC) at Centennial Education Center (CEC). This center offers individualized civic-oriented instruction; computer-assisted language learning; basic computer and technology literacy; citizenship; and general English as a Second Language (ESL) instruction that supplements the core ESL curriculum for students enrolled in the SAC SCE ([IIC-16](#)). Students' work is self-paced, the content of which is guided by ESL level, semester goals, and individual student needs and interests. A variety of software programs, language acquisition technologies, and other ESL level appropriate books are available for use as well as individualized lesson packets for beginning and intermediate level learners.

### Self Evaluation

Santa Ana College meets this standard. The library and other learning support services consistently receive high marks in the annual RSCCD Research Department findings. Respondents agree that the library and other learning support services provide sufficient services to support student learning.

## LIBRARY

Over time the library has received consistent high marks from graduates ([IIA-25](#) and [IIC-17](#)), students ([IIC-18](#)), and faculty ([IIC-19](#)), and in 2013, the library received the highest rating of all SAC programs and services, with eighty-nine percent of students rating the library "excellent" or "good" ([IIA-23](#)).

Space limitations, however, continue to pose constraints on the library. In our last two Self-Study assessments ([IIC-20](#), p.6-3 and [IIC-21](#), p.II.C-4) the library documented that it faced "significant physical limitations. When compared to the square footage of community colleges in Southern California, the library's current space allotment of the L Building does not allow for any growth to provide additional classrooms, small-group study rooms, staff, or additional student study space" ([IIC-21](#), p. II.C-4).

A comparison of peer libraries as an assessment of minimum standards for community college libraries is recommended by The Association of College & Research Libraries (ACRL, [IIC-22](#)). In the past decade, several Orange County community college libraries have opened new state-of-the-art facilities (see table

below). When compared to these, Nealley Library is the oldest facility and lacks the square footage to meet the learning needs of the students.

**Table 46. Community College Library Facilities - Points of Comparison**

	SAC	SCC	OCC	Golden West	Cypress	Fullerton	Irvine Valley
<b>FTES*</b>	17,475	7,852	16,623	9,608	12,008	16,882	8,827
<b>Year built/open</b>	1958	2006	2007	2011	2005	2005	1997
<b>Assignable square footage (ASF)</b>	24,579	40,000	88,777	28,945	40,000	46,939	35,000
<b>Dedicated Classrooms (DC)</b>	1	1	2 (1 lab/1 classroom)	1	1	1	1
<b>DC Seating</b>	29	36	39/56	55	40	31/ 2 ADA	22
<b>DC Computers</b>	27/ 1 ADA	36	39/0	55	35	31/ 2 ADA	22
<b>DC Mediated</b>	Yes	Yes	Yes	Yes	Yes	Yes	No
<b>Group Study Rooms (GSR)</b>	4**	13	10	10 Library 7 Tutoring	8	13	5
<b>GSR Seating</b>	32	56	64	130	40	54	35
*FTES obtained from the California Community Colleges Chancellor's Office Data Mart representing the 2012-13 Annual Credit FTES (IIC-23).							
**Three of the four Group Study Rooms were created by eliminating staff offices.							

Library space has been frequently reconfigured to accommodate new technology, maximize seating, and minimize the inevitable noise of an over-crowded facility. Nevertheless, the facility does not provide sufficient seating for a student population of 18,164 (IIC-24). There is also a critical need for additional group study rooms to allow for an environment where students can work together, team teach, and participate in peer learning activities. Small group study rooms are in great demand; the four existing study rooms are insufficient to meet the needs and students have been turned away when all rooms are booked. *Santa Ana College Student Satisfaction Survey, October 2013* respondents commented on the library facility:

“We do need to expand the facility. More study rooms are needed.”

“...funding should be used in areas where students spend the most time on campus. These areas include the Library, the cafeteria area, and The Spot. Revamp these places...”. (see IIA-23)

The library should be the first in line to capture space in the L-building as it becomes available.

## LEARNING CENTER

Before fall 2013, there was no place for all students to get help with reading and writing assignments. The Writing Center was only open to those students enrolled in English N60, English 061, and EMLS (English for Multilingual Students) 112, due to curriculum revisions to these courses at Santiago Canyon College and the fact that the two colleges were committed to a common curriculum/course outline of record.

Because RSCCD is a multi-college district, the policy initially was to maintain a common curriculum. As both colleges evolved, the policy has been relaxed and therefore both colleges have been able to develop in ways that serve their students' unique needs. The Tutoring Center was limited in the number of students and the number of disciplines it could serve. Over the years, program review analyses have revealed the need for a campus-wide learning center. The Teaching Learning Committee, the committee responsible for aggregating the themes borne of the capstone program review documents, conducted discussion among the interdisciplinary committee representatives and reported the need for a centralized Learning Center.

(see [IA-37](#)). In addition, when surveyed, faculty have demonstrated a desire for a full service learning center that could help students from all disciplines ([IIC-25](#)). To that end, SAC's Basic Skills Coordinator arranged for a team from Chaffey College to assess SAC's learning centers. The recommendations from their report were the impetus to apply for a Title V grant to develop a full-scale learning center, but, unfortunately the grant proposal was denied ([IIC-26](#)), and because of budget cuts, there was no money to move forward.

In fall 2011, SAC hired a new Vice President of Academic Affairs, and one of her goals was to reconfigure the existing labs (The Reading Center, the ESL Lab, the Modern Language Lab, the Writing Center, and the Tutorial Learning Center) into one Learning Center that would offer assistance to not only the students who used the former labs, but to all students. She directed the Dean of Humanities and Social Sciences to establish a Learning Center Work Group to develop a plan for the new Learning Center. This group began meeting in fall 2012 ([IIC-27](#)), and the new Learning Center opened in fall 2013.

The Learning Center offers individual tutoring, DLA's, and workshops. The DLA's are tied to specific Student Learning Outcomes (SLO's) for individual courses, and each instructor is able to assess his/her students' progress ([IIC-28](#)).

DE students can also access the Center's staff via email or by phone during regular hours of operation.

## **MATH CENTER**

The Math Center currently is one of the highest rated services at Santa Ana College (see [IIA-23](#)). In the Math Center's Student Satisfaction Survey, students identified several areas of need for improvement in the Math Center ([IIC-29](#)). These areas included:

- Increasing the amount of space allocated to STEM students and activities
- Increasing the number of tutors who can tutor advanced mathematics
- Increasing the number of tutors who can tutor statistics
- Improving tutor communication skills
- Increasing the frequency of workshops offered to working students at working student hours

Three of the areas students identified as needing improvement relate to tutors. In addition, the Chaffey College report ([IIC-26](#)) recommended a college-wide tutor and instructional assistant training program, and according to the state Basic Skills Initiative ([IIC-30](#)), such a program is a best practice for effective instructional service centers.

Unfortunately, budget cuts led to the elimination of all student tutors in the Math Center in 2008. SAC's BSI Strand A Committee and the Student Success Committee ([IIC-31](#) and [IIC-32](#)) recommend that the funds for tutors in the Math Center be institutionalized from the general fund.

The Math Center is currently operating well, but there is a need for greater integration with the other instructional service resources to address our common concerns and evaluate the overall efficacy of all of SAC's resources ([IIC-26](#)). For example, the tracking system that is used by our learning centers is limited in its reporting abilities and in the manner in which it collects data. In addition, a replacement plan for all hardware in the Math Center is needed.

## **ACADEMIC COMPUTING CENTER**

ACC is currently able to accommodate a total of 76 students and six faculty/staff at any given time. Sixty PC's and 16 MAC's are available for student use. Faculty and staff have access to an additional six PCs. These computers are sufficient to serve our college community needs ([IIC-33](#)). Five hundred and sixty-four respondents of the Santa Ana College Student Satisfaction Survey of October 2013 rated ACC as the second highest rated student service of the college ([evidence from IIA](#)).

An ongoing concern for the ACC is funding. Current funding for equipment and software is not sufficient to upgrade new versions of software. For example, new software that is used by instruction will not run on the



older operating systems. Also, PC and Mac computers must be upgraded to handle the new operating systems, Windows 7 or 8.

## **SCHOOL OF CONTINUING EDUCATION CENTERS**

In July 2013, SCE was granted money for updated programs and supplies—two new comprehensive computer ESL language supporting programs, eight new laptops, new reading books with audio, and an online weekly ESL student-oriented newspaper ([IIC-34](#)). SAC supports the quality of its instructional programs as evidenced by the number and variety of learning support services that are available. The CLC enhances educational offerings of continuing education students at CEC. The SCE ESL Department has provided extra work hours for the CLC instructors to update computer literacy lessons and to grade 400 students. A department coordinator also provides support to the part-time faculty in CLC for IT assistance and purchasing materials.

### **Actionable Improvement Plan**

After documented analysis through program review, the library and other learning support services will submit their Resource Allocation Requests (RAR's) for an increase in space, resources, services, and staff to optimize services to students. ([IIC-35](#), [IIC-36](#) and [IIC-37](#)).

### **II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

#### **Descriptive Summary**

#### **LIBRARY**

Adhering to the Santa Ana College Mission Statement (see [IA-1](#)), the Nealley Library Mission Statement ([IIC-1](#)), the Nealley Library Collection Development Policy ([IIC-38](#)) and Goal A of the Nealley Library Goals/Activities for Year 2013-2014 ([IIC-39](#)), the library provides information and access services that support the curriculum and meet the information needs of the SAC community.

In order to understand and better meet the curricular needs of students, SAC librarians and staff play an active role in all aspects of participatory governance and college life. The library is well represented through librarian and library staff participation on voluntary and elected committees, councils, and executive boards such as the Academic Senate; Curriculum and Instruction Council (CIC); Santa Ana College Technology Advisory Committee (SACTAC); Teaching Learning Committee (TLC); Facilities Committee; Web Committee; etc. ([IIC-39](#), Appendix).

Since 2009 the library has played an integral role in sponsoring the annual Book of the Year (BOTY) program ([IIC-40](#)). One faculty librarian coordinates with the TLC to develop, market, and orchestrate college-wide activities, including featured speakers, films, and student competitions ([IIC-41](#)). Every year the library acquires numerous copies of the current BOTY for student use and works closely with academic departments and faculty to promote and support coursework featuring the year's book and its themes.

Participatory governance participation gives the library a voice and a presence on college committees and councils. This presence guarantees that the library contributes to, and is always informed of college and district issues. District, college, and library-related issues are shared and discussed in regularly scheduled librarian meetings ([IIC-42](#)). During departmental meetings, librarians review existing library services and work collaboratively to seek ideas and find creative solutions for expanded services. Librarians' Meeting Agendas ([IIC-43](#)) set the tone for these brainstorming sessions where librarians consistently address library policy, procedures, technology, equipment, materials, reference desk assistance, library workshops, budget, staffing, and services as they relate to the academic success and needs of SAC students ([IIC-44](#)).

Librarian faculty frequently dialogue with classroom faculty. Librarians serve as division liaisons and work closely with individual academic divisions, departments, and faculty ([IIC-45](#)). This interaction includes, but is

not solely limited to, informing faculty of library services and new library developments; soliciting and receiving reserve materials, as well as suggestions for library material selections; assisting with specific vocational program accreditation needs; collaborating with the development of classroom assignments; coordinating library instruction workshops for classes; conducting customized library instruction classes; and assisting faculty with research.

The primary focus of the library's collection development is to support the general education and vocational college curriculum by supplying the resources necessary for students to conduct research, complete class assignments, and enhance the development of basic skills. The curriculum, faculty input, course assignments, and reference desk interactions with students, coupled with statistical analysis of materials holdings and circulation figures, drive the selection of library materials.

In addition to books, e-books, and periodicals, the library offers audiovisual materials that complement print resources. Following state and federal ADA guidelines, the library provides DVD's and videos that are closed captioned. There is no budget line for the purchase of audiovisual materials; these items are currently acquired with monies allotted to the library supplies account.

Periodical databases provide access to resources that support the college curriculum and add substantially to the breadth and depth of the library by augmenting and updating the book collection. Through the coordinated efforts of the Community College League of California (CCLC, [IIC-46](#)) and the Council of Chief Librarians of California Community Colleges (CCLCCC, [IIC-47](#)), who negotiate with online database vendors on behalf of participating community college libraries, the library receives significant periodical database discounts. These databases are very popular and are heavily used by students, staff, and faculty. They are searchable 24/7 remotely and provide access to an array of journals, magazines, newspapers, reference sources, and e-books.

Periodical print subscriptions and periodical and reference databases are evaluated annually and are either retained or cancelled based on a variety of criteria, which includes the curricular needs of students, cost comparison of databases providing similar subject coverage, monies available, usage patterns, and statistical data. To assist customers with periodical collection development, individual subscription vendors supply the library with monthly usage statistical reports.

The library's reserve collection, chiefly comprised of textbooks, is heavily used. This collection provides students with short-term, library-use access to many textbooks and other course materials that are chiefly supplied by teaching faculty and academic departments. In 2012-2013, reserves accounted for thirty-five percent of the library's total circulation. Total circulation of library materials, including library reserves, is 68,998 ([IIC-6](#), p. 11).

The library also provides a variety of audiovisual equipment, including combined TV/DVD/VCR equipment. The copy center houses photocopy machines and microform reader/printers including a Minolta MS6000 that can be used to store, digitize, fax, and e-mail articles from microforms. In addition, networked printers, scanners, and CCTV (video text magnifier) are available in the reference desk area. As of spring 2014, the library has 59 computers, two ADA-compliant stations, and 46 wireless laptops/netbooks available for student use that provide access to the library's online catalog and reference and periodical databases, Internet resources, word processing software, assistive technology, and other software applications ([IIC-48](#), [IIC-49](#) and [IIC-50](#)). All library computers, laptops and netbooks are networked to print to four print stations maintained by Comprehensive Control Systems (CCS), the pay-for-print vendor.

Desktop PC's in the library are Dell Optiplex machines of various models. All are equipped with the Windows XP operating system and Microsoft Office applications (Word, Excel, PowerPoint, Access, etc.). Other software installed on the PC's include 7-zip, Adobe Reader, Apple Quicktime, Macromedia Shockwave, and Flash, MS Windows Media Player, Realplayer, and Symantec anti-virus.

## LEARNING CENTER

The Learning Center is staffed with a full-time classified coordinator; twenty-four faculty members, both full and part-time, in a variety of disciplines such as English, ESL, Reading, Spanish, French, Vietnamese, and Chinese; nine tutors/learning facilitators in a variety of disciplines; and four part-time classified support staff.

The Learning Center is equipped with 115 computers with appropriate educational software (*Focus on Grammar, English Mastery, Pronunciation Power, Ultimate Speed Reader*, foreign language software, and audio books); 35 laptops for student use; a library of dictionaries, thesauri, and reading development books; a variety of reading, writing, study skills, and language handouts; and department and individual faculty-directed learning activities.

## **MATH CENTER**

The operations of the Math Center are connected to the activities of Santa Ana College's Math Department. The faculty coordinator of the Math Center is a member of the Math department and an active math instructor. He regularly reports to the Math department and has daily communication with all of the members of the Math department ([IIC-51](#)). In addition, administrators and faculty running other programs not directly associated with the Math Department, e.g. Veteran's Upward Bound, the athletics department, Student Support Services Program (SSSP), etc., are regularly consulted and given data regarding the achievements of the various activities in which their students participate.

In order to serve the needs of the wide variety of students and course offerings, the Math Center has 60 Dell Optiplex machines of various models. Two of the stations are designated as ADA compliant. Over 1000 students each semester are assigned online coursework, and students use the computers to work on and get help with those activities.

Each computer is equipped with Microsoft Office, Adobe Acrobat, Flash, Internet Explorer, Google Chrome, and Mozilla Firefox. Thirty-six of the machines are equipped with Mini-Tab. The computers also have calculator programs for specific courses with connections to allow students to download these programs to calculators. Each computer has a set of close-captioned videos on a variety of topics throughout the math curriculum that students can use to better understand their coursework. Computers are updated regularly with new software and upgrades to facilitate student work.

The Math Center also provides four textbooks for each of the 16 course offerings. Textbooks are changed as the Math department adopts new curriculum and editions. In addition, for each course, a comprehensive solution manual is available for tutor use. The Math Center also provides, via the Testing Center, activities to help students prepare for placement. In addition, the Math Center has a comprehensive set of additional activities for basic math, pre-algebra, elementary algebra, and intermediate algebra.

## **ACADEMIC COMPUTING CENTER**

The ACC provides a variety of application software products such as Microsoft Office 2010, Adobe Creative Suite 6 and 3D Studio Max, as well as Blackboard assistance and other computer-assisted web-based learning tools that support instruction in areas including mathematics, accounting, web-design, desktop publishing, programming, etc. ([IIC-52](#))

The ACC dialogues with faculty to determine equipment, software, and service needs. Faculty can request the ACC have specific software made available for student use.

Computers and peripherals are similar to those in the classrooms. Software needed by faculty, such as Adobe Creative Suite 6 and AutoCAD, are acquired and implemented in the ACC. The ACC constantly reviews the type of computers, peripherals, software, and services to ensure they coincide with district standards and with what is being used or taught in classrooms and other labs. Inventories are routinely taken and reviewed. A maintenance spreadsheet is constantly updated to ensure instructional equipment and software are running at top efficiency.

The ACC provides access to learning materials in several ways. All computers in the ACC have high-speed Internet access as well as wireless connectivity. One adaptive learning computer is available for students with special needs. In addition, seven stations are able to accommodate wheelchairs. With a printing card, students can print, black and white and color pages with no limit.

## SCHOOL OF CONTINUING EDUCATION CENTERS

CLC part-time instructors, members of the ESL Department, meet, review, and research the needs of the center and make purchase recommendations of new resources and computer software. The CLC has sixteen desktop and eight laptop computer stations and all have access to the Internet. The center also has a smart board and computer software programs to meet the needs of its six levels of language learners. Among the most outstanding online and installed language learning programs are *English for All*, *Ventures Citizenship*, *Longman Interactive 1-3*, *Microsoft Office*, and *Rosetta Stone*.

### Self Evaluation

Santa Ana College meets this standard. The college selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution. Student surveys conducted in the library and other learning support services show high levels of satisfaction with the resources available. However, funding is a concern in several areas.

## LIBRARY

The library plays an important role in the academic success of the college community. It strives to meet the needs of a diverse student population and a wide variety of academic programs. In addition to serving general education, continuing education, transfer students, and DE students, the library has a vital role in the accreditation process of vocational programs such as Nursing, Paralegal Studies, Occupational Therapy Assistant, and Fire Technology. Providing resources that are mandated by accreditation boards is costly and has an impact on collection development.

To meet these diverse needs, the library requires a stable source of funding. Years of inadequate funding has made it increasingly difficult to provide for all students. The library's general fund accounts depend upon the subsidy of unpredictable lottery revenues and occasional state-funded block grants. With the bulk of the materials budget based on unstable sources of money, the library must compete for funds with all of the other college departments and divisions. The library needs funding that is protected from inflation since costs continue to escalate with price increases for books, periodicals, media, and online databases.

The library depends on lottery funds to pay for periodical subscriptions and electronic periodical and reference databases. The 2012-2013 budget for library books and materials was \$43,147, and the periodicals budget was \$13,876. Because the periodicals budget has not received an increase for many years, monies are annually transferred from the book budget to cover the inflation cost of periodical subscriptions.

In spite of persistent budget inadequacy, librarians work diligently to maximize the available funds. Through successful negotiations with vendors, shipping charges have been almost eliminated. Paperbound copies are purchased whenever they are available, and the purchase of print reference titles has been drastically reduced.

The library has also invested in e-books. E-book collections from NetLibrary are an inexpensive way to add a critical mass of relevant, quality e-books to the library collection. The e-book collection has been made possible through the packaged NetLibrary offerings of the Community College Library Consortium (CCLC). The purchase has been subsidized with book and electronic database funds.

## LEARNING CENTER

The Learning Center's faculty and tutors have the expertise to meet the needs of the students ([IIC-7](#)). However, some of the faculty and tutors need additional training to assess the students' work in a more efficient manner, since the waiting time can often be extensive ([IIC-53](#)). Also, although the Learning Center has met the needs of hundreds of students, more resources are needed to meet the increasing demand ([IIC-53](#)). In addition, an analysis of software and directed learning activities is needed to assess whether these materials have a positive effect on student success, retention, and completion ([IIC-28](#)).

Resources were been set aside to hire a Learning Center Coordinator, who is a full-time faculty member. This person has the pedagogical expertise in learning center strategies and the experience of managing a comprehensive learning center ([IIC-54](#)). Also, resources have been allocated to train tutors under the

guidelines of the College Reading and Learning Association (CRLA) ([IIC-55](#)). Workshops are planned to train Learning Center faculty in how to more effectively and efficiently work with students and how to write more effective DLA's ([IIC-56](#)). Finally, more analysis is needed of software and DLA's.

## **MATH CENTER**

The use of student learning outcomes to institute ongoing programmatic reform continues in the Math Center. More data will identify the proper measurements to best assess the efficacy of the programs. The Math Center's pilot programs will also be adapted to a larger student group.

## **ACADEMIC COMPUTING CENTER**

Prior to 2012, the Engineering department had their own Engineering Lab. Due to lack of staffing and limited hours of operation, the Engineering Lab closed, and the software used by engineering students, e.g., AutoCad, was installed in ten ACC PC stations. ACC serves all disciplines. Although several departments on campus have their own computer labs, their hours of operation are limited. The ACC is open longer hours, and students of other labs on campus use the ACC services to complete their assignments.

## **SCHOOL OF CONTINUING EDUCATION CENTERS**

CEC adjunct instructors, members of the ESL Department, meet, review, and research the needs of the center and make purchase recommendations of new resources and computer software. The CLC has sixteen desktop and eight laptop computer stations, and all have access to the Internet. The center also has a smart board and computer software programs to meet the needs of six levels of language learners. Among the most outstanding online and installed language learning programs are English for All, Ventures Citizenship, Longman Interactive 1-3, Microsoft Office, and Rosetta Stone.

### **Actionable Improvement Plan**

After documented analysis through program review, the library and other learning support services will submit RAR's for an increase in educational equipment and materials to support student learning, to provide for enrollment growth, to support new programs, and to achieve the mission of the institution.

## **II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

### **Descriptive Summary**

#### **LIBRARY**

Since 1999, the library has worked collaboratively with CIC, the Academic Senate, and faculty to integrate information competencies (IC) into the college curriculum. The library has always worked with classroom faculty to offer students library instruction. Currently, the Nealley Library addresses IC in various ways through one-on-one student/librarian interactions at the reference desk and through different instructional methods:

- Library Workshops ([IIC-6](#), pages 19-22)
- Library & Information Studies (LIS) program (see [IA-2](#), page 182)
- Library Technology (LT) program (see [IA-2](#), page 182)
- Nealley Library Instructional Videos ([IIC-57](#))
- Customized Classroom Library Instruction ([IIC-6](#), page 23)
- Individualized Scheduled Instruction



Librarians provide general information and one-on-one, customized, course-specific assistance and instruction to diverse groups of students, staff, and community members. Through point-of-use instruction, librarians educate students on the use of the library catalog, online databases, reference resources, search engines, or other tools to the users' particular needs.

Two of the instructional programs, the Library Workshops and the LIS program ([IIC-58](#)), are meant for the general student body while the third, the LT program ([IIC-59](#)), is vocational and meant for persons already working in or seeking to work in libraries at the paraprofessional level. Curriculum, objectives, and SLO's for each course in each program have been developed and are available to students through the course syllabi. Program reviews for both the LIS and LT programs were conducted and submitted to TLC in Spring 2014 ([IIC-60](#) and [IIC-61](#)). The library workshops, LIS 100, and six LT program courses are all taught in L112-1, the only mediated classroom of the Nealley Library. This lab consists of 27 computer stations, one ADA compliant station, a printer, and one instructor workstation with a data projector.

The LIS program is composed of two one-unit CSU-transferable courses ([IA-2](#), page 182). During 1997, CIC approved LIS 100, Library Research Fundamentals, and also placed it under Category F, Lifelong Understanding and Self-Development, of the graduation requirements for an associate degree ([IA-2](#), page 38). LIS 103, Information Retrieval on the Internet (an online course), was developed and approved in 1998. Recognizing the need for students to be information literate individuals of society, CIC members and the Academic Senate added an IC statement to the *Santa Ana College Mission Statement* in 2002.

The library offers three library workshops: *Find Books*, *Find Articles*, and *Search the Internet*. These evolved to meet the ACRL standards as defined in the Information Competency in California Community Colleges web site ([IIC-62](#)). Separate curriculum and objectives have been developed for each workshop, there is no overlap, and each can stand alone. The workshops are not sequential and may be taken in any order.

Students are able to register for these free workshops online 24/7 by selecting the library workshop schedule prominently displayed each semester on the library's homepage. Each workshop is sixty minutes long, with fifty minutes of instruction and a ten-minute assessment. The assessment is graded, and the results are shared with students and the faculty who referred them to the workshops. Students who receive less than 80 percent are asked to pick up the results at the Library Reference Desk. It is at this point that librarians review the results with students and reinforce instruction. Results of the librarian/student review are then relayed to the instructor.

Each semester the library workshop coordinator communicates with all faculty of the college ([IIC-63](#)). Strong faculty support is evidenced by participation from various disciplines: psychology, human development, English, ESL, business, fire technology, communication studies, dance, art history, women's studies, counseling, study skills, nutrition, biology, chemistry, etc. Some students are required to complete all or some of the workshops as part of their class work, and others are encouraged to attend for extra credit. In addition, some students enroll in library workshops for personal growth. The following table illustrates student participation in the library workshops conducted during the last four years.

**Table 47. Library Instruction Statistics, 2009-2013**

(Fiscal Year = July through the end of June)	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
<b>Library Workshops Conducted (total)</b>	<b>166</b>	<b>126</b>	<b>151</b>	<b>145</b>
• Find Books	45	45	50	45
• Find Articles	79	54	69	65
• Search the Internet	42	27	32	35
<b>Library Workshop Attendance (total)</b>	<b>2,328</b>	<b>1,835</b>	<b>1,909</b>	<b>2,164</b>
• Find Books	664	508	535	634
• Find Articles	1,063	830	901	1,046
• Search the Internet	601	497	473	484

([IIC-6](#), pp. 19-22 of the *Nealley Library Annual Statistical Report*, Fall 2009-Spring 2013)

Faculty assessment of library workshops was conducted for the first time in the spring of 2008. At that time, twenty-seven faculty representing eighteen courses from eleven academic departments participated by referring their students to these library instructional sessions. In 2014, sixty-two faculty from sixteen academic departments participated.

A component of the RSCCD Research Department SAC report, *An Evaluation of Nealley Library Services by Faculty* included faculty evaluation and comments regarding library research workshops. Results of the May 2013 findings were that “eighty percent of the respondents stated that the research workshops offered by the library are valuable to their students AND that they expect the Nealley Library to be their primary resource for supporting their students’ library-related assignments or research paper.” In addition, “forty- four percent of the faculty-respondents encouraged their students to participate in research workshops conducted by the library staff, mainly by incorporating it into their curriculum as a regular course assignment and by accepting attendance as an extra credit assignment” ([IIC-19](#)).

## **LEARNING CENTER**

A major component of the Learning Center is modern language students, specifically in Spanish, French, and Chinese classes, who are required to complete DLA’s found on software programs ([IIC-64](#)). Classified support staff and Modern Language instructors are trained on these programs, and they help these students with navigation. In addition, faculty from other disciplines also require their students to do online assignments or DLA’s ([IIC-65](#)). The Learning Center also has departmental DLA’s that address how to utilize SAC library resources and to do research on-line ([IIC-66](#)).

## **MATH CENTER**

Math Center does not provide classroom instruction. One-on-one instruction for students is provided via the Math Center staff. DLA’s are provided for all Math 081 students to improve course success for that course. In addition, the Math Center offers workshops for a variety of math courses, including intermediate algebra, pre-calculus, and calculus ([IIC-12](#)).

## **ACADEMIC COMPUTING CENTER**

ACC does not provide classroom instruction. One-on-one instruction for students and faculty is provided via the ACC Coordinator. The ACC Coordinator assists students and faculty with a variety of application software products such as *Microsoft Office 2010*, *Adobe Creative Suite 6*, *3D Studio Max*, etc. In addition, assistance is also available on web competencies, Blackboard, and other computer assisted learning tools.

## **SCHOOL OF CONTINUING EDUCATION CENTERS**

Students with varying levels of English language skills and computer skills are introduced to Information Competency (IC) in various ways. Curriculum is composed of basic computer literacy, basic Microsoft Office programs, and Internet lesson packets that enable students to develop IC skills ([IIC-67](#)).

### **Self Evaluation**

Santa Ana College meets this standard. The library and other learning support service centers provide ongoing instruction so that students are able to develop skills in Information Competency.

## **LIBRARY**

Through the delivery of library instruction, students learn to identify, locate, evaluate, and effectively use information and become better informed members of society. The college faculty is very supportive of the library workshops ([IIC-19](#)). They recognize the importance of IC, and they frequently comment on how library instruction helps students retrieve relevant, reputable information for assignments and reports.



Although faculty members recognize the importance of general library workshops, they have also requested the reinstatement of traditional, customized, course-specific, and assignment-based library instruction done during the requestor's class time. As a result of faculty recommendations for the past four years, the library has provided customized course-specific instruction to the Occupational Therapy Assistant Program, English for Multilingual Students (EMLS), Library Technology, and Criminal Justice departments, as well as to SCE ([IIC-6](#), page 23).

Efforts have been made to reach all students regardless of location or means of delivery. In the spring of 2012, the library launched self-paced instructional videos accessible remotely 24/7 from the library's website ([IIC-57](#)). While this improves universal access, it does not fully address the library instruction needs of DE students because the videos are not interactive, and they do not offer an assessment component. In order to address this discrepancy, online library workshops and an online version of LIS 100 are in the process of being developed for all students, including DE students.

## **LEARNING CENTER**

The Learning Center provides assistance to students who must work on online software programs. Some DLA's address IC, but more departments should develop IC DLA's. Also, the online DLA's have been assessed by some departments, specifically Modern Languages, but more assessment is needed ([IIC-28](#)).

## **MATH CENTER**

None.

## **ACADEMIC COMPUTING CENTER**

None.

## **SCHOOL OF CONTINUING EDUCATION CENTERS**

Students with varying levels of English language skills and computer skills are introduced to IC in various ways. Curriculum is composed of basic computer literacy, basic Microsoft Office programs, and Internet lesson packets that enable students to develop IC skills.

### **Actionable Improvement Plan**

None.

**II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

### **Descriptive Summary**

#### **LIBRARY**

An integral part of providing adequate access to library services is sufficient certificated and classified staffing. The library is currently managed by the Interim Dean of Fine and Performing Arts/Nealley Library. Since 2001 the library has been managed by nine administrators, only one of whom was on-site. The library staff consists of five full-time librarians, three adjunct librarians, seven full-time and one part-time classified staff. Over the past years, the staffing level in the library has decreased by two full-time faculty librarians and three part-time clerk positions ([IIC-68](#) and [IIC-69](#)).

Due to statewide budget cuts and reduced library staffing, the library hours of operation have been reduced since the last self study. Weekend hours have been eliminated; evening and Friday hours have been reduced. The library is open:

**Fall and Spring semester:**

Monday – Thursday	8:00 a.m. – 8:00 p.m.
Friday	9:00 a.m. – 1:00 p.m.
Saturday - Sunday	Closed

**Summer session and Intersession:**

Monday –Thursday	10:00 a.m. – 6:00 p.m.
Friday – Sunday	Closed

The reference desk is staffed by faculty librarians all hours the library is open. During the 9:30 a.m.–12:30 p.m., Monday through Thursday peak hours, the reference desk is double-staffed. Librarians staff the reference desk; answer reference questions; act as division liaisons; participate in councils and committees; develop print and electronic research guides; conduct library instruction; and teach credit courses. During 2012-2013, librarians provided assistance to students, staff, faculty, and community members by answering more than 25,257 reference, directional, informational, and technological questions ([IIC-6](#), page 45.).

SAC has made a substantial technological commitment in all areas of library services. The library's homepage ([IIC-1](#)) serves as the vehicle for access to library services and resources. Links are maintained and updated on a regular basis.

In an attempt to integrate library catalog and electronic database searches, the library implemented EBSCO Discovery Service (EDS) during 2012. EDS provided a temporary solution to improved library research. Seeking a more permanent solution to the integration of all formats of library resources, in August 2103 the library adopted OCLC's Worldshare Management Services (WMS).

The library participates in nationwide interlibrary loan (ILL) borrowing and lending and has an "Agreement for Mutual Lending Privileges of Library Materials" with CSU, Long Beach, which allows students greater access to resources beyond the college library ([IIC-70](#)).

The library is in compliance with the American with Disabilities Act (ADA) and conforms to the guidelines provided by SAC's Disabled Students Programs and Services (DSPS). The library maintains a close working relationship with DSPS faculty to ensure that students with disabilities have equal access to library services and resources. The library provides reasonable accommodation in the form of specialized software, height-adjustable workstations, two scanners, wheelchair accessible furniture, and automatic doors for students with special needs. One instructional workstation and two public ADA workstations are equipped with assistive technology features such as screen reading programs designed for the visually impaired, a voice synthesizer, large print display software, text readers, scanning tools that allow users to read any form of printed material, and two flatbed scanners. Software on these stations includes *Jaws for Windows*, *Zoom Text Extra*, *Dragon Naturally Speaking*, *Kurzweil 1000*, and *Kurzweil 3000*.

The library wireless laptop/netbook borrowing service is very popular. This service allows students greater flexibility, as these laptops can be used in any individual or group study area of the library. They are loaned on a two-hour library-use only basis and are networked to print. The laptops and netbooks are connected to the campus network via wireless networking, and they have access to the Internet, Microsoft Office, and all electronic resources and licensed databases to which the library subscribes.

The DE student base is growing, and the SCE sites have many non-credit classes and a high school subjects program. In order to better serve these varied student populations, the library has invested in full- text periodical databases, e-books, and online reference resources. This electronic access provides excellent 24/7 academic support to all students, including DE and SCE students, as well as to the staff and faculty of Santa Ana College.

DE students can conveniently connect to the Library's web pages and e-resources via a link on the Distance Education Student Resources page ([IIC-71](#)).

## LEARNING CENTER

The Learning Center is open:

Mondays:	10:30 a.m. – 7:00 p.m.
Tuesdays:	10:00 a.m. – 7:00 p.m.
Wednesdays:	9:30 a.m. – 5:30 p.m. and 6:00 p.m. – 8:00 p.m.
Thursdays:	9:00 a.m. – 2:30 p.m. and 4:30 p.m. – 7:00 p.m.
Fridays:	10:00 a.m. – 2:00 p.m.

The Learning Center is open 39.5 a week, Monday through Friday to all SAC students. Students can find information about hours and services on the Learning Center website ([IIC-7](#)). Staffing consists of a full-time faculty coordinator, twenty-four faculty members, both full and part-time, nine tutors/learning facilitators, and four part-time classified support staff.

The Learning Center also offers assistance to Distance Education (DE) students through email and by phone. DE students can conveniently connect to the Learning Center's web pages as well as information about their services via a link on the Distance Education Student Resources page ([IIC-71](#)).

DSPS students are also accommodated with DLAs in Braille and audio books with accompanying Braille texts. One of the staff members is also fluent in American Sign Language ([IIC-72](#)).

## MATH CENTER

The Math Center is open:

Monday-Thursday	9:00 a.m. – 7:50 p.m.
Friday	10:00 a.m. – 12:50 p.m.

The Math Center website allows students access to all Math Center activities except for DLA's, workshops, and calculators. In addition, the Math Center website provides access to activities that aid students with their work ([IIC-11](#)). The Math Center services are equally accessible to DE and SAC students.

DE students can connect to the Center's web pages about services and hours via a link on the Distance Education Student Resources page: ([IIC-71](#)).

## ACADEMIC COMPUTING CENTER

Since fall 2009, the instructional assistant budget has been reduced by approximately 50 percent and the hours of operation have been reduced M-Th by two hours per day. The staff represented in the Academic Computer Center Organizational Chart ([IIC-73](#)) serve both ACC and the Business Computer Lab. ACC now opens later and closes earlier.

### Fall and Spring Semester Hours:

Monday-Thursday	9:00 am – 9:00 pm
Friday	9:00 am – 6:00 pm
Saturday	Closed
Sunday/Holidays	Closed

### Intersession Hours:

Monday – Thursday	9:00 a.m. – 8:00 p.m.
Friday and Saturday	Closed
Sunday/Holidays	Closed

<b>Summer Session:</b>	
Monday - Thursday	9:00 a.m. – 8:00 p.m.
Friday and Saturday	Closed
Sunday/Holidays	Closed

Physical access to the Center is based on current RSCCD enrollment, and resources are available to SAC, SCE, and SCC students and staff. Students must swipe their current student ID. They may use the Center as long as they need to complete their assignments.

## SCHOOL OF CONTINUING EDUCATION CENTERS

Centennial Education Center hours:

Monday – Thursday	10:30 a.m. – 6:00 p. m.
Friday	8:00 a. m. – 12:30 p. m.
Saturday	9:00 a. m. – 12:00 p. m

Services are not offered early morning or evening at CEC, as the classroom is assigned to CORE ESL classes.

### Self Evaluation

Santa Ana College meets this standard. The institution provides adequate access to the library and other learning support services, regardless of location or means of delivery. Many of the programs and services that serve a high volume of students, such as the library, ACC, and Math Center, received high ratings in the annual *Santa Ana College Student Satisfaction Survey, 2013* (see [IIA-23](#)).

## LIBRARY

Library and district research reports and surveys have been useful tools for evaluating accessibility and services to students. Survey respondents have consistently commented on inadequate evening, Friday and weekend hours. Reduced hours affect student access to research assistance, computers, course materials, and study space. Space limitation, including lack of study rooms and limited seating, has already been addressed in the self evaluation section of IIC1. Those comments also apply when considering adequate access to library services ([IIA-23](#), [IIC-17](#) and [IIC-19](#)).

## LEARNING CENTER

Although the Learning Center meets the needs of many students, more resources need to be allocated to keep up with demand. The weekly average student use is approximately 800 students, and many times there is a long wait ([IIC-53](#)). An increase in personnel would enable the Learning Center to be open more hours.

## MATH CENTER

Many of the students in SAC's math courses are working or non-traditional students. Students have been requesting more hours for operation of the Math Center ([IIC-29](#)). In addition, after budget cutbacks, SAC eliminated Math Center hours in the summer and intersession. Hours have recently been added back into the schedule, but at a far reduced rate. Consequently, students have been requesting more hours on Friday Saturday, and during summer and winter intersession ([IIC-29](#)).

Tutoring via the internet is still difficult. An alternative may need to be found. The Math Center utilizes a virtual white board and phone-in service for distance education students. Due to the infrequency of use, more time is needed to determine its effectiveness.

## **ACADEMIC COMPUTING CENTER**

ACC meets this standard.

## **SCHOOL OF CONTINUING EDUCATION CENTERS**

The CLC is operated and supported by an ESL instructor and an instructional assistant at all times, with technological support available to assist when problems arise.

### **Actionable Improvement Plan**

After analysis through the program review process, the library and other learning support services will submit their RAR's for an increase in service hours and staff to optimize services to students.

## **II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.**

### **Descriptive Summary**

The district's Safety & Security department secures the library and all learning support service areas. ITS develops strategies and installs programs to keep college hardware, software, and network access secure. The Custodial and Maintenance & Operations departments are responsible for maintenance and repairs of all college facilities. Media Systems is responsible for the repair and maintenance of audiovisual equipment.

## **LIBRARY**

The library has several layers of security, including anti-virus software; system set-up passwords; a configuration that prevents unauthorized software from being downloaded or installed; security strips for portable library materials and equipment; and lock-down devices to secure computers and equipment.

The library utilizes a SSL Certificate to ensure that the web site is authentic and that all transactions are secured by Secure Sockets Layer (SSL) encryption. SSL was applied to protect server user confidentiality.

Authentication with student identification is required for onsite users. Remote access for off-site users requires a current WebAdvisor ID and password for authorized access to online databases and full-text resources such as e-books.

## **LEARNING CENTER**

Students need to swipe their student ID cards or enter their student ID number to access the Center. In addition, students must leave their ID cards to borrow materials to use in the Center. DLA's are kept in file cabinets behind the counter, and only staff have access to them ([IIC-74](#)).

## **MATH CENTER**

The Math Center has lockdowns on all of the computers and is locked during non-operational hours. The coordinator, specialist, and ITS regularly update computer software (at the beginning of each semester and frequently during the semester) as well as maintain the computers. Computers are replaced periodically, but not on a regular schedule ([IIC-75](#)).

## **ACADEMIC COMPUTING CENTER**

ACC computer maintenance for both hardware and software is provided by the certificated ACC coordinator who is assisted by instructional and student assistants. In addition, ITS provides advanced hardware and network support. ITS has outsourced printer maintenance to CCS.

Data security is provided by a district maintained security suite which updates protection for client and server computers regularly.

In addition, software configuration protects the boot-up status of each client computer system allowing students to work on computer activities freely without concern of damaging the computer's software configuration.

CI Track, the student attendance, system provides another level of security. This system keeps track of the times a student enters and exits the center. NetOp, a classroom management software, allows ACC staff to monitor student computer usage.

## **SCHOOL OF CONTINUING EDUCATION CENTERS**

The CLC is operated and supported by an ESL instructor and an instructional assistant at all times, with technological support available to assist when problems arise.

### **Self Evaluation**

Santa Ana College meets this standard. The institution provides effective maintenance and security for its library and other learning support services.

### **Actionable Improvement Plan**

None.

**II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

### **Descriptive Summary**

#### **LIBRARY**

The library is a participant in the Community College Library Consortium (CCLC), a joint venture of the Community College League (CCL, [IIC-76](#)) and the Council of Chief Librarians, which negotiates special rates and contracts with vendors on behalf of participating community college libraries. The contractual agreements procured through the consortium are between the library and individual vendors.

Formal agreements from commercial vendors are in place for the acquisitions of library materials. Most books are purchased through Midwest and Amazon. EBSCO is the primary periodical subscription and periodical database vendor, but the library also has agreements with Gale and ProQuest.

Comprehensive Control Systems (CCS) maintains the pay-for-print system throughout SAC which helps reduce the time and cost of printer maintenance. CCS maintains and repairs four networked library printers, four copiers, and two copy card dispensers.

OCLC provides WMS ([IIC-77](#)), the library's state-of-art integrated library system (ILS). The annual contract with OCLC covers continual service upgrades, 24/7 technical support, and user training.

Reference desk interactions and library instruction to students allow the library to regularly monitor the performance and reliability of the products and services procured from different vendors. Product and service issues are monitored by all library staff and documented at the bi-monthly librarian meetings ([IIC-42](#), [IIC-43](#), and [IIC-44](#)).

## **LEARNING CENTER**

This substandard does not apply to the LC.

## **MATH CENTER**

The Math Center has a license for MiniTab and Microsoft Office. The Math Center also uses a printing service to supply printing services to students.

## **ACADEMIC COMPUTING CENTER**

The ACC has a variety of contracts. Some of the software contracts are Comprehensive Control Systems – CCS, which maintains college-wide pay for print printer system; Faronics – Deep Freeze; Apple Computers – operating system; Axxya Systems – nutrition software; Adobe Systems – Creative Suite software (now includes Macromedia software); and NetOp, the classroom management software. These contracts are reviewed annually, and software specifications are developed as needed.

## **SCHOOL OF CONTINUING EDUCATION CENTERS**

An assigned ESL full-time committee member, in collaboration with CLC instructors, meets and reviews the needs of the center and makes purchase recommendations of new resources and computer software that are reviewed and approved by the ESL department.

### **Self Evaluation**

Santa Ana College meets this standard. The institution relies on or collaborates with other institutions or other sources for library and other learning support services for instructional programs. It documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes and are easily accessible. These services are evaluated on a regular basis. Many departments have similar contracts for software licensing. Often departments collaborate with other college entities to obtain better pricing and more effective contracts.

### **Actionable Improvement Plan**

The college should develop a plan for all departments to collaborate easily, especially when volume licensing is available.

**II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

### **Descriptive Summary**

## **LIBRARY**

The library participates in program review ([IIC-78](#)), a cyclical, and continuous assessment process that allows for the examination of evidence as it relates to meeting student research needs and contributing to the



achievement of student learning outcomes ([IIC-79](#)). Additionally, annual library statistics; district-generated library data; student and faculty survey results; budget requests; departmental goals and needs; department agendas and minutes; and the Nealley Library technology planning documents ([IIC-48](#), [IIC-49](#), and [IIC-50](#)) become part of the *Nealley Library Goals/Activities* for Year 2013-2014 ([IIC-39](#)), an annual department assessment tool.

The library is also part of the quadrennial capstone program review cycle, which is overseen by the TLC (see [IIA-46](#)).

In 2011 and 2013, the Nealley Library worked collaboratively with the Research Department to develop and conduct two library surveys, one for students ([IIC-18](#)), and the other for faculty ([IIC-19](#)). Both surveys provided the library with valuable information.

Instructional programs of the library are assessed via course enrollment data, grades, and student success rates. The Research Department consistently provides instructional departments with student characteristics and statistical data for individual courses. Such data are available for the LIS program and for the LT program. In addition, fieldwork supervisors for LT 053, Library Internship, provide feedback related to the program's curriculum and assess student performance. Evaluation of data results and feedback are then utilized to improve instructional programs.

The Nealley Library technology planning documents ([IIC-48](#) and [IIC-49](#)) are evaluated and updated annually. A computer inventory ([IIC-50](#)) is regularly conducted and recommendations for replacement or repair are systematically brought to the library administrator. This process ensures that the technology needs are regularly addressed, documented, and incorporated into the library's annual planning portfolio ([IIC-39](#), Goal C).

## LEARNING CENTER

The Learning Center was opened in fall 2012 and identified SLO's that address retention and success rates ([IIC-79](#)). Assessment of the SLO's is accomplished in a variety of ways. The students assess each individual DLA and tutoring session when the activity is completed ([IIC-80](#) and [IIC-81](#)). Individual instructors have also assessed their courses to see whether students who worked on DLA's in the Learning Center have higher scores than those students who did not complete DLA's ([IIC-28](#)). In addition to the students, the instructors who work in the Learning Center have offered suggestions for improvement not only to the DLA's but to the operation of the Learning Center itself ([IIC-82](#)).

## MATH CENTER

As a part of the division of Science, Math and Health Sciences, the Math Center has a complete set of program level SLO's that are assessed on a yearly basis. These SLO's are used for formative analysis and are regularly consulted to justify and guide the Math Center's operations.

The Math Center uses qualitative and quantitative methods to assess the effectiveness in meeting student needs.

The Math Center collects ([IIC-83](#)):

1. Student Hours vs. Grades
2. Students Hours vs. Course Success
3. Workshop Attendance vs. Grades
4. Workshop Attendance vs. Course Success
5. DLA attendance vs. Course Success
6. Pre and Post-Test data for non-semester programs
7. Course Success and Grades for participants in non-semester programs
8. Math Department wide surveys

Numbers 1-5 are assessed on a semester by semester basis ([IIC-83](#)). Numbers 6 and 7 are assessed at the end of each program cycle. (This depends on the particular program; for example, some programs run biannually, and some run quarterly.) Department-wide surveys are conducted annually, using a clustered sample amongst all math courses.

The district Research Department aids in the assessment of these data by providing student grades, success, and persistence based upon student attendance ([IIC-83](#)). ANOVA, correlation, and basic hypothesis testing are used for evaluation and the research questions that are devised for evaluative purposes and are aligned with course and program SLO's. The data and research are used to inform changes in Math Center practices and refine programs. The evaluations are conducted on a semester-by-semester basis and then used to inform the programs for the following semester ([IIC-84](#)).

## **ACADEMIC COMPUTING CENTER**

Faculty provide verbal and email input to the ACC coordinator regularly, and student attendance statistics are evaluated each semester ([IIC-85](#)). This input helps justify budget requests and optimize staff scheduling.

## **SCHOOL OF CONTINUING EDUCATION CENTERS**

Students in the School of Continuing Education have the same access to the Nealley Library as students in the credit program. Evaluation of other academic support services are infused into the program review of the discipline areas. Decisions about improvement are in alignment with program-level review ([IIC-86](#)).

### **Self Evaluation**

## **LIBRARY**

Santa Ana College meets this standard. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. Future development and implementation of online student surveys accessible through each of the library and learning support service centers' web pages would provide additional, continuous feedback for the improvement and enhancement of services.

## **LEARNING CENTER**

Since the Learning Center is new, formal, systematic research needs to be conducted. However, the students have asserted through surveys that the help they have received in the Learning Center has been beneficial to them. To meet the standard, the Learning Center needs to work closely with the Research Department and individual instructors to find quantitative data that assess the SLO's.

The Learning Center has begun to provide feedback about revisions to the DLA's the instructors have provided for students. Some instructors have assessed the effectiveness of the DLA's to improve student success and retention, but this practice needs to be more widespread. After spring 2014, the Learning Center will have more information to write its Annual Program Review.

The Learning Center needs more funding to maintain its current status and to expand its services to all students including DE, SCE, and DSPS students.

BSI has funded an Instructional Services FIG ([IIC-87](#)) spring 2014 to spring 2015 led by the Math and Learning Center Coordinators that will explore and initiate implementations of best practices for SAC instructional services. Long-term goals are to establish an inventory of campus supplemental learning needs; explore ongoing funding opportunities and models for SAC learning centers; develop a plan for the coordination and assessment of the centers; and provide a comprehensive CRLA certified-SI/tutor training program for new tutors across campus disciplines. This activity will establish a college-wide group that will reduce duplication of effort and ensure consistent standards for the support centers.

## **MATH CENTER**

The use of student learning outcomes to institute ongoing programmatic reform continues in the Math Center. As many of the Math Center's programs are in pilot stages, it will be necessary to change some measures to scale them to larger student groups.

## **ACADEMIC COMPUTING CENTER**

The ACC uses student attendance spreadsheet to keep track of student attendance and to create student attendance charts.

### **Actionable Improvement Plan**

None.

## Standard II.C. Evidence

IIC-1	Library <a href="http://www.sac.edu/library">http://www.sac.edu/library</a>
IIC-2	Library Brochure <a href="http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-02.Brochure.pdf">http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-02.Brochure.pdf</a>
IIC-3	Library Floor Plan <a href="http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-03.Floorplan-13.pdf">http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-03.Floorplan-13.pdf</a>
IIC-4	Library Seating Chart <a href="http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-04.LibrarySeatingchart.pdf">http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-04.LibrarySeatingchart.pdf</a>
IIC-5	Library Connect From Home <a href="https://libnet1.sac.edu:2443/login">https://libnet1.sac.edu:2443/login</a>
IIC-6	Nealley Library Annual Statistical Report, FY 2009-2013 <a href="http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-06.Statistics-09_13.pdf">http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-06.Statistics-09_13.pdf</a>
IIC-7	Learning Center Staff <a href="http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-08.LearningCenterStaff.pdf">http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-08.LearningCenterStaff.pdf</a>
IIC-8	Learning Center Attendance <a href="http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-09.LearningCenterAttendance.PDF">http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-09.LearningCenterAttendance.PDF</a>
IIC-9	Learning Center Workshops <a href="http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-10.LearningCenterWorkshop.pdf">http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-10.LearningCenterWorkshop.pdf</a>
IIC-10	Faculty Inquiry Group (FIG) <a href="http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-10.FIG.pdf">http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-10.FIG.pdf</a>
IIC-11	BSI Projects <a href="http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-11.BSI.Projects.pdf">http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-11.BSI.Projects.pdf</a>
IIC-12	Math Center <a href="http://www.sac.edu/mathcenter">http://www.sac.edu/mathcenter</a>
IIC-13	Math Center Layout <a href="http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-12.MathCenterDiagram.pdf">http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-12.MathCenterDiagram.pdf</a>
IIC-14	Academic Computing Center <a href="http://sac.edu/AcademicProgs/Business/ACC/Pages/default.aspx">http://sac.edu/AcademicProgs/Business/ACC/Pages/default.aspx</a>
IIC-15	School of Continuing Education Centers <a href="http://sac.edu/ContinuingEducation/Pages/default.aspx">http://sac.edu/ContinuingEducation/Pages/default.aspx</a>
IIC-16	SCE Outreach Flyer <a href="http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-16.SCE.Outreach.Flyer.pdf">http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-16.SCE.Outreach.Flyer.pdf</a>
IIC-17	Santa Ana College Graduate Student Study 2012 <a href="http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-17.SAC.GraduateStudentStudy-12.pdf">http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-17.SAC.GraduateStudentStudy-12.pdf</a>
IIC-18	Nealley Library Reference Services Survey, 2011-Spring 2013

- [http://teams.rscgd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-18.LibraryReferenceSurvey-11\\_13.pdf](http://teams.rscgd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-18.LibraryReferenceSurvey-11_13.pdf)
- IIC-19 An Evaluation of Nealley Library Services by Faculty, May 201  
<http://teams.rscgd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-19.LibFacultySurvey-13.pdf>
- IIC-20 Santa Ana College Accreditation Self Study, 2001  
<http://teams.rscgd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-20.SAC.AccreditationEvalReport-01.pdf>
- IIC-21 Santa Ana College Accreditation Self Study, 2008  
<http://www.sac.edu/Accreditation/Documents/2008/sac-self-study-2008.pdf>
- IIC-22 The Association of College & Research Libraries (ACRL)  
<http://www.ala.org/acrl/standards/standardslibraries>
- IIC-23 California Community Colleges Chancellor's Office Data Mart representing  
<http://datamart.cccco.edu/>
- IIC-24 RSCGD Enrollment Trends and Student Characteristics, Fall 2009-Fall 2013, October 2013  
<http://rscgd.edu/Departments/Research/Documents/EnrollmentManagement/EnrollmentTrendsFall2013.pdf>
- IIC-25 Learning Center Writing Survey Assignment  
<http://teams.rscgd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-25.LearningCenter.WritingCenterSurvey.pdf>
- IIC-26 Chaffey College Report  
<http://teams.rscgd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-26.ChaffeyCollegeReport.pdf>
- IIC-27 Agenda and minutes from Learning Center Work Group  
<http://teams.rscgd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-27.LearningCenterMinutes-12.pdf>
- IIC-28 Directed Learning Activities (DLAs) Assessment  
<http://teams.rscgd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-28.LearningCenter.DLAs.pdf>
- IIC-29 Math Center Student Satisfaction Survey- Spring 2013  
<http://teams.rscgd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-29.MathSatisfactionSurvey.pdf>
- IIC-30 Basic Skills Initiative  
<http://www.cccbsi.org/>
- IIC-31 BSI Strand A Committee Meeting minutes, December 3, 2013  
<https://www.sac.edu/committees/BSI/Pages/default.aspx>
- IIC-32 Student Success Committee Meeting Minutes, November 2013  
<http://teams.rscgd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-33.Math.StudentSuccessMinutes.pdf>
- IIC-33 Academic Computing Center Floor Plan  
<http://teams.rscgd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-34.ACC.FloorPlan.pdf>
- IIC-34 Online Newspaper for ESL Students  
<http://teams.rscgd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-35.SCE.ESL.newspaper.pdf>

- IIC-35 Resource Allocation Requests (RARs) for Learning Center  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-36.RAR.LC.pdf>
- IIC-36 Resource Allocation Requests (RARs) for Library  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-36.RAR.Library.pdf>
- IIC-37 Resource Allocation Requests (RARs) for Math Center  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-36.RAR.Math.pdf>
- IIC-38 Nealley Library Collection Development Policy  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-38.Coll.dev-05.pdf>
- IIC-39 Nealley Library Goals/Activities for Year 2013-2014  
[http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-39.Goals-13\\_14.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-39.Goals-13_14.pdf)
- IIC-40 Book of the Year  
<http://sac.edu/StudentServices/Library/BookOfTheYear/Pages/tortilla.aspx>
- IIC-41 Book of the Year Calendar of Events  
[http://sac.edu/StudentServices/Library/BookOfTheYear/Documents/Calendar\\_c5.pdf](http://sac.edu/StudentServices/Library/BookOfTheYear/Documents/Calendar_c5.pdf)
- IIC-42 Scheduled Librarians Meeting: 2009-2013  
[http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-40.Mtg.schedule-09\\_13.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-40.Mtg.schedule-09_13.pdf)
- IIC-43 Librarians' Meeting Agendas 2009-2013  
[http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-41.Mtg.agenda-09\\_13.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-41.Mtg.agenda-09_13.pdf)
- IIC-44 Librarians' Meeting Summaries 2009-2013  
[http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-42.Mtg.summary-09\\_13.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-42.Mtg.summary-09_13.pdf)
- IIC-45 Collection Development/Division Liaison  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-43.Liaison-13.pdf>
- IIC-46 Community College League of California (CCLC)  
<http://www.cclibraries.org/>
- IIC-47 Council of Chief Librarians of California Community Colleges (CCLCCC)  
<http://www.cclccc.org/>
- IIC-48 Technology Status of the Library 2013  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-46.PC-13.pdf>
- IIC-49 Nealley Library Technical Support 2013  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-47.Lib.Tech.Support-13.pdf>
- IIC-50 Technology Inventory of the Library 2013  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-48.Lib.Tech.Inventory-13.pdf>
- IIC-51 SAC Math Department Meeting Minutes-Fall 2011-Fall 2013  
[http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-50.Math\\_Minutes.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-50.Math_Minutes.pdf)
- IIC-52 Technology Status of the Academic Computing Center  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-53.ACC.TechnologyStatus.pdf>
- IIC-53 Learning Center Student Survey Responses, Fall 2013  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-54.LearningCenterSurveyResponsesFall2013.pdf>

- IIC-54 Learning Center Job Announcement Flyer  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-55.LearningCenterJob.PDF>
- IIC-55 College Reading and Learning Association (CRLA)  
<http://www.crla.net/>
- IIC-56 Professional Development Workshop  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-56.LC.ProfessionalDev.pdf>
- IIC-57 Nealley Library Instructional Videos  
<http://sac.edu/StudentServices/Library/Pages/videos.aspx>
- IIC-58 Library & Information Studies Courses  
<http://sac.edu/StudentServices/Library/Pages/LibraryInformationStudies.aspx>
- IIC-59 Library Technology Program  
<http://sac.edu/StudentServices/Library/Pages/LTProgram.aspx>
- IIC-60 Library & Information Studies Program Review  
[http://teams.rscdd.edu/sac/Program\\_Review/LibraryInfoStud/SitePages/Home.aspx](http://teams.rscdd.edu/sac/Program_Review/LibraryInfoStud/SitePages/Home.aspx)
- IIC-61 Library Technology Program Review  
[http://teams.rscdd.edu/sac/Program\\_Review/LibraryTech/SitePages/Home.aspx](http://teams.rscdd.edu/sac/Program_Review/LibraryTech/SitePages/Home.aspx)
- IIC-62 Information Competency in the California Community College  
<http://asccc.org/node/174895>
- IIC-63 Library Workshop Coordinator E-mail to Faculty  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-64.LibraryWorkshopCoordinatorEmail.pdf>
- IIC-64 Software on Learning Center Computers  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-65%20LC.software.pdf>
- IIC-65 DLA: Using Technology  
[http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-66.DLA\\_Technology.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-66.DLA_Technology.pdf)
- IIC-66 DLA: Using Library  
[http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-67.DLA\\_Library.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-67.DLA_Library.pdf)
- IIC-67 SCE Information Competency Curriculum  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-67.CTEpackets.pdf>
- IIC-68 Nealley Library Organizational Chart: 2012-2013  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-68.LibraryOrgaChart.pdf>
- IIC-69 Nealley Library Administrators & Faculty  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-69.LibraryAdminFaculty.pdf>
- IIC-70 Agreement for Mutual Lending Privileges of Library Materials  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-70.csulb.pdf>
- IIC-71 Distance Education Student Resources  
<https://www.sac.edu/AcademicAffairs/DistanceEd/Pages/student-support.aspx>
- IIC-72 Learning Center Staff Credentials



<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-72.LearningCenterStaffCredentials.pdf>

- IIC-73 Academic Computing Center Organizational Chart  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-73.ACC.OrganizationalChart.pdf>
- IIC-74 Learning Center Policies  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-74.LearningCenterPolicies.pdf>
- IIC-75 SAC Technology Plan- 2013-2017  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-75.SACTAC.ActionPlan.pdf>
- IIC-76 Community College League (CCL)  
<http://www.ccleague.org/>
- IIC-77 OCLC WorldShare Management Services  
<https://sac.worldcat.org/>
- IIC-78 Library Department Program Review, 2013-2014  
[http://teams.rscdd.edu/sac/Program\\_Review/Library/SitePages/Home.aspx](http://teams.rscdd.edu/sac/Program_Review/Library/SitePages/Home.aspx)
- IIC-79 Learning Center SLOs  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-80.LearningCenterSLOs.pdf>
- IIC-80 Learning Center DLA Evaluation by Students  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-80.LearningCenter.DLA.EvalByStudents.pdf>
- IIC-81 Correlation between Test Scores and Completion of DLAs  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-81.Correlation%20between%20Test%20Scores%20and%20Completion%20of%20DLAs.pdf>
- IIC-82 Learning Center Instructors Meeting Minutes  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-82.LearningCenterMinutes.pdf>
- IIC-83 Influence of Time Spent in Math Center on Course Success – F13  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-83.influence%20of%20math%20center%20participation.pdf>
- IIC-84 Math Center SLO Assessment Reports  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-83.Math.SLO.Assessment.pdf>
- IIC-85 ACC Lab Attendance Statistics  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-84.ACC.Attendanc%20Statistics.pdf>
- IIC-86 SCE Program Review  
[http://sac.edu/Program\\_Review/SCE/Pages/default.aspx](http://sac.edu/Program_Review/SCE/Pages/default.aspx)
- IIC-87 BSI Instructional Learning Proposal  
<http://teams.rscdd.edu/sac/Accreditation/Standard-II-C/Evidence/IIC-85.BSI.Instructional.Learning.Center.Proposal.pdf>



**Tab 9—Standard III: Resources**

**STANDARD III: RESOURCES**

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



- III.A. Human Resources**
- III.B. Physical Resources**
- III.C. Technology Resources**
- III.D. Financial Resources**



### III.A. Human Resources

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

#### III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Santa Ana College (SAC) employs qualified administrative, academic, and classified personnel in accordance with state and district hiring and evaluation policies and procedures to support the college mission and ensure that resources are appropriately and ethically utilized to achieve the highest levels of institutional effectiveness and student learning. The evaluation of those responsible for student success includes participation in the Student Learning Outcomes (SLO's) assessment process. SAC complies with the Code of Ethics policy established by the Rancho Santiago Community College District (RSCCD) Board of Trustees relative to employee conduct (BP 7001, formerly BP 7020, [IIIA-1](#)).

#### III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

##### Descriptive Summary:

SAC has implemented Board Policies (BP's) and Administrative Regulations (AR's) to ensure that highly qualified individuals are hired to fill administrative, faculty, and classified positions ([IIIA-2](#) and [IIIA-3](#)). All policies and regulations are aligned with the policies of the California Community College Board of Governors and union contracts ([IIA-123](#), [IIIA-4](#), [IIIA-5](#) and [IIIA-6](#)). This ensures a unified, fair, and equitable process and that all personnel have the qualifications required in specific job descriptions and/or meet minimum qualifications to provide and support the educational programs and services of the college. These policies and procedures provide a structure for ensuring that employees contribute to the institutional effectiveness of Santa Ana College.

Hiring needs for faculty, classified, and administrative positions have established procedures identified in BP 7120, which states that: "It is the responsibility of the Chancellor to determine the personnel needs of the district ([IIIA-7](#))." Once hiring needs have been identified and approved, the detailed hiring procedures for administrative, faculty, classified, and supervisory/confidential staff created through the AR's are utilized ([IIIA-8](#), [IIIA-9](#), [IIIA-10](#), and [IIIA-11](#)). The RSCCD Human Resources Department (HR) assists with each step of the hiring process.

## Recruitment

To streamline the hiring process, *iGreentree* software has been used since 2007 ([IIIA-12](#)). The area manager enters the position request and submits the request for approval to the appropriate vice president, the President, and/or the Resource Development Department if the position is grant funded, and HR. Job descriptions are related to the college mission and accurately reflect position duties, responsibilities, and authority ([IIIA-13](#), [IIIA-14](#), [IIIA-15](#), [IIIA-16](#), [IIIA-17](#), and [IIIA-18](#)). HR provides training for managers and is available for assistance with all personnel processes ([IIIA-19](#), [IIIA-20](#), [IIIA-21](#), and [IIIA-22](#)). HR is responsible for widely advertising open positions by emailing all RSCCD employees, mailing announcements, and advertising through appropriate mechanisms for the position being hired ([IIIA-23](#) and [IIIA-24](#)). The processes, qualification requirements, and responsibilities of each position are available to the public, applicants, and employees ([IIIA-25](#)). Job announcements for faculty include as desirable qualifications: “A working knowledge of and experience with student learning outcomes and assessment” ([IIIA-26](#)). This inclusive approach has created an environment that attracts highly qualified employees to Santa Ana College.

Multiple venues are used to advertise faculty positions including: job sites, websites ([IIIA-27](#) and [IIIA-28](#)) newspapers (*The Orange County Register*, *Career Builders/LA Times*), discipline-specific journals, publications (*Chronicle of Higher Ed*, *Women in Higher Ed*, *Hispanic Outlook in Higher Ed*, *Community College Week*), and the community college registry.

Where and how classified positions are advertised is based on the position. Internal notice for transfers is sent to classified staff who may wish to transfer into the new position. If the position remains open, external advertising occurs. For example, Information Technology (IT) positions are advertised in Dice.com ([IIIA-29](#)); Accounting positions in California Association of School Business Officials (CASBO); and student services positions in InsideHighered.com ([IIIA-30](#)).

## Interview

A selection committee is identified with consideration of gender, ethnicity, and employee representation. An Equal Employment Opportunity Commission (EEOC) Monitor is selected along with an Academic Senate representative for academic positions. HR conducts an orientation for all members of the screening committee ([IIIA-31](#)). Committee members independently evaluate and rank each application. Interview questions are developed by the members and approved by HR. During the interview, all applicants are asked the same questions by the same individual serving on the committee, and the time available for answers is consistent among candidates. During the interview, candidates may be asked to prepare a teaching demonstration, an online instruction demonstration using a Learning Management System (LMS), or a project presentation or performance as part of the selection process, depending on the position being filled. Finalist reference checks are conducted. A final interview takes place with interview questions approved by HR followed by a selection recommendation by the college President for approval by the RSCCD Board of Trustees.

## Faculty

The criteria for the selection of faculty included in the job announcement requires knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the college mission ([IIIA-8](#), [IIIA-16](#), and [IIIA-26](#)). Faculty are not hired specifically for DE coursework. Training of faculty for DE qualifications is accomplished through completion of the SAC DE Instructor Certification ([IB-25](#)) modules. All faculty hired must meet the qualifications listed in the Minimum Qualifications for Faculty and Administrators in California Community Colleges adopted by the Board of Governors in 2011 based on Title 5, section 53400 – 53430 ([IIIA-32](#)). Faculty need is determined through the Department Portfolio Assessment/Program Review and annual Department Planning Portfolio processes in conjunction with Academic Senate and the Vice President of Academic Affairs prioritization processes ([IIIA-33](#)). The number of faculty positions to be filled is based on available funding, priorities, and the California Community College Board of Governors Faculty Obligation Number (FON), with approval by the RSCCD Chancellor and Board of Trustees ([IIIA-34](#)). In collaboration with the Academic Senate at Santiago Canyon College (SCC) and the district Human Resources department (HR), an updated process for

requesting, processing and approving/disapproving minimum qualification equivalencies was adopted by the SAC Academic Senate. The process requires that programs set minimum qualification equivalency with approval by faculty and senate representatives, Academic Senate Presidents and the college President requesting the equivalency. Potential candidates request an equivalency to meet minimum qualifications. Equivalencies are based on evidence in transcripts or equivalent work experience in the content area in comparison to the pre-approved minimum qualification equivalency ([IIIA-35](#)). The HR analyst confirms that the candidate has a certified degree. Had the candidate received a degree from an international institution, the transcript must be translated and the institution confirmed as accredited by a certified evaluation service ([IIIA-36](#)).

## **Classified**

SAC ensures high integrity and performance of classified staff by adhering to the established procedures and requirements. California School Employee Association (CSEA) 579 bargaining unit and HR negotiate classification status and changes. There are written, approved job descriptions, and educational requirements for classified positions ([IIIA-9](#), [IIIA-13](#), [IIIA-14](#), [IIIA-15](#), and [IIIA-37](#)). Distance Education staff is trained to understand the DE student and the remote location requirements for support.

Classified need is determined through the Resource Allocation Request (RAR) planning process and approved by the SAC College Council ([IIIA-38](#)). Once a position is opened, an internal notice for transfers is sent to classified staff. Should individuals wish to transfer into the new position, candidates are interviewed by the hiring manager and a selection is made ([IIIA-39](#)). If the position remains open, the position is advertised through general venues and position-specific sites. A committee of appropriate individuals, including an EEOC representative and DE Coordinator for any DE staff positions, is convened to screen and interview candidates utilizing approved HR questions ([IIIA-40](#)). A candidate is selected, references are checked, and the decision is made to hire ([IIIA-41](#)).

## **Executive/Administrative:**

The established policies and procedures for faculty and classified staff are followed when hiring an executive/administrative position as appropriate based on the position ([IIIA-17](#) and [IIIA-18](#)). The process for hiring the Chancellor is established by the Board of Trustees in compliance with Title 5 Section 53000 ([IIIA-42](#)).

## **Self Evaluation**

Santa Ana College meets this standard. The college continues to review, update, and implement policies that maintain the highest human resource standards. The college adheres to district guidelines for hiring administrative, classified, and academic personnel. With the goal of better aligning the planning and budgeting process, the procedures for determining staffing needs and approval processes continue to evolve. To provide quality programs and services, Santa Ana College employs personnel that are qualified as evidenced by the requirement for appropriate education, training, and experience. When discrepancies or issues arise, policies and procedures are in place for stakeholders to discuss and address the issues.

## **Actionable Improvement Plan**

None.



**III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

**Descriptive Summary:**

Santa Ana College has established written policies and procedures for evaluating all administrators, faculty, and classified employees on a regular, timely basis. The process includes evaluating the performance of assigned duties and the participation in institutional responsibilities and other activities appropriate to the assignment. The specific formal process used varies depending on the employee group and/or the union. Evaluators use a standardized form that lists the criteria for evaluation. There is an opportunity for positive comments and suggestions for improvement on the evaluation forms ([IIIA-43](#)).

Policies and procedures exist to guide the evaluation, improvement plan, and/or dismissal process if necessary for all employees at Santa Ana College. These policies and procedures rely on input from appropriate, identified constituents to determine the effectiveness of the employee. These policies and procedures provide a structure for ensuring that all SAC employees support the mission of the college and contribute to its institutional effectiveness.

## **Faculty**

The Faculty Association of Rancho Santiago Community College District (FARSCCD) contract specifies the frequency of evaluations for full-time credit and non-credit faculty and adjunct hourly credit faculty in Article 8 of the contract. This includes tenured, non-teaching faculty, coordinators, counselors, librarians, and health service staff (see [IIA-123](#)). Evaluations by the supervisor, peer(s) within the department or an associated department, and students are included in the evaluation process. Student evaluations were converted to an on-line system in 2010. To ensure faculty are performing effectively, their evaluation forms list the criteria and ranking scales (see [IIA-123](#)). After the evaluation process, the supervising administrator sends evaluations to the college President, who reviews and forwards them to HR, where personnel files are kept confidential.

Evaluations of non-tenured probationary faculty members who are employed full-time occur each year for four years and includes five components: self-evaluation, student evaluation surveys, classroom observations by the supervising administrator and two tenured-faculty peers, colleague surveys, a summary evaluation report written by the supervising administrator, and a performance improvement plan if necessary ([IIIA-44](#)). Evaluations for regular faculty members with non-teaching assignments, counselors, coordinators, librarians, health center nurses and other non-instructional faculty follow the same procedures as that used for instructors. The evaluation focuses on their primary responsibilities, as well as classroom instruction, and student evaluations if appropriate ([IIIA-45](#)).

Evaluations for tenured faculty occur at least once every three years in a peer-review process that involves a classroom observation, consultation, or both with a colleague from the department or an associated department. A self-evaluation, administrator evaluation, and student evaluations are required ([IIIA-45](#)).

Evaluations for non-contract (hourly) credit faculty occur during the first two semesters of employment and at least once every third year thereafter. The evaluation process includes administrator or designee and student evaluations ([IIIA-46](#)).

The FARSCCD contract states that evaluators list specific examples and suggestions for improvement for each criterion marked as “does not meet expectations.” The administrator then develops a performance improvement plan to address deficiencies. The FARSCCD contract states the procedures for grievances during the tenure process ([IIA-123](#)).

The non-credit hourly faculty follow the requirements of the Continuing Education Faculty Association (CEFA) contract ([IIIA-6](#)). It states that instructors shall be evaluated the first semester or term of employment. Evaluators use standardized evaluation forms. Subsequent evaluations are made once during the second year of employment and every three (3) years thereafter. Article 6 in the CEFA contract specifies the manner in which actions may be taken after the evaluations are formally conducted and documented. The CEFA contract defines steps to follow for unfavorable evaluations. Division offices maintain the evaluation schedule.

## **Child Development Faculty**

Evaluation of faculty in child development follows procedures described in Article Two of the Child Development Teachers Agreement (CSEA 888). To ensure that faculty are effectively performing their duties, evaluators use a standardized form listing the evaluation criteria ([IIIA-5](#)). Evaluations of non-tenured faculty take place each year of the tenure process and include observations in the primary area of responsibility and consultations. Evaluations of tenured or regular teachers/head teachers take place in the area of their primary responsibility annually. The agreement also specifies the manner in which actions may be taken after the evaluations are formally conducted and documented.

## **Classified Employees**

The California School Employees Association 579 (CSEA) contract specifies the frequency and process of evaluation for classified employees ([IIIA-4](#)). HR sends evaluation forms and reminders to supervisors at the stated intervals. The contract states that permanent employees shall be evaluated every third year, on or about their anniversary date. Probationary employees shall be evaluated at the completion of their third, seventh and immediately prior to completion of their eleventh month of probationary service. Probationary or permanent employees may be evaluated more frequently as determined by the district, but not more frequently than every six months. To ensure that personnel are effectively performing their duties, a standardized evaluation form lists the evaluation criteria ([IIIA-47](#)). The CSEA agreement also specifies that negative statements be followed by specific recommendations, time periods for improvement, and provisions for assisting the employee in implementing any recommendations made after the evaluations are formally conducted and documented. All evaluations, along with any attached comments by the employee, are kept in confidence and filed in the employee's official personnel file.

## **Supervisory and Confidential Employees**

Supervisory and confidential employees are part of the management team, and unions do not represent them. Evaluation of supervisory and confidential employees is outlined in AR 4128.1 ([IIIA-48](#)). Immediate managers evaluate supervisory employees at six months, eleven months and at least once every three years thereafter. To ensure that personnel are effectively performing their duties, a standardized evaluation form lists the evaluation criteria. Confidential employees are evaluated at four months, eleven months and at least once every third year thereafter ([IIIA-49](#)). The regulations specify the manner in which actions may be taken after the evaluations are formally conducted and documented. HR sends evaluation forms and reminders at stated intervals.

## **Executive/Administrators**

Evaluations of administrators occur during the first two years of employment in a new position and at least once every three years thereafter. Additional evaluations may be made at the request of the Chancellor, appropriate vice chancellor or immediate supervisor. Board Policy and Administrative Regulations specify the procedures for management evaluations and documentation. The administrator being evaluated is responsible for a self-evaluation as required in Administrative Evaluation Procedures outlined in AR 4128.2 ([IIIA-50](#)). HR contacts peers, employees, and/or other managers to evaluate the administrator. The administrator's supervisor gives the final evaluation.

The evaluation of the Chancellor is conducted by the Board of Trustees ([IIIA-51](#)). The Board schedules a meeting with the Chancellor to discuss the evaluation process. The CEO Pre-Evaluation Work Sheet is used to facilitate the process. The Chancellor prepares a self-evaluation to include progress toward achieving annual goals and long-range goals and other materials as appropriate. The self-evaluation is

available to all board members at least two days prior to the evaluation session. The Chancellor may or may not be present at the session. Following the evaluation, the President of the Board of Trustees presents the results of the formal evaluation to the Chancellor in writing. Contents of the evaluation are kept confidential unless the Chancellor wants to discuss the content in order to address issues that have been indicated for action.

### **Self Evaluation**

Santa Ana College meets this standard. While procedures are in place for student evaluations in the faculty evaluation process, the participation rate of the students has decreased since the implementation of the online evaluation process. This has been discussed in College Council ([IIIA-52](#)). Organizational processes are in place, and written criteria exist for evaluating all personnel, including evaluation of performance of assigned duties, participation in institutional responsibilities, and other activities appropriate to their assignment. The HR department has a tracking process for classified staff that ensures that evaluations are submitted in a timely manner, and the Assistant Vice Chancellor of Human Resources monitors the process. A similar process needs to be fully implemented for faculty and administrator evaluations.

### **Actionable Improvement Plan**

The student evaluation process requires evaluation and update. Alternative methods to increase student participation including best practices from other community colleges should be considered.

A more systematic process and structured tracking system to ensure that evaluations are completed in compliance with contract deadlines and the processes established by the district should be developed.

## **III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness.**

### **Descriptive Summary**

The evaluation of those responsible for student success, the faculty, counselors, and librarians, include the requirement that these groups participate in the Student Learning Outcomes (SLO's) assessment process. The process includes the development, implementation, assessment, and creation of action plans as needed for SLO's. The ability to implement the usefulness and effectiveness of SLO's is part of the tenured ([IIIA-45](#)) and probationary faculty ([IIIA-44](#)) evaluation process. The current management evaluation process also requires that managers understand the students they serve and the outcomes the students must achieve ([IIIA-53](#)).

Faculty are engaged in continuous assessment of SLO's at the program and course level. In addition, faculty are asked to link the program and course outcomes to the Institutional Learning Outcomes (ILO's, formerly Core Competencies) ([IIA-8](#), [IIIA-54](#), and [IIIA-55](#)).

To support the needs of faculty and management to successfully complete SLO assessment in a timely and efficient manner, the process has been undergoing a comprehensive review. By evaluating the process by which SLO's are assessed, it is expected that faculty and management will increase their effectiveness and ability to implement action plans identified during the assessment process while also allowing a greater tie to the planning and budgeting process ([IIIA-56](#)). Resources, information, and templates for the current process are available for faculty at the SLO/Program Review and Planning website ([IIIA-57](#) and [IIIA-58](#)).

Faculty are encouraged to utilize the information in their evaluations to improve their effectiveness in the SLO process. Faculty collaborate regarding teaching methodologies, sequencing, assessments, and SLO findings to increase student learning ([IIA-123](#) and [IIIA-59](#)).

### **Self Evaluation**

Santa Ana College meets this standard. The process of implementing and assessing SLOs has been tied to the evaluation of those directly responsible for this process including tenured faculty, probationary faculty, and management. It has not, however, been included in the evaluation process of Non-Contract/Part-time faculty.

### **Actionable Improvement Plan**

The evaluation process for Non-Contract/Part-time faculty should be updated to include an evaluation of faculty effectiveness as it relates to SLO's.

## **III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.**

### **Descriptive Summary**

Santa Ana College (SAC) complies with the Code of Ethics policy established by the Rancho Santiago Community College District (RSCCD) Board of Trustees relative to employee conduct; BP-7001 Code of Ethics ([IIIA-60](#)). The RSCCD Board of Trustees has an established policy that states appropriate conduct for employees, citing that “the consistent exercise of integrity is the cornerstone of ethical behavior.” The code applies for all district employees, including those involved in DE/CE programs and is published on the RSCCD website.

There are multiple examples of professional ethics throughout the Board Policies:

- The Board Policy regarding civility is addressed in BP-7002 Civility (see [IIA-140](#)). The policy discusses freedom of speech but regulates speech that may be injurious. Instead, the expectation is for all communication to be courteous and polite.
- Professional ethics regarding nepotism is addressed in BP-7310 (formerly 4118) Nepotism Civility ([IIIA-61](#)). The policy does not prohibit the employment of relatives or domestic partners in the same department or division except for not assigning a family member in a position to influence personnel decisions.
- Professional ethics regarding political activity is addressed in BP-7370 (formerly 4135) Political Activity ([IIIA-62](#)). This policy prohibits political activity during an employee's working hours, but does not prohibit an employee from urging the support or defeat of a ballot measure or candidate during non-working time.
- Professional ethics regarding whistleblowing is addressed in BP-7700 (formerly 4140) Whistleblower Protection ([IIIA-63](#)). The procedure encourages individuals to report suspected incidents of unlawful activities without fear of retaliation.
- The RSCCD Board of Trustees has a specific Board Policy regarding code of ethics, BP-2715 (formerly 9002) Code of Ethics/Standards of Practice ([IIIA-64](#)). This policy specifically addresses the Board of Trustees. Violations to the code of ethics are addressed by the President of the Board.

### **Self Evaluation**

Santa Ana College meets this standard. The code of professional ethics for all employees is clear and available on the RSCCD website. The college follows current policies and regulations. There are established board policies that govern the board, community relations, administration, business/finance support services, personnel, students, and student personnel.

## **Actionable Improvement Plan**

None.

**III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.**

### **Descriptive Summary**

In fall 2013, Santa Ana College employed staff members in the following categories: 33 administrators, 219 full-time faculty (including credit and non-credit as well as child development faculty), 227 full-time classified staff, and 148 part-time classified staff for 18,164 students. Part-time (adjunct) faculty are hired as needed semester to semester resulting in fluctuating numbers ([IIIA-65](#), [IIIA-66](#), and [IIIA-67](#)). In comparison, RSCCD, in total, employs 109 administrators, 358 full-time faculty, 457 full-time classified staff, and 215 part-time classified staff in fall 2013 with part-time faculty based on college needs ([IIIA-68](#) and [IIIA-69](#)). The number of full-time faculty hired for fall 2014 is 29 to meet the FON requirement and funding.

In fall 2008, there were 36 administrators, 242 full-time faculty, 262 full-time classified staff, 261 part-time classified staff for 21,063 students at SAC. In 2009, as a result of California's action to reduce funding for the California Community Colleges, the district faced a reduction of the 2009-2010 budget by \$15 to \$20 million. Significant reductions in class offerings and non-personnel expenditures were made ([IIIA-70](#) and [IIIA-71](#)). However, these measures were not sufficient to balance the 2009-2010 budget. A reduction in the district workforce was necessary in response to the budget reductions. In June, 2009, the RSCCD Board of Trustees passed Resolution 09-17 regarding a Reduction in Force of Classified Staff ([IIIA-72](#)). In September, 2009, funding for categorical programs in California Community Colleges was reduced by \$10.3 million. In response to the reduction, the RSCCD Board of Trustees passed Resolution 09-23 regarding a Reduction in Force of Classified Staff ([IIIA-73](#)). In October, 2009, the RSCCD Board of Trustees passed Resolution 09-24 regarding Reduction in Force of Classified Staff in the Institute for Women Entrepreneurs due to lack of work/lack of funds ([IIIA-74](#)).

The HR department identified the classified staff to be laid off based on seniority as per the CSEA 579 contract. The staff laid off were notified and laid off per procedure ([IIIA-75](#) and [IIIA-4](#)). A hiring freeze was put in place except for essential positions 2008-2011 ([IIIA-76](#)).

There are processes for hiring and evaluations. The district and Santa Ana College hiring requirements ensure that faculty and staff have appropriate preparation and experience for their positions. Ongoing evaluations assure the institution that the staff are fully committed to performing well in their positions.

California Code of Regulations Title 5 Section 51025 requires districts to increase the number of full-time faculty over the prior year in proportion to the amount of growth in funded credit Full-Time Equivalent Students (FTES) unless the Community College Board of Governors suspends the requirement due to budget issues ([IIIA-76](#) and [IIIA-77](#)). Based on the requirement for the Faculty Obligation Number (FON), HR calculates the current number of full-time equivalent faculty (FTEF) in the fall semester and projects the FON for the following year to determine minimum hiring requirement for spring recruiting. The FON determines the minimum aggregate number of full-time faculty to be hired for RSCCD. Using the new budget allocation model, the Presidents of Santa Ana College and Santiago Canyon College agree to the number of positions that will be open at each college and present this to the Chancellor of RSCCD for approval. The decisions are based upon replacement of key assignments, enrollment growth/demands, anticipated key vacancies, program review, and program development/expansion equalizing full-time faculty ratios between the two colleges ([IIIA-34](#)).

During 2011/2012 and 2012/2013, the California Community College Chancellor's Office suspended the FON requirement due to the budget situation in the state. However, the leadership at RSCCD decided to



hire ten full-time faculty for fall 2013 to maintain an appropriate number of full-time faculty based on student enrollment and need.

A Faculty Request form is written by those departments, credit and/or non-credit, requesting positions ([III.A-78](#)). An Academic Senate Faculty Priorities Committee and the instructional administration convene separately to review and prioritize the requests. The prioritized requests are presented to the SAC President for recommendation to the RSCCD Chancellor. In fall 2013, there were 36 requests placed by 22 departments ([III.A-79](#)). Utilizing the process, there will be 29 new faculty hires for fall 2014 to meet the FON requirement and funding.

Maintaining sufficient support personnel is a constant challenge for the quickly growing area of distance education. The staff required to support DE is sufficient but with the upcoming increase of DE students, the situation requires attention.

Faculty and student surveys are run annually and support services in DE are evaluated and revised accordingly. Offering Blackboard workshops/assistance online is an improvement that has been made as requested by faculty.

### **Self Evaluation**

Santa Ana College meets this standard. The number of SAC employees has decreased in all areas since 2008 due to state budget issues; however, this number has stabilized over the last two years. The number of RSCCD employees has decreased in all areas over the last five years with the exception of an increase of five administrative positions added between 2012 and 2013. The faculty and staff at Santa Ana College are well qualified for their positions. Multiple processes are now in place to assess the current and anticipated student needs in order to determine which departments, credit and/or non-credit, will hire faculty and staff in response to the last ACCJC accreditation planning agenda calling for a review of needs and an assessment of the prioritization process.

To support the growing needs in Distance Education, research personnel and an instructional designer to work with faculty would help to better assist faculty in their DE course development and continued understanding of their course improvements and the effects of those changes. Research personnel and an instructional designer would increase the effectiveness of faculty involved in delivering DE courses and ultimately improve student success.

### **Actionable Improvement Plan**

Although Distance Education conducts its own surveys, Distance Education should be included in the overall Institutional Effectiveness Survey in order to properly identify the needs of students, faculty, and staff as it relates to DE. In addition, providing the necessary human resources to the Distance Education program would include the addition of a researcher and an instructional designer.

### **III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

All personnel procedures and policies are reviewed and approved by the RSCCD Board of Trustees before being disseminated. Procedures and policies are equitably and consistently administered. RSCCD HR department maintains the security and confidentiality of personnel records.

### **III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

#### **Descriptive Summary**

Employment procedures and policies of RSCCD conform to appropriate state and federal laws ([IIIA-80](#) and [IIIA-81](#)). All procedures and policies are reviewed for compliance, accuracy, and applicability ([IIIA-82](#), [IIIA-83](#) and [IIIA-84](#)). The District Council previews new or modified policies and regulations before presentation to the Board of Trustees ([IIIA-85](#)). Information on new policies and policy changes are emailed to all managers whenever there is Board approval of such actions by the department of educational services ([IIIA-86](#)).

The Board of Trustees of RSCCD adopts personnel policies that are public knowledge and available to all constituencies, either by accessing the district website or by contacting RSCCD Human Resources. For example, relevant RSCCD Board Policies (BP) include:

- BP 7120 Recruitment and Hiring ([IIIA-7](#));
- BP 7210 Academic Employees ([IIIA-87](#));
- BP 7230 Classified Personnel ([IIIA-88](#));
- BP 7240 Confidential Employees ([IIIA-89](#));
- BP 7250 Educational Administrators ([IIIA-90](#));
- BP 7260 Classified Supervisors and Managers ([IIIA-91](#)); and
- Other HR policies at the RSCCD website, Human Resources page ([IIIA-92](#)).

Furthermore, RSCCD has enacted numerous AR's that govern personnel matters, which are posted on the RSCCD's website ([IIIA-93](#)). These policies and procedures are the responsibility of the Human Resources department and are equitably and consistently administered. If there is a question concerning the implementation of a policy and/or procedure, union representatives will discuss the issue with administration per contract procedures ([IIA-123](#), [IIIA-4](#), [IIIA-5](#) and [IIIA-6](#)). RSCCD supports the college's efforts with fair and equitable application with Board Policies and Administrative Regulations by providing training as necessary ([IIIA-94](#)).

#### **Self Evaluation**

Santa Ana College meets this standard. Personnel policies and procedures distributed by RSCCD are clearly stated, regularly reviewed, and published to ensure their fair and equitable application. Santa Ana College adheres to written policies ensuring fairness in all employment procedures as designed and developed by the district and administered by the district's Human Resources.

#### **Actionable Improvement Plan**

None.

### **III.A.3.b. The institution makes provision for security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

#### **Descriptive Summary**

RSCCD HR maintains personnel records in a confidential manner as required. In response to the need for secure files, the fourth floor of the District Office is locked. Access to the fourth floor is gained by specialized keys for appropriate personnel and by appointment with visitors being escorted to the appropriate office.

Files that are on desks are confidential records. To increase security, the file room and HR leadership offices are on a separate locking system. Entrance by a custodian to the room and offices requires accompaniment. Trash is placed outside of the room and offices. The file room contains file cabinets for



which only analysts, technicians, and HR leadership have keys. Records are maintained and protected in accordance with California Education Code Section 87031 (IIIA-95), US Government Code Section 6254 (IIIA-96), Civil Code Section 1798.24 (IIIA-97), and pertinent Board Policies (IIIA-98). HR personnel follow these regulations and procedures. They ensure the security and confidentiality of all employee records and provide proper access to these records.

**Self Evaluation**

Santa Ana College meets this standard. Per district policy, Santa Ana College provides for security and confidentiality of personnel records by sending all confidential personnel related materials directly to the district HR department. At the District Office, each employee has proper access to his/her own personnel records. All files should be converted to electronic format and backed up in order to permanently increase file security.

**Actionable Improvement Plan**

The college needs to select and accept software to transition from paper to electronic files using encryption.

**III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

The college’s commitment to equity and diversity begins with the college mission statement and continues into the Strategic Plan’s Vision Themes through participatory governance committees, students, and employees. This commitment is seen through the programs, practices, and services offered to students and staff. The district demonstrates its integrity of the students, faculty, staff, and administrators by providing board polices and administrative regulations that protect their respective rights.

**III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

**Descriptive Summary**

The college’s mission and Vision Themes reflect the needs of a diverse community, including access and equity (IA-1). The college demonstrates concern for and understanding of equity and diversity for employees and students through its many practices and policies. There are established board policies on diversity and equal employment opportunities. The district and SAC are committed to providing a learning and work environment that is conducive to open discussion and free of intimidation, harassment, and unlawful discrimination (IIIA-80, IIIA-99, and IIIA-100).

Santa Ana, California, is a diverse community and is represented at Santa Ana College by a classified, faculty, and administrative staff with diverse cultural, educational, and experiential backgrounds. SAC has been designated by the Department of Education as a Hispanic-Serving Institution. The RSCCD Research Department lists demographic information including gender and ethnicity for students as well as classified, faculty, and administrative staff (IIIA-101).

**Table 48. SAC Staff Profile (Credit and Non-Credit) Fall 2013**

		Administrators		Confidential		Contract Faculty		Hrly CLSF (On-Going)		Hrly Faculty		Hourly CLSF (Short Term)		Misc (Instr Assoc /Asst)		Monthly Classified		Supervisory	
GENDER	Female	13	50%	1	100%	120	54.79%	93	64.14%	545	42.81%	112	67.47%	82	24.92%	140	61.95%	2	28.57%
	Male	13	50%	0	0%	99	45.21%	52	35.86%	728	57.19%	53	31.93%	247	75.08%	86	38.05%	5	71.43%
	Unknown	0	0%	0	0%	0	0%	0	0%	0	0%	1	0.6%	0	0%	0	0%	0	0%
	<b>Total</b>	<b>26</b>	<b>100%</b>	<b>1</b>	<b>100%</b>	<b>219</b>	<b>100%</b>	<b>145</b>	<b>100%</b>	<b>1273</b>	<b>100%</b>	<b>166</b>	<b>100%</b>	<b>329</b>	<b>100%</b>	<b>226</b>	<b>100%</b>	<b>7</b>	<b>100%</b>
RACES	Asian	2	7.69%	0	0%	23	10.5%	35	24.14%	120	9.43%	33	19.88%	16	4.86%	35	15.49%	2	28.57%
	Black	1	3.85%	0	0%	5	2.28%	4	2.76%	33	2.59%	5	3.01%	19	5.78%	7	3.1%	0	0%
	Filipino	0	0%	0	0%	3	1.37%	1	0.69%	18	1.41%	2	1.2%	5	1.52%	6	2.65%	0	0%
	Hispanic	6	23.08%	0	0%	48	21.92%	73	50.34%	257	20.19%	65	39.16%	65	19.76%	111	49.12%	1	14.29%
	Native American	0	0%	0	0%	4	1.83%	1	0.69%	12	0.94%	0	0%	2	0.61%	2	0.88%	0	0%
	Pacific Islander	0	0%	0	0%	0	0%	0	0%	8	0.63%	0	0%	4	1.22%	1	0.44%	0	0%
	White	17	65.38%	1	100%	132	60.27%	30	20.69%	777	61.04%	57	34.34%	188	57.14%	63	27.88%	3	42.86%
	Unknown	0	0%	0	0%	4	1.83%	1	0.69%	48	3.77%	4	2.41%	30	9.12%	1	0.44%	1	14.29%
<b>Total</b>	<b>26</b>	<b>100%</b>	<b>1</b>	<b>100%</b>	<b>219</b>	<b>100%</b>	<b>145</b>	<b>100%</b>	<b>1273</b>	<b>100%</b>	<b>166</b>	<b>100%</b>	<b>329</b>	<b>100%</b>	<b>226</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	



**Table 49. SAC Student Demographics**

SANTA ANA COLLEGE (ALL CREDIT STUDENTS)										
(census week)	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	21063		18089		17681		18764		18164	
	Datatel		Datatel		Datatel		Datatel		Datatel	
	n	%	n	%	n	%	n	%	n	%
<b>Ethnicity</b>										
Native American	158	1%	122	1%	109	1%	113	1%	89	0%
African-American	468	2%	401	2%	391	2%	381	2%	367	2%
Asian	2730	13%	2375	13%	2178	12%	2202	12%	2025	11%
Chinese	199	7%	174	7%	169	8%	177	8%	167	8%
Japanese	118	4%	80	3%	82	4%	69	3%	67	3%
Korean	155	6%	139	6%	120	6%	136	6%	108	5%
Southeast Asian	1870	68%	1697	71%	1518	70%	1551	70%	1424	70%
Other Asian	388	14%	285	12%	289	13%	269	12%	259	13%
Latino	11251	53%	10378	57%	10591	60%	11740	63%	11679	64%
Mexican American	8873	42%	6763	65%	5999	57%	5435	46%	4430	38%
Central American	500	2%	365	4%	302	3%	280	2%	196	2%
South American	365	2%	276	3%	197	2%	165	1%	142	1%
Other Latino	1513	7%	2974	29%	4093	39%	5860	50%	6911	59%
Filipino	331	2%	323	2%	301	2%	312	2%	267	1%
Caucasian	3941	19%	3124	17%	2804	16%	2748	15%	2515	14%
Pacific Islander	127	1%	133	1%	119	1%	105	1%	87	0%
Other	372	2%	224	1%	153	1%	134	1%	93	1%
Decline to State	1685	8%	1009	6%	1035	6%	1029	5%	1042	6%
<b>Age</b>										
17 and under	683	3%	714	4%	780	4%	985	5%	813	4%
18	1888	9%	1611	9%	1773	10%	1977	11%	2069	11%
19	2286	11%	2062	11%	1967	11%	2200	12%	2243	12%
20-21	3587	17%	3306	18%	3340	19%	3521	19%	3495	19%
22-25	4141	20%	3740	21%	3747	21%	3980	21%	3804	21%
26-29	2372	11%	2118	12%	1962	11%	1988	11%	1887	10%
30-39	2974	14%	2369	13%	2141	12%	2217	12%	2101	12%
40-49	1942	9%	1321	7%	1215	7%	1139	6%	1059	6%
50-64	1047	5%	719	4%	666	4%	664	4%	616	3%
over 64	143	1%	124	1%	90	1%	93	0%	77	0%
Not reported	0	<1%	5	0%	0	0%	0	0%	0	0%
<b>Day/Night Status</b>										
Day			7539	42%	7439	42%	7858	42%	7739	43%
Night			4422	24%	4145	23%	4186	22%	3712	20%
Both			5251	29%	5149	29%	5693	30%	5857	32%
Not reported			877	5%	948	5%	1027	5%	856	5%
<b>Gender</b>										
Male	10494	50%	8667	48%	8374	47%	8911	48%	8840	48%
Female	10494	50%	9360	52%	9246	52%	9798	52%	9254	51%
Not reported	75	<1%	62	0%	61	0%	55	0%	70	0%

Santa Ana College demonstrates its institutional commitment to equity and diversity by offering its administrative, classified, and academic employees a wide range of training and professional development opportunities including:

- Sexual harassment prevention training online for administrators ([IIIA-94](#))
- Technology training ([IIIA-102](#), [IIIA-103](#), and [IIIA-104](#))
- Evaluation workshops ([IIIA-19](#))
- Leadership training ([IIIA-20](#))
- Management training on employment and personnel issues ([IIIA-21](#) and [IIIA-22](#))
- New faculty workshops ([IIIA-105](#) and [IIIA-106](#))

There are a number of labor law documents available on the district website. These include information about discrimination and harassment, whistleblower's notice, and equal employment opportunity ([IIIA-81](#)).

A variety of opportunities exist through committees to foster and appreciate equity and diversity. The committees are comprised of administrators, faculty, classified staff, and students. The Academic Senate, College Council, Facilities Committee, Planning and Budget Committee, the Santa Ana College Technology Advisory Committee, and the Teaching Learning Committee continually discuss issues of diverse cultures and needs ([IIIA-107](#)).

The following intra-cultural events and items demonstrate Santa Ana College's recognition of the diversity of its students and the college staff:

- Annual International Festival ([IIIA-108](#))
- The Book of the Year Initiative ([IB-24](#))
- Celebration of Native American Heritage Month, Black History Month, Hispanic Heritage Month, Asian American Month ([IIIA-109](#))
- Calendar of Events, SAC Inter-Club Council Clubs and Organizations ([IIIA-110](#))
- Santa Ana College Student Handbook and Planners ([IIA-141](#))
- Santa Ana School of Continuing Education (SAC SCE) Student Activities Calendar ([IIIA-111](#))

In addition to the many intra-cultural events on campus, 86 percent of the students surveyed in the spring semester of 2013 rated their experience in learning to respect and work with people of different backgrounds as good or excellent. In addition, 83 percent of the students surveyed said they had a discussion with students of a different background with 80 percent reporting the ability to understand ethical issues on the environment ([IIA-23](#)).

### **Self Evaluation**

Santa Ana College meets this standard. The college creates and maintains appropriate programs, practices, and services that support its diverse personnel. Faculty, staff, and students enjoy the varied student and club activities that highlight the diversity of the college.

### **Actionable Improvement Plan**

None.

## **III.A.4.b. The institution regularly assesses that its record in employment equity and diversity consistent with its mission.**

### **Descriptive Summary**

The Rancho Santiago Community College District Institutional Research Department maintains and evaluates records describing the diversity of SAC employees and students ([IIIA-112](#)).

**Table 50. SAC Staff Diversity: Percentage of Non-White Employees 2008 - 2013**

Year	FT	PT Faculty	FT Classified	PT Classified	Management	Total
08-09	36%	39%	68%	78%	53%	41%
09-10	37%	39%	67%	79%	45%	42%
10-11	37%	38%	69%	78%	42%	40%
11-12	38%	38%	69%	77%	42%	41%
12-13	38%	38%	70%	78%	44%	41%
13-14	40%	39%	72%	79%	39%	41%

**Data reflect employees in paid status as of September 1st of each year**

Additionally, the district Research Department creates Enrollment Trends and Student Characteristics documents ([IA-4](#)). The Research Department produces and distributes statistical studies to assist in RSCCD policy and program planning and development. The information is accessible on the district website ([IB-23](#)).

To assess how SAC is meeting its mission, the Research Department conducts student satisfaction surveys ([IIA-23](#)). The survey incorporates questions about the diversity of the college. The survey is distributed each spring semester with results available and posted to the website in October.

After the 2008 ACCJC comprehensive site visit, a recommendation was given regarding the Diversity Plan. However, discussions regarding the Diversity Plan demonstrated that a diversity plan is under the purview of the district and not the college. This was reported in both the Follow-Up Report 2009 and the Midterm Report 2011. At the time of the last Comprehensive Evaluation Team Visit and until very recently, the district was awaiting an update from the State of California. In September 2013, the district received the updated Diversity Plan from the state ([IIIA-113](#)). The newly revised plan is being reviewed by the district Human Resources Committee (HRC) ([IIIA-114](#)). The RSCCD BOT has a policy ensuring the commitment to diversity ([IIIA-99](#)) and a policy prohibiting discrimination ([IIIA-80](#)).

A district-trained Equal Employment Opportunity Commission (EEOC) Monitor is present on all hiring committees for managers, faculty, and staff to ensure that all members of the committee understand and follow EEOC guidelines mandated by law and district policy. Formal Human Resource EEOC training had not taken place for several years, but training has resumed as of fall 2013. In addition, a representative from HR attends the first meeting of a screening committee to orient members on the hiring process and the *iGreentree* process ([IIIA-115](#), [IIIA-8](#), [IIIA-9](#), [IIIA-10](#), and [IIIA-11](#)).

**Self Evaluation**

Santa Ana College meets this standard. The Institutional Research Department regularly assesses Santa Ana College’s employment equity and diversity to determine its consistency with the mission of the institution. Research is conducted for SAC through RSCCD’s Research Department. Student satisfaction surveys are conducted regarding diversity. A board policy exists regarding equal employment opportunity with training for monitoring equal employment opportunity.

**Actionable Improvement Plan**

As research, evaluation, assessment, and planning needs increase, additional resources are needed at the college level for research. This includes a dedicated SAC researcher to support campus-specific needs.

### **III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.**

#### **Descriptive Summary**

One of the primary goals of RSCCD and SAC is to maintain a positive, productive working environment for employees. The district demonstrates its integrity to the students, faculty, staff and administrators by providing board policies and administrative regulations that protect their respective rights. These board policies include, but are not limited to:

- BP 7002 Civility (see [IIA-140](#))
- AR 3410 (formerly BP 4119) Regulations for Reporting Complaints of Unlawful Discrimination and Harassment ([IIIA-100](#))
- BP 4201 Academic Freedom (number change to BP 4201 pending) ([IIIA-116](#))
- BP 7130 Compensation ([IIIA-117](#))
- BP 7131 Management Salary Schedule – Placement & Advancement ([IIIA-118](#))
- BP 7340 Leaves ([IIIA-119](#))
- BP 7345 Catastrophic Leave Program ([IIIA-120](#))
- BP 7360 Discipline and Dismissal – Academic Employees ([IIIA-121](#))
- BP 7365 Discipline and Dismissal – Classified Employees ([IIIA-122](#))
- AR 4121 Americans With Disabilities Act ([IIIA-123](#))
- BP 5551 Grievance Procedure ([IIIA-124](#))
- AR 5551 Grievance Procedures For Students ([IIIA-125](#))
- BP 5117 Student Confidentiality and Review ([IIIA-126](#))
- AR 5117 Confidentiality, Disclosure and Review of Student Records ([IIIA-127](#))
- BP 5201 Standards of Student Conduct ([IIIA-128](#))

District employees are represented by four bargaining units: Continuing Education Faculty Associate (CEFA) represents adjunct faculty of the School of Continuing Education; California State Employees Association 579 (CSEA 579) represents all classified employees; California State Employees Association 888 (CSEA 888) represents Child Development Teachers Unit; and Faculty Association of Rancho Santiago Community College District (FARSCCD) represents all faculty excluding the adjunct School of Continuing Education faculty (see [IIA-123](#)). The academic employees paid on the Administrative Salary Schedule, day-to-day substitutes, and all other academic employees lawfully designated as management, supervisory, or confidential are not a part of a bargaining unit. However, all board policies apply.

#### **Self Evaluation**

Santa Ana College meets this standard. There are multiple structures and procedures in place to promote and ensure integrity in the treatment of employees and students.

#### **Actionable Improvement Plan**

None.

### **III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

Santa Ana College provides programs and activities for professional development. The programs are evaluated to determine effectiveness and relevance with the results used for improvement as needed.

### **III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.**

#### **Descriptive Summary**

Santa Ana College provides a wide variety of programs and activities for professional, institutional, and personal development for faculty, staff, and administrators ([IIIA-129](#) and [IIIA-130](#)). Activities are planned to support the college mission and goals and to improve skills of the employee. Professional development through conferences occurs when there is grant funding or when the attendee funds the conference ([IIIA-131](#)).

Faculty, classified staff, and administrators plan and design professional development activities at SAC to introduce new programs, services, and technology. The activities may lead to the development and evaluation of programs or curriculum, instructional training, improvement of work environment, as well as staff awareness of district policies and procedures.

A calendar of activities is distributed to all faculty, staff, and administrators prior to the fall and spring semesters ([IIIA-132](#), [IIIA-133](#), [IIIA-129](#), and [IIIA-134](#)). The length of the semester is 16 weeks with in-lieu-of-instruction hours for faculty given in the form of a flexible calendar, referred to as “Flex” ([IIIA-135](#) and [IIIA-136](#)). Faculty complete a Flex form indicating the activities that will be conducted to account for the required hours assigned based on the number of hours teaching during the year. At the completion of the Flex activities, faculty make any changes necessary to the original plan and assess the benefit of the activities. The instructional administrators approve the plans and sign after completion ([IIIA-137](#), [IIIA-138](#), [IIIA-139](#), and [IIIA-140](#)).

Workshops are scheduled the week before the start of each semester as well as throughout the year for faculty, staff, and administrators:

- Activities specific to teaching and learning needs are presented including information about new technology, educational advancements, SLO assessments, new programs and curriculum changes, CPR re-certification, CurricUNET, Datatel training, and other technology topics at SAC and CEC ([IIIA-141](#), [IIIA-142](#), [IIIA-143](#), [IIIA-144](#), [IIIA-145](#), and [IIIA-146](#)).
- A New Faculty Institute, initiated by the Chancellor and developed by Human Resources, in collaboration with the Academic Senate, provides orientation during the Flex week in August and continues with additional training throughout the first year of service for new faculty ([IIIA-105](#) and [IIIA-106](#)).
- The Distance Education Office offers multiple sessions/seminars including Blackboard Basics, specific Blackboard tools (Grade Center, Assessments, Interactive Tools, Accessibility), Video Creation (Camtasia Relay, Camtasia Studio and YouTube), and Turnitin training during flexible calendar week and during the semester ([IIIA-147](#) and [IIIA-148](#)).
- The Distance Education Workgroup developed a certification program for faculty who teach online. Preparation for faculty to teach online includes successful completion of the DE Instructor Certification modules which include reviewing Title 5 guidelines; verifying course outlines appropriately include Technologically Mediated Instruction; completing accessibility training; implementing engaging student activities using advanced Blackboard tools; and best practices for engaging and retaining students in DE courses (see [IB-25](#)).
- To increase the opportunity for dialogue between the classified staff and the SAC President, *Take A Break with the President* meetings along with forums regarding ACCJC accreditation have been scheduled throughout the year ([IIIA-149](#), [IIIA-150](#), and [IIIA-151](#)).
- There is a wide range of training and professional development opportunities for administrators. These include sexual harassment prevention, technology training, hiring practices workshops, budget training, leadership training, EEOC training, and emergency response training ([IIIA-19](#), [IIIA-20](#), [IIIA-21](#), [IIIA-22](#), [IIIA-94](#), and [IIIA-102](#)).

Prior to 2011, there had been a Professional Development Coordinator with partial release time from teaching full-time for faculty development along with an Associate Dean of Information and Learning, and a classified representative. The Basic Skills Initiative took over professional development activities, and



the associate dean's position was eliminated due to fiscal constraints ([IIIA-152](#) and [IIIA-153](#)). In May 2013, the RSCCD Research Department conducted a survey and disseminated it to all staff to obtain input about their current level of participation in professional development activities and the types of activities that would most enhance the performance of their duties as well as student success. Survey results showed:

- Overall, respondents rated the availability of professional development opportunities at SAC 5.30 (on a scale of 1-10, 10 being highest)
- Most respondents think that SAC should expand its professional development activities
- Classified respondents report the lowest satisfaction with current professional development offerings (2.7 mean rating)
- While respondents indicated conferences and arranged workshops were effective, the majority had not attended a conference or flex activities during the 2012-2013 year or they had to personally fund the development
- Respondents indicated there were multiple benefits to professional development activities ([IIIA-154](#))

Based on the results of this survey, the faculty development program should be extended to a professional development program for all staff. A Professional Development Workgroup has been created to address these needs.

### **Self Evaluation**

Santa Ana College meets this standard. There are professional development activities for faculty, administrators, and classified staff. Santa Ana College is committed to updating the existing framework of the Professional Development Program to provide for more inclusive and effective opportunities across employee groups (classified, faculty, and management) and programs (credit and non-credit programs). There also needs to be increased funding for professional development conferences.

### **Actionable Improvement Plan**

The college needs to facilitate and expand professional development opportunities.

The college also needs to create a specific budget line item to fund professional development activities.

## **III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

### **Descriptive Summary**

Professional development activities, on-campus opportunities as well as conferences, are evaluated. Conference attendees complete a summary and describe the value of attending the conference as well as how the concepts, techniques, and/or strategies are relevant to instruction ([IIIA-155](#)). Participants evaluate all professional activities, including Distance Education workshops and DE Instructor Certification Modules, at the conclusion of the respective programs using either the Flex/Professional Development Workshop Evaluation form or the surveys within the DE Instructor Certification Modules ([IB-25](#), [IIIA-156](#), [IIIA-157](#) and [IIIA-158](#)). The Distance Education program provides DE faculty with the student retention and success rates once they have completed the DE Instructor Certification Modules in comparison to prior semesters. This helps faculty evaluate course changes and improvements ([IIIA-159](#)).

The RSCCD Research Department conducted a survey regarding Professional Development in May 2013 ([IIIA-154](#)). When asked about the activities and benefits, respondents answered:

Do you think that SAC should consider offering/expanding its professional development activities to further advance student success?

	Classified (n=46)	Faculty (n=66)	Management (n=6)	Total (n=118)
No	12%	8%		9%
Yes	88%	92%	100%	91%

What do you see as the benefits of the current professional development offerings?

	Classified (n=46)	Faculty (n=66)	Management (n=6)	Total (n=118)
job-specific skills	43%	36%	50%	39%
health & wellness	10%	4%	25%	7%
expand knowledge	21%	48%	25%	37%
all of the above	--	7%	--	3%
<b>Other: (blackboard training; disaster readiness; CEC adjunct faculty training; program lacks depth, variety, and limited; offerings not geared towards classified)</b>	17%	14%	--	15%

The comments include numerous examples of professional development activities, both on and off campus. The survey included numerous suggestions for professional development, including budget, classified opportunities, and leadership opportunities. Examples of discussions regarding professional development were conducted during meetings of College Council ([IIIA-160](#), [IIIA-161](#), and [IIIA-162](#)) and SAC Management Council ([IIIA-163](#)) as well as in Department Planning Portfolios and Resource Allocation Requests ([IIIA-164](#) and [IIIA-165](#)).

The SAC Institutional Effectiveness Survey, 2013, contained a question regarding professional development opportunities for faculty and staff. The results showed a mean of 3.51 out of 5.0 that opportunities were available. There were comments regarding professional development which noted that additional opportunities for growth would be beneficial (see [IA-12](#)).

**Self Evaluation**

Santa Ana College meets this standard. The college provides participants staff development activities with opportunities to evaluate professional development workshops for their effectiveness.

**Actionable Improvement Plan**

Improvements to the professional development offerings to increase opportunities for all staff should be made.

The college also needs to create a specific budget line item to fund professional development activities.

### **III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

#### **Descriptive Summary**

SAC has processes in place for human resource planning. Department and program faculty establish annual program goals in the Department Planning Portfolios, which also contains budget requirements and the need for new and replacement positions. To strengthen the planning process, a Resource Allocation Request (RAR) system was put in place in fall 2012 utilizing the program review information with a procedure manual completed for 2013-2014 ([IIIA-166](#), [IIA-76](#) and [IIA-53](#)). The instructional administrators review and prioritize the requests by the departments to create an RAR for the division which is then prioritized by the Vice President of Academic Affairs with input from the deans ([IIIA-57](#)). The four vice presidents submit their prioritized requests to the President for review and prioritization which is, in turn, submitted to the Chancellor for the creation of the budget. In fall 2013, the process incorporated the department chairs' input in creating the RAR with requests, assessment of SLO's, and department goals, all of which link to the mission of the college ([IIIA-167](#) and [IIIA-33](#)).

When new positions involve reorganization, the supervising administrator prepares a proposal/request which is submitted to College Council for approval. President's Cabinet develops a prioritized list of classified and administrative requests, and the SAC President submits recommendations to the Chancellor's Cabinet ([IIIA-168](#)).

Full-time tenure track faculty positions are opened based on the need, the college mission, and requirements of the Faculty Obligation Number (FON) established by the state of California when in effect. Per a discussion with the SAC President, on March 12, 2014, the process was confirmed as follows ([IIIA-169](#) and [IIIA-170](#)):

Need must be established by the department through the planning process.

- A Faculty Request form is submitted to the Academic Senate, where it is reviewed and prioritized by the Faculty Priorities Committee ([IIIA-78](#)).
- The instructional deans meet to discuss the faculty priority list created by Academic Senate and develop a management faculty priority list using budget priorities criteria.
- Instructional administration reviews and prioritizes the requests.
- The prioritized requests are presented to the SAC President, who will review the prioritization and make changes as needed from a college perspective. These changes are reviewed with the Academic Senate President and then forwarded to the RSCCD Chancellor.
- The Chancellor evaluates and prioritizes the requests to meet state requirements and fulfill the mission of the college and district.
- A final decision is made regarding positions to be hired after consulting the Vice Chancellor for Business Operations/Fiscal Services and the Executive Vice Chancellor of Human Resources/Educational Services

The college determines that human resource needs in program and support services are met effectively through division assessment, program review assessment, and SLO assessment ([IIIA-33](#)). Additionally, the Planning and Budget Committee, a participatory governance committee, recommends human resource budget priorities, procedures, and processes to the college ([IIIA-171](#) and [IB-18](#)).

In 2009, as a result of California's action to reduce funding for the California Community Colleges, the district faced a reduction of the 2009-2010 budget by \$15 to \$20 million. Significant reductions in class offerings and non-personnel expenditures were made ([IIIA-70](#) and [IIIA-71](#)). However, these measures were not sufficient to balance the 2009-2010 budget. A reduction in the district workforce was necessary in response to the budget reductions ([IIIA-72](#), [IIIA-73](#) and [IIIA-74](#)). The HR Department determined the classified staff to be included in the reduction in force based on seniority per the CSEA 579 contract. The staff included in the reduction in force were notified as per procedure ([IIIA-75](#) and [IIIA-4](#)). A hiring freeze was put in place except for essential positions 2009-2011 ([IIIA-76](#)).

In November 2012, the voters of California approved a proposition for additional funding for schools. This funding has enabled SAC to increase the class offerings and hire additional staff and faculty to meet the FON requirements ([III A-172](#) and [III A-76](#)).

**Self Evaluation**

Santa Ana College meets this standard. The college follows current district policies and procedures and integrates human resource planning with institutional planning through the faculty and staff prioritization process. Both the college and the district systematically assess the effective use of the human resources and use the results of these evaluations as the basis for improvement.

**Actionable Improvement Plan**

None.

## Standard III.A. Evidence

- IIIA-1 BP 2715 – Code of Ethics/Standards of Practice  
<http://rscdd.edu/Trustees/Board-Policies/Pages/2000/BP-2715.aspx>
- IIIA-2 Board Policies  
<http://www.rscdd.edu/Trustees/Pages/Board-Policies.aspx>
- IIIA-3 Administrative Regulations  
<http://rscdd.edu/Trustees/Pages/Administrative-Regulations.aspx>
- IIIA-4 CSEA Contract, July 2013 to June 2016 with Exhibits  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-4.CSEA.Contract-13-16.pdf>
- IIIA-5 Child Development Center CSEA 888 Contract, July 2012 through June 2015  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-5.ChildDevCtCSEA888Contract.pdf>
- IIIA-6 CEFA Contract, 2012 through June 2015  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-6.CEFA.Contract-12-15.pdf>
- IIIA-7 BP 7120 – Recruitment and Hiring  
<http://rscdd.edu/Trustees/Board-Policies/Pages/7000/BP-7120.aspx>
- IIIA-8 Hiring Procedures for Faculty  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-8.HiringProcedures4Faculty-06.pdf>
- IIIA-9 Hiring Procedures for Classified Staff  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-9.ClassifiedHiringRegulations.pdf>
- IIIA-10 Hiring Procedures for Supervisory and Confidential  
[http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-10.HiringProcedures4Supervisory\\_Confidential-06.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-10.HiringProcedures4Supervisory_Confidential-06.pdf)
- IIIA-11 Hiring Procedures for Administrative  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-11.HiringProcedures4Administrative-06.pdf>
- IIIA-12 iGreentree Procedure iGreentree procedure  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-12.iGreentreePrecedures.pdf>
- IIIA-13 Job Description - Confidential  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-13.JobDescription.Assistant2President.pdf>
- IIIA-14 Job Description - Classified  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-14.JobDescriptionLibraryClerk.pdf>
- IIIA-15 Job Description - Classified  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA->

[15.JobDescriptionFoodServiceAide.pdf](#)

- IIIA-16 Job Announcement – Faculty  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-16.FacultyJobAnnouncement.pdf>
- IIIA-17 Job Description - Administrative  
[http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-17.JobDescriptionAssocDean,FT\\_PublicSafety.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-17.JobDescriptionAssocDean,FT_PublicSafety.pdf)
- IIIA-18 Job Description - Administrative  
[http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-18.JobDescriptionAssistantViceChancellor\\_Fiscal.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-18.JobDescriptionAssistantViceChancellor_Fiscal.pdf)
- IIIA-19 Management Training – Tenure Review Process, September 9, 2011  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-19.ManagementTraining-TenureReviewProcess.pdf>
- IIIA-20 Management Training – Managing Marginal Employee, January 11, 2013  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-20.ManagementTraining-ManagingMarginalEmployee.pdf>
- IIIA-21 Management Training – Promoting Safety in Community College Districts, April 19, 2013  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-21.ManagementTraining-PromotingSafety.pdf>
- IIIA-22 Management Training – RIF Follow-up August 3, 2009  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-22.ManagementTraining-RIF.pdf>
- IIIA-23 Example Job Opportunities Listing  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-23.JobOpportunitiesListing-5-22-13.pdf>
- IIIA-24 Example Job Opportunities Listing  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-24.JobOpportunitiesListing-10-9-13.pdf>
- IIIA-25 Classified Position Posting  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-25.ClassifiedPositionPosting.pdf>
- IIIA-26 Faculty Position Posting  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-26.Faculty%20position%20posting%20-%20SLOs.pdf>
- IIIA-27 Faculty Positions Advertise Website 1  
<http://www.monster.com/>
- IIIA-28 Faculty Positions Advertise Website 2  
<http://www.insidehighered.com>
- IIIA-29 IT Positions Advertise Website  
<http://www.dice.com/>
- IIIA-30 Student Services Positions Advertise Website

<http://InsideHigherEd.com>

- IIIA-31 Screening Process  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-31.ScreeningProcess.pdf>
- IIIA-32 Minimum Qualifications Handbook  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-32.MinimumQualificationsHdbk-12-14.pdf>
- IIIA-33 Program Assessment/Program Review-SLO  
[http://teams.rscsd.edu/sac/Program\\_Review/Math/Annual%20Department%20Planning%20Portfolio/Math\\_QT1\\_2\\_6\\_F13.pdf](http://teams.rscsd.edu/sac/Program_Review/Math/Annual%20Department%20Planning%20Portfolio/Math_QT1_2_6_F13.pdf)
- IIIA-34 Faculty Obligation Number  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-34.FON.RestorationEstimate-10-9-13.pdf>
- IIIA-35 Request for Equivalency to Minimum Qualifications for Discipline  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-35.Request4Equivalency2MinQuals4Discipline.pdf>
- IIIA-36 Use of Transcripts  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-36.Use.of.Transcripts.pdf>
- IIIA-37 Interview with Human Resources – HR Questions  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-37.Interview-JudyChitlik-6-7-13.pdf>
- IIIA-38 College Council Minutes  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-38.CollegeCouncilMinutes-02-13-13-Re-org.pdf>
- IIIA-39 Email Regarding Job Opportunities  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-39.Email.HR.JobOpportunities-06-11-13.pdf>
- IIIA-40 Classified Hiring Process  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-40.HRClassifiedHiringProcess.pdf>
- IIIA-41 Interview with Human Resources - Classified  
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- IIIA-42 BP 2431 – Chancellor Selection  
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- IIIA-43 Evaluation Forms of Classified, Confidential, Supervisory, Administrative, Probation Faculty, Part- Time Faculty, and Tenured Faculty Evaluation forms combined  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-43.EvaluationFormsCombined.pdf>
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<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-44.ContractProbationaryTenureReviewPacket-13.pdf>



- IIIA-45 Tenured Faculty Evaluation Packet  
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- IIIA-46 Part-Time Faculty (Non Contract) Evaluation Packet  
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- IIIA-47 Evaluation Forms – Classified  
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- IIIA-48 AR 4128.1 – Confidential Employee Evaluation Procedure  
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- IIIA-49 Evaluation Forms – Confidential Employees  
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- IIIA-50 AR 4128.2 – Management Evaluation Procedure  
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- IIIA-53 Management Evaluation Procedure  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-53.ManagementEvaluationProcedure-AR41282.pdf>
- IIIA-54 Example of PA/PR – Global Business & Entrepreneurship  
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- IIIA-55 Example of PA/PR – Nursing  
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- IIIA-56 Course SLO and Program Review Meeting Minutes of April 26, 2013  
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- IIIA-57 Program Assessment/Program Review Website  
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- IIIA-58 Program Assessment/Program Review Resources  
[http://teams.rscdd.edu/sac/Program\\_Review/SitePages/Program%20Review%20Resources.aspx](http://teams.rscdd.edu/sac/Program_Review/SitePages/Program%20Review%20Resources.aspx)
- IIIA-59 Program-Degree-Certificate Assessment Report Template  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-59.ProgramDegreeCertificateAssessmentReportTemplate.pdf>
- IIIA-60 BP 7001 Code of Ethics  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-60.BP7001CodeoEthics.pdf>

- IIIA-61 BP 7310 – Nepotism  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-61.BP7310-Nepotism.pdf>
- IIIA-62 BP 7370 – Political Activity  
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- IIIA-63 BP 7700 – Whistleblower Protection  
<http://rscsd.edu/Trustees/Board-Policies/Pages/7000/BP-7700.aspx>
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- IIIA-65 SAC Employment Changes 2008 to 2013  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-65.SAC.EmploymentChanges-08-13.pdf>
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- IIIA-67 SAC Student Demographics F13  
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- IIIA-68 RSCCD Employment Changes data 2008 to 2013  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-68.RSCCD.EmploymentChanges-08-13.pdf>
- IIIA-69 RSCCD Employment Changes chart 2008 to 2013  
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- IIIA-71 Prior Years' Budgets  
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- IIIA-72 Board of Trustees June 2009 Reduction in Force  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-72.RIF-6-09.PDF>
- IIIA-73 Board of Trustees September 2009 Reduction in Force  
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- IIIA-74 Board of Trustees October 2009 Reduction in Force  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-74.RIF-10-09.PDF>
- IIIA-75 CSEA Seniority List  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-75.SeniorityListCSEA.pdf>
- IIIA-76 District Council Meeting minutes October 27, 2009 Hiring Freeze  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-76.DistrictCouncilMinutes-HiringFreeze.pdf>
- IIIA-77 California Code of Regulations (CCR) title 5 section 51025 Fall 2012 and Fall 2013

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- IIIA-78 SAC Faculty Request  
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- IIIA-79 Academic Senate Minutes of October 8, 2013 Regarding Faculty Priority Committee  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-79.FPC.Notes-ASminutes-10-8-13.pdf>
- IIIA-80 BP 4104 – Equal Employment Opportunity  
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- IIIA-81 Labor Laws  
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- IIIA-82 Board of Trustees Meeting Minutes Excerpts: 8/19/13; 9/9/13, 10/14/13 & 10/28/13  
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- IIIA-83 Human Resources Committee Meeting Minutes of September 4, 2013  
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- IIIA-84 RSCCD website – Human Resources Committees page  
<http://www.rscsd.edu/Departments/Human-Resources/Pages/Human-Resources-Committee.aspx>
- IIIA-85 District Council Meeting Minutes of October 7 2013  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-85.DistrictCouncilMinutes-10-07-13-Board%20Policies.pdf>
- IIIA-86 Email from Vice President of Academic Affairs to Managers Regarding Board Policy Review of January 7, 2014  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-86.VP.EmailBoardPolicyReview-1-7-14.pdf>
- IIIA-87 BP 7210 – Academic Employees  
<http://rscsd.edu/Trustees/Board-Policies/Pages/7000/BP-7210.aspx>
- IIIA-88 BP 7230 – Classified Employees  
<http://rscsd.edu/Trustees/Board-Policies/Pages/7000/BP-7230.aspx>
- IIIA-89 BP 7240 – Confidential Employees  
<http://rscsd.edu/Trustees/Board-Policies/Pages/7000/BP-7240.aspx>
- IIIA-90 BP 7250 – Educational Administrators  
<http://rscsd.edu/Trustees/Board-Policies/Pages/7000/BP-7250.aspx>
- IIIA-91 BP 7260 – Classified Supervisors and Managers  
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- IIIA-92 RSCCD Board Policies – Human Resources  
<http://www.rscsd.edu/Trustees/Pages/Board-Policies-Human-Resources.aspx>
- IIIA-93 RSCCD website – Administrative Regulations  
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- IIIA-94 Sexual Harassment Prevention Training for Managers  
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- IIIA-95 Education Code 87031 Regarding Files  
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- IIIA-96 Government Code Section 6254 Regarding Privacy of Files  
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- IIIA-97 Civil Code Section 1798.24 Limiting Disclosure of Personnel Information  
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- IIIA-98 BP 7005 – Personnel Files  
<http://rscdd.edu/Trustees/Board-Policies/Pages/7000/BP-7005.aspx>
- IIIA-99 BP 7100 – Commitment to Diversity  
<http://rscdd.edu/Trustees/Board-Policies/Pages/7000/BP-7100.aspx>
- IIIA-100 AR 4119 – Regulations for Reporting Complaints of Unlawful Discrimination and Harassment  
<http://www.rscdd.edu/Trustees/Administrative-Regulations/Pages/Administrative-Regulation-Personnel-AR4119.aspx>
- IIIA-101 SAC Staff Profile fall 2013  
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- IIIA-102 Management Training - Academic Status Change Training, September 10, 2008  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-102.ManagementTraining-AcademicStatusChange.pdf>
- IIIA-103 Professional Development Workshops, Flex, Spring 2014  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-103.ProfessionalDevWorkshops-Flex-S14.pdf>
- IIIA-104 CEC Online Courses and Workshops  
[http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-104.CEC.OnlineCourses\\_Workshops.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-104.CEC.OnlineCourses_Workshops.pdf)
- IIIA-105 Faculty Institute 2013-2014  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-105.FacultyInstitute-13-14.pdf>
- IIIA-106 Faculty Institute Schedule Spring 2014  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-106.FacultyInstituteSchedule-S14.pdf>
- IIIA-107 Membership Lists 2013-14  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-107.MembershipLists-13-14.pdf>
- IIIA-108 Annual International Festival

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- IIIA-109 Academic Senate Meeting Minutes Regarding Associate Student Government Events, October 8, 2013  
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- IIIA-110 SAC Inter-Club Council Clubs and Organizations Fall 2013  
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- IIIA-111 Sample Pages of SAC Calendar  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-111.CalendarSamplePages.pdf>
- IIIA-112 SAC Staffing Demographics 2008-2013  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-112.SAC.StaffingDemographics-08-13.pdf>
- IIIA-113 Equal Employment Regulations  
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- IIIA-114 Human Resources Committee Meeting of October 9, 2013  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-114.HR.Committee-10-9-13.pdf>
- IIIA-115 EEOC Training and Procedures  
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- IIIA-116 BP 4201 – Faculty Academic Freedom  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-116.BP4201-FacultyAcademicFreedom.pdf>
- IIIA-117 BP 7130 – Compensation  
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- IIIA-118 BP 7131 – Management Salary Schedule  
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- IIIA-119 BP 7340 – Leaves  
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- IIIA-120 BP 7345 – Catastrophic Leave Program  
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- IIIA-121 BP 7360 – Discipline and Dismissal - Academic Employees  
<http://www.rscdd.edu/Trustees/Board-Policies/Pages/7000/BP-7360.aspx>
- IIIA-122 BP 7365 – Discipline and Dismissal - Classified Employees  
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- IIIA-123 AR 4121 – Americans with Disabilities Act  
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- IIIA-124 BP 5551 – Grievance Procedure  
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- IIIA-125 AR 5551 – Grievance Procedures for Students  
<http://www.rscdd.edu/Trustees/Administrative-Regulations/Pages/5000/Admin-Regulation-StuStu-Pers-Servs-AR5551.aspx>
- IIIA-126 BP 5117 – Student Confidentiality, Disclosure and Review  
<http://www.rscdd.edu/Trustees/Board-Policies/Pages/5000/Board-Policies-StudentsStu-Pers-Servs-BP5117.aspx>
- IIIA-127 AR 5117 – Confidentiality, Disclosure and Review of Student Records  
<http://www.rscdd.edu/Trustees/Administrative-Regulations/Pages/5000/Admin-Regulation-StuStu-Pers-Servs-AR5117.aspx>
- IIIA-128 BP 5201 – Standards of Student Conduct  
<http://www.rscdd.edu/Trustees/Board-Policies/Pages/5000/Board-Policies-StudentsStu-Pers-Servs-BP5201.aspx>
- IIIA-129 Fall 2013 Flex Workshops  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-129.FlexWorkshops-F13.pdf>
- IIIA-130 Professional Development at Centennial Education Center  
[http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-130.ProfessionalDevelopment\\_CEC.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-130.ProfessionalDevelopment_CEC.pdf)
- IIIA-131 CTEA Conference Budget 2013-2014  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-131.CTEA.ConferenceBudget-13-14.pdf>
- IIIA-132 Spring 2012 Flex Workshops  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-132.FlexWorkshops-S12.pdf>
- IIIA-133 Fall 2012 Flex Workshops  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-133.FlexWorkshops-F12.pdf>
- IIIA-134 Centennial Education Center Faculty Development  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-134.SCE.FacultyDevelopment.pdf>
- IIIA-135 Academic Calendar 2013-2014 Credit  
[http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-135.AcademicCalendar-13-14\\_Credit.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-135.AcademicCalendar-13-14_Credit.pdf)
- IIIA-136 Academic Calendar 2013-2014 Non-Credit  
[http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-136.AcademicCalendar-13-14\\_Non-Credit.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-136.AcademicCalendar-13-14_Non-Credit.pdf)
- IIIA-137 Flex Agreement – Non-Contract for Part-Time Faculty  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-137.FlexNon-Contract.pdf>

- IIIA-138 Flex Agreement – Non-Contract for Part-Time Faculty Form Spring 2014  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-138.Flex-Part-timeNon-Contract-S14.pdf>
- IIIA-139 Flex Contract Form 2013-2014  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-139.FlexContractForm-13-14.pdf>
- IIIA-140 Flex Contract Form 2013-2014 Updated for Spring 2014  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-140.FlexContractForm-13-14-rev-S14.pdf>
- IIIA-141 Professional Development Workshops Fall 2012  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-141.ProfessionalDevWorkshops-F12.pdf>
- IIIA-142 Centennial Education Center Faculty Development Blog  
[http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-142CEC\\_FacultyDevelopmentBlog.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-142CEC_FacultyDevelopmentBlog.pdf)
- IIIA-143 Centennial Education Center Faculty Development Spring 2013  
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- IIIA-146 Email Regarding Professional Development Offerings for Full-time and Part-time Faculty  
[http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-146.EmailProfessionalDev4FT\\_PT.Faculty.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-146.EmailProfessionalDev4FT_PT.Faculty.pdf)
- IIIA-147 Workshops for Faculty  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-147.Workshops4SAC.Faculty.pdf>
- IIIA-148 Email from SAC Distance Education Regarding Blackboard Workshops Spring 2014  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-148.EmailDE-BlackboardWorkshops-S14.pdf>
- IIIA-149 Flier Regarding “Take a Break with the President”  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-149.Take-a-Break-with-the-President.pdf>
- IIIA-150? Flier Regarding “Brown Bag”
- IIIA-151 Email from SAC President Regarding Accreditation Forum  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-151.President-AccreditationForum.pdf>
- IIIA-152 Centennial Education Center Policies Regarding Faculty Development  
[http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-152.CEC.PoliciesFacultyDevelopment\\_Flex.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-152.CEC.PoliciesFacultyDevelopment_Flex.pdf)
- IIIA-153 Centennial Education Center Faculty – Student Success Certificates



- [http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-153.CECFaculty\\_StudentSuccessCertificates.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-153.CECFaculty_StudentSuccessCertificates.pdf)
- IIIA-154 SAC Professional Development Survey Results 2013  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-154.SAC.ProfessionalDevSurveyResults-6-4-13.pdf>
- IIIA-155 Conference Summary Report Template  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-155.ConferenceSummaryReportTemplate.pdf>
- IIIA-156 Flex-Professional Development Workshop Evaluation  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-156.Flex-ProfessionalDevWorkshopEvaluation.pdf>
- IIIA-157 Threat Assessment Inquiries Eyes and Ears Training Attendance Logs  
[http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-157.ThreatAssessmentInquiriesEyes\\_EarsTrainingAttendanceLogs.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-157.ThreatAssessmentInquiriesEyes_EarsTrainingAttendanceLogs.pdf)
- IIIA-158 Threat Assessment Inquiries Eyes and Ears Workshop Feedback  
[http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-158.ThreatAssessmentInquiriesEyes\\_EarsWorkshopFeedback.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-158.ThreatAssessmentInquiriesEyes_EarsWorkshopFeedback.pdf)
- IIIA-159 Sample On-line Teaching Certificate Faculty Grade Distribution  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-159.SampleOnlineTeachingCertificationFacultyGradeDistribution.pdf>
- IIIA-160 College Council Meeting Minutes of May 8, 2013  
<http://sac.edu/President/collegecouncil/Documents/2013/Min-May082013.pdf>
- IIIA-161 College Council Meeting Minutes of July 10, 2013  
<http://sac.edu/President/collegecouncil/Documents/2013/Min-Jul102013.pdf>
- IIIA-162 College Council Meeting Minutes of September 25, 2013  
<http://sac.edu/President/collegecouncil/Documents/2013/Minutes-Sep252013.pdf>
- IIIA-163 SAC Management Council Agenda Regarding Professional Development of September 5, 2013  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-163.SAC.ManagementCouncil-ProfessionalDev-9-5-13.pdf>
- IIIA-164 Program Assessment/Program Review – Global Entrepreneurship Program  
[http://teams.rscsd.edu/sac/ProgramReview/GlobalEnt/Annual%20Department%20Planning%20Portfolio/GlobalBusinessEntrepreneurship\\_PAPR\\_S12.pdf](http://teams.rscsd.edu/sac/ProgramReview/GlobalEnt/Annual%20Department%20Planning%20Portfolio/GlobalBusinessEntrepreneurship_PAPR_S12.pdf)
- IIIA-165 Program Assessment/Program Review – Nursing  
[http://teams.rscsd.edu/sac/ProgramReview/Nursing/Annual%20%20Quadrennial/Nursing\\_19QT\\_2013\\_sectionsI\\_II\\_VI.pdf](http://teams.rscsd.edu/sac/ProgramReview/Nursing/Annual%20%20Quadrennial/Nursing_19QT_2013_sectionsI_II_VI.pdf)
- IIIA-166 Budget and Planning 2013-2014 Manual  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-166.BudgetManualApprvd-13-14.pdf>
- IIIA-167 SAC Resource Allocation Request Form Template 2014-2015  
[http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-167.RAR.RequestForm\\_Template-14-15.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-167.RAR.RequestForm_Template-14-15.pdf)

- IIIA-168 Re-organization Flow Chart  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-168.ReorgFlowChart.pdf>
- IIIA-169 Planning and Budget Cycle 2013-2014  
[http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-169.Planning\\_BudgetCycle-13-14.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-169.Planning_BudgetCycle-13-14.pdf)
- IIIA-170 Administrative Services Budget Manual 2013-2014  
<http://sac.edu/AdminServices/budget/Documents/Budget%20Manual%202013%20-14%20Aprvd%20manual%20.pdf>
- IIIA-171 Administrative Services Resource Allocation Request Procedures  
<http://sac.edu/AdminServices/budget/Documents/AAASAC%20RESOURCE%20ALLOCATION%20REQUEST%20PROCEDURES%20FY%202014-15%20.pdf>
- IIIA-172 District Council Meeting Minutes of November 4, 2013  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-A/Evidence/IIIA-172.DistrictCouncilMinutes-11-04-13.pdf>



### III. B. Physical Resources

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

#### III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

##### Descriptive Summary

Santa Ana College is a part of the Rancho Santiago Community College District, and along with Centennial Education Center, the Criminal Justice Training Center, the Fire Academy and the Digital Media Center, the college serves over 28,000 credit and non-credit students per year (IIIB-1). The SAC campus currently encompasses 66.6 acres, with 503,380 assignable square feet (IIIB-2). SAC is RSCCD's oldest campus with the oldest existing building dating back to the 1940's, with the majority of the buildings built in the 1960's, 1970's, and mid 2000's. Since the last Self Evaluation Report was submitted in 2008, SAC has continued construction on major projects throughout the SAC campus as a result of the District's \$337 million Measure E construction bond passed by the voters in 2002. SAC's original allocation was \$156.3 million, or forty-seven percent of the total bond allocation. In 2012, voters approved a second construction bond for SAC only, Measure Q, to fund implementation of the Facilities Master Plan (IIIB-3, IIIB-4, and IIIB-5).

In 2002, facilities planning was outlined and tied to criteria such as aging infrastructure/buildings and projected increase in student enrollment. The RSCCD Comprehensive Master Plan (CMP) was further updated in 2014 to include a strategic approach to campus growth and development to 2023 (IIIB-6). The SAC Facilities Master Plan was developed in 2004, updated in 2006 and 2011, and most recently in January, 2014. The SAC Facilities Master Plan evaluates existing conditions, enrollment trends, instructional programs, and support services, and the plan seeks to establish a foundation to guide future decision-making as it relates to renovation, new construction, and other development. It guides prioritization of projects with college goals and expectations and allows flexibility in execution of projects taking into consideration future changes in program needs and availability of funding. Voter approval of the general obligation bond initiatives for the RSCCD and SAC is evidence that the community supports the institutional planning to keep the college a vital community resource serving the needs of the community.

The four main documents that SAC/RSCCD uses to support and address its facilities needs are the Five-Year Construction Plan, the Scheduled Maintenance Program, the Facilities Condition Assessment and the Space Inventory Report (IIIB-7, IIIB-8, IIIB-9, and IIIB-10). Each of these documents is generated annually based on college input into the California Community College's System's Office database, known as FUSION.

Development of the Five-Year Construction Plan is based on analyses of the existing facilities capacity to support enrollment forecasts. Capacity/Load ratios are determined for each type of space found on campus and serve as the basis for potential capital outlay funding and the approval of capital outlay requests. All facilities proposals must be in compliance with applicable building codes and must also be approved by the Division of the State Architect (DSA). These plans must be in compliance for fire/life safety, structural soundness, and accessibility (ADA). The Five-Year Construction Plan includes a list of new construction and renovation projects needed by the college. The funding of a project by the State is based on the availability of state matching funds which relies heavily on the passing of a state-wide educational facility bond. The last state-wide education construction bond approved by the voters was in 2006.

The Scheduled Maintenance Program is particularly important to the college due to the age of the existing facilities and infrastructure. The submission to the State is based on annual site inspections and working meetings between the district and college staff from which a list of the most needed repairs and replacements of both buildings and equipment are identified. In this report, items such as hazardous material removal, HVAC, plumbing, roofing, and ADA access needs are assessed. Each year, the list is

reviewed and prioritized again as new items become potentially more urgent than they had appeared on the previous year's list. In recent years, the State has funded the top-ranked items. If there are major emergencies that appear during the year, the necessary repair or replacement is funded through the college's line-item budget for operations and maintenance or through another local revenue stream to cover the emergency. Therefore, some planned college facilities projects may not be fulfilled because of emergencies based on concerns for campus safety, structural soundness, or student access.

The Facilities Condition Assessment is based on a methodical review of the existing SAC facilities and identifies key components and systems such as foundation and waterproofing, heating, ventilation, and electrical, in order to define problems, develop cost estimates, and create plans for repairs. The information provides the basis for prioritization of facilities improvements.

The Space Inventory Report is developed by the district facilities staff. The Space Inventory Report is a result of experts examining the college's facilities and identifying the use and amount of assigned square footage utilized for all space types to serve as the basis for the evaluation of funding proposals and to ensure that the campus is developed and planned in the most efficient manner possible (IIIB-10).

Informally, college facilities employees report any facility maintenance concerns. These issues are either handled internally by the maintenance and operations team utilizing an existing line item budget, or they are referred to the SMSR budget for a determination on how to be handled. The Facilities Committee is presented a regular Maintenance & Operations report during its monthly meeting. Preventative maintenance activities and planning has been added as a category to the report (IIIB-11). Work orders requested by faculty, staff, and students for ongoing maintenance of physical resources is managed through an online work order system (IIIB-12), and a procedure for custodial staff to notify supervisors of any observed maintenance needs is in place (IIIB-13).

New campus construction of buildings funded through Measure E and Measure Q identified in the SAC Facilities Master Plans (IIIB-14) has both DSA regular inspection and project Inspectors of Record, who inspect campus projects regularly to maintain compliance with all building codes and DSA focus on structural safety, access compliance, fire, and life safety. There is a recently constructed Maintenance and Operations building at the SAC campus completed in 2008 (IIIB-15), as a component of the 2004 SAC Facilities Master Plan (IIIB-16). Maintenance and operations needs at SAC's other instructional locations are coordinated centrally out of the SAC Facilities Office utilizing SAC personnel. The college's facilities, which serve approximately 40,000 students and where many of the buildings are more than 60 years old, are extremely costly to repair and maintain. With the passage of the Measure E Bond in 2002 and the recent passage of Measure Q in 2012, the college has been able to upgrade many of the needed and expensive infrastructure repairs and replacements.

The sufficiency of SAC's Distance Education is evidenced by the annual Distance Education Student Survey which shows that 86 percent of distance education students are using computers at home. There are sufficient computers available for student use at the Academic Computing Center, Nealley Library, and Learning Center. The computers are reviewed by each support area for currency of software. Distance Education works with ITS to assure recommended browser installations/levels for consistent student access to their coursework on Blackboard. Equipment needs for Distance Education are sufficient at the present time.

### **Self Evaluation**

Santa Ana College meets this standard. The college has clearly connected its physical resources planning to its instructional and program needs as evidenced by the Five Year Construction Plan, the 2014 Facilities Master Plan update, the Scheduled Maintenance Program, and the Facilities Condition Assessment and the Space Inventory Report (IIIB-7, IIIB-14, IIIB-8, IIIB-9, and IIIB-10). Additionally, preventive and scheduled maintenance planning procedures have also clearly been adopted. Communication between the administration, faculty, and staff regarding physical resources issues has also increased considerably by both Facilities Committee reports to College Council as well as campus-wide informational updates from the Vice President of Administrative Services.

### **Actionable Improvement Plans**

A plan for institutional involvement of DE in the budget and planning process will be addressed and

implemented in a more comprehensive manner by SACTAC as it now reports to the SAC Planning and Budget Committee. Planning needs to accommodate growth in the webcam/video requirement for students.

### **III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assure effective utilization and the continuing quality necessary to support its programs and services.**

#### **Descriptive Summary**

Many of Santa Ana College buildings are between 40 to 60 years old, making their replacement and renovation a high priority for both safety access reasons and teaching effectiveness. The college executes and implements projects which seek to maintain, modernize, upgrade, and/or replace physical resources according to priorities outlined in the Facility Master Plan as well as those priorities outlined by the district's Physical Resources Committee (PRC) ([IIIB-17](#)) and College Facilities Committee. These plans and the work of the PRC are updated and reviewed on a regular and ongoing basis at the SAC Facilities Committee ([IIIB-18](#)) to ensure that plans and projects are aligned with the programs and services of the college.

Program planning and design of capital projects is undertaken by professional consultants, architects, and engineers who also, when appropriate, evaluate existing systems and building performance. They also conduct life cycle assessments to determine the feasibility of maintaining existing facilities. When necessary, replacements are made with like or new facilities and equipment. The current SAC Central Plant project, along with replacement of aging infrastructure, is an example of a capital project and investment which seeks to replace physical resources necessary and which is critical to the support and continued safe operations of the college. The district also partners with agencies such as the Gas Company and Southern California Edison through the California Community College/Investor Owned Utility Partnership Program (CCC/IOU) to propose projects and evaluate physical resources/buildings/systems/equipment on the campus which may be in need of renovation or replacement or need to build new. These agencies assist in energy consumption reduction or address other sustainability practices.

The SAC Facilities Master Plan committee ([IIIB-19](#)) conducts analysis from an institutional perspective and makes recommendations to the college President, who makes final decisions and provides recommendations to Chancellor's Cabinet. The college utilizes the Facilities Committee ([IIIB-20](#)) in conjunction with consultants that possess expertise in the area of physical resource planning to provide a linear view of future campus construction activities.

Each college division and department evaluates its physical resource needs on an annual basis through its program review whereby deans, department heads and faculty, and the management team members provide primary input regarding the specific needs of individual programs and support services campus-wide via the Resource Allocation Request (RAR) process ([IIIB-21](#)). The division/department facilitates requests related to program review directly from the SAC RAR process, which is first prioritized at the division/department level, then again at the vice president level, with the final prioritized list of campus facility resource allocation requests presented to the SAC Facilities Committee ([IIIB-20](#)). Priorities are then posted on the Facilities Committee website ([IIIB-22](#)) to inform the campus community of all campus physical resource needs. Identifying available fiscal resources is the responsibility of the Vice President of Administrative Services and President's Cabinet in accordance with the Comprehensive Budget Calendar ([IIIB-23](#)).

The college produces a Room Allocation list, with allocation authority of campus classrooms and other building space assigned to appropriate college divisions. Scheduling of rooms is effectively maintained through a centralized system (AdAstra) and coordinated by the Facilities Coordinator. Master planning enrollment projections are developed based on internal and external scans of regional population trends and labor market studies. These projections are incorporated into the SAC Educational Master Plan, which serves as the basis for the SAC Facilities Master Plan and the projects identified for implementation. The college executes and implements facilities projects which seek to maintain, modernize, upgrade, and/or replace physical resources to support instructional and student support program needs. These follow the priorities outlined in the Facilities Master Plan as well as priorities

outlined by the district's Physical Resources Committee and college Facilities Committee. These plans and the work of the PRC are updated and reviewed on a regular and ongoing basis to ensure that plans and projects are aligned with the programs and services of the college.

The district oversees health and safety programs that identify hazards, establishes procedural requirements, and assigns responsibilities for the purpose of minimizing the risk of injury to students, employees, and other members of the campus community. The district Risk Management office, in consultation with campus management and staff, is responsible for developing these programs and maintaining copies in the various campus business offices. The district is also responsible for ensuring that supervisors are aware of and are implementing the programs relevant to the operations they oversee, with technical assistance provided by the district's Risk Management office. District Risk Management is responsible for notifying college supervisors of changes to programs when they occur ([IIIB-24](#)).

In 2012, the sustainable RSCCD Committee was launched to explore how the colleges and the district could evolve into a more sustainable institution. For two years, this district-level participatory governance committee has worked to identify a range of sustainable practices and activities for the entire district. These include incorporating green practices into construction projects; recycling efforts; reduction in water usage and plans for water retention projects at SAC; and Earth Day activities. A draft plan will be submitted to the Board of Trustees summer 2014 with implementation commencing August 2014 ([IIIB-24a](#)).

### **Self Evaluation**

Santa Ana College meets this standard. The college has undertaken a very robust construction plan, both short-term and long-term, dating back to the initial passage of Measure E in 2002. The planning structure at SAC supports effective integration of facilities planning with the RSCCD Comprehensive Master Plan. Participatory governance committees of college stakeholders provide primary input for the specific needs of the college at the local level via the SAC Facilities Committee as well as the district Physical Resources Committee. The hiring of outside consultants as Facilities Master Planner and Comprehensive Master Planner, along with the support of district personnel, supports effective and efficient facilities planning through 2023. Bond Measures E and Q and the 2014 Facilities Master Plan ([IIIB-14](#)), in conjunction with the RSCCD Comprehensive Master Plan (2013-2023), are evidence of the college's commitment to upgrade, build, and maintain the immediate and future needs of its growing and diverse student population. The college's physical resource planning process, the 2014 Facilities Master Plan ([IIIB-14](#) and [IIIB-25](#)), and the voter-approved Bond Measure Q constitutes a high quality model.

### **Actionable Improvement Plans**

None.

## **III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

### **Descriptive Summary**

According to the SAC Budget Priorities for FY 2012-2013, FY 2013-2014, and FY 2014-2015, the "health and safety of the learning and working environment" is a top budget priority for budgeting purposes ([IIIB-26](#)).

### **Access**

The district has an ADA transition plan survey related to the accessibility of buildings at the college. Over time, there have been updates to the survey and projects executed to comply with current regulations related to accessibility. All new capital projects require DSA approval and would ultimately comply with current accessibility requirements. There are several new projects currently underway and in design for the college that have and will address accessibility compliance such as the gymnasium, parking lot improvements, Dunlap Hall renovation, Planetarium renovation, as well as other future projects. The district is also concurrently in the process of updating the accessibility plan at the college to incorporate



the new conditions at the campus given the multitude of new projects undertaken, including addressing any outstanding accessibility compliance work that may be needed although not tied to a specific capital project.

## **Fire & Life Safety**

Any new capital facility project complies with the Division of the State Architect requirements for Fire, Life Safety; and Structural and Accessibility Compliance. Local Fire Authority Review and other City Reviews are undertaken as required for new capital facility projects. Contractual requirements for contractors requiring proper safety measures on job sites is mandated, as contractors must comply with Occupational Health and Safety standards and retain other agency oversight for permits such as Air Quality Management District and City Permits for any off-site work adjacent to the property. Hazardous Materials Survey and Abatement practices are undertaken and followed to ensure work is undertaken to protect workers and the safety of students and staff. Certified licensed consultants and contractors are required to follow industry standards and rules and regulations in assessment and abatement for such hazards. The college Facilities Department and Risk Management office maintains records of such Hazardous Materials Surveys and Abatement Reports for various projects. The district has an Owners Controlled Insurance Program for construction projects above \$5 million which has mandated safety programs to ensure safe practices are followed during the course of construction to protect workers, faculty, staff, and students with routine visits to the construction sites undertaken by third party insurance loss control personnel.

## **Security**

Institutional Safety at Santa Ana College is under the formal responsibility of the district's Campus Safety detail, overseen by the RSCCD Vice Chancellor of Business Operations and Fiscal Services. The mission of the Safety and Security Department of the Rancho Santiago Community College District (RSCCD) is to serve and protect the people and property at all district locations to ensure a safe and secure educational environment that encourages personal and intellectual growth. To accomplish this, the primary activity is to perform visible and continuous patrols of district properties so that officers are available to provide assistance to students, staff members, and guests; to perform safety and security services; to detect and deter crime; and to preserve and protect district property ([IIIB-27](#) and [IIIB-28](#)). Each officer is expected to carry out the duties of his assignment with consideration, empathy, self-control, impartiality, and honesty, and without discrimination or prejudice.

SAC Campus Safety is a centralized unit with offices located at and officers assigned to the SAC campus as well as the Centennial Education Center. Currently the 24/7 dispatch center for the department is located at Santa Ana College. Jurisdiction of district Safety Officers is the boundary of the authority delegated from the Board of Trustees to perform their duties and responsibilities to provide safety and security services for the students, staff, and guests of the district. This jurisdiction is limited to real and personal property within the facilities of the district ([IIIB-29](#)).

Two Lieutenants supervise the department personnel assigned to the colleges: one at Santa Ana College (SAC) and its centers and sites, and the other at Santiago Canyon College (SCC) and its centers and sites. Senior district Safety Officers/Sergeants assist the Lieutenants in leading the district safety officers assigned to their locations. The department deploys 18 permanent full-time and 20 permanent part-time district safety officers depending on the needs of the colleges and their centers and sites. The department also retains a number of substitute/short-term/hourly reserve officers to fill in when permanent officers are absent, to work on holidays and to cover short-term security needs. Dispatch and support services are provided by a senior clerk/dispatchers at SAC. Student Security Aides are used to assist the department in patrolling the parking areas and with general office duties at SAC. District safety officers are non-sworn and do not possess peace officer status or police authority but do employ a community style of policing within the college communities. District safety officers may make, or may assist others in making, private citizen's arrests pursuant to section 837 of the penal code. District safety officers are authorized to enforce traffic and parking regulations on district campuses. They may issue citations for parking violations at Santa Ana College and other sites. The district safety department maintains a close working relationship with local police departments and other state and federal law enforcement agencies. Officers may detain offenders for local law enforcement officers. Local law enforcement agencies have primary responsibility for exercising police authority on college facilities.

Apart from the day to day safety issues, the department has overall responsibility for Emergency Planning throughout the district. The Lieutenant at SAC works in conjunction with campus administrators and faculty to train the campus community for various emergency incidents and facilitate drills to practice responding to those incidents. Training is achieved in various ways, like Flex week training classes, annual earthquake drills, active shooter drills, incident command training and exercises ([IIIA-103](#), [IIIB-30](#) and [IIIB-31](#)). In an attempt to reach as many of our community as possible, Campus Safety recently produced a video of the college's emergency procedures for the education of staff and students. This video is available on the website for students and staff to view. Faculty are also asked to show it to students during the first week of classes ([IIIB-32](#)).

The Director of District Safety and Security prepares an annual report of security including crime statistics in compliance with the Clery Act. The annual report includes data gathered from college personnel and from local law enforcement agencies. Pursuant to the Clery Act, the district must report specific crime data every year and for the most current three year period. Annual crime statistics are available at the U.S. Department of Education Office of Postsecondary Education website. Copies of the annual report are distributed to all students and employees and are available for prospective students at the RSCCD; SAC and SCC websites; the district safety and security office; and the campus safety and security offices. This report provides up-to-date information for students and staff about our campuses and our policies to ensure the safety and security of the campus community. Also as part of the Clery requirements, the district advises members of the campus community on a timely basis about campus crime and crime-related problems ([IIA-10](#)). Under circumstances where the students and staff may be at risk of imminent harm by an on-going criminal threat, either on or around our facilities, the district safety department and/or the site administrator will issue a campus-wide safety alert bulletin. Non-criminal threats to student and staff safety may also be distributed in this manner. This information is disseminated by email, by posted notices, and may also be announced in classrooms by faculty.

An additional tool to ensure the safety and security of our staff, students and premises is the Video Surveillance System. The system was installed across the district on all facilities to function as a continuous protection tool in the district's crime prevention program, with visible cameras located throughout district facilities. Although not continuously monitored, images are recorded and used for forensic purposes for alleged crimes or other violations of district regulations. This system has proved an invaluable tool in reassuring the campus community and identifying perpetrators of crimes, as well as hit and run drivers. It serves as evidence to support student discipline cases and other incidents when district regulations are violated ([IIIB-33](#)).

## **Environmental Health & Safety**

The district's Risk Management office is responsible for the development and implementation of the Comprehensive Injury and Illness Prevention Program (IIPP) ([IIIB-34](#)), which incorporates programs and procedures designed to prevent injuries and minimize the impact of district/college operations on employees. The IIPP addresses all of the regulatory compliance for health and safety, including employee safety responsibilities; safe work practices; training; and accident reporting and investigation. One of the plan's requirements is to ensure scheduled periodic safety inspections are performed in compliance with regulatory requirements and to assist management staff in identifying unsafe or unhealthful conditions. Once a site inspection is completed, a report is generated that identifies facilities in need of repair or improvement. The report is provided to facilities personnel at the college who analyze the report and initiate work orders to correct deficiencies and help prevent injuries ([IIIB-35](#)). If a workplace injury does occur, an accident investigation is conducted, and any unsafe or unhealthy work conditions are corrected in a timely manner. Ergonomic evaluations are conducted on an as-needed basis by Risk Management to ensure work stations are set up properly and the right equipment is available to prevent injuries. Spot inspections are conducted throughout the year as generated from reported concerns, accident investigations, or for regulatory compliance (OSHA, EPA, DTSC, Local and State Fire Authority, AQMD, etc.)

District Risk Management and district Campus Security are also part of the Health, Emergency Preparedness, Safety, & Security Committee (HEPSS) ([IIIB-36](#)). This is a college-centered committee that meets monthly to discuss safety and security issues at the campus and to determine plans of action to resolve any issues. One area of responsibility for the committee is Emergency Preparedness. CEC also has a safety committee. The committee reviews emergency supplies and communications equipment

and noted deficiencies. An emergency trailer was purchased and stocked with supplies. Numerous two-way radios were purchased, and a radio communication repeater was upgraded to improve the college's preparedness to a disaster. Regular campus evacuation drills are conducted twice annually at all the college sites, in addition to regular Emergency Management Team trainings and practical experiential training (IIIB-30). With the trainings, the college also utilizes and publicizes the use of a safety video (IIIB-32), which is placed on the front page of the intranet for easy campus community reference. This allows for critical procedural information relevant to the SAC campus for students, faculty, and staff.

SAC includes a safety training and orientation in every "Flex Week" professional development offering (IIIA-103) by the college that allows all faculty and staff to engage in the discussion of campus emergencies that may take place while on campus.

### **Campus Perception**

Regarding the safety and security of the college working and learning environment, a campus-wide survey was sent out to the campus community in the fall of 2013 to gather data related to certain aspects of campus life. Seventy-eight percent of the respondents either strongly agreed or agreed that the SAC grounds were maintained in a safe and secure manner, with ten percent of the respondents neutral and one percent didn't know. Regarding the safety and security of their own workspace, 78 percent of the respondents either strongly agreed or agreed that their workspace was safe and secure, with 13 percent of the respondents neutral on the topic.

### **Self Evaluation**

Santa Ana College meets this standard. At SAC, the health and safety of the learning and working environment is a top priority (IIIB-26). As aging facilities are renovated and plans approved by DSA, SAC continues to transition to a state of complete ADA accessibility. DSA ensures that all renovation/construction plans conform to all safety and ADA standards. Safety for all students, faculty, and staff is regularly discussed, and concerns are addressed in the HEPSS Committee (IIIB-37). HEPSS reports are regularly provided at the Facilities Committee meetings (IIIB-20). Recommendations may be made to College Council from the Facilities Committee. Earthquake/Fire evacuation drills are held once per semester (IIIB-38) to ensure that all students, faculty, and staff are ready for an emergency. Construction Contractor safety is a priority as indicated by contractual requirements for contractors requiring proper safety measures on job sites. On site, the district campus safety officers monitor activities on campus by performing continuous patrols and through the use of a campus-wide video surveillance system. Officers also provide a range of safety services to students, faculty, and staff. All students, faculty, and staff are encouraged to participate in the *AlertU* program to facilitate campus-wide dissemination of emergency/safety information. SAC assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access; safety and security; and a healthful learning and working environment.

### **Actionable Improvement Plans**

The district/college will research emergency notification tools that allow for a more robust communication delivery to a greater number of students, faculty, and staff.

## **III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

### **Descriptive Summary**

Santa Ana College evaluates and assesses the use of its facilities through analysis of facility use, review and planning and the Facilities department's Annual Evaluation of Preventive Maintenance for equipment and buildings. SAC's facility usage review and planning includes a yearly Space Inventory Report, in which the District Planning office prepares a report on what classrooms, labs, and other types of student instructional rooms are available and utilized for instruction at SAC. The SAC Room Allocation List (IIIB-39) is also produced each year. Each SAC division office has been assigned specific classrooms

and labs for instruction. Each division develops a plan for classroom and lab utilization for each semester. Any regular classroom that has not been assigned a specific hour becomes open to assignment to any division. However, all labs must have clearance/approval from the divisions they are aligned with prior to scheduling to another division.

Datatel, which interfaces with the AdAstra online schedule reporting system, is utilized. The AdAstra Online Room Use Reporting System (IIIB-40) has the schedules of all the divisions' classrooms, labs, and other types of student instructional rooms. The SAC facilities coordinator consults the AdAstra schedule in assigning these rooms for special event use by divisions or other SAC groups (IIIB-41). The SAC Facilities Coordinator also assigns these rooms and other SAC rooms for Community Service classes and community groups.

Another way SAC plans and evaluates its facilities and equipment on a regular basis is through the Facilities department's Annual Evaluation of Preventive Maintenance for equipment and buildings (IIIB-42). The Facilities department annually consults with expert contractors and consultants regarding manufacturers' recommended preventive maintenance programs for specific SAC mechanical and HVAC equipment for the efficient and effective use of the equipment. An annual plan for preventive maintenance for equipment is developed and budgeted for, and the corresponding service is accomplished and documented.

Equipment is a planned component of all new construction or renovation. There is an element for "fixed equipment" as part of the construction/renovation. Movable equipment and furnishings are also addressed in this process.

Throughout the year, the SAC custodial and maintenance teams evaluate the maintenance condition of buildings as they clean. They report any observed maintenance issues to the custodial supervisor or the lead custodian. The custodial supervisor and lead custodian fill out work orders in the online system, and they are assigned and completed by maintenance personnel. SAC staff are encouraged to report these issues using the online work order system.

The Facilities committee is the participatory governance committee at SAC responsible for "identifying and prioritizing capital projects including scheduled maintenance projects. It serves as an information and exchange body on facilities projects that are in construction or that are being planned" (IIIB-22). The Facilities committee is also the arena for dialogue related to the condition of campus facilities, the need for special repairs related to health and safety, and the manner in which facilities are utilized (IIIB-22).

The district undertakes a facility inventory assessment to validate the data in the State FUSION system for the college. As part of the assessment, spaces are identified and utilization is verified. This assessment assists in developing and confirming recommendations for space needs, continued use by programs, and to identify other future needs by the college which may influence capital planning. In addition, the inventory assessment and FUSION system is a tool which assists the district and college to properly plan the most optimal use of facilities.

### **Self Evaluation**

Santa Ana College meets this standard. The college evaluates and plans its facilities and equipment on a regular basis, using a variety of data and assessment from multiple internal and external sources. The district and college employ a year-round, ongoing program of monitoring building utilization (IIIB-10), using established state measures such as capacity load to review campus building utilization. Outside consultants with expertise in these areas are brought in to assess functionality and serviceability of the physical resources. Preventive maintenance schedules are developed and budgeted for, and regular communication via the Facilities committee provides feedback from the campus community on the condition of campus buildings. The collegial participation continues to be part of the planning process via deans, department heads, faculty, staff, and the SAC Facilities Committee.

### **Actionable Improvement Plans**

Greater efficiency will be realized in scheduling preventative maintenance and in work order accountability when an automated system can be procured that would tie the two together. The goal is to purchase/implement a system that ties directly to the State's FUSION system, to assess facility condition

and age of mechanical systems, and combine scheduling preventative maintenance, resource allocation and inventory control. A system such as this is currently on the 2014/15 RAR for the Facilities department.

### **Distance Education**

Proctoring of DE courses is accomplished through the instructor directly, the SAC Testing Center, or by a proctor that meets the [DE test proctor requirements](#).

The following is an excerpt from the Santa Ana College Online course Test Proctoring Form:

The following two approved proctor options are preferred by Santa Ana College.

1. A university, college or community college testing center proctor. (If the university, college or community college has a test center, students are expected to have their exams proctored there.
2. Professional testing center proctor.

If no university, college, community college, or professional test center is available, a proctor may be selected from the list below.

1. An educational administrator at a university, college, or community college which does not have a testing center.
2. For personnel of the armed forces, any commissioned or non-commissioned officer of higher rank than the student, an education officer or specialist, or base librarian.
3. Librarian at a public library

Upon receipt of the form, the DE office contacts the proctor and verifies via website access the validity of the institution and uses alternate means, other than the phone number provided to contact the proctor for verification and approval.

### **III.B.2.a. Long-range capital plans support institutional improvement goals and reflects projections of the total cost of ownership of new facilities and equipment.**

#### **Descriptive Summary**

The 2004 Facilities Master Plan (FMP) (IIIB-16) was developed to provide a long-range capital facilities plan articulating a method to meet all of the needs for instruction and services while taking into account the projected future growth in enrollment. The FMP, including the subsequent updates, serves as the basis for decision-making relative to facility needs and financing, both now and for the future. The purpose of the plan is to determine the amount and type of space needed for the academic program of instruction and support services through the year 2020. The plan was based on the current and projected academic program of instruction offered at the college. The RSCCD Comprehensive Master Plan document includes the Facility Master Plan ([IIIB-6](#)). The facilities master planning process was undertaken through a highly participatory process and included a series of interactive meetings with the Santa Ana College Master Plan Committee and college forums. The 2014 Facilities Master Plan Update ([IIIB-14](#)) provided an update to the 2011 FMP to take into account modifications that the college intended to make related to campus project sequencing, scope, new property acquisition, and available local and State funding opportunities.

The college's "total cost of ownership" model currently includes the cost for the purchase, preventive and routine maintenance, replacement, parts, electrical components, permits, and staff for any new capital endeavor.



## **Self Evaluation**

The achievement of a comprehensive Facilities Master Plan, and the evident diligence undertaken to update the FMP is evidence of a solid long-range capital planning process. The passage of Measure E in 2002 and Measure Q in 2012 ensures ample funding to construct and modernize campus facilities to accommodate technology and address sustainability as the college improves the aesthetics of the campus (CMP, 2013-2023, p.4.5).

## **Actionable Improvement Plans**

One area of long-range planning that needs to be addressed more effectively is the issue of “total cost of ownership” and how this affects the decision-making process. This needs to be more formalized in the planning, scope development, and budgeting process for capital improvements at the college. Total cost of ownership is a measurable outcome in the Facilities Program Review documents for 2014/15 ([IIIB-43](#)).

### **III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

#### **Descriptive Summary**

The SAC Facilities Committee is a constituent-based participatory governance body made up of faculty, students, classified, and administrative staff which guides the planning of campus development ([IIIB-44](#)). The committee reports to College Council and disseminates information to constituency groups on campus ([IIIA-162](#)). The 2014 Facilities Master Plan and its preceding editions rely on the analysis of the existing program of instruction, the current level of space demand, and the existing degree of space utilization ([IIIB-14](#)).

Prior to final adoption of the current 2014 Facilities Master Plan, numerous campus-wide meetings were held by the college President to share information and receive input from faculty, staff, and students concerning the plan ([IIIA-52](#)). SAC ensures integration between physical resource planning and institutional planning by basing its long-range capital planning on the academic program of instruction. As the program of instruction changes, so do the decisions related to campus physical plant improvements.

In order to ensure that facilities decisions are developed based on program review and institutional need, SAC has implemented a “ground up approach.” Facilities needs are identified at the departmental level first by faculty and classified employees within that department. Needed facilities or improvements that would aid in the achievement of intended outcomes are outlined by using the SAC Resource Allocation Request form ([IIIA-167](#)). This form is submitted to the division dean. The dean collates all the departmental resource allocation requests and then, through meeting and dialogue with department chairs, prioritizes for the whole division. This is passed forward to the Vice Presidents of Academic Affairs and Administrative Services as well as the Facilities Committee. Resource Allocation Requests are prioritized based on budget priority and strategic planning, available funding, and impact on campus community as a whole ([IIIB-21](#)).

“Capital Equipment” in the RSCCD is any item over \$1000 that goes into the district’s inventory list. Decisions regarding capital equipment purchases are first made via the college’s resource allocation request process, usually initiated from the dean or director to the area vice president. Typically, academic requests are initiated by the department chair, and then go to the division dean and the Vice President of Academic Affairs. All the requests for a division are first prioritized by the dean, then the vice presidents of all the areas then prior all of the requests from all of their areas. The vice presidents then take all of their requests to President’s Cabinet to be prioritized once again in relation to available resources and to the other campus requests and needs. The Board of Trustees approves the purchase orders. Evidence of this process can be found in the SAC 2013/14 Budget Manual ([IIIB-45](#)).

The college measures the effective use of physical facilities through program review and the Facilities Master Plan. Analysis of programs and services in relation to existing conditions of facilities that require focus and attention are identified. Meetings and tours of facilities have been conducted with the planning

consultant team to evaluate facilities and program needs. The results of this analysis were the basis of specific sections of the Facilities Master Plan recommendations.

AdAstra is the software that is used to reserve and coordinate the usage of space. Reports on occupancy and utilization are generated and reviewed by administration to assess the effective use of physical resources.

### **Self Evaluation**

Santa Ana College meets this standard. Physical resource planning is integrated with institutional planning in a participatory governance model that starts with faculty and staff identifying needs that are tied directly to area program review documents. These needs are requested through the Resource Allocation Request (RAR) process. RAR's are first prioritized at the division/department level, then by administration, reviewed by the Facilities Committee, and with potential funding sources identified by the Vice President of Administrative Services and President's Cabinet.

### **Actionable Improvement Plans**

None.



## Standard III.B. Evidence

IIIB-1	Fall SAC Enrollment/SAC Quick Facts <a href="http://www.sac.edu/AboutSAC/Documents/sac-fact-sheet.pdf">http://www.sac.edu/AboutSAC/Documents/sac-fact-sheet.pdf</a>
IIIB-2?	SAC assignable square footage (pdf file not open)
IIIB-3	Measure E Bond Projects – 2002 <a href="http://rscdd.edu/Bond-Projects/Measure-E/Pages/Santa-Ana-College-Projects.aspx">http://rscdd.edu/Bond-Projects/Measure-E/Pages/Santa-Ana-College-Projects.aspx</a>
IIIB-4?	Measure E ballot proposition – Exhibit B (pdf file not open)
IIIB-5	Measure Q <a href="http://rscdd.edu/Bond-Projects/Measure-Q/Pages/default.aspx">http://rscdd.edu/Bond-Projects/Measure-Q/Pages/default.aspx</a>
IIIB-6	2013-2023 Comprehensive Master Plan <a href="http://rscdd.edu/Trustees/Documents/Master-Plan/rscdd-cmp-100313.pdf">http://rscdd.edu/Trustees/Documents/Master-Plan/rscdd-cmp-100313.pdf</a>
IIIB-7	5 Year Construction Plan <a href="http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-7.5-YearConstructionPlanApproved-6-17-2013.pdf">http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-7.5-YearConstructionPlanApproved-6-17-2013.pdf</a>
IIIB-8	Santa Ana College — FY 2012 – 2016, SMSR 5YP <a href="http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-8.SAC.FY12-16.Fusion%20Final.pdf">http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-8.SAC.FY12-16.Fusion%20Final.pdf</a>
IIIB-9?	Facilities Condition Assessment – not yet available per Carri Matsumoto
IIIB-10?	2013-2014 Space Inventory Report (pdf file not open)
IIIB-11	Facilities Minutes 10/16/12 <a href="http://sac.edu/AdminServices/facilities/Documents/SAC%20Facilities%20Comm%20mtg%2010%2016%202012%20AAPRD.pdf">http://sac.edu/AdminServices/facilities/Documents/SAC%20Facilities%20Comm%20mtg%2010%2016%202012%20AAPRD.pdf</a>
IIIB-12	Online Work Order System <a href="https://intranet.rscdd.edu/rscddasp/workrequest/default.asp">https://intranet.rscdd.edu/rscddasp/workrequest/default.asp</a>
IIIB-13	SAC Custodial PM Maintenance Issues Form <a href="http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-13.CustodialMaintenanceIssuesForm.pdf">http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-13.CustodialMaintenanceIssuesForm.pdf</a>
IIIB-14	2014 SAC Facilities Master Plan <a href="http://www.sac.edu/AdminServices/facilities/Documents/2013-11-19_SAC_Facilities_Cmte_Mtg.pdf">http://www.sac.edu/AdminServices/facilities/Documents/2013-11-19_SAC_Facilities_Cmte_Mtg.pdf</a>
IIIB-15	2008 Bond Oversight Report <a href="http://rscdd.edu/Documents/Uploads/BondOversightReport2008.pdf">http://rscdd.edu/Documents/Uploads/BondOversightReport2008.pdf</a>
IIIB-16?	2004 SAC Facilities Master Plan (pdf file not open)
IIIB-17	Physical Resources Committee <a href="http://www.rscdd.edu/Departments/Business-Operations/Pages/Physical-Resoures-Committee.aspx">http://www.rscdd.edu/Departments/Business-Operations/Pages/Physical-Resoures-Committee.aspx</a>
IIIB-18	Physical Resources Committee Minutes – March 5, 2014 <a href="http://www.rscdd.edu/Departments/Business-">http://www.rscdd.edu/Departments/Business-</a>

- IIIB-19 SAC Facilities Master Plan Committee meeting minutes 11/28/12  
[http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-19.MM04\\_2012-11-28\\_SAC\\_MP\\_Update.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-19.MM04_2012-11-28_SAC_MP_Update.pdf)
- IIIB-20 SAC Facilities Committee meeting minutes 11/19/13  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-20.FacilitiesComm.mtgAprved.minutes.pdf>
- IIIB-21 SAC Resource Allocation Request Process  
<http://www.sac.edu/AdminServices/budget/Documents/AAASAC%20RESOURCE%20ALLOCATION%20REQUEST%20PROCEDURES%20FY%202014-15%20.pdf>
- IIIB-22 SAC Facilities Committee Webpage  
<http://www.sac.edu/AdminServices/facilities/Pages/default.aspx>
- IIIB-23? Comprehensive Budget Calendar  
*(pdf file not open)*
- IIIB-24 Chemical Hygiene Training 2014  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-24.ChemicalHygieneTraining-14.pdf>
- IIIB-24a RSCCD Sustainability Plan Working Draft – v.1  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-24a.RSCCDsustainabilityPlanWorkingDraft.pdf>
- IIIB-25 2011 SAC Facilities Master Plan  
<http://www.sac.edu/AdminServices/facilities/Documents/FacilitiesMasterPlan2011.pdf>
- IIIB-26 SAC 2013/2014 Budget Priorities  
<http://www.sac.edu/AdminServices/budget/Documents/SAC%202014%202015%20Budget%20Priorities%20Approved%2010%201%202013.pdf>
- IIIB-27 AR 3517 – District Safety rev. 11/13  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-27.AR3517-DistrictSafety-rev11-13.pdf>
- IIIB-28 AR 3521 – Reporting of Crimes rev. 11/13  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-28.AR3521-ReportingCrimes-rev11-13.pdf>
- IIIB-29 District Services Satisfaction Survey Results  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-29.DistrictServicesSatisfactionSurveyResult-1-7-14.pdf>
- IIIB-30? August 16, 2013 ICS Team Training  
*(pdf file not open)*
- IIIB-31 All SAC Email Users Fire Drill Notification  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-31.SAC.FireDrillNotification.pdf>
- IIIB-32 Emergency Procedures and Practices Video  
<http://www.sac.edu/StudentServices/Security/Pages/emergency-procedures-and-practices.aspx>
- IIIB-33 RSCCD Crime Statistics

<http://www.rscdd.edu/Departments/Security-and-Public-Safety/Pages/crime-statistics.aspx>

- IIIB-34 Comprehensive Injury and Illness Prevention Program (IIPP)  
<https://intranet.rscdd.edu/Safety-Risk-Management/Documents/Occupational-Safety-Procedures/IIPP/RSCCD%20Injury%20and%20Illness%20Prevention%20Program.pdf>
- IIIB-35 2013 SAC Loss Control and Safety Audit  
[http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-35.RSCCD-SAC.LossControl\\_SafetyAudit-06-04-13.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-35.RSCCD-SAC.LossControl_SafetyAudit-06-04-13.pdf)
- IIIB-36 HEPSS Webpage  
<http://www.sac.edu/AdminServices/hepss/Pages/default.aspx>
- IIIB-37 HEPSS Task Force Notes 12/5/2013  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-37.HEPSS.TaskForceNotes-12-5-13.pdf>
- IIIB-38 SAC College Council Minutes - October 23, 2013 (via cccconfer)  
<http://www.sac.edu/President/collegecouncil/Documents/2013/Min-Oct232013.pdf>
- IIIB-39 SAC Room Allocation List  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-39.RoomAllocation-F13.pdf>
- IIIB-40 AdAstra Spring 2014 Room Schedule  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-40.Astra-S14.pdf>
- IIIB-41 AdAstra - All activities for selected date range by building and room –March 18-March 24, 2014  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-41.Astra-March18.pdf>
- IIIB-42? **Facilities Annual Evaluation of Preventative Maintenance for equipment and buildings.**  
OUTSTANDING
- IIIB-43 Program Review 13/14  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-B/Evidence/IIIB-43.Area%20Plan-FY14-15.Final.pdf>
- IIIB-44 Participatory Governance Structure Handbook  
[http://www.sac.edu/committees/Documents/Participatory\\_Governance\\_Revisions\\_with\\_Signature\\_Page\\_2013.pdf](http://www.sac.edu/committees/Documents/Participatory_Governance_Revisions_with_Signature_Page_2013.pdf)
- IIIB-45 SAC Budget Manual  
<http://www.sac.edu/AdminServices/budget/Documents/Budget%20Manual%2013%20-14%20Apprvd%20manual%20.pdf>

## Standard III.C. Technology Resources

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

**III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

### Descriptive Summary

Technology is a critical and core component of Santa Ana College (SAC) and is essential to how the college supports student learning programs and services. One of the defining elements explicitly stated in SAC's mission statement is the use of technology to assist in meeting the needs of the college's diverse student population and community. In addition, technology is one of the six Vision Themes, all of which define the goals of the college (see [IA-1](#)).

The district and colleges have two general purpose networks: one for instructional network services and one for administrative secured network services. Technology equipment housed in instructional computer labs, classrooms, and the library are part of the instructional network. Services such as purchasing, general ledger, human resources, etc., are part of the non-instructional administrative network. The administrative network is protected by standard firewall and security protocols. Procedures are in place to maintain security updates on servers and email services.

Santa Ana College (SAC) utilizes technology in a variety of forms, both software and hardware, to support the needs of learning, teaching, college-wide communications, research, and operational services. Where possible, technology services have been put in place in order to enhance the operation and effectiveness of the institution. For example, faculty have use of the learning management system Blackboard for online and hybrid classes and WebAdvisor for maintaining course rosters and grading. Both the college's Academic Computing Center and Nealley Library have had their student desktop computers recently upgraded with new technology, and administrative offices are equipped with the necessary hardware and software to support day-to-day business needs.

**III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

### Descriptive Summary

To better assist SAC in meeting its goal for effective and efficient use of technology in supporting the needs of all students, faculty, and staff, a key participatory governance committee has been established: SAC Technology Advisory Committee (SACTAC). Members of the committee include students, faculty, classified staff, and administrative staff (see [IB-17](#)).

As a participatory governance committee, SACTAC convenes monthly and when and where necessary reports and makes recommendations to the College Council.

SACTAC serves a number of important purposes:

- Evaluates, prioritizes, and recommends various forms of technology that support all four major branches of the college: Academic Affairs, Student Services, Administrative Services, and the School of Continuing Education.
- Where necessary, creates technologically-focused work groups and/or sub-committees as appropriate.
- Develops, maintains, and evaluates the college's overall Technology Plan.

- Serves as a connecting entity to the district's Technology Advisory Group and the SAC College Council

## Teaching and Learning

With regard to serving the needs of student learning and teaching, SAC demonstrates this in a number of ways. For example, the Nealley Library provides resources, services, and facilities that support student learning and the mission of the college. Among these library resources are DVD's, CD's, a variety of periodical databases providing students and staff with 24/7 remote access to over 18,000 full-text periodicals and 22,000 e-books ([IIIC-1](#)). In addition, the Nealley Library provides Internet access to all patrons at several public access workstations. Library online researching tools are available to all enrolled students via district provided wired or wireless access. Whether the students check out library laptops, bring their own devices (BYOD), or connect from home, researching of materials is optimally available.

The college's Learning Center (LC), located in Dunlap Hall (D-301), provides students and faculty an array of resources, including technological, that assist students in acquiring skills and developing strategies to promote their academic success ([IIIC-2](#)). All services are free to SAC students and appointments are not necessary. (During renovation of Dunlap Hall commencing summer 2014, the LC will be located in the Johnson Center U-201.)

In the college's Academic Computing Center (ACC) an array of technological services and resources, hardware, and software, are made available free to all SAC students (see [IIC-14](#)). The educational software available in ACC allows students who are not able to utilize special purpose labs to use the ACC during its operational hours. As with the LC, regardless of the area of study or discipline a student is enrolled in, ACC resources are available to all students.

Other examples of technology infused resources and computer labs include:

- Admission and Records
- Academic Divisional labs
- Employee (faculty, classified, manager) offices
- Divisional Offices
- Career/Job Resources Center
- Counseling
- Transfer Center
- MESA
- Modern Languages/Speech Lab
- Math Center
- Student Services

There are numerous other campus technological services and resources available to SAC enrolled students. The following are representative of these services and resources: Disabled Students Programs and Services (DSPS), Assistive Technology Center (ATC), Career and Job Resource Center (CJRC), the Success Center, the School of Continuing Education (SCE), and Distance Education (DE) Department ([IIIC-3](#)).

Academic divisions and their respective departments also offer to students and faculty specialized technology appropriate for their area of study; for example: Accounting, Paralegal, Engineering, Global Business Entrepreneurship, Business Applications, Nursing, Kinesiology, Math, Modern Languages, Computer Science, Communications and Media Studies, among others ([IIIC-4](#)).

An online survey was administered to students in fall 2013 ([IIIC-5](#)). From the 923 responses, 93 percent were from Santa Ana College. The surveys were administered at Santa Ana College's Nealley Library and Academic Computing Center and the School of Continuing Education Community Learning Center. One finding was that a large number of students access school through their mobile devices. It was also evidenced that 29 percent of the students are using a desktop computer. Fifty-three percent of the students rate college technology facilities as excellent. Comments recommending improvement include "faster computers" and more "access."

## College Wide Communications

With regard to college-wide communications, research, and operational systems, there are multiple avenues that SAC uses to meet these needs. Below is a brief table of some of the key technologies and/or committees that directly address these requirements ([IIIC-6](#)).

<u>Application / Resource</u>	<u>Committee</u>
Campus Wireless Network	SACTAC (Santa Ana College Technology Advisory Committee)
Enterprise Resource Planning (Colleague)	WAG (Web Advisory Group)
Curriculum Development System (CurricUNet)	TAG (Technology Advisory Group/Committee)
VoIP Communication System (CallManager)	Budget and Planning Committee
Enterprise Management System (iGreenTree)	
Enterprise Web Content Management (SharePoint)	

The college provides a variety of technology services, professional support, facilities, hardware, and software designed to enhance the operation and effectiveness of the institution. District Information Technology (IT) staff provides technology services and professional support to the college ([IIIC-7](#)). Following is a table of District IT staff positions that directly support these two areas:

<u>Position</u>	<u>Number of Staff in that Position</u>
Director	1
Network Specialist II	1
Technical Specialist III	3
Technical Specialist II	3
Technical Specialist I	5
Electronic Computer Technician	1

When not physically located at SAC, faculty, staff, and students have access to the district's Help Desk. The Help Desk is available Monday through Friday from 7:30 AM to 5:00 PM and can be reached by either through email or by telephone. In addition, many of the academic programs/departments at the college have dedicated Instructional Assistants who provide support primarily to students and faculty ([IIIC-8](#)). For example, the Math Center, the Learning Center, and the Academic Computing Center each utilize Instructional Assistants specifically to assist students and faculty.

Hardware and software that enhance the operation and effectiveness of instruction are in place at the college. Each of the following areas and locations provide necessary hardware and software that support their areas of responsibility: President's Office, Administrative Services, Academic Affairs, Business Division, Digital Media Center (DMC), Fine and Performing Arts Division, Humanities and Social Sciences Division, Human Services/Technology Division, Kinesiology Division, Science, Mathematics and Health Sciences Division, Student Services, Student Affairs, and the School of Continuing Education Division ([IIIC-9](#)).

Many of these areas have hardware and software specific to the functions of that area or department. For example, Nursing, Accounting, Computer Science, Business Applications, among other academic programs utilize technology in delivery of program content. In total, SAC has over 2,000 computing hardware devices installed across campus, each with the particular software for their purpose ([IIIC-10](#)).

## **Self Evaluation**

Santa Ana College meets this standard. The college provides technology that is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems. The technology services, professional support, facilities, hardware and software deployed at SAC



enhance the operational effectiveness of the institution. The college supports technology that both directly and indirectly relate to instruction. All offices have networked computers and printers. A district-provided "Help Desk" is available to assist faculty and staff with technology issues and problems. In addition to the main campus, there are multiple remote locations, such as the DMC and SCE, where students and faculty can access and utilize both hardware and software.

### **Actionable Improvement Plans**

In order to optimize accessibility for students at the School of Continuing Education, an open-entry computer lab should be made available.

## **III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.**

### **Descriptive Summary**

The college provides quality training in the effective application of technology to faculty, staff, and students through a number of venues. First, in the week prior to the beginning of a regular fall and spring semester, the college provides selected workshops and activities that relate directly to the effective application of technology. This collection of workshops and activities are formally referred to as "Flex Week" ([IIIC-11](#)).

Flex Week planning takes place well before the beginning of a regular semester. Flex Week workshops and activities, while primarily focused on instruction and faculty, are available to all college staff. Particularly as related to instruction, technology focused Flex Week training often addresses such topics as Distance Education pedagogy, the proper and effective use of software tools such as Turnitin, Blackboard, Camtasia, CC Confer, YouTube video captioning, and instructional applications such as word processing, mobile technology, and other internet-related resources ([IIIC-12](#)).

Beginning in academic year 2011, the college instituted a New Faculty Institute ([IIIC-13](#)). As part of the New Faculty Institute, training is provided on use of campus email, WebAdvisor, Nealley Library services, student computer lab facilities such as the Academic Computing Center, Math Center, Learning Center, and other technology-related resources. Centennial Education Center has its own Flex Week and professional development coordinator and activities ([IIIC-14](#)).

### **Distance Education**

As a college-wide service available to students and faculty from all academic disciplines, Distance Education has been reorganized under the Office of Academic Affairs. The Distance Education Coordinator reports directly to the Vice President of Academic Affairs.

During a regular semester (fall and spring) the college's Distance Education department provides technology training opportunities to faculty that address such topics as: Webcams and Microphone Headsets, Wacom Table, Camtasia Studio 8, Camtasia Relay, Adobe Acrobat 10 Pro, Adobe Photoshop Elements 7.0, Articulate Storyline, Dragon Naturally Speaking, and Lynda.com ([IIIC-15](#)). Distance Education also provides assistance to faculty and students on a "drop in" basis. Workshops at Centennial Education Center (CEC), the main campus of the SCE, include helping students access WebAdvisor accounts, BYOD (Bring Your Own Device), and Open Source Resources.

A survey, implemented by the district's Research Department prior to the beginning of the fall 2012 semester, found that 41 percent of faculty respondents desired more training on integrating new technologies into classroom instruction (see [IB-5](#)).

On an ad hoc basis technology training is also provided to campus staff, particularly administrators and classified staff, on such technology tools as Datatel, CurricUNET, iGreentree, Enrollment Management, and other areas that directly impact departmental and divisional efficiency and effectiveness ([III-16](#)).

Commencing the 2012 academic year, the college made Business Seminars available to classified staff at no cost. These seminars are provided by the academic Business Division's Public Service



Institute (PSI). Seminars cover a range of topics including Microsoft Access, Excel, Word, as well as Adobe Photoshop and Adobe Acrobat. The Seminars are typically either eight or 16 hours in length, and so can be accomplished in a relatively short period of time ([IIIC-17](#)).

Students have various types of technology training made available to them from several locations on the main campus: Math Center, DSPS Center, Nealley Library, and the Learning Center, among other locations ([IIIC-18](#)). Student technology training is also available at the college's SCE ([IIIC-19](#)).

### **Self Evaluation**

Santa Ana College meets this standard. Technology training for faculty, staff, and students is an ongoing activity at SAC and at the SCE. The college is working on formalizing more training opportunities, including the use of technology, particularly for faculty and students. The administrator who oversees the Academic Computing Center is in active dialogue with the faculty coordinator of the Academic Computing Center regarding technology workshops that focus on students. This type of workshop was provided in previous years when the college's budget was more robust.

### **Actionable Improvement Plans**

The college will continue to discuss, pursue, and implement a more formalized training program for faculty, students, and staff. In addition, the Academic Computing Center will once again offer students optional training classes that focus on various technology skills at no cost to the student.

## **III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

### **Descriptive Summary**

In the past, the acquisition, maintenance, and upgrades/replacement of technology equipment and infrastructure were the responsibility of the district's Information Technology Services (ITS) department and SAC. Presently, SAC and its sister college, Santiago Canyon College (SCC), are each actualizing a new budget allocation model which places much of the responsibility for technology equipment and infrastructure upgrades and maintenance at each of the campuses rather than at the district. This process is now operative and functioning as intended at SAC. Network and administrative systems support and maintenance will remain the responsibility of district ITS. Support for all SAC technology computers and peripherals in offices and classrooms will also remain the responsibility of district ITS ([IIIC-20](#)).

Media equipment is updated and replaced as funds allow. The college's Media Services department maintains an updated inventory of all equipment placed in mediated classrooms ([IIIC-21](#)). Classroom and office technology are also updated and replaced as funds allow. Divisions and departments, as part of their planning and budget process, utilize Resource Allocation Requests (RAR) to identify needed technology for their areas (see [IIIA-167](#)). Such technology requests are then evaluated and prioritized by SACTAC.

Over the last several years, the college has depended to a large extent on external funding and grants to cover the cost of maintaining and replacing technology: hardware, software, and peripherals. For example, the Business Division, Fine and Performing Arts Division, and Human Services and Technology Division all have areas that have extensively utilized federally funded Career and Technical Education grants for program development ([IIIC-22](#)).

The district has two Board-approved Administrative Regulations (AR) that directly relate to technology. AR 7000 applies to information resource use ([IIIC-23](#)). The following areas are addressed in AR 7000: rights and privileges for accessing information resources; responsibilities as to how information resources are used; accounts and passwords; confidentiality; copyright; and violation of use of information resources. AR 7001 addresses district and college standardization of hardware and software ([IIIC-24](#)).

## SACTAC

The college utilizes a participatory governance committee, Santa Ana College Technology Advisory Committee (SACTAC), as a means of conveying information regarding technology and its use and purpose to faculty, administrators, classified staff, and students. SACTAC has faculty and administrative co-chairs ([IIIC-25](#)). As a participatory governance committee, SACTAC makes recommendations that are reviewed and evaluated by College Council or the Planning and Budget Committee, depending on the nature of the recommendation ([IIIC-26](#)).

A subset of SACTAC, the Web Advisory Group (WAG), is tasked with establishing guidelines and standards for internet-related content and structure. The Web Advisory Group is the main liaison to the district's ITS web team. WAG coordinates efforts with the district's Public Affairs and Research departments to conceive, develop, implement, and deploy changes to the college's website. A similar role for this group occurs when any upgrades are made to the underlying technological platform supporting the site such as SharePoint. The administrative co-chair of SACTAC also participates as an active member of the WAG and the SharePoint group.

Divisions and departments, for planning and budget purposes, make use of a formal Resource Allocation Request for identifying needed technology: both hardware and software. Such requests for technology are then reviewed and prioritized by SACTAC. The prioritized technology requests are then presented to the Planning and Budget Committee for its evaluation and consideration ([IIIC-27](#)). The Planning and Budget Committee, and then President's Cabinet, are the final authority for funding approval.

## **Self Evaluation**

Santa Ana College meets this standard. In the past, technology equipment and infrastructure were utilized, maintained, and upgraded, on an as-needed or ad hoc process. Typically an instructional or administrative area would discover a need for a given technology resource and then pursue acquiring that resource on its own. Often these technology resources are obtained by use of external funding and/or through grants.

However, a newly-implemented Planning and Budget process that utilizes formal Resource Allocation Requests, which also includes technology, allows for prioritization and improved integration of technology campus-wide. This process better allows the college to more systematically plan, acquire, maintain, and upgrade or replace technology infrastructure and equipment to meet institutional needs.

In addition, the college is in process of establishing a funding budget specifically for technology. However, it is likely that initially this budget will not be sufficient to cover all technology equipment and infrastructure needs for SAC and the SCE. This, in turn, will require SAC and the SCE to continue pursuing external and grant funding. All grants at the college are taken through a formal approval process. A grant request form must be completed ([IIIC-28](#)). Requests for authorization to apply for grants require the appropriate vice president's signature and are then reviewed by the President's Cabinet. After approval has been obtained, the Grant Request Form is then evaluated by College Council, where it must also be approved.

Technology resources acquired through grants and external funding should be coordinated with District IT staff ([IIIC-20](#)).

A key issue with external and/or grant funding is that often the technology equipment and/or infrastructure acquired can only be used for a specific purpose or program. Another significant problem is that external and grant funding, by nature, is not self-sustaining.

However, college divisions and departments, through the Resource Allocation Request process, can identify and request the types of sustainable technology that is required by their programs and area. Resource Allocation Requests, if they involve technology, are then evaluated by SACTAC for prioritization and then presented to Planning and Budgeting for funding determination. In this manner, divisions, and departments have a formalized process for planning and budgeting of

technology that is tied or anchored to specific program needs that must relate to institutional goals and objectives.

### **Actionable Improvement Plans**

The college will continue its efforts to make all campus constituents aware of the formal Resource Allocation Request and its formal relationship to institutional Planning and Budgeting.

## **IIIC.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

### **Descriptive Summary**

Technology deployed at the college, SCE, and DMC is used to support the development, maintenance, and enhancement of programs and services. Instructional and administrative departments and programs review their technological resource and infrastructure needs on an annual basis as part of their regular planning and budgeting process ([IIIA-167](#)). As acquired, these technology resources are directly put to use in supporting instructional and administrative programs and services.

The college strives to maximize the use of its available technology. Where possible, as older technology is replaced, and if it is still viable, the replaced technology equipment is recycled and put to use in another area or program ([IIIC-29](#)). The college also tries to extend the life of existing technology equipment when feasible by providing regular maintenance.

Many of the college's academic departments and programs have specialized computer labs, equipment, and software specific to the needs of students, faculty, and programs ([IIIC-30](#)). Other areas that are effective in ensuring the distribution and utilization of technology include Nealley Library, Media Services, Educational Multimedia Services, Quick Copy Center, SCE, and DMC. These technology resources are available to faculty, staff, and students.

In offices, full-time faculty, administrators, and classified staff have access to essential technology equipment and infrastructure to adequately perform their jobs and support their responsibilities. In some instances, the equipment or software available may not be as current or as upgraded as desired by the user.

Another means of ensuring the effective distribution of technology services is by remote access ([IIIC-31](#)). Faculty and staff have remote access capability to email and telephone service. Many credit faculty and students have remote access to instructional materials by means of Blackboard, a learning management system that provides internet-based access for authorized users.

### **Self Evaluation**

Santa Ana College meets this standard. The distribution and utilization of technology resources is adequate to meet the needs of most departments and programs, both instructional and administrative. Faculty, staff, and students have access to various forms of technology onsite at the main campus, the SCE, and the DMC. A range of technology resources are also available to faculty, staff, and students by remote access.

### **Actionable Improvement Plans**

The college is working on developing pathways between credit and non credit (SCE) programs. In order to assimilate students, Blackboard should be available to non-credit students. The college is actively working on that at this time.

### **III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

#### **Descriptive Summary**

##### **College Operational Systems**

At the time of its last accreditation Self Evaluation, SAC had centralized many of its technology services and programs. These technology services and programs were housed in what was called the Information and Learning Resources (ILR) Division. The ILR Division was managed by an Associate Dean ([IIIC-32](#)). Key areas that reported to the Associate Dean included Nealey Library, Media Services, Educational Multimedia Services, Academic Computing Center, Quick Copy Center, and Distance Education. Another primary responsibility of the Associate Dean of the ILR Division was to manage and coordinate college-wide technology planning. The Associate Dean co-chaired SACTAC and also represented SAC at the District's Technology Advisory Group as well as the Teaching Learning Committee, which is responsible for reviewing academic program review documents.

However, due to severe statewide budget cuts to the California Community College system, the position of the Associate Dean for the ILR Division was eliminated, as were other positions. As of today, the various technology programs and services that had been centralized are now distributed to various other administrators at the college ([IIIC-33](#)). For example, the Nealey Library reports to the academic Dean of Fine and Performing Arts. The Academic Computing Center reports to the academic Dean of Business, as does Educational Multimedia Services. Media Services reports to the Associate Dean of Fire Technology. In addition, as a result of reorganization, Distance Education now reports directly to the Vice President of Academic Affairs.

As a result of this decentralization, over time the ability of SAC to effectively integrate technology planning with institutional planning has been negatively impacted. Currently instructional and administrative divisions, departments, and programs have no centralized service area for coordinating, managing, planning, and evaluating the integration of technology in college-wide planning. The remaining body that provides some degree of centralized coordination is SACTAC. The degree of coordination and representation that SACTAC can provide, however, is limited. SACTAC meets only two hours once a month during the fall and spring semesters, and as is often the case with committees, there is changing membership from year to year.

While District ITS assists SAC in implementing and maintaining its technology and infrastructure, ITS is not responsible for coordinating and evaluating the various technology services and programs run by the college.

#### **Self Evaluation**

Santa Ana College meets this standard. Integrating technology planning with institutional planning has become a significant challenge to SAC and the SCE. Primarily this challenge has resulted from the decentralization of many of the technology programs and services that were once under one administrative manager. An additional result of this decentralization is that it has become difficult for SAC to systematically assess the effective use of its technology resources as regards evaluation and improvement of services.

Instructional and administrative divisions, departments, and programs have a formal planning and budgeting process into which they incorporate technology needs requests. However, there is no longer at SAC a centralized manager, service, or area of report that cohesively coordinates and evaluates these many requests.

To this effect, SACTAC, as a participatory governance committee, has made two recommendations to SAC's College Council. First, that the various technology services and programs be centralized again; second, that the college reestablish the position, or one very similar to it, of a Dean of Information and Learning Resources ([IIIC-26](#)).

While this is the case, the college meets this standard. It should be noted that significant steps have been taken to improve campus-wide technology planning. With the newly implemented Planning and Budget model, divisions and departments can specify technological needs via their Resource Allocation Requests. Such requests are required to relate to and be anchored to institutional goals and objectives. These requests are then evaluated and prioritized by SACTAC. SACTAC's prioritized requests are then presented to the college's Planning and Budget Committee for funding determination.

### **Actionable Improvement Plans**

SAC will evaluate and determine how to improve campus-wide technology planning such that it is effectively integrated with institutional planning and can be utilized as a basis for institutional improvement. SACTAC will serve as the primary committee mechanism for implementing this actionable improvement plan.

The college will consider reestablishing a position similar to that of the Associate Dean of Information and Learning Resources.

## Standard III.C. Evidence

- IIIC-1 Library Resources  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-1.LibraryResources.pdf>
- IIIC-2 Learning Center Resources  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-2.LearningCenterResources.pdf>
- IIIC-3 Other Available Programs Examples  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-3.OtherAvailableProgramsExamples.pdf>
- IIIC-4 Specialized Program Technology Examples  
[http://teams.rscsd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-4.Examples\\_SpecializedAcademicProgramTechnology.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-4.Examples_SpecializedAcademicProgramTechnology.pdf)
- IIIC-5 Student Survey  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-5.StudentSurvey-F13.pdf>
- IIIC-6 College-wide Technologies  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-6.College-wideTechnologies.pdf>
- IIIC-7 District ITS Technical Staff  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-7.DistrictITS.TechnicalStaff.pdf>
- IIIC-8 Instructional Assistant Job Description  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-8.InstructionalAssistantJobDescription.pdf>
- IIIC-9 List of Locations Using Technology  
[http://teams.rscsd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-9.List\\_LocationsUsingTechnology.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-9.List_LocationsUsingTechnology.pdf)
- IIIC-10 Hardware Inventory  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-10.HardwareInventory.pdf>
- IIIC-11 Flex Week Definition  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-11.FlexWeekDefinition.pdf>
- IIIC-12 SAC Flex Week Calendar Example  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-12.SACFlexWeekCalendarExample-S14.pdf>
- IIIC-13 Faculty Institute Calendar  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-13.FacultyInstituteCalendar.pdf>
- IIIC-14 SCE Flex Week Calendar Example  
5

- IIIC-15 Distance Education Training Examples  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-15.DE.TrainingExamples.pdf>
- IIIC-16 Technology Training Example  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-16.TechnologyTrainingExample.pdf>
- IIIC-17 PSI Classified Training Flyer  
[http://teams.rscdd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-17.Examples\\_TechnologyPSIseminars-ClassifiedStaff.pdf](http://teams.rscdd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-17.Examples_TechnologyPSIseminars-ClassifiedStaff.pdf)
- IIIC-18 SAC Student Training Examples  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-18.SAC.StudentTraningEamples.pdf>
- IIIC-19 SCE Student Training Examples  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-19.SCE.StudentTrainingExamples.pdf>
- IIIC-20 District ITS Strategic Technology Plan  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-20.DistrictITS.StrategicTechnologyPlan-12-14.pdf>
- IIIC-21 Mediated Classroom Inventory  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-21.MediatedClassroomInventory.pdf>
- IIIC-22 CTEA Application Template  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-22.CTEA.ApplicationTemplate.pdf>
- IIIC-23 AR 7000 – Information Resource Use  
<http://rscdd.edu/Trustees/Administrative-Regulations/Pages/7000/AR-7000.aspx>
- IIIC-24 AR 7001 – District Standard For Hardware and Software  
<http://rscdd.edu/Trustees/Administrative-Regulations/Pages/7000/AR-7001.aspx>
- IIIC-25 SACTAC Membership  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-25.SACTAC.Membership.pdf>
- IIIC-26 SACTAC Recommendation Example  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-26.SACTAC.Recommendations-2-24-14.pdf>
- IIIC-27 SACTAC Prioritized Technology List Example  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-27.SACTAC.TechnologyPrioritizationGuidlines.pdf>
- IIIC-28 Grant White Sheet  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-28.GrantWhiteSheet.pdf>
- IIIC-29 Recycle Process  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-29.RecycleProcess.pdf>
- IIIC-30 Specialized Program Technology Examples



<http://teams.rscsd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-30.SpecializedProgramTechnologyExamples.pdf>

IIIC-31 Remote Access Applications  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-31.RemoteAccessApplications.pdf>

IIIC-32 Associate Dean of Library and Learning Resources Job Description  
[http://teams.rscsd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-32.AssociateDean\\_Library\\_LearningResourcesJobDescription.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-32.AssociateDean_Library_LearningResourcesJobDescription.pdf)

IIIC-33 Technology Area Organization Chart  
<http://teams.rscsd.edu/sac/Accreditation/Standard-III-C/Evidence/IIIC-33.TechnologyAreaOrganizationChart.pdf>

### III.D. Financial Resources

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

#### Response to ACCJC's 2008 Recommendation

In 2008, both Santa Ana College and Santiago Canyon College submitted Self Evaluation Reports for Reaffirmation of Accreditation. The RSCCD Budget Allocation Model, which had been in place for approximately ten years, had been developed when the district became a multi-college district, and it was being evaluated. In January 2009, the Commission issued a recommendation for the district related to budget-planning alignment, which required continued review of the effectiveness of the existing model.

The Budget Allocation and Planning Review Committee (BAPR), (now called the District Fiscal Resources Committee) charged the BAPR workgroup, a technical subgroup of BAPR ([IIID-1](#)), with the task of reviewing the ten-year-old model. In the process, the workgroup requested to evaluate other California Community College multi-campus budget allocation models. Approximately twenty models were reviewed. Ultimately, the workgroup focused on a revenue allocation model as opposed to an expenditure allocation model. A revenue allocation model allocates revenues (state and local) generated in a budget year to the college campuses in the district based on the state funding model that allocates state apportionment revenues to districts. An expenditure allocation model allocates, by agreed-upon formulas, expenditure appropriations for full-time faculty staffing; adjunct faculty staffing; classified and administrative staffing; associated health and welfare benefit costs; supply and equipment budgets; utility costs; and legal and other services. The BAPR workgroup ultimately recommended a revenue allocation formula in order to provide the greatest amount of flexibility for the colleges.

Senate Bill 361, passed in 2006, changed the formula of earned state apportionment revenues to essentially two elements: 1) Basic Allocations for college/center base funding rates based on FTES size of the college and center; and 2) Full Time Equivalent Students (FTES) based on earned and funded FTES. The BAPR workgroup determined that since this is how primary funding comes from the state, this model should be used for distribution on earned revenues to the colleges. The colleges and centers are the only entities in the district that generate this type of funding ([IIID-2](#)). Revenue earned and funded by the state will be earned and funded at the colleges.

The budget is the financial plan for the district, and application of this model should be utilized to implement the district's mission, Strategic Plan and the Technology Strategic Plan, as well as the colleges' missions, Educational Master Plans, Facilities Master Plans, and other planning resources. The annual implementation of the budget allocation model is to be aligned with all of these plans. To ensure that budget allocation is tied to planning, it is the responsibility of District Council to review budget and planning during the fiscal year, and if necessary, recommend adjustments to the budget allocation model to keep the two aligned for the coming year ([IIID-2](#)). The Chancellor and the Board of Trustees are ultimately responsible for the annual budget and the expenditures associated with the budget. The district's Fiscal Resources Committee (FRC) is responsible for recommending the annual budget to the District Council for its recommendation to the Chancellor and Board of Trustees. FRC is also responsible for annual review of the model and can recommend any modifications to the guidelines ([IIID-3](#)).

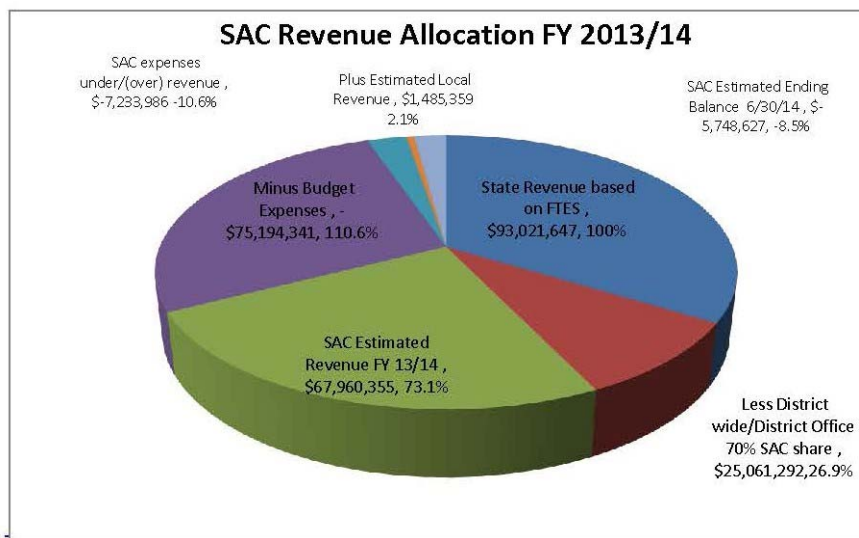
The goal of the Budget Allocation Model (BAM) is to create a documented revenue allocation process that provides financial stability and encourages fiscal accountability at all levels in times of either increasing or decreasing revenue streams. It is also intended to be simple, transparent, easily comprehensible, fair, predictable, and consistent, using quantitative, verifiable factors with performance incentives. Under state law, the district is the legal entity and is ultimately responsible for actions,

decisions, and legal obligations of the entire organization. The Board of Trustees of the Rancho Santiago Community College District has clear statutory authority and responsibility and ultimately makes all final decisions. Likewise, the Chancellor, under the direction of the Board of Trustees, is responsible for the successful operation, reputation, and fiscal integrity of the entire district. The funding model does not supplant the Chancellor's role, nor does it reduce the responsibility of the District Operations staff to fulfill their fiduciary role of providing appropriate oversight of the operations of the entire District.

It is important that guidelines, procedures, and responsibility be clear with regard to district compliance with any and all laws and regulations such as the 50 percent law; full-time/part-time faculty requirements; Faculty Obligation Number (FON); attendance accounting; audit requirements; fiscal and related accounting standards; procurement and contract law; employment relations and collective bargaining; payroll processing and related reporting requirements; etc. The oversight of these requirements is to be maintained by District Operations, which has a responsibility to provide direction and data to the colleges to assure they have appropriate information for decision making with regard to resource allocation at the local level. This ensures district compliance with legal and regulatory requirements.

All revenue is considered district revenue because the district is the legal entity authorized by the State of California to receive and expend income and to incur expenses. However, the majority of revenue is provided by the taxpayers of California for the sole purpose of providing educational services to the communities and students served by the district. Services such as classes, programs, and student services are, with few exceptions, the responsibility of the colleges. It is the intent of the Revenue Allocation Model to allocate the majority of funds to the colleges in order to provide those educational services. The model intends to provide an opportunity to maximize resource allocation decisions at the local college level. Each college president is responsible for the successful operation and performance of his/her college as it relates to resource allocation and utilization. The purpose and function of the District Operations in this structure is to maintain the fiscal and operational integrity of the district and its individual colleges and centers and to facilitate college operations so that their needs are met and fiscal stability is assured. District Operations has responsibility for providing certain centralized functions, both to provide efficient operations as well as to assist in coordination between District Operations and the colleges. Examples of these services include human resources; business operations; fiscal and budgetary oversight; procurement; construction and capital outlay; and information technology. On the broadest level, the goal of this partnership is to encourage and support collaboration between the colleges and District Operations ([IIID-2](#)).

The graph below outlines how revenue was allocated to Santa Ana College for FY 2013/14 according to the new SB 361 Budget Allocation Model



**III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.**

**III.D.1.a. Financial Planning is integrated with and supports all institutional planning.**

***Descriptive Summary***

Santa Ana College's overall budget is established by the FTES target established by the Chancellor's Office, with the revenue generated at each college allocated to the colleges in accordance with the SB 361 budget model implementation document ([IIID-2](#)). The actual budget fluctuates based on the FTES generated, and in recent years, due to huge deficits in the state budget and fluctuations in enrollment, the district and colleges have had to deal with significant reductions in revenue. The 2012-13 fiscal year was the first year of the SB 361 budget implementation model. FRC was tasked with evaluating this model on a yearly basis to determine if the standards and milestones have been achieved or if there is adequate progress to ensure planning is driving the budget. The tables below summarize how the state apportionment is allocated under the new SB 361 budget model to the different sites for FY 2012-13 and 2013-14. (page 40 Adopted Budget book FY 12/13, and page 42

**Table 51. Adopted Budget Book FY 13/14)**

RSCCD SB 361 Revenue Allocation simulation for Unrestricted Fund 11 and 13 Based on 11/12 Annual Reported FTES					
* Adopted Budget FY 12/13					
	SAC/CEC	SCC/OEC	DO	DW	Total
Estimated Apportionment Revenue	88,112,847	39,705,067	-	-	127,817,914
Other State Revenue	3,002,918	1,204,183	-	-	4,207,101
<b>Total Estimated Apportionment Revenue</b>	<b>91,115,765</b>	<b>40,909,250</b>	<b>-</b>	<b>-</b>	<b>132,025,015</b>
<i>Less District Wide expenditures</i>					10,491,861
<b>Estimated Revenue</b>	<b>67,451,576</b>	<b>30,394,766</b>	<b>23,686,812</b>		<b>121,533,154</b>
	56%	25%	19%		100%
<b>Budget Expenditures</b>					
SAC/CEC	74,031,140				74,031,140
SCC/OEC		33,698,194			33,698,194
DO			26,841,443		26,841,443
District-Wide Services				10,491,861	10,491,861
<b>Total Expenses</b>	<b>74,031,140</b>	<b>33,698,194</b>	<b>26,841,443</b>	<b>10,491,861</b>	<b>145,062,638</b>
Estimated Expenses Under/(Over) Revenues	-6,579,564	-3,303,428	-3,154,631		-13,037,623
Other Local Revenues	1,473,014	1,668,476	239,250	1,168,508	4,549,248
<b>Estimated Ending Balance for 6/30/13</b>	<b>-5,106,550</b>	<b>-1,634,952</b>	<b>-2,915,381</b>	<b>1,168,508</b>	<b>-8,488,375</b>

\* First year of SB361 Budget Model implementation

RSCCD SB 361 Revenue Allocation simulation for Unrestricted Fund 11 and 13 Based on 12/13 Second Period Funded FTES					
Adopted Budget FY 13/14					
	SAC/CEC	SCC/OEC	DO	DW	Total
Estimated Apportionment Revenue	89,442,091	39,010,243	-	-	128,452,334
Other State Revenue	3,579,556	1,467,856	-	-	5,047,412
<b>Total Estimated Apportionment Revenue</b>	<b>93,021,647</b>	<b>40,478,099</b>	<b>-</b>	<b>-</b>	<b>133,499,746</b>
<i>Less District Wide expenditures</i>					10,308,240
<i>Less Net District Office Expenditures</i>					25,590,185
<b>Estimated Revenue</b>	<b>67,960,355</b>	<b>29,640,966</b>	<b>-</b>	<b>-</b>	<b>97,601,321</b>
	70%	30%			100%
<b>Budget Expenditures</b>					
SAC/CEC	75,194,341				75,194,341
SCC/OEC		33,704,335			33,704,335
DO			26,238,350		26,238,350
District-Wide Services				10,308,240	10,308,240
<b>Total Expenses</b>	<b>75,194,341</b>	<b>33,704,335</b>	<b>26,238,350</b>	<b>10,308,240</b>	<b>145,445,266</b>
Estimated Expenses Under/(Over) Revenues	-7,233,986	-4,063,369	-26,238,350	-10,308,240	-37,535,705
Other Local Revenues	1,485,359	1,653,675	230,000	418,165	3,787,199
<b>Estimated Ending Balance for 6/30/14</b>	<b>-5,748,627</b>	<b>-2,409,694</b>			<b>-8,158,321</b>

The table below outlines five years of budget information for the Unrestricted and Restricted General Fund. During the deep downturn of the past few years, it has been very difficult to support significant educational improvements and innovations that might include expansions. However, the institution has been able to realize qualitative improvements during this time, by analyzing and changing processes due to the substantial reduction in revenues.

District General Budget (by site) Unrestricted/Restricted Fund 11, 12, 13 (Five Years)										
	2009/10		2010/11		2011/12		* 2012/13		2013/14	
	Adopted Budget	%	Adopted Budget	%	Adopted Budget	%	Adopted Budget	%	Adopted Budget	%
<b>Beginning Balance</b>	<b>16,867,113</b>		<b>32,190,876</b>		<b>47,079,378</b>		<b>44,365,824</b>		<b>39,282,532</b>	
Federal Revenue	14,255,279	8.62%	9,885,271	6.24%	10,111,452	6.32%	12,061,850	7.37%	12,421,946	7.30%
State Revenue	100,956,478	61.02%	90,639,747	57.26%	96,349,361	60.20%	96,721,835	59.14%	93,273,185	54.78%
Local Revenue	50,095,258	30.28%	57,761,835	36.49%	53,570,371	33.47%	54,771,647	33.49%	64,576,601	37.92%
Other Sources	141,595	0.09%	16,500	0.01%	16,500	0.01%	5,000	0.00%	5,000	0.00%
<b>Total Revenues</b>	<b>165,448,610</b>	<b>100%</b>	<b>158,303,353</b>	<b>100%</b>	<b>160,047,684</b>	<b>100%</b>	<b>163,560,332</b>	<b>100%</b>	<b>170,276,732</b>	<b>100%</b>
<b>Expenses by Site</b>										
SAC	98,268,485	53.90%	93,026,320	48.88%	92,814,912	44.81%	91,115,263	43.82%	93,096,063	44.42%
SCC	41,148,830	22.57%	40,971,889	21.51%	40,907,040	19.75%	39,793,545	19.14%	41,400,494	19.76%
DO	25,220,344	13.83%	24,965,893	13.11%	26,409,717	12.75%	31,792,248	15.29%	30,879,326	14.74%
District-wide Expenses	8,652,310	4.75%	9,761,805	5.12%	11,168,694	5.39%	17,682,117	8.50%	17,517,390	8.36%
District-Wide Reserves	9,025,754	4.95%	21,768,322	11.43%	35,826,699	17.30%	27,542,983	13.25%	26,665,991	12.72%
<b>Total Expenses</b>	<b>182,315,723</b>	<b>100%</b>	<b>190,494,229</b>	<b>100%</b>	<b>207,127,062</b>	<b>100%</b>	<b>207,926,156</b>	<b>100%</b>	<b>209,559,264</b>	<b>100%</b>

\* First year of SB 361 Budget Model Implementation



Fortunately, in FY 2012-13 and 2013-14, the state funding outlook improved. SAC is striving to rebuild many of its programs that were strained during the downturn. The institution is carefully analyzing the needs of the community and local economy to ascertain that if programs and services are added or reinstated, they respond to the needs of the present community. New evidence at the department level aids to inform these decisions as the institution moves forward. In utilizing program review as a planning tool, the “Resource Allocation Request” process ([IB-33](#)) is utilized to identify resources needed to achieve intended outcomes. Educational improvements are identified, planned for, and funded in accordance with the college’s mission, Strategic Plan, and budgeting priorities set forth by the college’s Planning and Budget Committee.

The institution ensures that adequate budgeting and financial oversight is provided in order to cover the needs of each area in a manner that takes into account budget performance and appropriate cash flow projections ([IIID-4](#)). At the college level, the Vice President of Administrative Services is responsible for the direct oversight of the College Expenditure Budget, with responsibility provided to the SAC Management Team for oversight of division and department budgets. The Vice President of Administrative Services works closely with the District Operations to ensure that proper accounting and financial monitoring take place. Monthly cash flow reporting and quarterly budget performance reports are sent to the Planning and Budget Committee, and regular communication to the campus community provides a transparent and informative environment ([IIID-4](#) and [IIID-5](#)). SAC has developed a contingency fund of 20 percent of the college’s ending balance ([IIID-6](#)), or approximately \$700,000 in 2013-14, to ensure the financial stability of the college as well as to deal with emergency situations that may arise throughout the year.

Budget cuts were made at each college in past years, as well as the district, in anticipation of expected state budget cuts that did not materialize. In turn, the Budget Stabilization Fund was developed, which would carry the colleges through difficult financial times with as little impact to funded and filled personnel positions. As the state budget for community colleges improved in fiscal years 2012-13 and 2013-14, and as the colleges were transitioning into the SB 361 budget allocation model, the colleges were tasked with the responsibility of funding the current programs and services that they operate as part of their budget plan. The district started FY 2013-14 with a balance of \$22,379,217 in the budget stabilization fund. The budget stabilization fund is to be utilized for one-time needs, not including the five percent reserve, college carry-over amounts (Fund 13), and any restricted balances ([IIID-2](#)).

The SAC Planning and Budget Committee develops the annual budget priorities ([IIID-7](#)) based on the college’s mission and its Strategic Plan goals. These priorities are submitted to the President’s Cabinet, and College Council, and the Planning and Budget Committee uses these priorities to prepare the annual SAC Budget Assumptions ([IIID-8](#)). The SAC Budget Assumptions also reflect the district’s annual budget assumptions, as well as the district’s goals. With the implementation of the new SB 361 budget allocation model at SAC, there is much more local analysis and evaluation of SAC’s Budget Assumptions, which helps build the Tentative and Adopted SAC budget ([IIID-9](#)).

The college reviews its mission and goals as part of the annual fiscal planning process. The SAC mission and goals are discussed in the Planning and Budget Committee meetings ([IIID-10](#)) as a guidance tool for the SAC budget priorities, which are established annually by the SAC Planning and Budget Committee.

The annual SAC Resource Allocation process begins with the development of the SAC budget priorities, established annually by the college Planning and Budget Committee ([IIID-7](#)), which are in alignment with the college mission and the long-term priorities of the institution. The resources are allocated by determining the needs and priorities of the departments, both academic and nonacademic, via the annual Resource Allocation Request process ([IB-33](#)). The divisions and departments determine and prioritize needed improvements in their department portfolios/program review documents, which are submitted to the area administrators. The Resource Allocation Process is outlined below. It is tied to the SAC Comprehensive Planning and Budget Calendar (see [IIIB-45](#)), which is reviewed and revised annually by the SAC Planning and Budget Committee.

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. The Resource

Allocation Request Form outlines the mission and the budget priorities on the document for easy reference.

1. Budget Priorities are determined and approved by SAC Planning and Budget Committee.
2. Administrative Services sends out Resource Allocation Request (RAR) forms. This form contains the mission and the budget priorities for quick reference.
  - The form needs to include items that have been identified and justified in the department program review.
  - The requests need to be prioritized by the program areas, including direct ties to college budget priorities, mission, and intended outcomes
  - All program area RAR's and supporting evidence needs to be submitted to the area vice president for review and prioritization
  - A copy of the RAR needs to be submitted to Administrative Services by the deadlines established along with supporting evidence.
3. Administrative Services compiles prioritized college-wide Resource Allocation Requests
  - Develops a spread sheet with area VP priorities included
  - Segregates requests by VP areas
  - Segregates request by specific request type (personnel, facilities, equipment, technology)
4. Requests reviewed and prioritized by President's Cabinet
  - Resource Allocation Requests are presented to Cabinet by area VP's
  - Cabinet prioritizes RAR's in accordance with college budget priorities, Mission and direct tie to department/division-intended outcomes
  - Tentative SAC budget assumptions are also considered during the prioritization process
5. Area vice presidents share prioritized list with respective departments/divisions and communicate the location of possible funding. Some requests might be funded in the Tentative Budget, during the Adopted Budget, or possibly later depending on funding availability and state budget information.
6. The Vice President of Administrative Services assigns funding categories and sources of funds to prioritized RAR's and presents the information to Cabinet and the Planning and Budget Committee. Allocation of funds is validated after approval of Adopted Budget.
7. After Board of Trustees approves the Adopted Budget (September), the RAR list is reviewed to update the last two columns of the RAR form. (Source of funds and request approved Yes/Deferred)
8. The Planning and Budget Committee, as well as management teams, are provided with the final prioritized RAR list by VP area, and all the resource requests are posted on the Planning and Budget website for campus community review ([IB-18](#)). If there are items that were not approved and the departments can still justify the need, these items could be included in the Resource Allocation Request for the following year's budget process.

Institutional plans have been clearly linked to financial plans by utilizing the SAC Strategic Plan, 2007-2015 ([IIID-11](#)) as a guidance tool for financial decision-making. (The updated version, [Strategic Plan 2014-2016 \(IB.2.a-\)](#) will be utilized for 2014-15.) The Educational Master Plan (EMP), which contains the Strategic Plan, provides the college with "defined goals and processes that will assist the college in the integration of practice and operations" (p. 4.4) ([IIID-12](#)). The EMP integrates the SAC Strategic Plan, the Facilities Master Plan, and the Technology Plan. The EMP also "integrates the planning that aligns with the mission and vision themes of the [c]ollege and the allocation of fiscal, physical, and human resources" (4.4) ([IIID-12](#)). Fiscal expenditures can be seen supporting institutional plans in a number of projects and initiatives. As noted in Standard III.B, using Measure E Bond funding and state augmentation, the college constructed the Criminal Justice Training Center, the Digital Media Center, and the new soccer and athletic facilities on the SAC campus. Planned construction projects with



Measure E Bond funds include the Tessman Planetarium and the Chavez Building renovation project, as well as a student parking lot renovation and expansion ([IIID-13](#)).

SAC's Strategic Plan ([IB-2](#) and IB-2a) states the longer term plans and more short-term annual plans are established by participatory governance committees and College Council. The SAC Mission and Strategic Plan provide the framework for guiding the development of annual SAC budgeting priorities and budget assumptions. The interconnection between the Strategic Plan and financial expenditures in alignment with that plan are evidenced in the budget assumptions and in the true expenditures of Santa Ana College.

Perhaps most significant is the comprehensive set of strategic planning documents that drive the creation and execution of priority activities at the unit level at SAC—the Department Planning Portfolios and program review goals. These portfolios engage unit level leaders in consideration of the college's overall strategic priorities and the role of the specific department in attaining them. The portfolios advance specific priorities that are linked to budget requests. These requests are then prioritized through the college's budget allocation process via the Resource Allocation Request form and are approved by the SAC Planning and Budget Committee and the President's Cabinet ([IIID-14](#), [IIID-15](#) and [IIID-16](#)). Overall, the alignment between institutional planning and expenditures is evidenced in the actualization of the college's Strategic Plan as well as in a number of related planning documents which provide ongoing and more precise support to these connections.

Examples from the college's Strategic Plan include emphasis on student academic achievement and completion ([IIID-21](#)). Historical evidence of related planning and budget linkage is most prominent in the Enrollment Planning Committee's work to assess student needs and demand in various areas of college academic study and to expand and align offerings in those areas. The fiscal evidence to support the alignment of utilizing fiscal resources is contained in the documentation of budget transfers to high demand areas to support expanded offerings for students. Another example is the related planning documents submitted by departments recommending the hiring of additional adjunct faculty, which is based on student need and completion requirements ([IIID-18](#), [IIID-16](#) and [IIID-19](#)).

To further strengthen these areas, SAC undertook an analysis of access to critical math and English courses, linked to student placement scores, and embarked upon a reshaping of the course schedule to expand and fund additional seats for students in these critical, high-demand academic areas, increasing seats in the 2012-2013 year, and again in the 2013-2014 year, with plans to make further gains at the present time (5.) Another example in the co-curricular domain, linked to SAC's Strategic Plan, was the fragmentation of academic support services. A team of management and faculty leaders collaborated for two years to dialogue about ways to expand and consolidate academic support resources. The most recent result of this strategic work is the transfer of approximately \$171,000 in funding from the Student Services Division to the Dean of Humanities to support staffing for the new SAC Learning Center, which began operating in the 2013-14 academic year ([IIID-20](#) and [IIID-21](#)).

The same strategic documents stimulated the development of numerous applications for supplemental resources from multiple local, state, national, and private sector sources. These guide the deployment of millions of dollars in apportionment and categorical funding annually. For example, the EOPS Program Plan uses SAC's Strategic Plan as a point of departure for shaping its program plan and utilizes dedicated funding resources to address specific goals which are measured annually and included in the college's overall assessment of its student success ([III.D-8](#)). The same is true of supplemental grants obtained by applying to the U.S. Department of Education and to private foundations. In this case, federal GEAR UP funds provide a powerful enhancement from local secondary schools to SAC as part of a strategic plan that measures its success annually and links to \$800,000 in SAC funding annually. The Lumina Foundation's Latino Student Success and Community Partnership for Attainment efforts have supported the development of SAC-specific planning documents linked to the overall Strategic Plan, college funding streams, and specific, measurable goals ([IIID-22](#) and [IIID-23](#)).

As faculty continue to incorporate technology into instruction and as the college has worked to meet the ever-increasing need for upgraded technology, student access and use of technology has been a priority for Santa Ana College. The College has installed robust Wifi access throughout the campus,

which enables the entire campus community to utilize technology in support of academic instruction, research, and social interaction. SAC has also spent \$288,584 so far in FY 2013-14, in accordance with program RAR's and the Strategic Plan, to upgrade computer labs and classrooms with new technology that foster greater interactivity with instructional content and media. SAC has also funded technology improvements in student services over the last few fiscal years, including degree audit and WebAdvisor.

### **Campus Perception**

During fall 2013, the Institutional Effectiveness and Assessment Committee, then serving as the Accreditation Oversight Committee, distributed a campus-wide survey related to several processes and conditions at the college. A total of 268 campus members answered the questionnaire. Fifty-eight percent of the respondents either agreed or strongly agreed that the program review is used as part of the planning, budgeting, and resource allocation process. Seventeen percent were neutral on the topic and 17 percent didn't know ([IIID-24](#)).

### **Self Evaluation**

Santa Ana College meets this standard. The college has well-established goals and priorities through its educational master planning processes. The Educational Master Plan informs the President's agenda and the Strategic Plan. The college has a process by which priorities among competing needs are identified by the President's Cabinet via the Resource Allocation Request process, then are communicated to the Planning and Budget Committee, and presented to the College Council and the entire campus community so the campus community has knowledge about the true needs of the institution. The Planning and Budget Committee and College Council do not engage in prioritizing the Resource Allocation Requests but do approve the college budget assumptions and general budget priorities. The difficulty of predicting budget augmentations by the State renders the attempt to rank priorities challenging, but if budget augmentations are available, the President's Cabinet uses the SAC Budget Priorities with alignment to the SAC Mission, recommended by the Planning and Budget Committee, to make decisions on what resource allocation requests will be funded (see [IIIB-45](#)).

The college has responded to the fiscal uncertainties and recent increase in state apportionment by being conservative in college budgeting while focusing on the college's core mission and goals through the resource allocation request process. The college ensures that budget-related information from all campus departments reach the relevant administrators, i.e., deans, supervisors, and vice presidents via the constituency-based participatory governance-based Planning and Budget Committee meetings ([IIID-25](#)). The budgeting process and related meetings are conducted in an open and transparent manner in order to garner input from all constituencies and to maintain an unbiased process to assure authenticity and fairness. The program review process and cycle, coupled with the Resource Allocation Request and budget development process ([IIIB-45](#)), provides a direct link between planning and budgeting activities and allows for the systematic distribution of resources. All support the development, maintenance, and enhancement of programs and services.

Finally, as the increased tax revenue generated from Proposition 30 begins to taper off in 2017-18, the District and colleges must rebuild programs and services in a sustainable manner due to the uncertainty of the new Proposition 98 fund model that has evolved over time ([IIID-4](#)). The RAR process will be driven deeper into the institution by providing even more training at the department level to help the division and departments better understand the connection between departmental planning and budget augmentation requests or "Resource Allocation Requests."

### **Distance Education**

The 2014 update to the SAC Strategic Plan has realigned the SAC technology committee to have a direct report to the SAC Planning and Budget Committee, so as to develop a stronger relationship between the technology needs of the college and the availability of fiscal resources in a realistic manner.

### **Actionable Improvement Plans**

The College will continue to improve its planning and budgeting process by continuing to assess the effectiveness of the RAR process and its delivery of focused resources to the college's Strategic Plan.

The college will continue to further tie the long-term technology needs of the college into long-term financial planning, in alignment with planning and budget needs.

### **III.D.1.b. Institutional planning reflects realistic assessment of financial resources availability, development of financial resources, partnerships, and expenditure requirements.**

#### **Descriptive Summary**

The college's planning reflects a realistic assessment of financial resources, especially in light of fiscal austerity. The district and college's operating budget is primarily derived from the State's general funds, which are apportioned by the legislature. Annually, the Planning and Budget Committee works through and recommends general budget priorities, as well as specific priorities. During the recent devastating budget period, budget priorities were established to guide the institution in making cuts to services and programs ([IIID-26](#)). Alignment of financial resources to the college mission and goals is a critical part of college planning, as outlined in the Resource Allocation Process procedures ([IIIB-45](#)). The college's enrollment management strategies also reflect the realistic assessment of financial resources so that a more realistic assessment of class size averages has evolved over the past three years into a more complex reporting and tracking of enrollment related to FTES targets ([IIID-27](#) and [IIID-28](#)).

The college has employed a variety of efforts designed to ensure that various programs and services are self-sustaining. An example of this is in 2013, the general fund budget that was supporting the Student Health Center was analyzed in collaboration with the Vice President of Student Services, the campus budget office, and the Student Health Center staff. It was determined that the revenue produced by the Health Center can adequately fund the services provided by the Health Center, and the general fund revenue was repurposed.

The college has also invested in the International Student program by allocating one-time funds into recruiting efforts overseas. This investment has been successful, and in essence, it drives additional revenue back to the general fund and the program and services that the International Student Office offers ([IIID-29](#)).

The college has been successful in grant development during this reporting period. Some major grants include: 1. Federal Grants such as Federal Assistance Work Study (FWS) and Federal Supplemental Education Opportunity (SEOG); Workforce Investment Act (WIA); and Gear Up. 2. State Grants such as Basic Skills Initiative grants; DSPS; EOPS; and Matriculation grants. 3. Local grants such as Lumina and California Endowment Grants. Some of these grants have resulted in establishment of long-term partnerships with outside entities ([IIID-30](#)).

In order to maintain a realistic understanding of available fiscal resources, the Planning and Budget Committee receives monthly updates on the state, district, and local SAC budgets ([IIID-8](#) and [IIID-9](#)). Quarterly cash flow reports, also called "quarterly budget performance reports" are presented to the Planning and Budget Committee ([IIID-31](#)), College Council ([IIID-32](#)), and the President's Cabinet ([IIID-33](#)). Weekly updates on budget status are produced by the Vice President of Administrative Services to the President's Cabinet ([IIID-33](#)). Regular budget updates are presented to the Academic Senate ([IIID-34](#)). Regular budget updates are also provided to the SAC Management Team ([IIID-35](#)). Both the tentative and adopted budget summaries come to College Council and the Planning and Budget Committee. Sometimes there are ancillary documents presented to College Council and the Planning and Budget Committee that highlight financial issues and give more detailed information ([IIID-36](#), [IIID-37](#) and [IIID-38](#)). The SAC budget is created based on available revenues and resources and is rolled over from the prior fiscal year with budget augmentations allocated based on actual departmental needs that are listed in department program review documents ([IB-18](#)).

## **Self Evaluation**

Santa Ana College meets this standard. The college has demonstrated that it effectively links institutional planning efforts with a realistic assessment of available financial resources. The budget development process has been very effective during this reporting period, especially in response to the dramatic uncertainties in state appropriations. SAC leadership recognizes the importance of aligning resource allocation to the Strategic Plan, college budget priorities, while developing and maintaining a prudent contingency balance of 20 percent of SAC's ending balance in FY 2013-14. The district and college have been realistic in matching budget assumptions with financial resource availability. The college has been diligent in communicating state, district and college budget performance and trends to the campus community on a regular basis. SAC has also developed lucrative long-term partnerships through grant awards. Standard III.B demonstrates that the district and SAC are in the process of ongoing major facilities renovation and construction and have effectively budgeted to meet goals of the RSCCD Comprehensive Master Plan, inclusive of the Facility Master Plan ([doc--CMP](#)).

## **Actionable Improvement Plans**

None.

### **III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

#### **Descriptive Summary**

SAC and the district are addressing this standard in various ways through established participatory governance committees at the district ([IIID-39](#), [IIID-40](#), and [IIID-41](#)) and at SAC ([IB-18](#), [IB-47](#), and [IB-19](#)). Although the budget is developed annually, the long-term commitments of the district are included and acknowledged during discussions in these meetings. The evidence for long-term fiscal planning priorities is set in the SAC Strategic Plan (see [IB-2](#)) and the Educational Master Plan ([IIID-11](#)).

The economic position of the district is closely tied to that of the State of California. The district management closely monitors the state budget information and carefully evaluates resources to effectively address both internal and external issues. Through prudent budgeting and planning, the district has maintained a significant reserve to maintain fiscal viability as the state has struggled through structural deficits. The district has also been able to accommodate large apportionment deferrals. When making short-range financial plans, the district considers how these immediate plans will impact long-term fiscal planning and priorities. The district regularly prepares Multi-year Projections that are shared with and discussed at the district Fiscal Resources Committee ([IIID-42](#)).

The district, as well as the college, maintains annual operating budgets using prudent fiscal practices allowing for contingencies and unanticipated expenses. During the economic downturn beginning in 2008, the district made responsible budget reductions and didn't budget for revenue that was not expected to materialize. As reported in the district CCFS-311 Reports ([IIID-43](#)), the district's unrestricted ending fund balance as of June 30, 2013, was \$37,633,190, and as of June 30, 2012, was \$43,608,426. Within these amounts, \$7,209,150 and \$7,190,256, respectively, were designated as Board Policy Contingency, representing five percent of total unrestricted general fund expenditures, in accordance with the recommended prudent reserve level by the California Community College State Chancellor's Office. In addition, \$25,035,466 was earmarked as Budget Stabilization Fund as of June 30, 2013, and \$29,867,597 as of June 30, 2012, to address unanticipated state budget reductions, and to stabilize the district budget without the need for mid-year budget reductions. The district is strategically spending down the ending fund balance as a stabilization mechanism during the transition to the SB 361 Budget Allocation Model, while strategically investing in class sections for the opportunity to earn growth funding.

In fiscal year 2013-14, SAC has also established a contingency reserve of 20 percent of the college's ending balance to address unanticipated fiscal emergencies on campus ([IIID-6](#)). If unspent at the end of the fiscal year, the contingency reserve will be accounted for in the college's ending balance and will

be used as carry-over funds for the following fiscal year. A SAC contingency reserve is also a component of the FY 2014-15 budget assumptions.

The district's plans for payments of long-term liabilities and obligations exist in the annual budget and the budget assumptions (IIID-44, page 103). The Educational Master Plan (IIID-11) also states that the college will live up to all of its financial obligations, including all fixed costs, which includes insurance payments, payroll obligations, and health benefits, among others. The college works with the district as well to make sure that all obligations are met.

The district recognizes its financial obligations and seeks to fund all current and long-term financial obligations fully, following generally accepted accounting principles. The district has maintained and funded a self-insurance fund for Workers' Compensation (IIID-44, page 72) and property and liability exposures (IIID-44, page 69), and a Retiree Health Benefits Fund (IIID-44, page 76) for many years and budgets for and contributes to both funds annually. In addition, the district also recognizes the importance of funding building scheduled maintenance and has budgeted for and contributed to the Capital Outlay Fund (IIID-44, page 56) each year for this purpose (IIID-44). After the transition to the SB 361 Budget Model, the district began setting aside reserves in order to meet many of its long-term obligations. Funds are also set aside at the district level in order to meet some of these joint obligations and to take care of some of the residual obligations during the transition to the new budget model. The other Post-Employment Retirement Benefit obligations (OPEB) are held in accounts at the district.

Based upon the district's most recent actuarial study (IIID-45), as of February 1, 2012, the district's actuarially determined unfunded liability was estimated at \$92,397,836. As of June 30, 2013, \$36,635,945 has been accumulated and set aside in a separate fund to address this obligation. Based on the 2013-14 Board-approved budget assumptions (IIID-44), the district contributes one percent of total salaries plus an additional \$500,000 toward the Annual Required Contribution (ARC). In addition, in both 2011-12 and 2012-13, the district contributed an amount equal to or exceeding the full ARC of \$8,743,003.

With regard to student obligations, the Financial Aid office monitors financial aid obligations, such as student loan default rates and compliance with federal regulations. Student loan rates are reported in the ACCJC Annual Fiscal Report (IIID-46).

To date, cash balances have been sufficient to support district operations, including periods when the State does not enact a timely budget and apportionment is deferred. Due to significant state apportionment deferrals to community colleges resulting from the State's recent fiscal crisis, the district has options in place to access cash should the need arise. The district could borrow for cash flow purposes against the Retiree Health Benefits Fund in the event of a fiscal emergency, for purposes of meeting the actual and necessary expenses of the district.

Lastly, every staff member accrues vacation hours based upon union contractual agreements and position types. Starting January 1, 2015, there will be a maximum limit of 432 hours of accrued vacation that is enforced annually for management employees and must be used. Beginning January 1, 2015, a management employee with excessive vacation accrual will not be allowed to accrue until enough vacation has been used to get under the 432 hours of excess.

### **Self Evaluation**

Santa Ana College meets this standard. Santa Ana College has taken great steps in order to make sure that its short- range financial plans are aligned completely with its long-range financial priorities.

It is only since the transition to the new budget allocation model that Santa Ana College has been responsible for setting aside some of its allocation in order to meet some contractual considerations, as well as to act as a contingency fund for campus emergencies. The district and college have demonstrated that it effectively plans for payments of long-term liabilities within the framework of its planning processes and the annual operating budget. The district has also secured long-range revenues through its passage of construction bonds in both 2002 and 2012.



## **Actionable Improvement Plans**

The college will continue to adapt to the unique characteristics of the new SB 361 Budget Allocation Model which allow the college to be more in control of its financial stability and which allow the college to align its priorities to the resources available.

### **III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

#### **Descriptive Summary**

At the college, financial planning begins within the departments in establishing needs and priorities through the program review process ([IIIB-45](#)). The plans and priorities are submitted to the dean in an academic area or director in a support services division. All of the needs are prioritized, aggregated, and analyzed. These prioritized needs are then submitted to the area vice president for area-level priorities, and then those priorities are then submitted to President's Cabinet. At President's Cabinet, each vice president's priorities are analyzed in relation to the institutional priorities/goals of the Strategic Plan, also taking into consideration college budget priorities. Once the information is prioritized and aggregated, the results are brought forth to the Planning and Budget committee for its review and made available college-wide. The results are analyzed and discussed at Planning and Budget committee meetings. Items are analyzed as to their alignment to long-range goals, budget priorities, and financial viability.

On the district level, priorities come from the college to the district for discussion and consideration. The planning aspect is discussed at the Planning and Organizational Effectiveness committee (POE), where priorities are established. This is a new process as of 2013-14, and needs to be reviewed for efficacy ([IIID-47](#)).

At the district level, the process for financial planning and budget development is described in the Adopted Budget document ([IIID-44](#)), which is published annually and in Board Policies and Administrative Regulations related to budget. Included in the Adopted Budget document are the Fiscal Resources Committee (FRC) recommended and Board-approved budget assumptions, the entire Budget Allocation Model (BAM), and the district's Sound Fiscal Management Self-Assessment Checklist ([IIID-48](#), page 125). In addition, the FRC minutes ([IIID-49](#)) and Board of Trustees minutes also document the processes ([IIID-50](#)). These can all be found on the district website for all college constituents to review.

The mechanisms and processes used at the college ensure that constituents participate in the financial planning and budget development process. This is exhibited by the participation and communication of the priorities and needs of each respective department via the Resource Allocation Request process ([IB-33](#)). The academic leader (i.e., department chair) is responsible to communicate this information to the dean. The non-academic leader, (i.e., director/manager) communicates this same information to the responsible overseeing administrator. The Planning and Budget Committee, as well as College Council, both are involved in the development of SAC budget priorities and SAC budget assumptions.

The district Fiscal Resource Committee is the participatory governance-based committee charged with reviewing and evaluating the BAM; monitoring state budget development; recommending budget adjustments; developing assumptions for the Tentative and Adopted budgets; developing the district budget calendar; assessing effective use of financial resources; and reviewing and evaluating financial management processes. The committee is chaired by the Vice Chancellor of Business Operations and Fiscal Services and includes participation of faculty, classified staff, and management representatives from both colleges and District Operations ([IIID-39](#)).

## **Campus Perception**

During fall 2013, the then Institutional Effectiveness and Assessment Committee distributed a campus-wide survey related to several processes and conditions at the college. A total of 268 campus members

answered the questionnaire. Related to budget development and participation in the process, 41 percent of the respondents either agreed or strongly agreed that the SAC budget process was open, transparent, and includes input from staff. Twenty-five percent were neutral on the topic, and 16 percent didn't know ([IIID-24](#)).

### **Self Evaluation**

Santa Ana College meets this standard. The college has demonstrated that it has procedures in place to garner organic, meaningful information from all departments across the institution and that there is dialogue at the Planning and Budget committee meetings to ensure all constituencies are part of the process. The college adheres to well-defined guidelines and processes for financial planning and budget development based upon the mission, goals, and Strategic Plan of the college. These processes are open, and opportunities exist for participation in the process by all college constituents.

### **Actionable Improvement Plans**

The college must continue to obtain quality input from all departments in the institution, and it must make sure that the priorities set by all the departments are judged fairly and openly with respect to the long-term needs of the institution.

The campus budget office will conduct further training with all constituency groups to ensure the budget development and resource allocation request process is clear and tied to the Strategic Plan.

## **III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

### **III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services.**

#### **Descriptive Summary**

The district and college's financial documents are a result of the collective work of the institution's participatory governance process. Resources are then allocated in support of student success. The district's annual budget is developed utilizing information within the state budget and from documents prepared by the California Community College Chancellor's Office. The district utilizes its Budget Allocation Model (BAM) to distribute funds to the colleges, and the colleges determine their respective allocation of resources through their local planning processes. The BAM is a revenue allocation model and therefore distributes revenues rather than dictating expenditure allocations. The college has allocated funds that support institutional goals by making investments in course offerings in order to capture growth/access/restoration; technology; facilities; and targeted personnel hires.

As demonstrated in standard III.C, the college has created a special funding account for technology as a part of the college's budget assumptions, which recognizes the importance of technology in considering priorities for funding. As described in Standard III.B, the college has created a Facilities Plan to renovate and add new construction that will be critical in meeting the college's instructional mission to 2023 and beyond. During this reporting period, the number of full-time English, math, and science faculty was emphasized, and will be significantly increased in fiscal year 2014-15 ([IIID-16](#)). The table below outlines how SAC allocated resources among the different areas to support student learning programs and services. For the year 2013-14, the allocation to Academic Affairs was 61 percent, the allocation to the School of Continuing Education was 13 percent, the allocation to Student Services was 13 percent, the allocation to Administrative Services 10 percent, and the allocation to the President's Office was three percent.



**Table 52. SAC Budget Allocation by Area (Three Years)**

**SAC BUDGET ALLOCATION BY AREA (Three Years)**

SANTA ANA COLLEGE		FY 2013/14				FY 2012/13				FY 2011/12 *			
AREA	DESCRIPTION	Allocated Budget	% Alloc.	Actuals 3/25/14	% Used	Allocated Budget	% Alloc.	Actuals 6/30/13	% Used	Allocated Budget	% Alloc.	Actuals 6/30/12	% Used
Academic Affairs	Salaries and Benefits	41,919,325	56%	28,673,819	68%	41,103,346	55%	40,757,769	99%	40,366,627	52%	40,440,241	100%
Academic Affairs	Non Salary Accounts	3,660,804	5%	1,832,292	50%	3,386,408	5%	3,088,377	91%	3,352,237	4%	3,238,193	97%
	<b>Total Academic Affairs</b>	<b>45,580,129</b>	<b>61%</b>	<b>30,506,111</b>	<b>67%</b>	<b>44,489,754</b>	<b>60%</b>	<b>43,846,146</b>	<b>99%</b>	<b>43,718,864</b>	<b>57%</b>	<b>43,678,434</b>	<b>100%</b>
School of Continuing Ed	Salaries and Benefits	9,354,856	12%	5,998,713	64%	9,313,300	13%	9,162,849	98%	10,470,948	14%	10,218,707	98%
School of Continuing Ed	Non Salary Accounts	616,610	1%	301,995	49%	464,754	1%	436,436	94%	445,562	1%	424,641	95%
	<b>Total SCE</b>	<b>9,971,466</b>	<b>13%</b>	<b>6,300,708</b>	<b>63%</b>	<b>9,778,054</b>	<b>13%</b>	<b>9,599,285</b>	<b>98%</b>	<b>10,916,510</b>	<b>14%</b>	<b>10,643,348</b>	<b>97%</b>
Student Services	Salaries and Benefits	9,871,109	13%	6,453,465	65%	10,070,195	14%	9,792,691	97%	9,820,920	13%	9,596,604	98%
Student Services	Non Salary Accounts	78,109	0%	10,663	14%	202,802	0%	144,065	71%	87,179	0%	51,789	59%
	<b>Total Student Svcs</b>	<b>9,949,218</b>	<b>13%</b>	<b>6,464,128</b>	<b>65%</b>	<b>10,272,997</b>	<b>14%</b>	<b>9,936,756</b>	<b>97%</b>	<b>9,908,099</b>	<b>13%</b>	<b>9,648,393</b>	<b>97%</b>
Administrative Services	Salaries and Benefits	4,216,889	6%	2,556,920	61%	3,944,442	5%	3,723,388	94%	3,962,270	5%	3,714,801	94%
Administrative Services	Non Salary Accounts	3,409,661	5%	2,173,793	64%	3,368,930	5%	2,982,249	89%	3,958,676	5%	2,702,610	68%
	<b>Total Administrative Svcs</b>	<b>7,626,550</b>	<b>10%</b>	<b>4,730,713</b>	<b>62%</b>	<b>7,313,372</b>	<b>10%</b>	<b>6,705,637</b>	<b>92%</b>	<b>7,920,946</b>	<b>10%</b>	<b>6,417,411</b>	<b>81%</b>
President's Office*	Salaries and Benefits	1,376,424	2%	547,886	40%	1,429,534	2%	773,592	54%	4,459,094	6%	3,150,133	71%
President's Office	Non Salary Accounts	792,772	1%	(11,744)	-1%	1,122,053	2%	(75,565)	-7%	60,181	0%	60,767	101%
	<b>Total President's Office</b>	<b>2,169,196</b>	<b>3%</b>	<b>536,142</b>	<b>25%</b>	<b>2,551,587</b>	<b>3%</b>	<b>698,027</b>	<b>27%</b>	<b>4,519,275</b>	<b>6%</b>	<b>3,210,900</b>	<b>71%</b>
	<b>Total</b>	<b>75,296,559</b>	<b>100%</b>	<b>48,537,802</b>	<b>64%</b>	<b>74,405,764</b>	<b>100%</b>	<b>70,785,851</b>	<b>95%</b>	<b>76,983,694</b>	<b>100%</b>	<b>73,598,486</b>	<b>96%</b>

\* Auxiliary Svcs and safety expenses budgeted at the campuses in FY 11/12

Financial information is readily available from the district website and throughout the district from a variety of sources. Faculty, staff, students, and administrators have numerous opportunities to be informed. The Fiscal Resources Committee is the main district participatory governance committee that discusses and makes recommendations to District Council regarding these issues. A budget calendar is prepared and agreed to in order to support financial planning and management. Financial and budget information is shared with this committee and posted to the website (IIID-43). Every month, the Intranet is updated with the latest District-wide Expenditure Report. At each meeting, FRC is provided with state budget updates and various other fiscal reports. The Vice Chancellor of Business Operations and Fiscal Services gives the Board of Trustees regular budget updates as well, and these are also posted on the website for all constituents to access. At the college, regular budget updates are provided at constituency-based participatory governance meetings.

**Campus Perception**

During fall of 2013, the Institutional Effectiveness and Assessment Committee distributed a campus-wide survey related to several processes and conditions at the College. A total of 268 campus members answered the questionnaire (IIID-24). Forty-one percent of the respondents either agreed or strongly agreed that appropriate and timely financial information is provided regularly to SAC constituencies. Twenty-six percent were neutral on the topic, and 16 percent didn't know.

The annual independent audit validates that the district and college's internal accounting practices have followed applicable practices, including generally accepted auditing practices, the *California Community Colleges Budget and Accounting Manual*, Governmental Accounting Standards Board (GASB), and applicable regulatory compliance. The 2012-2013 Annual External Financial Audit (IIID-43) was completed with the following comments from the auditors to the district's Board of Trustees:

*Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standard applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the*

*auditor considers internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We believe the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.*

*In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities and the discretely presented component units of the District as of June 30, 2013, and the changes in net position and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.*

### **Self Evaluation**

Santa Ana College meets this standard. Resource allocations through the budgeting process follow a participatory governance model wherein multiple governance bodies contribute to the overall result. Those participatory bodies include:

- District Executive Management Team (Chancellor's Cabinet)
- District Council
- District Planning and Organizational Effectiveness Committee (POE)
- District Fiscal Resources Committee (FRC)
- College President's Cabinet
- College Council
- Academic Senate
- College Management Team

The allocation and use of financial resources at the college level are evidenced above and support student learning programs and services/

### **Actionable Improvement Plans**

None.

### **III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

#### **Descriptive Summary**

Annually, the district undergoes an independent audit for the district as a whole, and audits are conducted individually for each of the foundations, auxiliary operations, and bond program. The audits provide an opinion on the adequacy of financial statements based upon materiality and on internal controls. They also audit several federal and state compliance areas and report on any issue found. The auditors have issued clean opinions and have not identified any deficiencies in internal control over financial reporting that they would consider material weaknesses ([IIID-43](#)). Any identified audit findings are included in the audit, and the district's responses to the findings are also included. The district has had minimal audit findings and has regularly corrected any issues prior to the following year's audit. Audit results are used to improve the management of the district and college financial procedures and policies. To assure appropriate institutional response, the Fiscal Audit Committee of the Board of Trustees oversees the audit process and meets annually with the independent certified public accounting firm to discuss the audit and any findings. Once the audits have been Board approved, they are posted to the district website for all constituents.

## **Self Evaluation**

Santa Ana College meets this standard. The district's adopted budgets and district's financial statements are reviewed annually by independent auditors, and during this reporting period, have resulted in unqualified reports related to the financial statements and have had few findings, none related to internal controls. Fiscal Budgets and Audit reports are shared with the public during Board of Trustees meetings and at the district website (rscdd.edu) for existing and previous fiscal years (DIII-49). Audit findings are included in the budget report and shared with the public.

## **Actionable Improvement Plans**

None.

### **III.D.2.c. Appropriate financial information is provided throughout the institution.**

#### **Descriptive Summary**

The Board of Trustees receives information about fiscal planning and its link to institutional planning on a regular basis. Quarterly investment reports ([IIID-51](#)) and 311-Q financial reports ([IIID-43](#)) are presented to the Board of Trustees and posted to the district's website, with state budget updates and projections presented to the Board of Trustees as needed by the Vice Chancellor of Business and Fiscal Operations. The reports presented to the BOT are the connection to institutional planning, where state funding priorities are established by the Governor, and in turn, the Board of Governors. The district responds with strategic planning for the colleges in a manner that can capitalize on state-funded initiatives. When district plans are presented to the BOT ([IIID-52](#)), the plans may include significant financial data and projections of cost.

Information regarding the budget, fiscal conditions, financial planning, and audit results is provided to the college community in a variety of ways. The campus community is informed by fall and spring semester through written communications produced and disseminated to the entire campus community by the Vice President of Administrative Services ([IIID-53](#) and [IIID-5](#)). SAC institutional leaders are informed about fiscal planning and its alignment to institutional planning through regular updates at College Council from the Planning and Budget Committee ([IIID-54](#)). Weekly updates for the President's Cabinet provided by the Vice President of Administrative Services ([IIID-33](#)) provides updates on SAC financial performance, a forecast of impacts to strategic planning that might be originated from the Board of Governors or the Governor, and any local finance updates that may have an impact on institutional planning. Discussions also take place in President's Cabinet that address the institutional Strategic Plan, instructional planning, and the alignment to budgeting and finance. The information that is discussed, and any recommendations from the Planning and Budget Committee or College Council is disseminated to faculty through the Academic Senate reporting structure ([IIID-55](#) and [IIID-56](#)).

For classified employees, the information is disseminated via the classified staff representative in the Planning and Budget Committee and College Council and then to all classified employees through regular direct communication. In an effort to enhance participatory governance communication, the CSEA E-board created a committee summary form. This information is presented to the membership during monthly CSEA meetings; CSEA minutes reflect this communication ([IIID-57](#)). The unapproved minutes are sent to all CSEA representatives via district mail. A CSEA website exists where all minutes and committee reports are posted ([IIID-58](#)). All correspondence, minutes, and documents that are produced and discussed in the SAC Planning and Budget Committee are available online for the campus community to view and analyze at their convenience.

The District Budget is available for public inspection prior to being presented to the Board of Trustees. After Board approval, adopted budgets are posted to the RSCCD Fiscal Services website for the general public. ([RSCCD budget recap for unrestricted general fund 11 and fund 13](#)). Unrestricted fund reports are generated by departments in which revenue and expense accounts are aggregated.

The SAC budget and planning committee presents information for Santa Ana College expenses throughout the year by object code and includes two previous years for comparison purposes ([IIID-4](#)).

Beginning July 2013, Santa Ana College started to provide monthly cash flow reports to the Planning and Budget Committee. These reports are available in the report repository website for all Datatel users. Cash flow reports aid the colleges to monitor monthly and semester related expenses. This also helps to better project carryover funds and plan accordingly for the following fiscal year.

### **Self Evaluation**

Santa Ana College meets this standard. The district and the college have demonstrated that financial information is shared in a variety of ways, via in-person and written reports and presentations. The Board of Trustees receives regular financial presentations, and audit reports are made public and are posted in the district website [rsccd.edu](http://rsccd.edu). The college has created cash flow reports that allow the divisions and departments to better track their own budget performance, and the campus budget office has trained end users on how to run the reports. The college has benefited from greater transparency in the process of budget development and from a more active approach in educating the campus community to the ever-changing financial conditions of the State and its impact on the college.

### **Actionable Improvement Plans**

SAC will continue to provide budget training to the different departments and to provide tools for budget planning and monitoring. This will help the college to be more efficient and maintain usable, reliable, and coherent data to be used for decision-making college-wide.

### **III.D.2.d. All financial resources including long and short term debt instruments (such as bonds and Certificates of Participation) auxiliary activities, fund-raising efforts and grants are used with integrity in a manner consistent with the intended purpose of the funding source.**

#### **Descriptive Summary**

The SAC Foundation's Mission aligns itself with the College Mission, whereby the Foundation's goal is to maintain, expand, and enhance opportunities for students by linking community, organizations, businesses, funding sources, friends, alumni, and staff. The Foundation provides resources to ensure that no student is denied educational opportunities due to financial restrictions. The Foundation awards more than \$340,000 each year in scholarships to continuing students as well as graduates transferring to a four-year college or university ([IIID-59](#)).

The district's Resource Development Office has direct oversight of all grant applications, monitoring, and reporting. Grant application requests are also brought to College Council for review and recommendation related to the alignment of the grant to the mission of the college as well as the commitment of the college's facilities, personnel, and available resources. Budgets are established according to the grant agreement and submitted for Board of Trustees for approval. Any changes in the grant budget originated at the college are sent to Resource Development for review and then forwarded to District Fiscal Services for final review and approval ([IIID-60](#)). The district Planning and Organizational Effectiveness (POE) committee also reviews potential grant opportunities for alignment to the District Mission ([IIID-61](#)).

The district has sufficient and competent supervisory staff in the Business Operations and Fiscal Services office to regularly evaluate fiscal management processes related to the auxiliary, fundraising, and grant activities. In addition, all allocation decisions and activities occur in accordance with state law, GASB, and the Budget Accounting Manual. The district also conducts internal audits to assess processes and uses the results of those audits to make improvements to financial and information systems.

Both general obligation bond programs (Measure E and Measure Q) possess a Citizen's Oversight Committee as outlined in the ballot language. The district's bond measures are overseen by the Citizen's Oversight Committee, which meets regularly to appraise the district's application of bond monies to the priority list of projects. Measure E expenditures have been audited annually with clean audit reports. Measure Q bond funds have not been made available for projects up to this point in the reporting period; however, it will be subject to the same strict guidelines and protocols as Measure E.

### **Self Evaluation**

Santa Ana College meets this standard. The SAC Foundation's mission and activities are in alignment with the college's mission. The annual independent audits of budgets, procedures, and documentation affirms the district's continued focus on presenting and reporting financial records with integrity and in accordance with federal and state guidelines.

### **Actionable Improvement Plans**

None.

### **III.D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement**

#### **Descriptive Summary**

The district's external auditors have issued clean opinions and have not identified any deficiencies in internal control over financial reporting that they would consider material weaknesses. Any identified audit findings are included in the audit, and the district's responses to the findings are also included. The district has had minimal audit findings during this reporting period and has regularly corrected any issues prior to the following year's audit. Audit results are used to improve the management of the district financial procedures and policies (IIID-43).

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable improvement plan**

None.

### **III.D.3 The institution has policies and procedures to endure sound financial practices and financial stability.**

#### **III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

#### **Descriptive Summary**

The district has had a strong ending fund balance for the last five years. This has been a result primarily of the district's conservative approach with regard to spending and a hiring strategy in which vacant positions left by retirees and resignations have not been fully replaced in all areas. This has helped the district when facing deferred payments from the State. Because of this ending fund balance, the district has been able to meet payroll obligations to all its employees without having to borrow funds from the County of Orange or any other lending institution.

The District's ending fund balance for the past five years is outlined below (Adopted Budget for 2013-14 p.11, DIII-7???)



**Table 53. RSCCD Ending Fund Balance: FY 2008-2014**

<b>FY</b>	<b>Adopted Beginning Fund Balance</b>	<b>Adopted Ending Fund Balance</b>	<b>Actual Ending Fund Balance</b>
2008-09	15,687,397.00	9,219,765.00	16,867,113.00
2009-10	16,867,113.00	9,449,213.00	32,190,876.00
2010-11	32,190,876.00	23,149,207.00	47,079,378.00
2011-12	47,079,378.00	38,167,197.00	44,365,824.00
2012-13	44,365,824.00	36,706,621.00	39,282,532.00
2013-14	39,282,532.00	36,063,954.00	

The district also sets aside a five-percent Board Policy Contingency ([IIID-62](#)), which is included in the ending fund balance. For FY 2013-14, Santa Ana College has set up a contingency account which is 20 percent of its \$3.6 million ending balance. The contingency amount set aside for SAC is \$724,000. These funds will be utilized for facility emergencies and unforeseen occurrences.

The district possesses sufficient insurance to cover potential risk exposure. It has established separate Self-Insurance Funds for two types of self-insurance activity: Workers' Compensation and property and liability insurance ([IIID-44](#), pages 72 and 69). The district has a Risk Management department to ensure the risk management program meets all legal requirements and provides protection and/or insurance against loss, damage, or disability in accordance with the California Education Code. The District participates in two Joint Powers Agreement (JPA) entities: The Alliance of Schools for Cooperative Insurance Programs (ASCIP) and the Schools Excess Liability Fund (SELF). ASCIP arranges for and provides property, liability, and workers' compensation insurance for its member school districts. SELF arranges for and provides for excess liability coverage for approximately 1,100 public educational agencies. The district funds two Internal Service Funds, one for Workers' Compensation and one for property and liability, based on estimates of the amounts needed to pay prior year claims and current year premiums. The combined assets in these two funds as of June 30, 2013 amounted to \$8,032,121.

Through careful planning and fiscal management, over the past five years the district has maintained a more than adequate fund balance and sufficient cash reserves. The Board of Trustees has a policy of a minimum reserve equal to five percent of the general fund budget ([IIID-62](#)). The district fiscal team continuously reviews financial conditions and state funding levels and provides timely, ongoing assessments of potential risks and opportunities. As of June 30, 2011, the district's Unrestricted General Fund Balance was \$46,510,997. As of June 20, 2012, the balance was \$43,608,426, and as of June 30, 2013, the balance was \$37,633,190.

To date, cash balances have been sufficient to support District Operations, including periods when the State does not enact a timely budget and apportionment is deferred. Due to significant state apportionment deferrals to California Community Colleges resulting from the State's recent fiscal crisis, the district has options in place to access cash should the need arise. The district could borrow for cash flow purposes against the Retiree Health Benefits Fund in the event of a fiscal emergency, for purposes of meeting the actual and necessary expenses of the district. In addition, the district could borrow from the Orange County Treasurer to obtain a temporary transfer of funds, not exceeding 85 percent of anticipated revenues, to meet current expenditures.

The district analyzes its financial obligations annually and seeks to fund all current and long-term financial obligations fully, following generally accepted accounting principles. The largest district liability is its General Obligation Bonds, and the second largest obligation is the net OPEB obligation. Payments on the General Obligation Bonds are made by the Bond Interest and Redemption Fund with local property tax collections ([IIID-43](#)). The district is currently fully funding the Annual Required Contribution (ARC) for the OPEB obligation.

### **Self Evaluation**

Santa Ana College meets this standard. The college has sufficient cash flow and reserves and has taken appropriate steps to meet risk management responsibilities and to plan for financial emergencies. In light of the State's current budget situation, the conservative approach taken by RSCCD allows the district and colleges to continue to operate without negatively impacting employees or funding for essential programs.

### **Actionable Improvement Plans**

None.

### **III.D.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, or foundations, and institutional investments and assets.**

#### **Descriptive Summary**

To ensure oversight of finances including financial aid, grants, externally funded programs, contractual relationships, foundations, and investments, the college and the district have an annual comprehensive external audit prepared in accordance with generally accepted accounting principles. The auditors give feedback on the financial statements and the adequacy of the accounting procedures and internal controls.

Oversight and management of fiscal resources begins at the district level under the direction of the Vice Chancellor of Business Services and Fiscal Operations in cooperation with the Vice President of Administrative Services at the college. Effective oversight begins with Board Policy. District Fiscal Services is responsible for interpreting Board Policy by establishing and monitoring the internal control policies that protect the assets of the district and the colleges. An independent certified public accountant performs the annual audit of all financial records including the auxiliary accounts. District and college-level participatory governance entities such as the District Council and College Council are informed of the financial status of the district and college on a regular basis. College-level oversight is led by the Vice President of Administrative Services and the campus budget office, working jointly with District Fiscal Services.

The district provides compliance oversight of all financial reports. The SAC Foundation engages in different fundraising activities throughout the year. The funds are managed by the SAC Foundation Director and reviewed by the Foundation Board of Directors. The Foundation operational budget is approved by the Board of Directors, and quarterly financial reports are provided to the Foundation Board of Directors for information purposes. Checks require two signatures. The President of the College, the Vice President of Administrative Services and the Vice President of Student Services are all signers on the Foundation bank account. All accounts have a Foundation Account Form, where the purpose of the account, restrictions and fundraising goals are outlined. This form facilitates the expense approval process by referring to the account intent and creates transparency in the fiscal management of the foundation funds.

The Foundation is audited annually by independent auditors as part of the district's annual external audit. All foundation investments are accounted for and documented by the SAC Campus Budget Office to ensure proper internal controls. The District Financial Aid Fund, categorical grant and district auxiliary funds are included in the annual audit report. The district's Resource Development Office has direct oversight of all the grants application, monitoring and reporting. Budgets are set up according to the grant proposal and submitted for Board approval. Any changes in the Grant Budget originated at Santa Ana College are sent to Resource Development for review, and then they are forwarded to District Fiscal Services for final review and approval. The POE committee also reviews grants ([IIID-63](#)).

The district has sufficient and competent supervisory staff in the Business Operations and Fiscal Services Office to regularly evaluate fiscal management processes. Each year in a two-year cycle, the office updates a planning portfolio/program review document that addresses its goals, functions, self-



study, and recommendations related to its processes and implements changes as necessary. In addition, the Assistant Vice Chancellor of Fiscal Services and the college Vice Presidents of Administrative Services of both colleges meet regularly to discuss fiscal issues and make changes to procedures as necessary. The district also conducts internal audits to assess processes and uses the results of those audits to make improvements to financial and information systems.

In July 2007, the district started the implementation of a new software program, Datatel Colleague. This program integrates fiscal, student services, and human resources modules. This program has been fully implemented, and proper training has been provided to all Datatel users in their respective areas. Internal controls processes have been in place and include setting up proper security access levels in Datatel for users and approvers for processing of purchase orders and class scheduling. Budget changes are initiated at a division level and approved by the appropriate vice president. Immediate year-to-date data is available to users for monitoring and analysis purposes.

### **Self Evaluation**

Santa Ana College meets this standard. The college and the district have multiple levels of oversight to assure ethical and transparent fiscal management of all finances, including financial aid; grants and externally funded programs; and auxiliary services. There is a mechanism established to monitor student loan defaults and the revenue streams and assets. The college regularly assesses its processes and uses the results of the assessment to revise and improve its processes. Audits are conducted to ensure that ongoing assessment of the fiscal and financial resource for the college and the district are efficiently managed and in compliance.

### **Actionable Improvement Plans**

None.

## **III.D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee obligations.**

### **Descriptive Summary**

The district analyzes its financial obligations annually and seeks to fund all current and long-term financial obligations fully, following generally accepted accounting principles. The largest district liability is its General Obligation Bonds, with the second largest obligation the net OPEB obligation. Payments on the General Obligation Bonds are made by the Bond Interest and Redemption Fund with local property tax collections. The district is currently fully funding the Annual Required Contribution (ARC) for the OPEB obligation. The district also accrues for faculty load bank leave and for vacation payouts. As of June 30, 2013, \$36,635,945 has been accumulated and set aside to in a separate restricted fund to address this obligation. Based on the Board-approved budget assumptions, the district contributes one percent of total salaries plus \$500,000 toward the Annual Required Contribution (ARC). In addition, in both 2011-12 and 2012-13, the district contributed an amount equal to or exceeding the full ARC of \$8,743,003 (IIID-64 and IIID-45).

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

None.

**III.D.3.d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting methods.**

**Descriptive Summary**

The district's annual other postemployment benefit (OPEB) cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial accrued liabilities (UAAL) (or funding excess) over a period not to exceed thirty years. (III.D-43)

**Self Evaluation**

Santa Ana College meets this standard.

**Actionable Improvement Plans**

None.

**III.D.3.e. On an annual basis the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

**Descriptive Summary**

The district has a healthy fund balance and therefore has not incurred any debt in the general fund. The only locally incurred debt relates to the district's Measure E General Obligation Bond Funds. The district has a Citizens' Bond Oversight Committee, which oversees the spending of bond funds in compliance with Proposition 39. Independent external auditors conduct an audit annually (III.D-64). Repayments of the debt are made through the Bond Interest and Redemption Fund with local property tax collections specific to this purpose.

**Self Evaluation**

Santa Ana College meets this standard.

**Actionable Improvement Plans**

None.

**III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to endure compliance with federal requirements.**

**Descriptive Summary**

Student loan default rates are monitored annually by the college Financial Aid Office. SAC default rate has been slowly increasing over the last few years, but it is an acceptable 18.5 percent. (Less than 20 percent is considered acceptable by the State Chancellor's Office.)

The college is in compliance with federal regulations regarding student loans by fulfilling the requirement to reconcile federal student loans on a monthly basis. Reconciliation documents are kept in the college Financial Aid Office.

Santa Ana College does not offer institutional loans and therefore collects no revenue from loans.

**Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

None.

**III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

### **Descriptive Summary**

All contracts are in place to assist the district with its mission and goals. The district has written policies related to entering into contracts ([IIID-60](#)). The district carries several types of contractual agreements including purchase orders; consulting services such as legal and auditing services; maintenance agreements; lease agreements; construction services (independent contractor); and education affiliation agreements ([IIID-65](#)). Through the use of the District Contract Review Checklist ([IIID-66](#)), administrators ensure in advance that all terms and conditions of the contract, including termination language; indemnification and insurance language; and Federal debarment language, are acceptable and meet district standards. All contracts must be reviewed by the appropriate Chancellor's Cabinet member, approved or ratified by the Board of Trustees, and signed by the Vice Chancellor of Business Operations and Fiscal Services. The review process and policies that are in place ensure that all contracts are consistent with the mission and goals of the district and college.

### **Self Evaluation**

Santa Ana College meets this standard. Contractual agreements are subject to various District policies and regulations as evidenced by the Contract Review Checklist. Proper oversight is provided both at the local level as well as the District level to ensure the College maintains its integrity in contractual agreements. Contracts are consistent with the District and College's mission and goals.

### **Actionable improvement items**

None.

**III.D.3.h. The institution regularly evaluates its financial management processes and the results of the evaluation are used to improve financial management systems.**

### **Descriptive Summary**

An independent audit firm conducts a financial and compliance audit for the district on an annual basis, with a written report produced after the audit. Recommendations are evaluated and incorporated into the financial management process. The audit report highlights any identified material weaknesses in the financial reporting systems. None have been reported the last three fiscal years.

The district has also undertaken a project through district IT, whereby a review of business processes will be undertaken in order to "work smarter, not harder." The first phase is for a consultant to interview college and district staff in order to identify these processes. Examples are the budget transfer process, new hires, invoice approval, etc. This initial review will be limited to processes within Fiscal Services and Human Resources.

### **Self Evaluation**

Santa Ana College meets this standard and is continuing to make improvements in this area. The district and college have demonstrated that external audits, in combination with self-assessment contained in the program review process, ensures the integrity of the financial management system. The project to focus on financial system efficiencies shows a dedication to continuous improvement in the financial management system.

### **Actionable improvement items**

None.

**Standard III.D.4. Financial planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.**

### **Descriptive Summary**

In accordance with the 2008 ACCJC recommendation to review the Budget Allocation Model utilized at that time, the district has implemented the SB 361 Budget Allocation Model to apportion revenue to the colleges and charge back for district services provided in a centralized manner. As a result, the college has also adopted a new process to address program and budgetary needs. Each discipline/department documents unmet resource needs through program review and the Resource Allocation Request processes, which incorporate a documented alignment to the College Mission and goals of the Strategic Plan. It also adds transparency to budgets, promoting cooperative sharing and use of resources.

Financial planning is closely integrated with planning for full-time faculty equivalents, facilities, and technology. The college's Office of Administrative Services and the district's Fiscal Services Office provide the college community with consistent, reliable revenue projections upon which the budgets are based.

The district uses the Datatel Colleague enterprise reporting system. This system allows personnel to have authorized access to the budget. The college updates its financial plan, submitting adjustments to district Fiscal Services for budget and expense transfers, and employee status change information as needed throughout the year. The entries in the budget are recorded and maintained in accordance with district policy; the State Education Code; generally-accepted accounting standards; and federal, state, and local funding agency regulations.

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

None.

## Standard III.D. Evidence

- IIID-1 BAPR Minutes 9/23/2009  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-1.BAPR-Minutes-9-23-09.pdf>
- IIID-2 RSCCD Adopted Budget 2013-2014 – SB361  
<http://www.rscdd.edu/Departments/Business-Operations/Documents/Adopt%20Budget%202013-14.pdf>
- IIID-3 Fiscal Resources Committee Agenda 3/19/2014  
[http://www.rscdd.edu/Departments/Business-Operations/Documents/FRC\\_Agendas-Materials-Minutes/FRC%20March%2019%202014%20agenda%20with%20materials%20with%20revised%20MYP.pdf](http://www.rscdd.edu/Departments/Business-Operations/Documents/FRC_Agendas-Materials-Minutes/FRC%20March%2019%202014%20agenda%20with%20materials%20with%20revised%20MYP.pdf)
- IIID-4 SAC Planning and Budget Committee Minutes – 11/5/2013  
<http://www.sac.edu/AdminServices/budget/Documents/BBBbudget%20minutes%2011%205%202014%20apprvd.pdf>
- IIID-5 Communication to the campus community  
<http://www.sac.edu/AdminServices/facilities/Pages/Admin%20Services%20Newsletter%20Fall%202013.pdf>
- IIID-6 Budget Assumptions – 2013-2014  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-6.SAC.AnnualBudgetAssumptions-13-14.pdf>
- IIID-7 SAC Planning and Budget Committee Minutes – 2/5/2013  
<http://www.sac.edu/AdminServices/budget/Documents/Planning%20and%20Budget%20Minutes%202%205%202013%20APPRVD.pdf>
- IIID-8 SAC Planning and Budget Committee Minutes – 4/16/2013  
<https://www.sac.edu/AdminServices/budget/Documents/Budget%20Minutes%204%2016%202013%20APPRVD.pdf>
- IIID-9 SAC Planning and Budget Committee Minutes 9/3/2013  
<http://www.sac.edu/AdminServices/budget/Documents/Budget%20Minutes%209%203%202013%20APPRVD%20.pdf>
- IIID-10 SAC Planning and Budget Committee Minutes 2/4/14  
<http://www.sac.edu/AdminServices/budget/Documents/Budget%20Minutes%202%204%202014%20APPRV%20.pdf>
- IIID-11 Educational Master Plan  
[https://www.sac.edu/committees/IEA/Documents/Collection/SAC\\_EMP.pdf](https://www.sac.edu/committees/IEA/Documents/Collection/SAC_EMP.pdf)
- IIID-12 Comprehensive Master Plan 2013/2023 p.4.4  
[http://www.rscdd.edu/NewsRoom/Pages/RSCCD-Board-of-Trustees-Invites-Community-to-Review-2013-2023-Comprehensive-Master-Plan.aspx#.U0CTg5Dn\\_IU](http://www.rscdd.edu/NewsRoom/Pages/RSCCD-Board-of-Trustees-Invites-Community-to-Review-2013-2023-Comprehensive-Master-Plan.aspx#.U0CTg5Dn_IU)
- IIID-13 RSCCD Construction Update – Board Presentation 2013  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-13.RSCCD.ConstructionUpdate%E2%80%93BoardPresentation-13.pdf>
- IIID-14 DDPs  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-14.DDPs.pdf>
- IIID-15 RARs  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-15.RARs.pdf>
- IIID-16 Fund 13 Allocation

<http://teams.rscsd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-16.Fund%2013%20Allocation.pdf>

IIID-17? Strategic Plan dates

IIID-18? Enrollment committee docs – SARA

IIID-19? Faculty Priorities Committee strategic Analysis Plans

IIID-20 Summary of Chaffey Report Recommendations

<http://teams.rscsd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-20.Summary%20of%20Chaffey%20Report%20Recommendations%2030%20July%202012.pdf>

IIID-21 Budget Transfer Form

<http://teams.rscsd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-21.Budget%20Transfer%20Form.pdf>

IIID-22 Gear Up Documents

<http://teams.rscsd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-22.SAC.GearUp-09.pdf>

IIID-23 Lumina Documents

<http://teams.rscsd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-23.LuminaDocuments.pdf>

IIID-24 Santa Ana College Institutional Effectiveness Survey – Fall 2013

<http://teams.rscsd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-24.SurveyResults.pdf>

IIID-25 Planning and Budget Charge

[http://teams.rscsd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-25.Planning\\_BudgetCharge.pdf](http://teams.rscsd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-25.Planning_BudgetCharge.pdf)

IIID-26 Budget Priorities 2010/2011

<http://teams.rscsd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-26.BudgetPriorities-10-11.pdf>

IIID-27 Planning and Budget Meeting Minutes – 10/1/2013

<http://www.sac.edu/AdminServices/budget/Documents/Budget%20Minutes%20Oct%201APP%20RVD%20%202013%20DRAFT%20.pdf>

IIID-28 College Council Minutes 8/14/2013

<http://www.sac.edu/President/collegecouncil/Documents/2013/Min-Aug142013.pdf>

IIID-29 2012/13 Budget Assumptions

<http://teams.rscsd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-29.BudgetAssumptions-12-13.pdf>

IIID-30? Special Project List

(\*SAC – special projects list Entire.pdf \* cannot open)

IIID-31 SAC Planning & Budget Committee Minutes – 4/15/2014

<http://www.sac.edu/AdminServices/budget/Documents/Budget%20Minutes%204%2015%20014%20Apprv%20.pdf>

- IIID-32 Agendas/Minutes from College Council reflecting quarterly cash flow reports  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-32.CollegeCouncilAgendas-Minutes-QuarterlyCashFlowReports.pdf>
- IIID-33 President's Cabinet Agenda  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-33.PresidentsCabinetAgenda.pdf>
- IIID-34 Academic Senate meeting minutes – 10/8/13  
<http://www.sac.edu/President/AcademicSenate/Documents/2013-14%20Minutes/Approved%20%20Minutes%20of%2010-8-13.pdf>
- IIID-35 SAC Management Council Agenda 11/20/13  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-35.SAC.ManagementCouncilAgenda-11-20-13.pdf>
- IIID-36 Planning & Budget Meeting Minutes – 3/4/14  
<http://www.sac.edu/AdminServices/budget/Documents/Budget%20Minutes%203%204%202014%20AAPVD%20.pdf>
- IIID-37 Scheduled Maintenance  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-37.ScheduledMaintenance.pdf>
- IIID-38 SAC Annual budget  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-38.SAC%20Annual%20budget.pdf>
- IIID-39 Fiscal Resources Committee  
<http://www.rscdd.edu/Departments/Business-Operations/Pages/Fiscal-Resources-Committee.aspx>
- IIID-40 Planning and Organizational Effectiveness  
<http://www.rscdd.edu/Departments/Human-Resources/Pages/Planning-and-Organizational-Effectiveness-Committee.aspx>
- IIID-41 Physical Resource Committee  
<http://www.rscdd.edu/Departments/Business-Operations/Pages/Physical-Resoures-Committee.aspx>
- IIID-42 Fiscal Resource Committee Minutes – 2/26/2014  
[http://www.rscdd.edu/Departments/Business-Operations/Documents/FRC\\_Agendas-Materials-Minutes/FRC%20February%2026%202014%20Minutes%20\\_2\\_%20approved%20on%203-19-2014.pdf](http://www.rscdd.edu/Departments/Business-Operations/Documents/FRC_Agendas-Materials-Minutes/FRC%20February%2026%202014%20Minutes%20_2_%20approved%20on%203-19-2014.pdf)
- IIID-43 District Financial Reports  
<http://rscdd.edu/Departments/Fiscal-Services/Pages/Fiscal%20Services%20Department.aspx>
- IIID-44 RSCCD Adopted Budget – 2013/2014  
<http://www.rscdd.edu/Departments/Business-Operations/Documents/Adopt%20Budget%202013-14.pdf>
- IIID-45 RSCCD Actuarial Study of Retiree Health Liabilities  
<http://rscdd.edu/Departments/Fiscal-Services/Documents/RanchoSantiagoCCD3141Final2014Report.pdf>
- IIID-46? ACCJC Annual Fiscal Report



- IIID-47 Planning and Organizational Effectiveness Committee (POE)  
<http://www.rscdd.edu/Departments/Human-Resources/Pages/Planning-and-Organizational-Effectiveness-Committee.aspx>
- IIID-48 Sound Fiscal Management Self-Assessment Checklist  
<http://www.rscdd.edu/Departments/Business-Operations/Documents/Adopt%20Budget%202013-14.pdf>
- IIID-49 FRC Minutes - 2/22/2012  
[http://www.rscdd.edu/Documents/Uploads/BAPR-Minutes-February\\_22\\_2012.pdf](http://www.rscdd.edu/Documents/Uploads/BAPR-Minutes-February_22_2012.pdf)
- IIID-50? BOT minutes adopting the SB361
- IIID-51 Quarterly Investment Reports as of 9/30/2013 BOT minutes 11/12/2013 item 5.4  
<http://www.rscdd.edu/Trustees/Documents/Minutes/2013%20Minutes/11-12-13%20minutes.pdf>
- IIID-52 BOT Minutes 10/14/2013 re: Comprehensive Master Plan  
<http://www.rscdd.edu/Trustees/Documents/Minutes/2013%20Minutes/10-14-13%20minutes.pdf>
- IIID-53 Communication – Spring 2013 Admins Services Newsletter  
<http://www.sac.edu/AdminServices/facilities/Pages/Admin%20Services%20Newsletter%20Fall%202013.pdf>
- IIID-54 College Council minutes - 10/9/2013  
<http://www.sac.edu/President/collegecouncil/Documents/2013/Min-Oct92013.pdf>
- IIID-55 Academic Senate meeting minutes - 10/8/13  
<https://www.sac.edu/President/AcademicSenate/Documents/2013-14%20Minutes/Approved%20%20Minutes%20of%2010-8-13.pdf>
- IIID-56 Academic Senate meeting minutes - 2/5/14  
<http://www.sac.edu/President/AcademicSenate/Documents/2013-14%20Minutes/Approved%20Minutes%20of%202-5-14.pdf>
- IIID-57 CSEA Minutes  
<http://teams.rscdd.edu/sac/Accreditation/Standard-III-D/Evidence/IIID-57.CSEA.Minutes.pdf>
- IIID-58 CSEA website  
<http://www.rscdd.edu/Faculty-Staff/CSEA/Pages/default.aspx>
- IIID-59 SAC Foundation PR document  
<http://www.rscdd.edu/Departments/Human-Resources/Documents/POE/POE%20Meeting%20minutes%2011%2020%2013%20approved.pdf>
- IIID-60 Grant Management Handbook  
<http://www.rscdd.edu/Departments/Resource-Development/Documents/Grant%20Management%20Handbook%20rev%20October%202012.pdf>
- IIID-61 POE minutes 11/20/2013  
<http://www.rscdd.edu/Departments/Human-Resources/Documents/POE/POE%20Meeting%20minutes%2011%2020%2013%20approved.pdf>
- IIID-62 BP 6200 – Budget Preparation  
<http://www.rscdd.edu/Trustees/Board-Policies/Pages/6000/BP-6200.aspx>
- IIID-63 POE minutes 8/28/2013

- <http://www.rscdd.edu/Departments/Human-Resources/Documents/HRC/Meeting%20minutes%208-28-13%20approved.pdf>
- IIID-64 Measure E Reports and Audits  
<http://rscdd.edu/Bond-Projects/Measure-E/Pages/Reports.aspx>
- IIID-65 AR 3306 – Purchasing: Delegation and Approval Limits  
<http://www.rscdd.edu/Trustees/Administrative-Regulations/Pages/Admin-Regulation-BusFin-Support-Serv-AR3306.aspx>
- IIID-66 Contract Review Checklist on Website  
<http://www.rscdd.edu/Departments/Fiscal-Services/Documents/FISCAL%20SERVICES%20FORMS/RSCCD%20Contract%20Review%20Checklist.pdf>
- IIID-76? FRC Minutes  
[http://www.rscdd.edu/Departments/Business-Operations/Documents/FRC\\_Agendas-Materials-Minutes/FRC%20March%2019%202014%20Minutes.pdf](http://www.rscdd.edu/Departments/Business-Operations/Documents/FRC_Agendas-Materials-Minutes/FRC%20March%2019%202014%20Minutes.pdf)
- IIID-77? P&B minutes - March 5 2013  
<http://www.sac.edu/AdminServices/budget/Documents/Budget%20Minutes%203%205%202013%20AAPRVD.pdf>



## Tab 10—Standard IV: Leadership and Governance

### STANDARD IV: LEADERSHIP AND GOVERNANCE

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



IV.A Decision-Making Roles and Processes  
IV.B Board and Administrative Organization



## IV.A. Decision-Making Roles and Processes

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

**IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

### **Descriptive Summary**

Institutional leaders at Santa Ana College foster an environment that encourages empowerment, innovation, and excellence through formal and informal structures. Formal structures consist of participatory governance committees and councils as well as standing committees and taskforces that bring colleagues with contextual and subject matter expertise together throughout the academic year to undertake the business of the college in terms of program development, implementation, improvement, and results (IVA-4, IVA-15 and IVA-30).

Formal structures engage leaders in operational and governance meetings which are scheduled in advance and take place regularly throughout the year. The SAC President holds a standing weekly meeting with President's Cabinet to communicate and examine important issues for staff and students (IVA-5). She provides essential student success data, highlighting progress towards college goals at convocations and forums, while also providing regular college-wide email updates. She holds the management team accountable for the same at the division and departmental levels (IVA-7 and IVA-31). Each member of the Cabinet submits a formal agenda for the meetings with related support materials that originate with leaders involved with programs and services in their respective areas of authority (IVA-2 and IVA-5). The President's Cabinet collaborates on the creation of agendas for College Council meetings, which take place twice a month, and for SAC Management meetings, which take place quarterly (IVA-68, IVA-4, IVA-5, and IVA-6). The Cabinet meeting is also utilized to plan strategic conversations that the President has with the President of the Academic Senate, the Chancellor of the RSCCD, classified leaders, and student leaders (IVA-5 and IVA-7).

The SAC President leads the College Council, which is the central participatory governance committee at the college. The College Council includes all constituency groups in critical policy and practice recommendations, including the organizational configuration of the college itself; the disposition of resources in support of the college's mission and Strategic Plan; and recommendations that advance from governance committees for final approval. Regular representatives include administrators, Academic Senate leaders, Classified School Employees Association (CSEA) representatives, and Associated Student leaders (IVA-6, IVA-3, and IVA-4).

Representatives from the same constituency groups that participate on College Council are appointed to governance committees by leaders of their groups. CSEA appoints classified representatives to all governance committees, the Academic Senate appoints faculty, the ASG President appoints students, and the President appoints managers. Each of these groups has pre-determined meeting schedules, agendas, and minutes posted on the SAC website. This ensures broad communication of items under consideration and decisions made in the participatory governance process (IVA-4). All meetings are open to all interested members of the SAC community. To ensure that this structure serves the college well, it is examined annually as part of a College Council Retreat, which includes expanded representation of students and faculty (IVA-32). At this retreat, committee purposes, structure, membership, and communications are reviewed with recommendations for improvement for the subsequent academic year.

Complementing College Council self-assessment, each governance committee also conducts a self-assessment in which its members evaluate the extent to which the work of the committee met its purpose and goals for the year. Self-assessments are a way for all members of committees and the college community to shape structures and decision-making processes on a regular basis. To deepen the perspective on college governance committees, an additional survey was conducted of all governance committee members in fall 2013 (IVA-30). The results were compiled for distribution to College Council at the May 28, 2014 meeting. The results demonstrate that committee members were appointed appropriately and that all requested issues were agendaized (IVA-1, IVA-8, [IVA-1](#)).

Additional examples of the way in which this standard is met at SAC include periodic events such as the President's fall and winter convocations (IVA-31 and IVA-34). The first provides all members of the SAC community with a state-of-the-college address on major developments at the beginning of each academic year. In addition to the President, the faculty, classified staff, and students all have an opportunity to address the entire SAC community as part of this event which signals the official launch of the academic year. The conversation continues at an all-college BBQ immediately following the fall convocation that brings faculty, staff, and students together the business day before fall semester classes begin (IVA-34). The winter convocation is dedicated exclusively to student success, and the President highlights related successes and challenges, with faculty and student voices highlighting ways that the college could be even better (IVA-33). The convocation is followed by topical student success workshops that are attended by all faculty as the final component (IVA-31, IVA-12, IVA-13, and IVA-14).

Additional venues for recognizing and supporting innovation include the annual SAC Curriculum Development Awards Program ([IVA-10](#)). This peer-adjudicated honors program blends strong academic accomplishments with excellent professional practice through an opportunity for colleagues to compete in a process that recognizes model programs that benefit students. Since 1987, 71 awards have been provided, featuring faculty publications and exceptional teaching and learning work such as Workforce Development at SCE, Strategies for Success (Pearson Education), and a workbook designed to develop student study skills (IVA-9).

Complementing this celebration is the SAC Faculty & Classified Profiles in Excellence ([IVA-11](#)). This annual program recognizes faculty and staff who are nominated by their peers because of excellent professional service to the college students and community. Recipients are selected by their peers to receive an award at an all college year-end celebration. Since 1987, over 200 faculty and staff have been honored ([IVA-10](#) and [IVA-11](#)).

The Santa Ana College Foundation also plays an active role in empowering and nurturing excellence through its Student Success and Innovation Award program (IVA-12). Twice a year, all members of the college community are invited to apply for up to \$5,000 in funding support for transformational ideas that will increase student success at the college. Since 2007, nearly 100 proposals have been funded and successfully implemented (IVA-35). Examples of programs are the "Puente Student Support Night" to inform and engage Puente students and families with the education process; the "Math Camp" which sponsors college tutors that help students in grades 3-10; and faculty development funding that supports activities to guide faculty in the advancement of their skills and knowledge (IVA-11).

College-wide and constituency-specific surveys are also used to help the college continuously improve (IVA-14). For example, in addition to formal committee meetings and informal "brown-bag" gatherings with classified staff, and as a result of classified employee survey outcomes, the President developed a Task Force centered on Classified Professional Development to further examine the perceptions and needs of the classified staff. In addition, ongoing focused surveys are developed by the RSCCD Research Department to obtain input from classified staff on all aspects of institutional effectiveness (IVA-36). This year the survey process was extended to include four focus groups with external facilitators to encourage deeper discussions about the college structure and functioning from the perspective of classified employees. The results have enabled the college to further examine and address the needs of the classified staff (IVA-14).

SAC also provides opportunities for individuals to develop ideas for improvement through regular staff meetings, open dialogues, written and electronic communication, and ongoing evaluation (IVA-17). The college President holds managers accountable for conducting regular staff meetings and highlights the importance of this in her periodic meetings with the management team and in their regular meetings



with vice presidents. The staff is encouraged to develop ideas by participating in conferences, trainings, workshops, and professional development opportunities. They take an active role in shaping, assessing, and updating the Department Planning Portfolios, which include the department and program goals; the Student Learning Outcomes; and program effectiveness review information (IVA-17, IVA-15, IVA-16, IVA-17, and IVA-18).

### **Self Evaluation**

Santa Ana College meets this Standard.

### **Actionable Improvement Plan**

None.

**IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

**IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

### **Descriptive Summary**

Santa Ana College complies with Title 5 of the California Education Code, Governing Board, Faculty Senate, CSEA and ASG policies and procedures that ensure full participation in decision-making processes while defining roles and mechanisms for providing a voice in institutional decisions (IVA-19).

The Participatory Governance Structure Handbook outlines the makeup of all participatory governance committees (see [IIIB-44](#)). The college participatory governance committees have representatives from each of the college's constituent groups. The President of the college appoints the administrative representatives. The Academic Senate appoints the faculty representatives; Classified School Employees Association (CSEA), as the legal representative of the classified employees, appoints the classified representatives; and the Associated Student Government (ASG) appoints the student representatives (IVA-21).

The SAC Participatory Governance Structure Handbook is reviewed annually at the College Council. Recommendations are received from the various groups and appropriate revisions are made to the participatory governance structure. A recent example was after the review in 2012, the number of classified employee representatives was adjusted to allow for increased representation (IVA-22).

The College Council is the highest level of participatory governance at SAC and as such provides advice to the president on a wide variety of college issues through regular bi-monthly meetings and strategic planning retreats throughout the academic year (IVA-9). All governance committees at the college bring reports and recommendations forward to the College Council for pre-implementation review and consideration. Current college governance committees include the Planning and Budget Committee, the Facilities Committee, the Student Success Committee, and the Santa Ana College Technology Advisory Committee (IVA-23).

### **Self Evaluation**

Santa Ana College meets this standard. Established policies provide for faculty, administrators, staff and students to have clear and substantive roles in institutional governance and decision-making processes.

### **Actionable Improvement Plans**

None.

## **IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

### **Descriptive Summary**

Santa Ana College (SAC) relies on faculty, the Academic Senate and academic administrators for recommendations about student learning programs and services. Each Academic division has a curriculum committee which is comprised of faculty from the departments within that division. Recommendations from these committees are reviewed at the Academic Senate Curriculum and Instruction Council (CIC). The CIC is chaired by an Academic Senate-appointed faculty leader and has faculty representation from each division, the Vice President of Academic Affairs, an instructional dean, and students. The agendas and minutes of the CIC are posted on the college website. The CIC has also posted The Course Outline of Record: Curriculum Reference Guide and the Program Approval Handbook (IVA-25).

The Teaching Learning Committee (TLC) is a workgroup and consists of faculty representatives appointed through the Academic Senate and representatives from the Academic Administrators appointed by the President of the institution. Its purpose is to provide a forum for discussion of interdisciplinary issues such as student learning outcomes, assessment practices, rubric development, and teaching strategies. The TLC serves as the oversight committee for Student Learning Outcome (SLO) assessment within the Academic Portfolio Assessment/Program Review, which may be found within the department program review web pages ([see IIA-9](#)).

Each Academic Department participates in a program assessment process which includes review of the programs and services offered to students, degrees, certificates, and the assessment of student learning outcomes for courses and programs. All departments post their SLO's on their department website. Analyses, utilizing the course-level, program-level, and ILO charts are posted on the department's page on the program review site ([IIA-3](#)).

Finally, the leaders of SAC's Academic Senate (the current Academic Senate President or his/her designee) is provided with a regular reporting opportunity at every meeting of the Board of Trustees. The purpose of this standing report is to provide the faculty with direct access to the Board of Trustees and to avail them of the opportunity to continuously inform the Board of Trustees on academic and professional matters (IVA-28)

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plan**

None.

**IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.**

**Descriptive Summary:**

The college has an established governance structure that allows for students, faculty, administrators, and staff to effectively work together for the good of the institution.

The Participatory Governance Structure Handbook (see [IIIB-44](#)) communicates the established governance structure and a description each committee’s process. The structure of the college’s governance is designed to ensure the constituent groups the right to participate effectively in the college governance, the opportunity to express their opinions at the college level, and assurance that these opinions are given every reasonable consideration.

All governance committees consist of a variety of constituents. The Participatory Governance Structure Handbook ([IIIB-44](#)) delineates membership for each committee. Faculty and classified staff are represented on all governance committees (except for the Curriculum and Instruction Council); students are represented on four of the five governance committees.

All governance committees report to the College Council, with the understanding that the Curriculum and Instruction Council, under the auspices of AB 1725, also has a special and direct relationship with the Board of Trustees, as reflected in the organizational chart embedded in SAC’s Participatory Governance Structure Handbook. The College Council is the pinnacle of participatory governance for the college and for all constituent groups. The Council provides advice to the president on college issues, reviews key policy items en route to the Board of Trustees, and considers recommendations from other committees as appropriate.

The four college constituent groups (faculty, classified staff, management, and students) work together on behalf the college through the various governance committees. These committees perform year-end assessments as part of the college’s continuous improvement process, and these recommendations, in turn, drive improvements to the structure and functioning of the committees for the coming year. In 2013-14, an even deeper assessment was undertaken to learn more about how current members were appointed to various committees, how they communicated with constituents about the work in progress, and whether they felt that their voices were heard as the business of the group advanced. The results overall were extremely positive, reflecting a high level of satisfaction with the governance structure and functioning. One area that emerged across groups worthy of further consideration is improving the timeliness of posting of meeting minutes to facilitate sharing of critical governance information to maximize the engagement of the college community (Re-Code evidence 2-a,b,c,d,e,f).

**Self Evaluation:**

Santa Ana College meets this standard.

**Actionable Improvement Plans:**

Santa Ana College governance committees should create uniform standards for the posting of minutes in relation to regularly scheduled meetings.

**IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission Requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

**Descriptive Summary**

The administration and faculty at Santa Ana College work together to ensure that the college demonstrates honesty and integrity in its relationships with external agencies and with the communities it serves.

Santa Ana College utilizes its website to post information relevant to accreditation, the work of the Santa Ana College Foundation, participatory governance committees, campus safety and security, and Academic Senate activities. The information on this website ensures transparency and enables on-demand access by any external agency or community member.

The College has been responsive to recommendations made by the Accrediting Commission for Community and Junior Colleges (ACCJC). Follow-Up and Midterm Reports are posted on the college website. The Self Study Report submitted to ACCJC and the Western Association of Schools and Colleges for 2008 ([IIC-21](#)), as well as the 2008 Accreditation Evaluation Report ([IVA-21](#)), are posted for review. Also posted are the Follow-Up Reports for 2009 ([IVA-22](#)) and 2010 ([IVA-23](#)) and the 2011 Accreditation Midterm Report ([IVA-24](#)).

The Institutional Effectiveness and Assessment Committee (IE&A), which formerly reviewed all college planning efforts, served as the coordinating committee for accreditation. All meeting minutes and documents from this committee are posted on the college website and are current through 10/13 ([IB-30](#)). After the Participatory Governance Retreat, the structure and responsibilities of the IE&A committee have been under review by College Council. In addition, the establishment of an Institutional Effectiveness Office is under review. The co-chairs of IE&A continue to conduct and facilitate activities for accreditation.

The Santa Ana College Foundation also posts current information to the website regarding community partnerships and sponsors; news and events; and student scholarships. Annual independent auditors' reports on Foundation activity are available on the website from 2010-12 ([IVA-25](#) for 2010, [IVA-26](#) for 2011, and [IVA-27](#) for 2012).

In addition to working with the ACCJC, many departments from Santa Ana College work directly with outside agencies. Several of the career technical programs have accreditation from outside agencies. These programs have ongoing interaction with the accrediting agencies including self-studies, follow reports, and onsite visits. Some examples of the programs that have accreditation include:

- Paralegal Program – American Bar Association
- Nursing Program – California Board of Registered Nursing and the National League for Nursing Accrediting Commission for accreditation
- Occupational Therapy Assistant Program – Accreditation Council for Occupational Therapy Education
- Pharmacy Technician – American Society of Health-System Pharmacists

In addition, the career technical programs have professional advisory committees that they meet with on a biannual basis. The membership of these committees includes Santa Ana College faculty and community industry partners. There is a folder on the public H drive where agendas and minutes from the professional advisory committee meetings are posted to be available to all employees of the college. This folder can be found under the title of Advisory Meeting Notes in the public H drive (IVA-4-10)

**Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plan**

None.

**IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

### **Descriptive Summary**

The RSCCD has created and updated an RSCCD Functions/Mapping of Responsibilities chart for the purpose of clarifying the roles of the colleges and the District Office in relation to core institutional functions. This document is available on the website and readily accessible to all constituent groups ([IVA-28](#)).

A number of overall assessments are conducted periodically to evaluate student satisfaction, classified employee satisfaction, and a variety of issues associated with SAC's institutional effectiveness. The results of these assessments are shared broadly across and within groups to stimulate dialogue and planning for possible improvements in the college ([IB-48](#)).

SAC has five participatory governance committees and other working committees to move the college's agenda forward. The structure of the participatory governance is widely communicated in a report posted on SAC's website and is reviewed continuously by each committee at the start of the new academic year ([IIB-31](#)).

Santa Ana College regularly evaluates its governance and decision-making structures and processes through the End-of-Year Reports. This year, an additional institutional effectiveness survey was undertaken by the accreditation Self Evaluation team members to learn more about how members were appointed to committees, how they communicated with their constituents, and whether they felt any difficulties in serving or in shaping the agenda. The results were extremely positive, and a planning agenda item related to this is noted in IV.A.3 reflecting the suggestion that minutes should be posted according to the same protocol college-wide. The results of the year end assessment reports are easily available on SAC's website:

- Year End Report for SAC Participatory Governance
  - 2013 – see [IA-32](#)
- RSCCD District Goals
  - 2014 - [IVA-29](#)
- RSCCD Planning and Design Manual
  - 2013 - [IVA-30](#)

Santa Ana College's Year End Reports are reviewed annually so that each committee may identify weaknesses and make plans for improvements. Santa Ana College communicates these reports within the campus community by posting them on the SAC website.

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plan**

None.

## **STANDARD IV.A-3 EVIDENCE** the list of all Standard IV.A is needed

- IVA-1 College Council Minutes – 5/28/2014  
Check on 6/9/2014
- IVA-10 SAC Curriculum Development Awards Program  
<http://www.sac.edu/President/AcademicSenate/Pages/Curriculum-Development-Award.aspx>
- IVA-11 Classified & Faculty Awards for Excellence Website  
<http://www.sac.edu/facultystaff/awards/Pages/default.aspx>
- IVA-21 SAC Accreditation Evaluation Report – 2008  
<http://www.sac.edu/Accreditation/Documents/2008/sac-accreditation-evaluation-report-2008.pdf>
- IVA-22 SAC Accreditation Follow-Up Report – 2009  
<http://www.sac.edu/Accreditation/Documents/2009/sac-accreditation-follow-up-2009.pdf>
- IVA-23 SAC Accreditation Follow-Up Report – 2010  
<http://www.sac.edu/Accreditation/Documents/2010/sac-accreditation-follow-up-2010.pdf>
- IVA-24 SAC Accreditation Midterm Report – 2011  
<http://www.sac.edu/Accreditation/Documents/2011/sac-accreditation-midterm-report-2011.pdf>
- IVA-25 SAC Foundation Financial Statements & Independent Auditors' Report, 2010  
<http://www.sac.edu/foundation/News-Events/Documents/Final%2009-10%20Audit%20Statements%20from%20VLS.pdf>
- IVA-26 SAC Foundation Financial Statements & Independent Auditors' Report, 2011  
<http://www.sac.edu/foundation/News-Events/Documents/Final%2010-11%20AUDIT%20SAC%20Foundation.pdf>
- IVA-27 SAC Foundation Financial Statements & Independent Auditors' Report, 2012  
<http://www.sac.edu/foundation/News-Events/Documents/Santa%20Ana%20College%20Found%20-%20Final%20AUDIT%202012.pdf>
- IVA-28 RSCCD Functions/Mapping of Responsibilities – 2007  
[http://www.rscdd.edu/Departments/Research/Documents/General\\_Information/RSCCD\\_FunctionsMappingResponsibilities\\_May2007.pdf](http://www.rscdd.edu/Departments/Research/Documents/General_Information/RSCCD_FunctionsMappingResponsibilities_May2007.pdf)
- IVA-29 RSCCD District Goals 2013 – 2023  
<http://www.sac.edu/committees/IEA/Documents/2013/RSCCD-Goals-Approved-4-1-13.pdf>
- IVA-30 RSCCD Planning Design Manual  
<http://www.sac.edu/committees/IEA/Documents/2013/Planning-Design-Manual-Final.pdf>

### 1. Participatory Governance Structure Handbook:

[http://www.sac.edu/committees/Documents/Participatory\\_Governance\\_Revisions\\_with\\_Signature\\_Page\\_2013.pdf](http://www.sac.edu/committees/Documents/Participatory_Governance_Revisions_with_Signature_Page_2013.pdf)

### 2. Minutes and End of Year Reports:

#### g. College Council

##### Minutes:

<http://www.sac.edu/President/collegecouncil/Pages/Agenda-and-Minutes.aspx>

End of Year Report: **Not currently posted online**

#### h. Planning & Budget Committee

##### Minutes:

<http://www.sac.edu/AdminServices/budget/Pages/default.aspx>

Link to End of Year Report:

<http://sac.edu/AdminServices/budget/Pages/default.aspx>

#### i. Facilities Committee

Minutes:

<http://www.sac.edu/AdminServices/facilities/Pages/default.aspx>

Link to End of Year Report:

[http://www.sac.edu/AdminServices/facilities/Documents/Facilities\\_End-of-Year-Report-2011-2012.pdf](http://www.sac.edu/AdminServices/facilities/Documents/Facilities_End-of-Year-Report-2011-2012.pdf)

- j. Institutional Effectiveness and Assessment Committee

Minutes:

<http://www.sac.edu/committees/IEA/Pages/default.aspx>

Link to 2011 End of Year Report:

<http://www.sac.edu/committees/TLC/Documents/2012-2013/IEA-End-of-Year-Report-S12--BNJ.pdf>

- k. Student Success Committee Minutes:

<http://www.sac.edu/committees/StudentSuccess/Pages/default.aspx>

End of Year Report: **Not currently posted online**

- l. Technology Advisory Committee Minutes:

<http://www.sac.edu/committees/SACTACT/Pages/default.aspx>

End of Year Report: **Not currently posted online**





## **IV.B. Board and Administrative Organization**

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

### **Descriptive Summary**

The Rancho Santiago Community College District service area is divided into seven sub-areas for elected representatives. The seven elected members of the Rancho Santiago Community College District Board of Trustees represent constituents from the cities of Santa Ana, Orange, Villa Park, and parts of the cities of Garden Grove, Tustin, Anaheim (Anaheim Hills), and Irvine. A student member serves on the board for a one-year term and is recommended annually to the district Chancellor by the two college presidents and representatives of the student government associations of the district's two colleges.

In BP 2200, Board Duties and Responsibilities ([IVB-1](#)), the board references Accreditation Standard IVB.1, and affirms that, "The Board of Trustees governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Education Code Section 70902." The Board is elected by its constituents and represents its districts in accordance with the education code.

Under BP 2410 ([IVB-2](#)), Setting Policy, the "RSCCD Board of Trustees believes that a major trustee role is to set policy for the District. In setting policy, the Board wants to create and work within a participatory environment with respect for students and all employee groups." Furthermore, the policy continues to state that the Board believes, "Administrative regulations are to be issued by the Chancellor as statements of method to be used in implementing Board Policy. Such administrative regulations shall be consistent with the intent of Board Policy," and finally, that the "Board reserves the right to direct revisions of the administrative procedures should they, in the Board's judgment, be inconsistent with the Board's own policies."

As BP 2200 asserts, "The Board is committed to fulfilling its responsibilities to:

Represent the public interest, establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations, and hire and evaluate the Chancellor." In addition, the Board is responsible to "delegate power and authority to the Chancellor to effectively lead the District except the board shall not delegate any power that is expressly made non-delegable by statute, assure fiscal health and stability, monitor institutional performance and educational quality, "and "advocate and protect the District."

The duties and responsibilities of both the chancellor and the board are clearly spelled out in Board Policy. The Rancho Santiago Community College District document "RSCCD Functions/Mapping of Responsibilities" clearly delineates by statute and law, the organizational roles of the Rancho Santiago Community College District, Santa Ana College, and Santiago Canyon College.

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

None.

## **IV.B.1. The institution has a governing board that is responsible for**

**establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

### **Descriptive Summary**

The Rancho Santiago Community College District (RSCCD) Board of Trustees assures the quality, integrity, and effectiveness of the student learning programs and services through the establishment and monitoring of its mission and goals (IVB-3). Furthermore, it monitors educational quality through enforcement of BP 3250, Institutional Planning (IVB-4), whereby the chancellor is delegated the responsibility to “ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research.” BP 2410 outlines the specific process for policy adoption and affirms the Board’s desire to create and work within a participatory environment with respect for students and all employee groups (IVB-2).

The Board recognizes the importance of thoughtful planning which results in effective management. As part of the planning process the Board reviews the District vision and goals on an annual basis. This process (BP 2746) includes a public meeting scheduled at a time to maximize coordination with the planning process of the district and colleges (IVB-5).

In addition to seeking planning input for the students, faculty, staff, and administration of the district, the Board seeks input from the District Citizen’s Advisory Committee, the District Bond Oversight Committee, local Chambers of Commerce, trade unions, community organizations, college and district foundations, federal, state and local elected officials who represent parts of the district, city and K-12 school district managers and superintendents, and others whom the Board may feel can provide important feedback to the Board, although any individual may provide feedback to the Board at all public meetings (IVB-6).

Santa Ana College remains in compliance with all goals pertaining to the RSCCD district planning objectives. All college administrators as well as members of the SAC Academic Senate executive board, the College Council members, and the members of the Institutional Effectiveness and Assessment Committee (IE& A) are aware of the planning agenda for the district.

The committees and advisory boards at the college adhere to the objectives of the district’s planning agenda. The faculty and staff are required to stay within the boundaries of the RSCCD mission statement when creating curriculum, assessing student learning outcomes, and developing programs for student success.

Systematic evaluation is a major means of assessing the effectiveness of the instructional program district-wide and at the college. The chief instructional officer, in collaboration with faculty and staff, lead efforts to plan and evaluate instruction, student learning, and all aspects of the instructional program. Carefully prepared course overviews and course outlines for each course facilitate the work of providing adequate evaluation in conjunction with on-going program effectiveness review (IVB-7).

BP 6117 (Curriculum), revised to 4XXX, reads as follows: “Courses of instruction and educational programs shall be established and modified under the direction of the Board of Trustees, and submitted to the Board of Governors for approval, following state regulations. Courses of instruction and educational programs, when applicable, shall be articulated with proximate high schools, four-year colleges and universities under the direction of the District Board of Trustees. The colleges will maintain a common curriculum.” (IVB-8).

The Rancho Santiago Community College District (RSCCD) Board of Trustees' policies clearly demonstrate the process for the selection and evaluation of the Chief Administrator (Chancellor) for the district. (BP 2431-Chancellor Selection, and BP 2435-Evaluation of the Chancellor in accordance with the Education Code and Board policy). (see [IIIA-42](#) and [IIIA51](#))

The most recent evaluation of the Chancellor occurred August 19, 2013 in closed session ([IVB-9](#)).

RSCCD Board of Trustees oversees the hiring and evaluation of the chancellor, and Board policies provide information about the evaluation of instructional programs, including all aspects of instructional planning as well as the development and approval of curriculum that meets the requirements of state regulations, the goals of the colleges' mission statements and the needs of students.

The district has a clearly outlined process for the selection of a chancellor and adheres to that process as evidenced during the selection of the current chancellor. Faculty, staff, students and community members serve on the search committee for a new chancellor and have direct involvement in recommending finalists to the Board of Trustees. All Board policies are available to all faculty and staff, as well as the public through the RSCCD website (see [IIIA-2](#)).

The Board assures financial stability of the district through BP 6300 (Fiscal Management, [IVB-10](#)) which establishes controls related to financial and budgetary matters for the District along with BP 6250 (Budget Management, [IVB-11](#)) which outlines the overarching guidelines for all revenues and expenditures. These overarching policies are supported by 46 other Board Policies, which, taken as a whole, provide general guidelines for the administration of the district's business and fiscal affairs ([IVB-12](#)).

The Board of Trustees adopted policies necessary to govern the district as outlined in the California Education Code 70902, BP 2200. During the last four years the Board has revised the majority of the policies to align with the Community College League of California standards and best practices. All Board policies reflect full compliance with applicable state law, regulations, and Title 5. The policies are accessible online through the District website ([IVB-1](#)).

In brief summary, the Board of Trustees has been given a clear charge for establishing policies to assure both financial stability of the institution as well as the quality, integrity, and effectiveness of student learning programs and services. In addition, the Board Policy Manual clearly sets forth the policies for selecting and evaluating the Chancellor, and the Board adheres to these policies.

Board policies are clearly stated and accessible on the District website, and the mission and goals statements are clearly followed.

The college and the Board have used self-evaluation and surveys to further demonstrate their desire to reach out to staff, faculty and students. The duties and responsibilities of both the chancellor and the board are clearly defined in the Board Policy Manual.

The college and district follow the board policies in the selection and evaluation of the Chancellor. The college also follows the board policies in the evaluation of instruction, student learning and curriculum development.

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

None.

## **IV.B.1.a. The governing board is an independent policy-making body that**

**reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

### **Descriptive Summary**

The governing board of Rancho Santiago Community College District (RSCCD) is the Board of Trustees, composed of 7 local residents, elected by trustee area. Any registered voter living in the RSCCD district can vote during a trustee election, which is held in November at the same time as general elections. Each trustee is elected to represent one of seven trustee areas for a staggered four-year term as , which dictates the membership of the Board. In addition, both colleges together select one student trustee to serve as an advisor to the Board (IVB-13). A robust and up to date set of Board Policies continuously support these activities (see [IIIA-2](#)).

- BP 2715 – Code of Ethics/Standards of Practice (see [IIIA-1](#))
- BP 2110 – Vacancies on the Board ([IVB-14](#))
- BP 2740 – Board Education ([IVB-15](#))
- BP 2210 – Officers ([IVB-16](#))
- BP 2716 – Political Activity ([IVB-17](#))

It is the policy of RSCCD that no Board member may be an employee of the district or have financial interest in the district. The Board of Trustees is governed by a set of published policies that mandate how, when, where, and in what manner the Board shall govern the district's two colleges. The establishment, evaluation, and revision of policies are governed by several established Board Policies that govern methods for setting policy, evaluating the Board of Trustees, and making decisions ([IVB-2](#)). RSCCD's procedure for selection of its chief administrator states that "The Board of Trustees shall appoint a properly qualified person to be chancellor. The chancellor shall be accountable to the Board for the administration of all district activities not reserved by the Board or by the education code." BP 2200 encompasses the duties of the Chief Executive Officer ([IVB-1](#)), BP 2430 relates to the Chancellor's Prerogatives ([IVB-18](#)), and BP 2435 governs the Evaluation of the Chancellor (see [IIIA-51](#)). Each Board docket agenda provides for public presentations and for staff reports at the regularly scheduled meetings. The Board of Trustees of Rancho Santiago Community College District (RSCCD) has developed clear policies and practices to ensure the quality of student learning and protect the district from undue influence or pressure ([IVB-19](#) and [IVB-20](#)) The Board also meets in closed session to discuss personnel and legal issues of a confidential nature and follows all applicable regulations regarding the reporting out of the substance of discussions that take place in closed session, preserving comprehensive records and minutes as required by law ([IVB-21](#)).

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

None.

**IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

### **Descriptive Summary**

The Rancho Santiago Community College District Mission Statement is listed on the Mission and Goals web page of the Rancho Santiago Community College District Board of Trustees. The mission is actualized by the Board of Trustees through the establishment of a comprehensive set of 39 Board Policies directly linked to the structure, functioning, and

evaluation of the RSCCD Board of Trustees which are supported by a set of year-round activities that are designed to maximize student success and learning across the Rancho Santiago Community College District. To ensure that Board members carry out their roles with the highest standards of integrity the Board has established BP 2715, which delineates the code of ethics and standards of practice required of all Board members (IVB-10, IVB-14).

The Board Code of Ethics/Standards of Practice (BP 2715, see [III A-1](#)) considers the educational welfare and equality of opportunity for all students in the district to be of major importance. The Board of Trustees has full legal authority and responsibility for the college district and derives its powers from the Constitution of the State of California and the acts of the California Legislature. The Board of Trustees values consensus building and realizes its legal responsibility to make final decisions regarding policy.

The Board of Trustees ensures the quality, integrity, and improvement of student learning programs and services, and, within its budgetary means, provides the resources necessary to support them.

The Board of Trustees regularly establishes and updates its policies in a manner consistent with its District Mission Statement, and clearly commits the district to educational equality and student learning services as primary board responsibilities ([IVB-1](#), [IVB-2](#) and [IVB-20](#)).

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

None.

## **IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

### **Descriptive Summary**

The Board's primary function is the legal oversight and overall functioning of the Rancho Santiago Community College District ([IVB-1](#)). The day to day instructional and operational details, including the administration of the district are carried out by its officers and employees. Board Policy makes known publically that the elected members of the Board of Trustees serves as the governing body of the Rancho Santiago Community College District, and that the Board shall exercise all the powers, duties, responsibilities and obligations given to it by law (IVB-14). Furthermore, Board Policy states that the Chancellor shall act as professional advisor to the Board in the formulation of policies for governing the Rancho Santiago Community College District and as the district's chief executive responsible for carrying out the policies adopted by the Board ([IVB-2](#)). All powers and duties delegated to the Chancellor are to be executed in accordance with policies adopted by the Board of Trustees, and all acts performed by the Chancellor which are classed in the law as discretionary are subject to review and final approval by the Board of Trustees. Board Policy stipulates that the Chancellor, as Chief Executive Officer of the board, shall have specific duties and powers, and shall be directly responsible to the Board for the proper exercise of those duties and powers ([IVB-18](#)).

Clear organizational systems have been established throughout the Rancho Santiago Community College District that reinforce the extensive operations associated with this standard as applied to all aspects of college-district functionality to ensure that processes flow as efficiently as possible and that the Board itself and the systems that support it are linked and efficiently coordinated. Tools that support that continuous work include college Docket preparation schedules and campus review sheets, the processing of personnel through the regular hiring process or through reorganizations, the process for developing and updating contracts for special services, and operational parameters encompassed by the compendium of Board Policies. Leaders throughout the colleges and at the District office work in coordination to



advance items related to these primary areas of Board authority each and every business day along organized processing pathways with timeframes anchored to Board of Trustee meetings where action can be taken (IVB-22, IVB-23 and IVB-24).

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

None.

## **IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

### **Descriptive Summary**

The Board of Trustees disseminates Board policies related to its duties, structure, operating procedures and responsibilities in numerous sections of Board Policy 2000. Documentation therein indicates that Board Elections (including trustee areas), Vacancies on the Board, Board Duties and Responsibilities, Officers, Committees of the Board, Annual Organizational Meeting, Regular Meetings, Quorums and Voting, among other operational procedures are in place. The design of how the board conducts its business is in place and is readily available to the public and all staff on the RSCCD website. As evidence of discussion at the Board meeting on January 17, 2012, agenda item 6.2 indicated that the Board of Trustees discussed membership as well as Board of Trustee election areas. These agenda items had been revised and they adopted new versions, thus demonstrating the Board's adherence to continual evaluation and improvement ([IVB-25](#) and [IVB-26](#)).

The district is sub-divided into seven areas with one member of the board residing in each area. There is an election process in place stating how members will be elected. They are voted into office by residences of their sub-areas of responsibility, they are not voted in at-large elections by the entire district. The Board of Trustees participates in an annual self-evaluation which focuses on internal Board operations and performance. Investigation confirmed that the district/college has met the requirements for public notification of the election process of the board members, establishing their areas of responsibility, and established policy delineates members' code of conduct and how they are to announce and document their meetings. The following Board Meeting Minutes (2/18/2014) are an example of how the Board follows its policies. The Board of Trustees Annual Planning Session addresses issues of its constituents (students, community members, and the State Chancellor) ([IVB-27](#)).

Regularly published and updated versions of Board Policy are accessible to the public and all District employees through the internet, and are available on the Rancho Santiago Community College District website with links under Trustees leading to Trustee Areas, Board Policies, Mission and Goals, and Administrative Regulations ([IVB-28](#))

Board Policy regarding organization of the Board of Trustees establishes the composition, election of members, election of officers, secretary to the Board, duties of officers, and committees are found in the BP 2000 sections. It continues and specifies how meetings are to be conducted, including schedule, rules of proceedings, agendas, order of business, securing Board action, speakers, minutes of meetings, and public access of materials to be discussed. All Board of Trustee meeting agendas and minutes are posted on the RSCCD website for the public to view in accordance with BP 2360 ([IVB-29](#), [IVB-21](#) and [IVB-30](#)).

### **Self Evaluation**

Santa Ana College meets this standard.



## **Actionable Improvement Plans**

None.

### **IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

#### **Descriptive Summary**

Procedures are in place for the continual monitoring and updating of the Board's policies and procedures ([IVB-26](#)). The process for updating Board Policies is a continuous, collaborative effort whereby members of each college's Cabinet meet and confer with the leaders that oversee operations in the impacted areas and work as a team with each other and John Didion, Executive Vice Chancellor at the District Office to process the updates as appropriate. The process is generally driven by changes in state law and/or regulations and moves from lead college teams to the District Office and from there to the Board Policy Committee before being recommended to the Board of Trustees as a whole for adoption (IVB-31?).

The Board's self-evaluation process has been well established and continuously improved since the last full Self-Evaluation for the Reaffirmation of Accreditation at Santa Ana College. The process evaluates the Board as a whole (not individual members) and focuses on internal board operations and overall performance. The Board establishes goals which are used in the self-evaluation process. The self-evaluation instrument is based on these goals and includes the establishment of strategies for improving board performance (BP-2720, [IVB-32](#)). Policies and goals are updated for the following year's self-evaluation. The evaluation process includes the board as well as students, faculty, and members of the community who attend board meetings and are knowledgeable in Board meetings and practices. In addition, public comments are requested and welcomed as demonstrated in the Board template of all their meetings, referred to as "Public Comment Section." The Community, Student and Staff's Evaluation of Board of Trustees' Operations and Performance occurred in October 2013 as referenced in the official Board minutes for October 28, 2013 ([IVB-33](#)).

The most recent Board Evaluation survey, entitled "2013 Results of the Community, Student and Staff's Evaluation of Board of Trustees' Operations and Performance," was distributed to individuals identified in BP 2745 in October 2013. The survey responses were presented to the Board at the October 28, 2013 meeting. BP 2745 also provides for the Board of Trustees to conduct an annual Self Evaluation (which draws on information from the surveys, among other inputs) by November of each year, and that Board Self Evaluation was completed, and it was reviewed by the Board in the November 12, 2013 meeting. ([IVB-34](#), docket item # 6.4.).

According to BP 2410, Board policy changes are reviewed by the Board's Policy Committee, the Chancellor's Cabinet, (which is comprised of the chancellor, vice chancellors, and college presidents), the Chancellor's District Council, (which consists of Academic Senate presidents, student representatives from each College, other faculty and CSEA classified representative, the chancellor, vice chancellors, and college presidents). Initially, these changes are brought to the council as information, allowing the members to solicit input from their constituent groups before the change is added to the agenda for action. The Board utilizes a "First Reading (information only), Second Reading (action taken)" approach, in which the public is invited to voice their opinion ([IVB-2](#)). Once the council members have reached agreement, these recommended policy changes are brought to the board for review and approval. An example of the process in action is reflected in the annual updating of the Board Policy on Nonresident Fees, which begins with the introductory previewing of a recommendation to the Board, which took place on January 13, 2014, Agenda Item 4.4, and concludes with the adoption of an updated Nonresident Tuition Policy for the coming year on February 4, 2014, Agenda Item # 1.5 ([IVB-35](#) and [IVB-36](#)).

## **Self Evaluation**

Santa Ana College meets this standard.

## **Actionable Improvement Plans**

None.

### **IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

#### **Descriptive Summary**

BP 2740 (Board Education), describes the commitment the RSCCD Board has made to board development: "The Board is committed to its ongoing development as a board and to a trustee education program that includes new trustee orientation. To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education. Board members who attend conferences or state and national committee meetings shall provide a report on the activity to the Board at the next regularly scheduled Board meeting." New Board members meet with and are oriented by the Chancellor, Board President, veteran Board members, Academic Senate Presidents, employee union leadership and College Presidents, and are encouraged to attend the new trustee orientation held at the state level. As evidence of the Board's commitment to continuing education, special training was provided by a legal expert on the Brown Act, held for all board members and the public at an open board meeting in 2013 ([IVB-15](#)).

The RSCCD Board policies clearly outline the procedures for the election of Board members as well as the process in which the student trustee is selected. It clearly states that the terms of the trustees are staggered and that they are four years in length. In addition, board policy states how often elections are held. Board member terms are staggered in an effort to provide continuity of membership. BP 2100 describes the election, terms and geographical areas of the Board of Trustees, and states, "The term of office of each trustee shall be four years, commencing on the first board meeting in December following the general election in November. Elections shall be held every two years, in even numbered years. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election" ([IVB-29](#)).

Santa Ana College faculty, staff, and administrators have access to all documents pertaining to the standards set in this subsection. A systematic process is in place for Board development and new member orientations through BP 2740 (revised in Oct. 8, 2012). Once newly elected board members are seated the board president and the chancellor are responsible for providing an in-depth orientation to the district and the colleges. Additionally, new Board members attend state-wide Board training sessions ([IVB-15](#)).

The Board works to educate itself on district matters through study sessions, planning meetings and retreats (Agendas & Minutes). These sessions support opportunities for continual board development. Board members have the opportunity to attend regional, state and national conferences and meetings as part of their development. Board members who attend conferences and other activities fostering board education provide a report to the other trustees at the next regularly scheduled board meeting. Board members attend college events and programs which help develop unique insight into the district and community.

The College has fully engaged faculty, administrators, staff and students to serve on accreditation standards and has further designated two members of the Board as liaisons to the process. The Board has been very visible during the accreditation process, conducting interviews and attending planning meetings to support the depth and authenticity of the self-evaluation process (IVB-XX, Minutes of meetings with BOT members present for Standard IV,

Notes from Trustee interviews ). The Board makes certain that before there is a change in a board policy there is open discussion about the change in all shared governance committees. “Through its two colleges and other educational sites, the district offers a comprehensive range of educational activities encompassing transfer education, career technical education, basic skills development, adult education, community education, and a variety of economic development programs and services, including the Orange County Small Business Development Center, the Center for International Trade Development, the Corporate Training Institute, the Digital Media Center and the Business and Entrepreneurship Center.” As documented in an excerpt from the Chancellor’s page on our RSCCD website ([IVB-37](#)).

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

None.

## **IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

### **Descriptive Summary**

The Board’s self-evaluation process is formally established as part of its overall policies and is conducted annually. The process was updated in October 2012 to expand the number of stakeholders who were invited to participate in the assessment and is carried out in a timely and efficient manner according to the protocol specified in BP 2745 ([IVB-19](#)). The Board’s last self-evaluation occurred on November 12, 2013 ([IVB-34](#)). The process provides the Board a useful manner in which to evaluate their effectiveness as a whole and provides information utilized to set goals for the following year.

The process for the governing board’s self evaluation is clear and has met the standard as written. On October 28, 2013, a special meeting was called by this investigative team and the Board of Trustees to answer questions and provide clarification on the self-evaluation instrument used by the RSCCD Board. Board Member Mr. Hanna explained that the self evaluation instrument previously used was limited in scope to only five questions. Information garnered was based on the responses from Board members and neglected to incorporate perspectives from students, faculty, staff, the community and other critical constituents. The Board has drastically improved and expanded the depth and breadth of the self-evaluation instrument to include board members, faculty, staff, students, and community members. ([IVB-38](#), agenda docket 6.4).

RSCCD Board policy states that the Board will go through an annual self evaluation as a whole, based on goals set by the Board members. The self evaluation will look at Board operations, Board effectiveness and areas of strength and weaknesses. The evaluation will also receive input from the specific members of the college community. Santa Ana College faculty, staff, and Administration have access to all the documents pertaining to the standards set in IV.B.1.g. There are also minutes from various Board meetings that keep the public and Board informed on current regulations, which are reviewed and revised periodically.

The Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning in carrying out its responsibility to the citizens of the RSCCD ([IVB-19](#)). The Board Policy defines the process and is focused on the internal Board operations and performance as a whole.

In the 2008 ACCJC team visit included the following recommendation:

*“The team recommends that the district review its Board evaluation policy/regulation to ensure integrity and effectiveness, and that its assessment results are widely communicated and applied within a systematic culture of evidence and cycle of continuous improvement. (IVA5, IVB1g). In 2009 under the aegis of the District Board Self-Evaluation Task Force, a sub-group of the District Accreditation Steering Committee addressed the recommendation. (IVB-XX, Agenda & Minutes, Feb. 10, 2009). As a result, the Board of Trustees reviewed and revised its policies on Board evaluation and successfully completed an evaluation cycle according to the new parameters for the period February-August 2009. As such, the District and colleges have the processes in place to satisfy the requirements of this recommendation which begins with a September confirmation of the assessment tool to be used by a four member subcommittee of the Board, continues with the finalization of the respondent list, the distribution of the survey, the compilation of the results, the sharing and processing of the results, and concludes with the open discussion of any related insights for Board and RSCCD consideration (IVB-XX). The self-evaluation instrument incorporates criteria contained in board policies regarding board operations, board effectiveness as defined by recognized best practices and any other criteria the board determines would enhance the goal of identifying the board’s strengths and areas in which it might improve. The self-evaluation is discussed at a regular public meeting no later than November, at a date selected at the board’s annual organizational meeting (IVB-38, agenda docket 6.4).*

In addition to all seven board members completing the self-evaluation instrument, the student trustee, RSCCD students, employees, and residents are asked to provide input to the board using the instrument. Although, any individual may provide input to the board at the board’s self-evaluation public meeting, the final results are tabulated and discussed at a subsequent public meeting and used to identify accomplishments in the past year and set goals for the following year.

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

None.

## **IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

### **Descriptive Summary**

RSCCD Board policy provides a code of ethics/standards of practice that all Board members are expected to follow in every aspect of their leadership positions in relation RSCCD. It also defines conflict of interest, political activity and the civility code that all RSCCD employees must follow ([IVB-39](#), BP 2715: Code of Ethics Meeting Minutes). BP 2715 was revised on September 9, 2013, and delineates the ethical standards of practice that board members are expected to follow as well as steps for addressing ethical violations. Conflict of Interest, BP 2710, revised Oct. 8, 2012, outlines the steps for disclosure of any conflict of interest Board members may have in their capacity as board members. Both policies are in compliance with California law and regulations ([IIIA-1](#) and [IVB-40](#)).

The President of the Board, in consultation with the Chancellor, is authorized to consult with legal counsel when they become aware of or are informed about actual or perceived violations of pertinent laws and regulations, including but not limited to conflict of interest, open and public meetings, confidentiality of closed session information, and use of public resources. Violations of law may be referred to the District Attorney or Attorney General as provided for in law (see [IIIA-1](#)).

Violations of the Board’s policy code of ethics will be addressed by the President of the Board, who will first discuss the violation with the trustee to reach a resolution. If resolution is not achieved and further action is deemed necessary, the president may appoint an ad hoc committee to examine the matter and recommend further courses of action to the board. Sanctions will be determined by the board officers and may include a recommendation to the

board to censure of the trustee. If the President of the Board is perceived to have violated the code, the vice president of the board is authorized to pursue resolution (see [IIIA-1](#)).

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

None.

## **IV.B.1.i. The governing board is informed about and involved in the accreditation process.**

### **Descriptive Summary**

The RSCCD Board of Trustees is actively involved in the accreditation process at a variety of levels throughout the academic year and throughout the accreditation/self-evaluation cycle. This involvement takes the form of having Board members serve their group as liaisons to the Self-Evaluation process when those activities are taking place, and also includes receiving targeted in-service training on accreditation overall. College leaders provide regular updates to the Board of Trustees on accreditation follow-up and mid-term reports, and share any and all related official correspondence with the Board to keep them fully engaged in the accreditation cycle as it progresses ([IVB-41](#), page 5, 1.8, Sample Presentation on Accreditation)

Since the last full accreditation report of 2008, the board has strived to become more familiar with the ACCJC standards and the accreditation process. The Chancellor ensures that the Board complies with the process and is informed and participates as required (BP 3200, formerly BP 7100, [IVB-42](#)). The Board received formal training in 2009 by Barbara Beno, President of ACCJC, titled: *Accreditation and Trusteeship: What Every Board Member Should Know* ([IVB-43](#)).

Board members receive regular updates on the accreditation process at its public meetings and stay informed through the accreditation liaison officer ([IVB-44](#)). Recently, two board members participated in the District Accreditation: Standard IV Joint Meeting on Oct. 7, 2013. The board receives and approves the accreditation self-evaluation reports ([IVB-45](#), Agendas & Minutes).

On October 28, 2013, a meeting was set up with two Board members (the Board's liaisons to the Accreditation Self-Evaluation process) and committee members from each college interviewed Board members to determine progress and Board awareness in relation to numerous accreditation topics ([IVB-46](#), Summary of Board Interview).

The governing Board is also involved in the accreditation process, as indicated by verbal feedback from Board members at a meeting with college representatives on November 1, 2013 to specifically respond to questions concerning Standard IV-B. The Board's involvement with the planning and discussions concerning accreditation is specified in BP 3200 and is further reflected in Board minutes ([IVB-33](#), BOT minutes reflecting trustee engagement with accreditation). Board Policies and Administrative Regulations regarding this standard are clearly stated and easily accessible ([IVB-47](#), BP's/AR's related to Board involvement in accreditation process and results), ([IVB-48](#), November 1<sup>st</sup> documentation).

The Board is actively involved in the accreditation process and board members are knowledgeable and understand the ACCJC standards. Board Members Alvarez and Hanna made themselves available to answer questions and provide insight in regards to the Board's duties and participation in the accreditation process ([IVB-33](#)).

### **Self Evaluation**

Santa Ana College meets this standard.



### **Actionable Improvement Plans**

None.

### **IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or college chief administrator (most often known as the president) in the case of a single college.**

#### **Descriptive Summary**

RSCCD Board Policies delineate the processes to be followed in seeking, hiring, and evaluating a chief administrator (District chancellor) and a college president. Board policy also delegates authority to the chancellor for the executive oversight of all operations associated with the Rancho Santiago Community College District and the college president, as appropriate.

The established board process for conducting search and selection processes for the chief administrator is as follows, including specific references to campus presidents, which are recruited through national searches, typically with the assistance of an executive search firm:

- 1) Rancho Santiago Community College District is a multi-college district with two major college campuses; Santa Ana College and Santiago Community College along with non-credit classes offered at off site locations. The chief administrator is known as the Chancellor is delegated full responsibility and authority to implement and administer board policies without board interference.
- 2) Each campus has its own President.

BP 2430 delegates the authority and responsibility for administering the policies adopted by the Board to the chancellor and holds the individual accountable for the operation of the district. According to BP 2431, the Board shall establish a search process that is fair, open and complies with law and regulations in case of a chancellor vacancy ([IIIA-42](#)). If for any reason the chancellor is unable to fulfill the responsibilities of the position, BP 2432 guides the Board in appointing an interim chancellor ([IIIA-49](#)). Complementing this process, the District uses AR 4102.4, Administrative Recruitment and Employment Regulations to guide its search processes, including the process of recruiting a new college president (IVB-50, AR 4102.4, Administrative Recruitment and Employment Regulations).

BP 2435 outlines a detailed process of evaluating the performance of the chancellor on an annual basis ([IIIA-51](#)). As part of the process, the chancellor prepares a self-evaluation which is made available to all board members. The Board posts a public meeting evaluation notice as required by law. The most recent chancellor evaluation was completed on August 19, 2013 ([IVB-51](#)). RSCCD BP 7008 specifies policy for conducting employee evaluations and is complemented by AR 4128.2 which further specifies the evaluation procedures to be followed for management, which include the college president ([IVB-52](#) and [IIIA-50](#)).

#### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

None.

### **IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing**

## **institutional effectiveness.**

### **Descriptive Summary**

The president is the chief administrative/educational officer of Santa Ana College and as such provides continuous leadership to the institution and to the community that the college serves. The president is responsible for planning, overseeing, and evaluating the administrative structure and staffing of Santa Ana College and works throughout the year to ensure that the current organizational structure as well as policies and procedures together maximize student success and learning. The president works with the President's Cabinet, which is comprised of senior administrators and budget managers, to ensure that resources are efficiently managed and that planning, decision-making, and budgeting processes are articulated to ensure that decisions are driven by solid planning and data and that resources are aligned with decision-making in ways that maximize the benefits that accrue to students at every possible juncture. In addition to continuous work with her executive team in weekly Cabinet meetings, the Santa Ana College president receives recommendations from College Council, constituency groups, employee groups, standing committees, operational groups and community-based interest groups. These recommendations, and the rationale for them in turn informs the president's establishment of institutional priorities reflective of the college's mission, vision, and goals (IVB-53). As its Chief Executive Officer, the SAC president is ultimately responsible for the institutional effectiveness of the college and for its student learning results. To this end, the President works continuously to engage, empower, and support all constituent groups at SAC and to lead them in the most coordinated fashion possible, forward to initially establish and subsequently meet, student success goals. The President constantly enriches her ability to accomplish this difficult work by serving on numerous local, state, and national leadership boards and by meeting individually with constituency group leaders to garner their perspectives on critical ways to maximize student success and learning at SAC (IVB-54, Management Council agendas, College Council agendas, President's calendar showing constituency group meetings, President's Agenda for College Council Retreat, President's resume showing leadership positions).

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

None.

## **IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/She delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

### **Descriptive Summary**

The College's administrative structure is comprised of four main divisions, each of which is lead by a vice president, who serves as a member of the executive team. These areas are Administrative Services, Academic Affairs, Student Services, and the School of Continuing Education. The president delegates authority to each area vice president for the functioning of their primary area of authority and also for all accountability work associated with the human and fiscal resources dedicated to their respective areas. The vice presidents and President work as a team and meet and confer formally in Cabinet for a half a day each week and communicate informally continuously to inform each other of the status of work in progress and to make immediate decisions as required to ensure the continual smooth functioning of the college. Each of the executive divisions of the college has both academic and classified managers in it who are responsible for the day-to-day operations of various programs and



divisions, including the creation and updating of planning portfolios, the monitoring and updating of the budget, and the tracking of student success and learning outcomes that result from effective programs and practices at SAC. The president meets with academic and classified administrators regularly throughout the academic year for the purpose of briefing them on critical challenges and developments, requesting their perspectives and insights related to the college's strategic work, and to provide professional training on tools, systems, and major initiatives. When critical issues emerge that require special attention, the president uses the Management Council meeting to meet and confer with managers to improve the success of the college. One example of this was a concern that emerged from classified employees that they did not receive regular and predictable updates on critical college and program issues from their managers. The president took the subject up with Management Council and requested a report documenting such efforts and a commitment to their continuation ([IB47](#), IVB-55, Management Council agendas & minutes, SAC Student Services example of classified meeting and communications. (*Organizational Chart, College Council Agenda, President's Cabinet Agenda, Management Council Agenda*))

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

None.

### **IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:**

- Establishing a collegial process that sets values, goals, and priorities;
- Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- Establishing procedures to evaluate overall institutional planning and implementation efforts.

### **Descriptive Summary**

In consultation with Santa Ana College's College Council, the president establishes annual institutional goals that are included in the Educational Master Plan and in Santa Ana College's Strategic Plan. These institutional goals and the strategies associated with them reflect the ongoing effort to continually improve the effectiveness of Santa Ana College. The College's institutional values, goals, and direction are communicated and discussed in a variety of venues ([IIID-11](#), [IB-2](#) and [IIB-31](#)).

Annual Program Reviews, completed by departments and incorporated into the Educational Master Plan, are the driving force in budget development and institutional assessment. The District Researcher provides a wide range of data which is integrated into the departments' Annual Program Review ([IB-24](#)).

The Santa Ana College planning process is directly connected to resource allocation. A new planning template was introduced in 2012 which connects student learning outcomes, to department goals, institutional goals and resource prioritization ([IB-18](#), [IIID-34](#) and [IVB-56](#)).

The president has the responsibility for institutional planning and has provided support to continually improve the planning process. Campus wide committees discuss and make changes yearly to Santa Ana College's Strategic Plan. A Mid-Cycle Retreat is conducted to develop a Self Evaluation and the College Council conducts a complementary retreat that further updates and refines the Strategic Plan for the college. This material is shared extensive throughout the college with multiple opportunities for review and input and is considered a living document that guides the student success work of every program and department at SAC throughout the year ([IB-30](#), [IIB-9](#), [IIIA-38](#) and [IIID-11](#))

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plan**

SAC's strategic planning could be enhanced with an Office of Institutional Effectiveness.

## **IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

### **Descriptive Summary**

The president presides over a large and dynamic institution and has established robust and complementary systems of participatory governance and organizational infrastructure to equip the college to continuously apply all applicable state and federal regulations as well as locally established Board policies. On a daily basis the president delegates operational oversight of the college (including responsibility for its continuous compliance with all applicable regulations) to her executive administrative team, who consult with her formally for several hours a week and informally as needed. The president meets quarterly with all managers to maintain direct communications on mission-central items with more detailed operational meetings undertaken by her vice presidents, who in turn meet regularly with members of the management team, which serve as an extension of the president in their respective operational leadership roles at the college. At the pinnacle of participatory governance, the president chairs the College Council, providing for regular direct access to all college constituency groups , who, along with other peers continuously take part in governance committees, each of which handle critical domains of the college with teams of experts and stakeholders throughout the year.

The president links this work back to the Board of Trustees and the chancellor by making regular reports at every Board meeting and by meeting bi-monthly with the chancellor while attending his District Cabinet meetings and the associated District Council, which bridge college operations and governance with district functions ([IVB-57](#) and [IVB-30](#)).

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

None.

#### **IV.B.2.d. The president effectively controls budget and expenditures.**

##### **Descriptive Summary**

The president is responsible for the development and oversight of the college budget. The new budget model has given the president more authority in relation to the development of budget priorities and in relation to the processes for monitoring their utilization and stability. The campus budget planning committee and campus managers make budget recommendations based on the mission, goals and objectives of departments and the college through a formal and highly visible Resource Allocation Request process (RAR) that is described extensively in Standard III. Budget and planning is a regular topic at Presidents' Cabinet as funding streams are continuously analyzed relative to expenditures in support of student learning. The president maintains final authority and responsibility for the budget and for all college operations and decisions ([IB-18](#)).

##### **Self Evaluation**

Santa Ana College meets this standard.

##### **Actionable Improvement Plans**

None.

#### **IV.B.2.e. The president works and communicates effectively with the communities served by the institution.**

##### **Descriptive Summary**

The president communicates regularly with the many constituencies of Santa Ana College. The president uses the resources of the faculty/staff listserve, the college website, fall and spring college-wide convocations, and makes topical presentations to the campus as necessary. She leads highly visible campus groups, such as the College Council, visits other committees for critical conversations throughout the year, and meets 1:1 or in small groups with members of the college community (Faculty, classified staff, and students) on an on-going basis. The president represents and acts on behalf of the college in policy and practice forums throughout the state and nation and serves on leadership groups that bring visibility to the college and help to expand its robust and student success-centered partnerships regionally. The president also regularly meets with the Santa Ana College Foundation overall, its Executive committee and task forces and individual donors to broadcast the college's mission and to leverage resources to enhance our achievement of it today and in the future ([IVB-58](#), [IIIA-149](#), [IIA-20](#) and [IVB-59](#)).

##### **Self Evaluation**

Santa Ana College meets this standard.

##### **Actionable Improvement Plans**

None.

**IV.B.3. In multi-college districts or systems, RSCCD/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout RSCCD/system and assures support for the effective operation of the Colleges. It establishes clearly defined roles of authority and responsibility between the Colleges and RSCCD/system and acts as the liaison between the Colleges and the governing board.**

**IV.B.3.a. The District/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the Colleges and consistently adheres to this delineation in practice.**

**Descriptive Summary**

RSCCD, comprised of 2 colleges, Santa Ana College and Santiago Canyon College, is regulated pursuant to California State legislation, the Education Code, board policies, and our administrative regulations. In 2012, work began to update the District's 2007 functional map to delineate the operational roles and responsibilities of the District offices in respect to each other and the colleges. The 34-page 2007 Functional Map outlines of District, Board and college committee roles, functions, and membership. It encompasses 59 district wide governance and administrative committees, and provides a chart of services with information about the functions of each division and administrative unit. The functional map outlines key relationships among and between district committees, offices, and departments and their college counterparts, as appropriate. During an interview with the Chancellor, he stated that the functional map is adhered to, with continuous attention to the efficiency and functional alignment of these complex systems ([IVB-60](#)).

Each of the operational units under the District reviewed their portion of the functions for completeness and accuracy. The primary purpose was to simplify descriptions of functions, and made sure outcomes were accurately measured. The functional map includes a column to clarify future plans, including policy, roles of stakeholder groups, and oversight committees, and provides for the cyclical evaluation of the map. RSCCD is currently updating the functional map as part of an effort to ensure alignment as institutional structures and processes evolve. This project has engaged faculty, staff, administrative, and student leaders in a collaborative effort to further define and delineate roles and responsibilities of the colleges and RSCCD. [The 2014 RSCCD Functions/Mapping of Responsibilities was finalized, and approved by the Board April 28, 2014, item 5.2 \(IVB-60, 2014, IVB-60, color, and docket item from John Didion\).](#)

One important trend in District-College relations is the movement underway to decentralize a number of formerly District functions and to transition them to the Colleges. One example is the adoption of a more college-centered role in budget management under the SB 361 budget model. The Board of Trustees approved the transition to a budget model aligned with SB 361 in 2011. This action opened the way for a restructuring of the budget model and associated processes in a way that provided the colleges with more autonomy and more responsibility for budget management than under the previous model, which was highly centralized at the District Office.. Since implementing RSCCD's SB 361-based budget model initially in the 2012-2013 year and subsequently in the 2013-2014 year, RSCCD and the two colleges have continued to work towards clarifying and delineating operational responsibilities by developing and approving the Planning and Budget Manual in November 2013 to further support and guide the budget process district-wide. The new Planning and Budget model is comprehensively addressed in Standard III (IVB-61, BOT minutes documenting the adoption of the new budget model, the new Budget Planning Model).

In 2013, SAC was invited to participate in a District Satisfaction Survey (IVB-62). The results of the survey will be used to further assess the status of the RSCCD/college relationship. Specifically, the survey identified areas where the district could improve their timeliness and helpfulness in

responding to campus requests. The survey results have been forwarded to each District operation and have been used to create an assessment report with action items for continuous improvement of district departments. Program review for district operational units will integrate this tool and use it to address any discrepancies or gaps in service and eliminate redundancies between college and District functions while improving overall quality (IVB-63, example of district department distribution cover note or uptake of this data)

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

None.

## **IV.B.3.b. The District/system provides effective services that support the Colleges in their missions and functions.**

### **Descriptive Summary**

RSCCD has a number of services to support college operations and functions. Some of the primary services include Human Resources, Business Operations & Financial Services, Payroll, District Information Technology Services, Facilities planning/Construction (including oversight of the campus construction program), District Safety, Risk Management/Employee Benefits and Resource Development, among other sub-departments.

Each unit under District operations assesses the effectiveness of their services by conducting its own program review through a process it deems most appropriate (focus group, interview, data, survey, etc.). As of this year 2013/14, the district offices have changed the process and have invited the entire district (which includes full-time faculty, full-time and on-going part-time classified, administration/supervisory) to assess the effectiveness of each district operation unit's service. The results were distributed to the units for inclusion in their program effectiveness review (IVB-62).

Collaboration between the District and the colleges is continuous and touches every aspect of our overall functionality and support for student learning. Some cross-functional areas are so integrated into college operations that they are co-located at both the District Office and at the College. These areas presently include of Information Technology Services (ITS), the Student Business Office, and Campus Safety. These three offices enable Santa Ana College to more effectively maintain its infrastructure while supporting students and the programs that serve them at the college (see [IID-24](#)).

RSCCD's Institutional Research Office serves the colleges directly by providing research data and information we continuously utilize in strategic planning, program effectiveness review, student learning outcome assessment and in analyzing pathways to completion. Examples of additional highly valued support from this office include membership on the SAC Student Success Committee, active participation in the college's intersegmental regional partnership, and leadership in developing, administering, and interpreting surveys throughout the year that engage employees, students, alumni, community stakeholders and more. RSCCD's Research Department also provides professional development, direct assistance to faculty and staff in association with special projects and innovative work to assess the impact of new practices at the pilot stage of implementation so they can be refined and scaled to benefit all students. Examples of this include the Santa Ana Adelante Program, analyzing sub-populations of students in relation to National Student Clearinghouse data, and helping to supervise research projects that help the college learn about the effectiveness of programs and services (IVB-64).

Although some district functions have been decentralized, the remaining centralized functions RSCCD performs are beneficial to the colleges. For example, Payroll has implemented an automated tracking system to expedite absence and vacation accounting processes on-line and

created specialized training for users. To assist employees with questions about their benefits, RSCCD continuously offers thematic workshops on such topics as health, wellness, and retirement benefits. Finally, the District advanced supplemental funding above and beyond the minimum levels called for in the RSCCD Budget Model to support the college's reinstatement of the Winter Intersession in January of 2014.

### **Self Evaluation**

The College meets this standard.

### **Actionable Improvement Plan**

None

## **IV.B.3.c. RSCCD/system provides fair distribution of resources that are adequate to support the effective operations of the Colleges.**

### **Descriptive Summary**

The Rancho Santiago Community College District processes and procedures for distributing resources have evolved as it has transitioned from its origins as a single college to single college/ multi-campus district, and finally to the multi-college district, which it is today. In February 2013, the RSCCD Board of Trustees adopted a new Budget Allocation Model (BAM) in response to the passage of SB 361 which transitioned substantially more authority for budget planning, management, and accountability from the District Office to the colleges. The governance structure was modified to accommodate this change and the Budget Allocation and Planning Review Committee (BAPR) was dissolved and the Fiscal Resources Committee (FRC) was established in its place. The FRC is comprised of ten college representatives and four representatives from district administrative units. The committee includes members of Academic Senate and representatives from the collective bargaining units. The newly adopted Budget Allocation Model provides guidelines, formulas, and procedures for the development of an annual district-wide budget including specifications for the distribution of resources to each college and to the District Office.

Pursuant to the SAC 2013/2014 Planning and Budgeting Manual ([IVB-11](#)), the FRC not only develops the budget assumptions, but reviews the recommendations from the Chancellor, Board of Trustees, and the public at large. Throughout the planning and budgeting process, the tentative budget is reviewed and recommended changes are considered periodically. Campus budget allocations are distributed to the colleges based on FTES earned by the colleges mirroring the statewide model that is in place for the California Community Colleges. A portion of the available funding is set aside based on college-district negotiations and with the approval of the chancellor to fund the cost of district operations and to maintain a contingency reserve account for the benefit of RSCCD overall. This fund has served the district well over the previous five years as evidenced by the fact that in the face of continuous budget reductions RSCCD was able to maintain its fiscal solvency and shoulder both reductions and deferred apportionment payments during this extremely difficult interlude.

Since the passage of SB 361 in 2006, RSCCD has continually reviewed and updated its budget allocation model to ensure the colleges can operate and support core programs and services with careful consideration for FTES produced across the credit and adult education segments of the college. As RSCCD moves into the next phase of modest state funding growth, it will continue to review its resource allocations to the colleges and its reserve levels. The District Chancellor's office is open to conducting a budget allocation review of district operations to address other funding and expenditure issues related to centralized operations at the district and maintains a continuous dialogue with the college president in relation to the college's budget needs and available resources ([IVB-65, chancellor/president meeting appointments, agendas](#)).



Finally, the SB 361 funding model does not supplant the chancellor's role, nor provide oversight of the operation at the district office. It is important that guidelines, procedures and responsibilities be continuously revisited and updated clarified in relation to district operations, cost-effectiveness and priorities for student learning at the college.

### **Self Evaluation**

The College meets this standard.

### **Actionable Improvement Plans**

None.

## **IV.B.3.d. The district/system effectively controls its expenditures.**

### **Descriptive Summary**

Pursuant to RSCCD Board Policy, the district has established specific mechanisms to control its expenditures. These mechanisms are designed to ensure that budgets and expenditures support the district's master and educational plans. For example, all expenditures must be made pursuant to an approved budget. The assumptions upon which the budgets are based must first be presented to the Board for review. Also, multiple reports are presented to the Board of Trustees throughout year including the tentative budget, monthly actual expenditure vs. approved budget, and annual budget projections which address long term goals and commitments. Any changes or deviation in the approved budget and actual expenditures is reported to the Board in a timely manner.

Further, the Board revised BP 3204 in September 9, 2013 (now BP 6250) ([IVB-11](#)), to require Board approval for any changes to major expenditure classifications. This policy requires that unrestricted general reserve funds are to be no less than 5%. Transfers from the reserve for contingencies to any expenditure classification must be approved by a 2/3 vote of the Board. For example, revenues accruing to the District in excess of this amount budgeted shall be added to the district's reserve for contingencies. They are available for appropriation only upon a resolution of the Board that sets forth the need according to majority vote.

In addition to the district's minimum reserve fund policies and practices, the district's monthly budget and expenditures reports are created and disseminated in coordination with the colleges to create a highly predictable and accurate system of expenditure controls ([IVB-66](#)). Detailed monthly budget and expenditure reports are prepared for each Division of the District operations and are combined with cash flow management tools that the college has created for individual manager's use in analyzing the percentage of the budget available at any point in the academic year ([IVB-67](#)). The RSCCD report shows the district managers how closely their actual expenditures come to their budget. In order to maintain control over their expenditures, the District and college managers must then reduce cost or adjust expenditure plans accordingly ([IVB-68, sample report](#)).

RSCCD has a consistent track record of financial stability. The District has demonstrated, by maintaining a positive ending balance for the past 6 years that it has effective control of expenditures and a stable fiscal environment capable of functioning during periods of high funding volatility. Since 2008, the District has closed the fiscal year with a positive ending balance, based on external audits, with results available on the district website ([IVB-69](#)). These independent external audits are conducted annually for the District and its colleges. Each audit is prepared in accordance with the Budget Accounting Manual (BAM), which establishes the standard for external financial reporting for public institutions. The audits also provide external reviews of internal processes and are key indicators of fiscal stability and effective control. The District's commitment and ability to adhere to the 5% minimum reserve and maintain a positive ending balance, further proves it has an effective control of its expenditures ([IIID-2](#)).



### **Self Evaluation**

Santa Ana College meets this standard

### **Actionable Improvement Plans**

None.

### **IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the Colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the Colleges.**

#### **Descriptive Summary**

The Chancellor's right to delegate his responsibilities, is derived from BP 2430 ([IVB-18](#)) This policy states that the Board of Trustees appoints the chancellor and holds him accountable for the administration of all district activities not reserved by the Board or pursuant to the Education Code. Therefore, the Chancellor may delegate any powers and duties entrusted to him or her by the Board, but will be specifically responsible to the Board for the execution of such delegated powers and duties. In turn, the chancellor of RSCCD delegates the authority for administrative decisions and operations at SAC to the SAC president.

Pursuant to the job description (IVB-70), [the president] "[serves] as chief executive officer of the campus with overall responsibility to the Chancellor for all aspects of planning, leadership, funding, staffing, facilities, and delivery of all district programs in the Santa Ana service area, personnel services and employer-employee relations, student services and activities, student performance and conduct in the service area"

During an interview with the SAC president, she said she meets with the Chancellor about four times per month each month, twice as part of the Chancellor's Cabinet, and twice one to one to discuss any issues related to the execution of her administrative duties and operations of the colleges. In an interview with the Chancellor, he indicated that he has delegated full authority and responsibility to the college president in all matters related to campus administration and operations.

The effective operation of the college then becomes the responsibility of the college president, and any issues or challenges that may arise at the college are the responsibility of the President to handle as she sees fit. The Chancellor further maintained during the interview that the college President speaks for the college in all matters relating to the college. The chancellor emphasized that he does not speak for or direct the president in final decisions affecting the college. Instead, he will provide guidance, resources and district perspective in resolving any potential issues.

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

None.

**IV.B.3.f. The district/system acts as the liaison between the Colleges and the governing board. The district/system and the Colleges use effective methods of communication, and they exchange information in a timely manner.**

**Descriptive Summary**

Pursuant to BP 2430 (IVB3-11), as part of the Chancellor's authority, one of the responsibilities enumerated states "All reports, recommendations, and correspondence to the Board of Trustees from any employee shall be submitted to the chancellor for transmittal to the Board." The chancellor therefore is the primary conduit for all information passing from the college to the governing board. The participatory governance structure and the management team must share the goal that information is delivered effectively to all constituents through regular and formal processes.

There are six participatory governance committees involved in planning at the district level. The District Council serves as the primary participatory governance body that is responsible for district-wide planning activities including developing planning and budgetary recommendations that are submitted to the Chancellor and Board of Trustees. The five other district-level participatory governance committees who support the work of the District Council include the Planning and Organizational Effectiveness, the Fiscal Resources, the Human Resources, the Physical Resources and the Technology Advisory Group. All of these groups include multiple college representatives as demonstrated by rosters of committee members for governance committee at SAC (IVB-XX, governance committee rosters for 2013-2014).

In an interview with the Chancellor, he stated he is willing to bring forward any issues the college Presidents bring to him, and that he fully supports their decisions. The Chancellor acknowledges that the participatory governance structure and management structure plays an important part in ensuring the timeliness and the effectiveness of communication processes district-wide. In a separate interview, Jeff McMillan and Ray Hicks confirmed that regular meetings between the Chancellor and the Presidents of the Academic Senates and that they are indispensable partners on monthly meetings of the Budget Allocation and Planning Review Committee. During the interview, the Chancellor stated he has an expectation that the shared governance structure and the management council delivered information effectively to all constituency groups.

The District Board of Trustees meets twice a month in formal meetings that include the SAC president, the president of the Academic Senate, the president of the SAC ASG, and a student trustee. The Chancellor holds weekly Cabinet meetings, Management Council meetings and bi-monthly meetings with the President of the Academic Senates. The Chancellor also sends out emails to all district email users with information on key issues impacting the colleges and announcements linked recent accomplishments at the colleges, of their students, faculty, and staff. In terms of the flow of information and processes, the established system functions well.

With regard to 2008 ACCJC District Recommendation 3 for SAC/ Recommendation 5 for SCC, regarding "appropriate communication processes between the trustees and district employees," the Board of Trustees and the colleges have responded by adhering to BP 2715—Code of Ethics/Standards of Practice (formerly BP9002 – Statement of Ethical Conduct, for BOT) and BP 7001 (formerly BP7020 – Code of Ethics, for all district employees). In addition, the Board of Trustees amended BP 2745– Board of Trustees Self-Evaluation (formerly BP 9022), which calls for a broad evaluation of the Board of Trustees by constituent groups. One section of the evaluation instrument is entitled, Board Relations with the Chancellor, Presidents, Faculty, and Staff. In the six years since this recommendation was issued, there have been no violations of these policies, nor has there been inappropriate communication between the Trustees and district employees ([BOT Minutes 05-17-14, Item 3.5](#)).

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plans**

None.

**IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

### **Descriptive Summary**

The district regularly evaluates its role delineation by arranging for an annual planning meeting with administrators from both colleges to revise existing delineation model. This delineation model is also shaped and molded by decisions made at the yearly board retreat. Decisions made at these meeting are communicated through the District Function/Mapping of Responsibilities document, which was completed and posted to the district website spring 2014.

<http://rscdd.edu/Departments/Research/Pages/District-Planning.aspx>

In 2013, a district-wide survey was conducted to assess the District's role delineation and issued the results of the survey to each district operational unit. As a result of this survey, the district has a mechanism to evaluate processes and functions with both quantitative and qualitative input from all constituency groups, including Classified, Faculty, Management, and the Board.

In an interview with the Assistant Vice Chancellor of Fiscal Services/Business operations, Adam O'Connor, he acknowledged that the results of the Survey indicated that, there are opportunities for his unit to improve their actual and perceived services. The survey results also indicated a lack of clarity regarding exactly what District functions and services are, which may have lead to inconsistent assessment results. Clearer and more consistent communication to raise general awareness of what the district does has been identified as a goal for further improvement of RSCCD District Office effectiveness.

### **Self Evaluation**

Santa Ana College meets this standard.

### **Actionable Improvement Plan**

The college will improve the frequency and clarity of information flowing from the District Office with relation to program and service functions to improve overall effectiveness within RSCCD. In addition to other communication methods, the 2014 Functions/Mapping of Responsibilities will be shared.

**Standard IV.B. Evidence** **This needs to be numbered sequentially for all of IVB**

- IVB-1 BP 2200 – Board Duties and Responsibilities  
<http://rscdd.edu/Trustees/Board-Policies/Pages/2000/BP-2200.aspx>
- IVB-2 BP 2410 – Setting Policy  
<http://rscdd.edu/Trustees/Board-Policies/Pages/2000/BP-2410.aspx>
- IVB-3 Board Mission & Goals  
<http://rscdd.edu/Trustees/Pages/Mission-Goals.aspx>
- IVB-4 BP 3250 – Institutional Planning  
<http://rscdd.edu/Trustees/Board-Policies/Pages/3000/BP-3250.aspx>
- IVB-5 BP 2746 – Board of Trustees Annual Evaluation of District Goals  
<http://rscdd.edu/Trustees/Board-Policies/Pages/2000/BP-2746.aspx>
- IVB-6? p.416
- IVB-7? p.416  
<http://rscdd.edu/Trustees/Documents/form-rscdd-master-plan2.htm> (incorrect)
- IVB-8? BP 4XXX (BP 6117) – Curriculum
- IVB-9 Board of Trustees Meeting Agenda – August 19, 2013  
<http://rscdd.edu/Trustees/Documents/Agendas/2013%20Agendas/08-19-13%20RSCCD%20agenda.pdf>
- IVB-10 BP 6300 – Fiscal Management  
<http://rscdd.edu/Trustees/Board-Policies/Pages/6000/BP-6300.aspx>
- IVB-11 BP 6250 – Budget Management  
<http://rscdd.edu/Trustees/Board-Policies/Pages/6000/BP-6250.aspx>
- IVB-12 Board Policies – Business and Fiscal Affairs  
<http://rscdd.edu/Trustees/Pages/Board-Policies-Business-and-Fiscal-Affairs.aspx>
- IVB-13 P.418
- IVB-14 BP 2110 – Vacancies on the Board  
<http://rscdd.edu/Trustees/Board-Policies/Pages/2000/BP-2110.aspx>
- IVB-15 BP 2740 – Board Education  
<http://rscdd.edu/Trustees/Board-Policies/Pages/2000/BP-2740.aspx>
- IVB-16 BP 2210 – Officers  
<http://rscdd.edu/Trustees/Board-Policies/Pages/2000/BP-2210.aspx>
- IVB-17 BP 2716 – Political Activity  
<http://rscdd.edu/Trustees/Board-Policies/Pages/2000/BP-2716.aspx>
- IVB-18 BP 2430 – Delegation of Authority to the Chancellor  
<http://rscdd.edu/Trustees/Board-Policies/Pages/2000/BP-2430.aspx>

- IVB-19 BP 2745 – Board Self-Evaluation  
<http://rsccd.edu/Trustees/Board-Policies/Pages/2000/BP-2745.aspx>
- IVB-20 Board Responsibilities  
<http://rsccd.edu/Trustees/Pages/Board-Responsibilities.aspx>
- IVB-21 BP 2360 – Minutes  
<http://rsccd.edu/Trustees/Board-Policies/Pages/2000/BP-2360.aspx>
- IVB-22? SAC Docket Timeline and Preparation Schedule
- IVB-23? Contract Development Template
- IVB-24? Board Policy Update Matrix
- IVB-25 Board of Trustees Areas  
<http://rsccd.edu/Trustees/Pages/Trustee-Areas.aspx>
- IVB-26 Board of Trustees Meeting Minutes – January 17, 2012  
<http://rsccd.edu/Documents/Uploads/01-17-12-RSCCD-agenda.pdf>
- IVB-27 Board of Trustees Meeting Minutes – February 18, 2014  
<http://rsccd.edu/Trustees/Documents/Agendas/2014%20Agendas/02-18-14%20agenda.pdf>
- IVB-28 Board of Trustees Website  
<http://rsccd.edu/Trustees/Pages/default.aspx>
- IVB-29 BP 2100 – Board Elections  
<http://rsccd.edu/Trustees/Board-Policies/Pages/2000/BP-2100.aspx>
- IVB-30 Board of Trustees – Agendas & Minutes  
<http://rsccd.edu/Trustees/Pages/Agendas-Minutes.aspx>
- IVB-31? P.421
- IVB-32 BP 2720 – Communications Among Board Members  
<http://rsccd.edu/Trustees/Board-Policies/Pages/2000/BP-2720.aspx>
- IVB-33 Board of Trustees Meeting Minutes – October 28, 2013  
<http://rsccd.edu/Trustees/Documents/Minutes/2013%20Minutes/10-28-13%20Minutes.pdf>
- IVB-34 Board of Trustees Meeting Minutes – November 12, 2013  
<http://rsccd.edu/Trustees/Documents/Minutes/2013%20Minutes/11-12-13%20minutes.pdf>
- IVB-35 Board of Trustees Meeting Minutes – January 13, 2014  
<http://rsccd.edu/Trustees/Documents/Minutes/2014%20Minutes/01-13-14%20minutes.pdf>
- IVB-36 Board of Trustees Meeting Minutes – February 3, 2014

- <http://rsccd.edu/Trustees/Documents/Agendas/2014%20Agendas/02-03-14%20RSCCD%20agenda.pdf>
- IVB-37 Chancellor Raúl Rodríguez, Ph.D.  
<http://www.rsccd.edu/Discover-RSCCD/Pages/Chancellor.aspx>
- IVB-38 Board of Trustees Meeting Agenda – November 12, 2013  
<http://rsccd.edu/Trustees/Documents/Agendas/2013%20Agendas/11-12-13%20agenda.pdf>
- IVB-39 Board of Trustees Meeting Agenda – December 9, 2013  
<http://rsccd.edu/Trustees/Documents/Agendas/2013%20Agendas/12-09-13%20RSCCD%20agenda.pdf>
- IVB-40 BP 2710 – Conflict of Interest  
<http://rsccd.edu/Trustees/Board-Policies/Pages/2000/BP-2710.aspx>
- IVB-41 Board of Trustees Meeting Minutes – September 23, 2013  
<http://rsccd.edu/Trustees/Documents/Minutes/2013%20Minutes/09-23-13%20minutes.pdf>
- IVB-42 BP 3200 – Accreditation  
<http://rsccd.edu/Trustees/Board-Policies/Pages/3000/BP-3200.aspx>
- IVB-43 Board of Trustees Meeting Minutes – March 23, 2009  
[http://rsccd.edu/Documents/Uploads/032309\\_RSCCDBoardMinutes.pdf](http://rsccd.edu/Documents/Uploads/032309_RSCCDBoardMinutes.pdf)
- IVB-44 Board of Trustees Meeting Minutes – December 9, 2013  
<http://rsccd.edu/Trustees/Documents/Minutes/2013%20Minutes/12-09-13%20minutes.pdf>
- IVB-45? Agendas & Minutes, Standard IV Joint Meeting – Oct. 7, 2013
- IVB-46? Summary of Board Interview, October 28, 2013
- IVB-47? BP's/AR's related to Board involvement in accreditation process and results
- IVB-48? November 1<sup>st</sup> documentation
- IVB-49 BP 2432 – Chancellor Succession  
<http://rsccd.edu/Trustees/Board-Policies/Pages/2000/BP-2432.aspx>
- IVB-50? AR 4102.4 – Administrative Recruitment and Employment Regulations
- IVB-51 Board of Trustees Meeting Minutes – August 19, 2013  
<http://rsccd.edu/Trustees/Documents/Minutes/2013%20Minutes/08-19-13%20minutes.pdf>
- IVB-52 BP 7008 – Employee Evaluation  
<http://rsccd.edu/Trustees/Board-Policies/Pages/7000/BP-7008.aspx>
- IVB-53 SAC Mission Statement

<http://www.sac.edu/AboutSAC/Pages/mission.aspx>

- IVB-54? Management Council agendas, College Council agendas, President's calendar showing constituency group meetings, President's Agenda for College Council Retreat, President's resume showing leadership positions
- IVB-55? Management Council agendas & minutes, SAC Student Services example of classified meeting and communications. (*Organizational Chart, College Council Agenda, President's Cabinet Agenda, Management Council Agenda*)
- IVB-56 SAC Facilities Master Plan Update – 2013  
<http://www.sac.edu/AdminServices/facilities/Documents/2013-02-11%20SAC%20Facil%20Steering%20Committee%20FINAL.pdf>
- IVB-57 District Council  
<http://rscsd.edu/Discover-RSCSD/Pages/District-Council.aspx>
- IVB-58 Erlinda J. Martinez, Ed.D. President Biography  
<http://www.sac.edu/President/Documents/Erlinda-Martinez-Biography.pdf>
- IVB-59 SAC Foundation – President's Circle  
<http://www.sac.edu/foundation/Pages/President-Circle.aspx>
- IVB-60 RSCCD Functions/Mapping of Responsibilities – 2007  
<http://teams.rscsd.edu/sac/Accreditation/Standard-IV-B/Evidence/IVB-60.RSCCD.FuntionsMappingResponsibilities.pdf>
- IVB-60 RSCCD Functions/Mapping of Responsibilities – 2014  
<http://teams.rscsd.edu/sac/Accreditation/Standard-IV-B/Evidence/IVB-60.FunctionsMap-14.pdf>
- IVB-60.color RSCCD Functions/Mapping of Responsibilities – 2014 (color)  
<http://teams.rscsd.edu/sac/Accreditation/Standard-IV-B/Evidence/IVB-60.FunctionsMap-14.color.pdf>
- IVB-61? BOT minutes documenting the adoption of the new Budget Planning Model
- IVB-62? District Satisfaction Survey Result (December 2013)
- IVB-63? example of district department distribution cover note or uptake of this data
- IVB-64? Research Protocol Form
- IVB-65? chancellor/president meeting appointments, agendas
- IVB-66? Sample monthly budget and expenditure report
- IVB-67? Sample cash flow management tool



IVB-68? sample report

IVB-69 Fiscal Services Department  
<http://www.rscsd.edu/Departments/Fiscal-Services/Pages/Fiscal%20Services%20Department.aspx>

IVB-70? Job Description, The President

## Tab 11-Appendices

### APPENDICES



**Appendix A: Actionable Improvement Plans for the Self Evaluation Report of Educational Quality and Institutional Effectiveness**

**Appendix B: Santa Ana College Acronyms/Initialism**



## APPENDIX A

### Actionable Improvement Plans for the Self Evaluation Report of Educational Quality and Institutional Effectiveness

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS.....	181
I.A. Mission.....	183
Actionable Improvement Plans.....	184
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.....	184
I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.....	184
Actionable Improvement Plans.....	186
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.....	186
I.A.2. The mission statement is approved by the governing board and published.....	186
Actionable Improvement Plans.....	186
None.....	186
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.....	186
Actionable Improvement Plans.....	187
None.....	187
I.A.4. The institution’s mission is central to planning and decision making.....	187
Actionable Improvement Plans.....	187
None.....	187
I.B. IMPROVING INSTITUTIONAL EFFECTIVENESS.....	191
I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.....	191
Actionable Improvement Plans.....	192
The program review process will be ongoing and consistent with integrated planning activities.....	192
Professional development activities will be offered to improve the collective understanding of the meaning of evidence, data, and research used in the evaluation of student learning.....	192
I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.....	192
Actionable Improvement Plans.....	193
The college will continue to review the Strategic Plan to review the degree to which goals have been met.....	193
The college will continue to evaluate assessment processes of the institutional goals.....	193
I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of the institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.....	193
Actionable Improvement Plans.....	195
An Office of Institutional Research should be established, and a college researcher should be hired to improve institutional planning.....	195
I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.....	195
Actionable Improvement Plans.....	196
The college will continue to utilize the RAR process and evaluate its effectiveness.....	196
I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.....	196
The college collects assessment data through diverse means including meetings, convocations, and digital platforms.....	196
Actionable Improvement Plans.....	197
The college will develop a formal mechanism to assess the effectiveness of communicating information about institutional quality to the public.....	197
I.B.6. The institution assures the effectiveness of its ongoing planning and resources allocation process by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.....	197
Actionable Improvement Plans.....	198
The effectiveness of the SB 361 Model will be reviewed at the college level.....	198
An Office of Institutional Effectiveness will be established to evaluate planning processes.....	198
I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.....	198
Actionable Improvement Plans.....	199
None.....	199

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES .....	205
II.A. Instructional Programs .....	207
II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.....	207
Actionable Improvement Plans.....	209
None.....	209
II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes. ....	209
Actionable Improvement Plans.....	211
None.....	211
II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. ....	211
Actionable Improvement Plans.....	213
The faculty will continue to evaluate success rates in the distance education mode.....	213
The college will explore more alternatives to scheduling patterns to meet changing student needs.....	213
II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.....	213
Actionable Improvement Plans .....	218
All departments and units will complete assessment of Program-level Learning Outcomes for degrees, programs and certificates. Outcomes will be developed for each GE area and connected to the ILO's. All ILO's will be assessed at 100%. ....	218
The efficacy of the new Learning Center will be assessed. ....	218
II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location. ....	218
Actionable Improvement Plans.....	220
None.....	220
II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs. ....	220
Actionable Improvement Plans.....	222
None.....	222
II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes. ....	222
Actionable Improvement Plans.....	224
All departments and units will complete assessment of Program-level Learning Outcomes for degrees, programs and certificates. ....	224
Outcomes will be developed for each GE area and connected to the ILO's. All ILO's will be assessed at 100%. ....	224
Continued DE Research comparisons and student surveys will be conducted for this program to assure quality of the program and courses. ....	224
II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs. ....	224
Actionable Improvement Plans.....	225
None.....	225
II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. ....	225
Actionable Improvement Plans.....	227
None.....	227
II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. ....	227
Actionable Improvement Plans.....	228
None.....	228
II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees.....	228
Actionable Improvement Plans .....	229
The English department will evaluate the efficacy of the new scheduling pattern from N50, through the sequence, to English 101 to determine if persistence rates increase.....	229
II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.....	229
Actionable Improvement Plans .....	230
None.....	230
II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. ....	230
Actionable Improvement Plans.....	231
None.....	231
II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes. ....	231
Actionable Improvement Plans .....	232

The college will evaluate the institution-set standards for success rates, attainment of degrees, CTE certificates, and transfer bi-annually.....	232
II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.....	232
Actionable Improvement Plans.....	233
None.....	233
II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.....	233
Actionable Improvement Plans.....	234
All of the general education areas will be reviewed in a systematic cyclical manner.....	234
II.A.3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.....	234
Actionable Improvement Plans.....	236
None.....	236
II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.....	236
Actionable Improvement Plans.....	237
None.....	237
II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.....	237
Actionable Improvement Plans.....	238
None.....	238
II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.....	238
Actionable Improvement Plans.....	241
None.....	241
II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.....	241
Actionable Improvement Plans.....	243
None.....	243
II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.....	243
Actionable Improvement Plans.....	244
None.....	244
II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.....	245
Actionable Improvement Plans.....	245
None.....	245
Actionable Improvement Plans.....	246
None.....	246
II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.....	246
Actionable Improvement Plans.....	247
None.....	247
II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.....	247
Actionable Improvement Plans.....	248
None.....	248
II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.....	248
Actionable Improvement Plans.....	249
None.....	249
II.A.7.c. Institutions that require conformity to specific codes of conduct or staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.....	249
Actionable Improvement Plans.....	250
None.....	250
II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.....	250
II.B. Student Support Services.....	261
II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or	

means of delivery, support student learning and enhance achievement of the mission of the institution. ....	261
Actionable Improvement Plans .....	264
Each of the Student Services programs will incorporate review of the 2013 Student Satisfaction Survey into the annual Program Effectiveness Review and Program Plan within their respective planning portfolio. ....	264
II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: .....	264
Actionable Improvement Plans .....	266
A recommendation will be made by the workgroup for a more student-friendly format for the catalog. ....	266
II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.....	266
Actionable Improvement Plan.....	267
The Student Satisfaction Survey will be analyzed by the Student Success Committee (IIB-9) to determine further research needed. Research results will be utilized for program review. ....	267
II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. ....	267
Actionable Improvement Plans .....	269
New strategies and procedures that come from the Student Transition Strategic meetings will be phased in during the 2015-2016 school year; data will be collected and a review of the results will drive the future changes. ....	269
II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students.....	270
Actionable Improvement Plans .....	272
None. ....	272
II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. ....	272
Actionable Improvement Plan.....	276
As part of the annual review process, student services management and faculty will analyze the most recent Student Satisfaction Survey and identify possible areas of program improvement and implement strategies to increase the overall student satisfaction ratings to previous levels or higher.....	276
II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. ....	277
Actionable Improvement Plan.....	279
None. ....	279
II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. ....	280
Actionable Improvement Plan.....	281
An evaluation of the pilot will be conducted in the fall of 2014 by English faculty and the RSCCD Research Department in conjunction with the SAC Testing Center and Student Outreach office to verify if placements have resulted in a more successful placement than the standardized CTEP exam. ....	281
II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records. ....	281
Actionable Improvement Plans .....	282
None. ....	282
II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. ....	282
Actionable Improvement Plans .....	282
Questions will be added to the Student Survey regarding Distance Education related to the contribution of the service toward student achievement and DE student usage and feedback on services provided. ....	282
The college will implement DE student access to Transfer Center resources and advisement and Financial Aid.....	282
II.C. Library and Learning Support Services .....	291
II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery. ....	291
Actionable Improvement Plan .....	296
II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution. ....	296
Actionable Improvement Plan .....	300
After documented analysis through program review, the library and other learning support services will submit RAR's for an increase in educational equipment and materials to support student learning, to provide for enrollment growth, to support new programs, and to achieve the mission of the institution. ....	300
II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency. ....	300
Actionable Improvement Plan .....	303
None. ....	303
II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery. ....	303
Actionable Improvement Plan .....	307



After analysis through the program review process, the library and other learning support services will submit their RAR's for an increase in service hours and staff to optimize services to students. ....	307
II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.....	307
Actionable Improvement Plan .....	308
None .....	308
II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.....	308
Actionable Improvement Plan .....	309
II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. ....	309
Actionable Improvement Plan .....	312
None .....	312
STANDARD III: RESOURCES.....	319
III.A. Human Resources.....	321
III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.....	321
III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established. ....	321
Actionable Improvement Plan.....	323
None .....	323
III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented. ....	324
Policies and procedures exist to guide the evaluation, improvement plan, and/or dismissal process if necessary for all employees at Santa Ana College. These policies and procedures rely on input from appropriate, identified constituents to determine the effectiveness of the employee. These policies and procedures provide a structure for ensuring that all SAC employees support the mission of the college and contribute to its institutional effectiveness. ....	324
Actionable Improvement Plan.....	326
The student evaluation process requires evaluation and update. Alternative methods to increase student participation including best practices from other community colleges should be considered. ....	326
A more systematic process and structured tracking system to ensure that evaluations are completed in compliance with contract deadlines and the processes established by the district should be developed. ....	326
III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness. ....	326
Actionable Improvement Plan .....	327
The evaluation process for Non-Contract/Part-time faculty should be updated to include an evaluation of faculty effectiveness as it relates to SLO's. ....	327
III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel. ....	327
Actionable Improvement Plan .....	328
None .....	328
III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes. ....	328
Actionable Improvement Plan .....	329
Although Distance Education conducts its own surveys, Distance Education should be included in the overall Institutional Effectiveness Survey in order to properly identify the needs of students, faculty, and staff as it relates to DE. In addition, providing the necessary human resources to the Distance Education program would include the addition of a researcher and an instructional designer. ....	329
III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures. ....	330
Actionable Improvement Plan .....	330
None .....	330
III.A.3.b. The institution makes provision for security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law. ....	330
Actionable Improvement Plan .....	331
The college needs to select and accept software to transition from paper to electronic files using encryption. ....	331
III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity. ....	331
III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. ....	331
Actionable Improvement Plan .....	334

None .....	334
III.A.4.b. The institution regularly assesses that its record in employment equity and diversity consistent with its mission. ....	334
Actionable Improvement Plan .....	335
As research, evaluation, assessment, and planning needs increase, additional resources are needed at the college level for research. This includes a dedicated SAC researcher to support campus-specific needs.....	335
III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.....	336
Actionable Improvement Plan .....	336
None. ....	336
III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. ....	336
III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.....	337
Actionable Improvement Plan .....	338
The college needs to facilitate and expand professional development opportunities.....	338
The college also needs to create a specific budget line item to fund professional development activities.....	338
III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. ....	338
Actionable Improvement Plan .....	339
Improvements to the professional development offerings to increase opportunities for all staff should be made. ....	339
The college also needs to create a specific budget line item to fund professional development activities.....	339
III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement. ....	340
Actionable Improvement Plan .....	341
None. ....	341
III. B. Physical Resources.....	355
III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.....	355
Actionable Improvement Plans.....	356
III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assure effective utilization and the continuing quality necessary to support its programs and services. ....	357
Actionable Improvement Plans.....	358
None. ....	358
III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.....	358
Actionable Improvement Plans.....	361
The district/college will research emergency notification tools that allow for a more robust communication delivery to a greater number of students, faculty, and staff.....	361
III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. ....	361
Actionable Improvement Plans.....	362
Greater efficiency will be realized in scheduling preventative maintenance and in work order accountability when an automated system can be procured that would tie the two together. The goal is to purchase/implement a system that ties directly to the State's FUSION system, to assess facility condition and age of mechanical systems, and combine scheduling preventative maintenance, resource allocation and inventory control. A system such as this is currently on the 2014/15 RAR for the Facilities department. ....	362
III.B.2.a. Long-range capital plans support institutional improvement goals and reflects projections of the total cost of ownership of new facilities and equipment. ....	363
Actionable Improvement Plans.....	364
One area of long-range planning that needs to be addressed more effectively is the issue of "total cost of ownership" and how this affects the decision-making process. This needs to be more formalized in the planning, scope development, and budgeting process for capital improvements at the college. Total cost of ownership is a measurable outcome in the Facilities Program Review documents for 2014/15 (IIIB-43). ....	364
III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement. ....	364
Actionable Improvement Plans.....	365
None. ....	365
Standard III. C. Technology Resources.....	369
III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.....	369
III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution. ....	369
Actionable Improvement Plans.....	372
In order to optimize accessibility for students at the School of Continuing Education, an open-entry computer lab should be made available. ....	372
III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.....	372
Actionable Improvement Plans.....	373
The college will continue to discuss, pursue, and implement a more formalized training program for faculty, students, and staff. In addition, the Academic Computing Center will once again offer students optional training classes that focus on various	

technology skills at no cost to the student. ....	373
III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. ....	373
Actionable Improvement Plans. ....	375
The college will continue its efforts to make all campus constituents aware of the formal Resource Allocation Request and its formal relationship to institutional Planning and Budgeting. ....	375
III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services. ....	375
Actionable Improvement Plans. ....	375
The college is working on developing pathways between credit and non credit (SCE) programs. In order to assimilate students, Blackboard should be available to non-credit students. The college is actively working on that at this time. ....	375
III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement. ....	376
Actionable Improvement Plans. ....	377
SAC will evaluate and determine how to improve campus-wide technology planning such that it is effectively integrated with institutional planning and can be utilized as a basis for institutional improvement. SACTAC will serve as the primary committee mechanism for implementing this actionable improvement plan. ....	377
The college will consider reestablishing a position similar to that of the Associate Dean of Information and Learning Resources. ....	377
III.D. Financial Resources. ....	381
III.D.1. The institution relies upon its mission and goals as the foundation for financial planning. ....	383
III.D.1.a. Financial Planning is integrated with and supports all institutional planning. ....	383
Actionable Improvement Plans. ....	389
III.D.1.b. Institutional planning reflects realistic assessment of financial resources availability, development of financial resources, partnerships, and expenditure requirements. ....	389
Actionable Improvement Plans. ....	390
III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations. ....	390
Actionable Improvement Plans. ....	392
III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets. ....	392
Actionable Improvement Plans. ....	393
The college must continue to obtain quality input from all departments in the institution, and it must make sure that the priorities set by all the departments are judged fairly and openly with respect to the long-term needs of the institution. ....	393
The campus budget office will conduct further training with all constituency groups to ensure the budget development and resource allocation request process is clear and tied to the Strategic Plan. ....	393
III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. ....	393
III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. ....	393
Actionable Improvement Plans. ....	395
None. ....	395
III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. ....	395
Actionable Improvement Plans. ....	396
None. ....	396
III.D.2.c. Appropriate financial information is provided throughout the institution. ....	396
Actionable Improvement Plans. ....	397
SAC will continue to provide budget training to the different departments and to provide tools for budget planning and monitoring. This will help the college to be more efficient and maintain usable, reliable, and coherent data to be used for decision-making college-wide. ....	397
III.D.2.d. All financial resources including long and short term debt instruments (such as bonds and Certificates of Participation) auxiliary activities, fund-raising efforts and grants are used with integrity in a manner consistent with the intended purpose of the funding source. ....	397
Actionable Improvement Plans. ....	398
None. ....	398
III.D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement. ....	398
Actionable improvement plan. ....	398
None. ....	398
<b>III.D.3 The institution has policies and procedures to endure sound financial practices and financial stability.</b> ....	398
III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences. ....	398
Actionable Improvement Plans. ....	400
III.D.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, or foundations, and institutional investments and assets. ....	400
Actionable Improvement Plans. ....	401
None. ....	401

III.D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee obligations. ....	401
Actionable Improvement Plans .....	401
None .....	401
III.D.3.d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting methods. ....	402
Actionable Improvement Plans .....	402
None .....	402
IIID.3.e. On an annual basis the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution. ....	402
Actionable Improvement Plans .....	402
None .....	402
III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to endure compliance with federal requirements. ....	402
Actionable Improvement Plans .....	403
None .....	403
III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution. ....	403
Actionable improvement items .....	403
None .....	403
III.D.3.h. The institution regularly evaluates its financial management processes and the results of the evaluation are used to improve financial management systems. ....	403
Actionable improvement items .....	404
None .....	404
Standard III.D.4. Financial planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution. ....	404
Actionable Improvement Plans .....	404
None .....	404
STANDARD IV: LEADERSHIP AND GOVERNANCE .....	411
IV.A. Decision-Making Roles and Processes .....	413
IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation. ....	413
Actionable Improvement Plan .....	415
None .....	415
IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies. ....	415
IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions. ....	415
Actionable Improvement Plans .....	416
None .....	416
IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services. ....	416
Actionable Improvement Plan .....	416
None .....	416
IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies. ....	416
Actionable Improvement Plans: .....	417
Santa Ana College governance committees should create uniform standards for the posting of minutes in relation to regularly scheduled meetings. ....	417
IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission Requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission. ....	418
Actionable Improvement Plan .....	419
IV.A.5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement. ....	419
Actionable Improvement Plan .....	419
None .....	419
IV.B. Board and Administrative Organization .....	423
Actionable Improvement Plans .....	423
None .....	423
IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness	

of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.....	423
Actionable Improvement Plans.....	425
IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure. ....	425
Actionable Improvement Plans.....	426
None. ....	426
IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. ....	426
Actionable Improvement Plans.....	427
None. ....	427
IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.....	427
Actionable Improvement Plans.....	428
None. ....	428
IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.....	428
Actionable Improvement Plans.....	429
None. ....	429
IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary. ....	429
Actionable Improvement Plans.....	430
None. ....	430
IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office. ....	430
Actionable Improvement Plans.....	431
None. ....	431
IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws. ....	431
Actionable Improvement Plans.....	432
None. ....	432
IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code. ....	432
Actionable Improvement Plans.....	433
None. ....	433
IV.B.1.i. The governing board is informed about and involved in the accreditation process. ....	433
Actionable Improvement Plans.....	434
None. ....	434
IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or college chief administrator (most often known as the president) in the case of a single college. ....	434
Actionable Improvement Plans.....	434
None. ....	434
IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. ....	434
Actionable Improvement Plans.....	435
None. ....	435
IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/She delegates authority to administrators and others consistent with their responsibilities, as appropriate. ....	435
IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:.....	436
Actionable Improvement Plan .....	437
IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies. ....	437
IV.B.2.d. The president effectively controls budget and expenditures. ....	438
Actionable Improvement Plans.....	438
None. ....	438
IV.B.2.e. The president works and communicates effectively with the communities served by the institution. ....	438
IV.B.3. In multi-college districts or systems, RSCCD/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout RSCCD/system and assures support for the effective operation of the Colleges. It establishes clearly defined roles of authority and responsibility between the Colleges and RSCCD/system and acts as the liaison between the Colleges and the governing board. ....	439
IV.B.3.a. The District/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the Colleges and consistently adheres to this delineation in practice.....	439
Actionable Improvement Plans .....	440
None. ....	440
IV.B.3.b. The District/system provides effective services that support the Colleges in their missions and functions. ....	440
Actionable Improvement Plan.....	441

None .....	441
IV.B.3.c. RSCCD/system provides fair distribution of resources that are adequate to support the effective operations of the Colleges. ....	441
Actionable Improvement Plans .....	442
None .....	442
IV.B.3.d. The district/system effectively controls its expenditures. ....	442
IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the Colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the Colleges.....	443
IV.B.3.f. The district/system acts as the liaison between the Colleges and the governing board. The district/system and the Colleges use effective methods of communication, and they exchange information in a timely manner. ....	444
Actionable Improvement Plans .....	445
None .....	445
IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.....	445
Actionable Improvement Plan.....	445
The college will improve the frequency and clarity of information flowing from the District Office with relation to program and service functions to improve overall effectiveness within RSCCD. In addition to other communication methods, the 2014 Functions/Mapping of Responsibilities will be shared.....	445

**APPENDIX B  
Santa Ana College  
Acronyms/Initialism**

<b>AACRAO</b>	<b>American Association of Collegiate Registrars and Admissions Officers</b>
<b>ACC</b>	<b>Academic Computing Center</b>
<b>ACRL</b>	<b>Association of College &amp; Research Libraries</b>
<b>AO</b>	<b>Articulation Officer</b>
<b>A&amp;R</b>	<b>Admissions and Records</b>
<b>AR</b>	<b>Administrative Regulation</b>
<b>ARC</b>	<b>Annual Required Contribution</b>
<b>AS</b>	<b>Academic Senate</b>
<b>ATC</b>	<b>Assistive Technology Center</b>
<b>BAPR</b>	<b>Budget and Planning Review Committee (District-prior to F13)</b>
<b>Bb</b>	<b>Blackboard</b>
<b>BOG</b>	<b>Board of Governors</b>
<b>BOT</b>	<b>Board of Trustees</b>
<b>BOTY</b>	<b>Book of the Year</b>
<b>BP</b>	<b>Board Policy</b>
<b>BSI</b>	<b>Basic Skills Initiative Committee</b>
<b>BYOD</b>	<b>Bring Your Own Device</b>
<b>CalWORKs</b>	<b>California Work Opportunity and Responsibility to Kids</b>
<b>CARE</b>	<b>Cooperative Agencies Resources for Education</b>
<b>CASP</b>	<b>Career Academy Scholars Program</b>
<b>CBEST</b>	<b>California Basic Educational Skills Test</b>
<b>CC</b>	<b>College Council</b>
<b>CCCCO</b>	<b>California Community College Chancellor's Office</b>
<b>CEC</b>	<b>Centennial Education Center</b>
<b>CEFA</b>	<b>Continuing Education Faculty Association</b>
<b>CFTE</b>	<b>Center for Teacher Education</b>
<b>CIC</b>	<b>Curriculum and Instruction Council</b>
<b>CJRC</b>	<b>Career and Job Resource Center</b>
<b>CRLA</b>	<b>College Reading and Learning Association</b>
<b>CSEA</b>	<b>California State Employees Association</b>
<b>CSU</b>	<b>California State University</b>
<b>CTEA</b>	<b>Career Technical Education Act</b>
<b>CTEP</b>	<b>College Test of English Placement</b>
<b>DC</b>	<b>District Council</b>
<b>DCIC</b>	<b>District Curriculum and Instruction Council</b>
<b>DE</b>	<b>Distance Education</b>
<b>DLA</b>	<b>Directed Learning Activities</b>
<b>DMC</b>	<b>Digital Media Center</b>
<b>DO</b>	<b>District Operations</b>
<b>DSA</b>	<b>Division of the State Architect</b>



<b>DSPS</b>	<b>Disabled Students Programs &amp; Services</b>
<b>EEOC</b>	<b>Equal Employment opportunity Commission</b>
<b>EMLS</b>	<b>English for Multilingual Students</b>
<b>EMT</b>	<b>Emergency Medical Technician</b>
<b>EOPS</b>	<b>Extended Opportunity Programs &amp; Services</b>
<b>ERWC</b>	<b>Expository Reading and Writing Course</b>
<b>FAC</b>	<b>Fire Academy Courses</b>
<b>FARSCCD</b>	<b>Faculty Association of the Rancho Santiago Community College District</b>
<b>FC</b>	<b>Facilities Committee</b>
<b>FEP</b>	<b>Freshman Experience Program</b>
<b>FERPA</b>	<b>Family Educational Rights and Privacy Act</b>
<b>FIG</b>	<b>Faculty Inquiry Group</b>
<b>FIN</b>	<b>Faculty Inquiry Network</b>
<b>FMP</b>	<b>Facilities Master Plan</b>
<b>FON</b>	<b>Faculty Obligation Number</b>
<b>FRC</b>	<b>Financial Resources Committee (District)</b>
<b>HEPSS</b>	<b>Health, Emergency Preparedness, Safety and Security Task Force</b>
<b>HRC</b>	<b>Human Resources Committee (District)</b>
<b>IC</b>	<b>Information Competency</b>
<b>ICC</b>	<b>Inter-Club Council</b>
<b>IE&amp;A</b>	<b>Institutional Effectiveness and Assessment</b>
<b>IGETC</b>	<b>Intersegmental General Education Transfer Curriculum</b>
<b>ILL</b>	<b>Interlibrary Loan</b>
<b>ISP</b>	<b>International Students Program</b>
<b>LC</b>	<b>Learning Center</b>
<b>LIS</b>	<b>Library &amp; Information Studies</b>
<b>LT</b>	<b>Library Technology</b>
<b>LEA</b>	<b>Local Educational Agency</b>
<b>LMS</b>	<b>Learning Management System (Blackboard)</b>
<b>M&amp;O</b>	<b>Maintenance and Operations</b>
<b>MDTP</b>	<b>Math Diagnostic Testing Project</b>
<b>MESA</b>	<b>Mathematics, Engineering and Science Achievement</b>
<b>OCSRTA</b>	<b>Orange County Sheriff's Regional Training Academy</b>
<b>OCLC</b>	<b>Online Computer Library Center</b>
<b>OER</b>	<b>Open Educational Resources</b>
<b>OPEB</b>	<b>Other Postemployment Benefits</b>
<b>OSL</b>	<b>Office of Student Life</b>
<b>OTA</b>	<b>Occupational Therapy Assistant</b>
<b>PBC</b>	<b>Planning and Budget Committee</b>
<b>PA/PR</b>	<b>Portfolio Assessment/Program Review</b>
<b>POE</b>	<b>Planning and Organizational Effectiveness Committee (District)</b>
<b>PR</b>	<b>Program Review</b>
<b>PRC</b>	<b>Physical Resources Committee (District)</b>
<b>RA</b>	<b>Reading Apprenticeship</b>
<b>RAR</b>	<b>Resource Allocation Request</b>

<b>RFTC</b>	<b>Regional Fire Training Center</b>
<b>RSCCD</b>	<b>Rancho Santiago Community College District</b>
<b>SAC</b>	<b>Santa Ana College</b>
<b>SACTAC</b>	<b>Santa Ana College Technology Advisory Committee</b>
<b>SAUSD</b>	<b>Santa Ana Unified School District</b>
<b>SBA</b>	<b>Small Business Administration</b>
<b>SBDC</b>	<b>Small Business Development Center</b>
<b>SCC</b>	<b>Santiago Canyon College</b>
<b>SCE</b>	<b>School of Continuing Education</b>
<b>SDP</b>	<b>Student Development Program</b>
<b>SI</b>	<b>Supplemental Instruction</b>
<b>SLI</b>	<b>Student Leadership Institute</b>
<b>SLPA</b>	<b>Speech Language Pathology Assistant</b>
<b>SRC</b>	<b>Sustainable RSCCD Committee</b>
<b>SSC</b>	<b>Student Success Committee</b>
<b>SSSP</b>	<b>Student Support Services Program</b>
<b>STP</b>	<b>Student Transition Program</b>
<b>TABE</b>	<b>Tests for Adult Basic Education</b>
<b>TAG</b>	<b>Technology Advisory Group (District)</b>
<b>TLC</b>	<b>Teaching Learning Committee</b>
<b>TMI</b>	<b>Technologically Mediated Instruction</b>
<b>TOEFL</b>	<b>Test of English as a Foreign Language</b>
<b>UC</b>	<b>University of California</b>
<b>VPAA</b>	<b>Vice President of Academic Affairs</b>
<b>VP Admin</b>	<b>Vice President of Administrative Services</b>
<b>VPSS</b>	<b>Vice President of Student Services</b>
<b>VPSCE</b>	<b>Vice President of the School of Continuing Education</b>
<b>VRC</b>	<b>Veterans Resource Center</b>
<b>VUB</b>	<b>Veterans Upward Bound</b>
<b>WAG</b>	<b>Web Advisory Group</b>
<b>WD</b>	<b>Workforce Development</b>
<b>19QT</b>	<b>19 Question Template (for four-year capstone program review)</b>