Substantive Change Proposal

Bachelor of Science in Occupational Studies

Submitted by:

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A. Description of Change and Request to Add a Bachelor of Science Degree

Degree and Instructional Mission

The baccalaureate program proposed by Santa Ana College (SAC) is Occupational Studies. Occupational Therapy Education, consisting of Occupational Therapist (OT) and Occupational Therapy Assistant (OTA), is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Currently, ACOTE is considering an elevation of the requirement for the entry level of OT from a Master's degree to a Doctorate, with a recommended start date of 2025. The Council is also in parallel discussion regarding the enhancement of OTA from an Associate's level to a Bachelor's level. Therefore, this proposal is in alignment with the ACOTE degree requirements under consideration.

In addition, SAC is already committed to and offers an ACOTE-approved OTA program for lower division, which generates approximately 130 FTES (or full-time equivalent students) each year, through which students are able to graduate with an Associate of Science (A.S.) degree in OTA.[1] With the large labor market demand in this field (as will be demonstrated later) coupled with the huge demand for this program (as evidenced by large wait lists of SAC students each semester), a pipeline already exists that would further support creation of this proposed baccalaureate option for interested students.

This program has a twofold purpose: (1) it will create a more highly skilled assistant who is better able to understand and utilize research-based evidence for best practice; and (2) it will prepare an OTA for entry into an OT Master's degree program. The expanded upper division course work would provide more in-depth training in specific areas of practice, including neurologic rehabilitation, musculoskeletal rehabilitation, mental health, pediatrics, geriatrics, and emerging areas of practice. It would also provide increased opportunities for critical analysis, research methods, and clinical reasoning. The program would culminate in a capstone seminar project and make the student better prepared to work in tandem with an OT.

Santa Ana College is part of the Rancho Santiago Community College District (RSCCD), one of the largest community college districts in California.

> **The mission of the Rancho Santiago Community College District** is to provide quality educational programs and services that address the needs of our diverse students and community.[2]

In fall 2014, RSCCD served 40,653 students (excluding positive attendance academy courses): 25,710 credit and 14,943 non-credit students.[3] The District is represented by two comprehensive colleges, consisting of a total of four centers and approximately 40 sites under the aegis of Santa Ana College, encompassing a total of 193 square miles and comprising 24% of Orange County. The District service area and community are composed of six major cities within Orange County: Anaheim, Garden Grove, Orange, Santa Ana, Tustin, and Villa Park. Over one million residents live within RSCCD boundaries, and this number is projected to increase 6% by 2020. Moreover, a population increase of four percentage points by 2020 is projected for Santa Ana (SAC's primary service area).[4]

In addition, the second largest non-credit (adult education) program in the state is offered through the School of Continuing Education. Law enforcement professionals receive instruction through the Orange County Sheriff's Regional Training Center, and two off-campus fire technology training centers provide students with hands-on experiences that simulate real-world conditions. The College currently includes 503,380 assignable square feet of space that also features a Digital Media Center, the first facility of its kind in Orange County, which combines education and business in the digital media industry. In fall 2014, SAC served 29,757 students (excluding positive attendance academy courses): 18,491 students enrolled in credit courses, while 11,266 students enrolled in non-credit.[3]

Santa Ana College is celebrating 100 years of service to students and the community in 2015. The College offers a full complement of general education, transfer-level, pre-collegiate level, and career technical education classes leading to an Associate's degree or career/technical certificate aligned to its mission and that of the Rancho Santiago Community College District:

> **The mission of Santa Ana College** is to be a leader and partner in leading 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.[5]

The Occupational Therapy Assistant program is a discipline which focuses on several aspects of the College mission, including "intellectual, cultural, technological and workforce development needs of our diverse community." **The mission of the current Occupational Therapy Assistant program** is[6]:

1. To provide a strong foundation in the skills and knowledge necessary for entry-level occupational therapy assistant practice competencies;
2. To provide an opportunity to understand occupation in its fullest definition as the way the human translates action to meaning;
3. To foster the recognition of diversity as one way this process occurs both within the student population and in potential patients/clients;
4. To provide the necessary skills, resources and the learning environments that motivate and encourage a sense of self-efficacy and responsibility for the continuance of learning throughout life; and
5. To provide a nurturing and humanistic environment that demonstrates respect for the quality of the individual and provides for the development of the students' personal and academic growth; and therefore, for the patient/client for whom they will offer care.

The Bachelor of Science degree in Occupational Studies would enhance this existing program in keeping with the philosophical principles of Rancho Santiago College District and Santa Ana College, by providing students with a rich, skills-based learning environment that recognizes the diversity each student brings to his or her education. Consistent with the current OTA program, the new B.S. in Occupational Studies would also emphasize community sensitivity, respect and desire to understand all cultural diversities and individual uniqueness. Furthermore, the program would foster a sense of personal responsibility to humanity.

The baccalaureate program would accommodate the different learning styles of students by addressing a broad base of learning approaches through traditional and emerging methodologies.

The main focus of the program is to enhance the level of practice of current OTAs and prepare them to further expand therefore the critical thinking process, needed in the workforce as well as in graduate-level education.

The program has as its philosophical base the belief in the significance of occupation as an organizing principle in encouraging and maintaining the quality of ones' life. Further, the program respects and supports the right of all human beings challenged by emotional, physical, and cognitive diseases or injury to the fullest opportunity occupational therapy can provide to assist in their achievement of function and life enjoyment.

Rationale for Change

The profession of Occupational Therapy will celebrate its 100th anniversary in 2017. The American Occupational Therapy Association (AOTA) developed a centennial vision for the occasion.[7] The vision includes science-driven and evidence-based practice. Providing the OTA a Bachelor of Science degree in Occupational Studies will better prepare the OTA for this requisite science-based knowledge. Another component of the vision is to provide evidence-based practice to demonstrate the efficacy of OT treatment. One of the 2014 priorities to meet the centennial vision is to: "Provide strategic support for education, practitioners, and researchers to meet rapidly changing societal needs." The baccalaureate degree would strive to meet this priority and more.

Occupational Studies B.S. degree recipients will be more profoundly trained as practitioners with a focus on direct patient care. Several growing populations will require OTA care in the near future. For example, as the "baby boomers" continue to age, they will be facing a variety of challenges and areas that OT can provide treatment for, including low vision rehabilitation, older driver safety, alternative community access, treatment strategies for dementia, and home modification to increase safety as well as overall quality of life issues. Also, as we have medical advances in technology to save lives, from premature infants to those who have sustained major injury in an accident, we must also provide the treatment needed to enable people to have meaningful and productive lives. To meet this need, the body of knowledge in the field of Occupational Therapy has expanded, resulting in elevating the required degree for OTs from a Baccalaureate to a Master's degree in 2007, with the potential of requiring a doctorate in 2025.

B. Description of the Program

1. **Level and Rigor of Upper Division Courses**

    Occupational Therapy Assistants provide services to individuals with physical, mental, or developmental disabilities across life phases who need to develop or rehabilitate skills to perform self-care, work and/or leisure activities. The major requires general education courses, including biological, social, and behavioral sciences, in addition to dedicated occupational therapy courses. The program utilizes classroom instruction and clinical experiences to prepare students to meet certification and employment standards.

    Upper division courses include Sociology, Statistics, Anatomy, Physiology, and Neuroscience. Discussion is currently taking place with discipline experts in the

Anthropology/Sociology, Mathematics, Biology, and Pharmacy Technology departments regarding development of the appropriate curriculum for these identified general education courses.

Upper division major course work in Occupational Therapy focuses on in-depth training in specific areas of treatment (e.g., cognition, movement) with specific populations (e.g., pediatric, elderly) and learning the development and implementation of a community advocacy programs. The student will therefore be better prepared for advanced areas of practice with an increased understanding of applying theory to treatment (e.g., evidence-based treatment) as well as changing trends of practice (e.g., high technology equipment, telerehabilitation, treatments for an aging population). The capstone seminar will encompass design of a unique piece of adaptive equipment that could actually be made and donated to a specific clinic (e.g., an adaptive toy for a pediatric clinic).

The sequence of courses in Table 1, broken down by semester for a full-time student, illustrates the proposed Upper Division required coursework for the B.S. in Occupational Studies:

Table 1. Upper Division Required Coursework for the B.S. in Occupational Studies

Semester 5	Semester 6	Semester 7	Semester 8
• Documentation for Specific Populations - 3 units • Statistics - 3 units • Sociology - 3 units • Human Anatomy with Lab - 4 units	• Understanding Research and Evidence - 2 units • Ethics and Professional Behaviors - 3 units • Human Physiology with Lab - 4 units • Advanced Practice Areas in OT - 3 units	• Neuroscience - 4 units • Therapeutic Approaches for the Older Adult - 3 units • Movement Theory and Analysis - 2 units • Pediatrics - 3 units	• Assistive Technology and Telerehabilitation - 3 units • Cultural Competency - 2 units • Health Systems and Practices - 2 units • Occupational Aspects of Cognition, Perception and Vision - 3 units • Capstone Seminar - 2 units

2. **Program Length**

The proposed Occupational Studies baccalaureate degree contains a prescribed curriculum sequence and pathway for students to complete the program in four years (for a full-time student each semester). Students will enter the program in a cohort, which will facilitate a developmental progression as well as opportunities for supplemental instruction, study groups, and group projects. It will not be necessary for a student to obtain the lower division Associate of Science degree in Occupational Therapy Assistant; however, if a student does complete the A.S., s/he may continue on to the B.S. degree program automatically. It should be noted that a student who enters the baccalaureate program from the first year will follow the sequence of courses for the A.S. degree for the first three semesters of study. The optional distinction occurs in the fourth semester, at which time the baccalaureate student will not complete the field work requirement for the Associate of Science degree, but rather will take courses related to the discipline (e.g., specialty areas of Psychology, Language and Culture, Biological Sciences, Art, and Performing Arts).

3. Identification of Delivery Mode

Coursework will be offered in lecture classes through traditional face-to-face as well as distance education format; laboratory classes will always be face-to-face with hands-on instruction and practice. Assignments, whether traditional face-to-face or in the distance education mode, will include lecture, discussions, research papers with technical writing assignments, individual and group projects, and community-based assignments. All hybrid and completely online instruction will utilize the selected District-designated online platform (e.g., Blackboard), and students will have access to the library, supplemental instruction as well as counseling services and other student support services.

C. Description of Planning Process

1. Relationship to Planning, Evaluation and Mission

The Board of Trustees and the Chancellor of the Rancho Santiago Community District were interested in the colleges of the District considering the opportunity to participate in the Baccalaureate Pilot Project of the CCCCO. The Board of Trustees demonstrated support for the baccalaureate pilot project to be advanced within the RSCCD through a letter of support, written by then-Board President Jose Solorio, to Senator Block as related to SB 850.[8]

Prior to submitting any proposal to participate in the Baccalaureate Pilot Project, Santa Ana College (in consultation with its sister institution, Santiago Canyon College) investigated all CTE programs to determine if any would be appropriate to the mission of the District and the College. The OTA program was selected as a viable option. At that point, the faculty coordinator of the OTA program volunteered to contact ACOTE in order to confirm there was no conflict and to ensure that ACOTE was still considering transitioning OTA education from the Associate's level to the Baccalaureate level. After affirming this, the OTA coordinator investigated current OT graduate program requirements, reviewed labor market data, and consulted with SAC's OTA professional advisory committee to solicit their recommendations and support. The collective information was shared with the Santa Ana College President, the RSCCD Chancellor, the Vice President of Academic Affairs, the Dean of Human Services and Technology, the Academic Senate President,[9] and the Institutional Effectiveness (IE) and Assessment coordinator. After the concept received unanimous support, a formal proposal was written for presentation to College Council, which serves as the participatory governance communication tool for all constituent groups at Santa Ana College and provides advice to the President on College issues, board item submissions as well as policies and administrative regulations, recommendations from other campus committees, and requests from council members for special consideration.[10, 11]

The College's application to participate in the CCCCO Baccalaureate Degree Pilot Program was submitted to the Chancellor's Office by the December 19, 2014 deadline.[12]

2. **Assessment of Needs and Resources**

    In order to prepare the proposal for the baccalaureate degree in Occupational Studies, the OTA coordinator and the Dean of the Human Services and Technology Division conducted an assessment of current facilities, technology, staff, equipment and supplies to determine if the College could support this program. Within this determination, the OTA coordinator analyzed the services and resources already existing at the College within and without the program using existing program review documents[13] as well as consulting with the Dean, the IE coordinator, and the Vice President of Academic Affairs, who serves as liaison to the President's Cabinet. Specifics related to support resources will be discussed in Section D of this Report.

3. **Anticipated Effect on the College and Intended Benefits**

    The overall effect on the College will be positive, as it will enhance an already existing and highly successful CTE program and develop more highly skilled and sought after employees. In addition, it will prepare students who might want to obtain a higher degree, a Master of Science (or even doctorate) degree in OT, in a more effective and comprehensive manner. In order to develop a successful program, it will be necessary to collaborate with other departments (e.g., Sociology, Biology, Math) to develop upper division general education courses as well as upper division OT courses. In addition, the Division Dean will need to work with the OTA coordinator to schedule additional cohorts and effectively utilize existing facilities. Some additional resources will be needed as well to amplify equipment and supplies already in place to support the College's existing OTA program. However, this will not be burdensome. In fact, some anticipated necessary equipment within the Nursing Department may be used to support the proposed baccalaureate program as well through cross-disciplinary coordination. A designated laboratory space is already available to support both the upper division and lower division coursework. One to two additional lecture classrooms will still be needed, which won't be a problem finding throughout the campus.

    Finally, this program will be more accessible and affordable than state or private universities for students in the local community. It will provide a higher level of education with a lower level of debt for students. This underscores the concept of equity, which is a vital issue in the State of California.

D. Evidence of Adequate Resources

1. **Support Services**

    Santa Ana College endorses and maintains a culture of supporting student academic achievement in alignment with the mission of the College through its academic programs and student support services. Student Support Services offered at the College confirm the six Vision Themes, which serve as the basis of the Strategic Plan[14]: Student Achievement, Use of Technology, Innovation, Community, Workforce Development, and Emerging American Community. Specific Academic and Student Support Services that are aligned to the baccalaureate degree in Occupational Studies include: the Distance Education program with

all the services offered at the Distance Education office; the Career Center; the Testing Center for proctoring online quizzes; designated CTE counselors; the services offered in Academic Affairs as well as the Division of Human Services and Technology; the Institutional Effectiveness and Assessment office with the coordinator; the Financial Aid office; the Health Center; Professional Development; the RSCCD Institutional Research Department; DSPS; EOPS; the Veterans Resource Center; the Learning Center; the Math Center; and the Biology Center.

The Library merits special mention. This will be discussed in significant detail later in Section G and Section J of this Report.

2. Human Resources

The current OTA program is staffed with a program coordinator, Michelle Parolise, MBA, OTR/L with 36 years of OT experience and 15 years of teaching experience, including online teaching with certification.

Other faculty and staff include:
- Deborah Hyman, OTR/L – 25 years of OT experience/6 years teaching
- Radhika Hattiangadi, OTR/L – 34 years of OT experience/9 years teaching
- Shellie Reeder, MA, OTR/L – 14 years of OT experience/8 years teaching, online teaching certified
- Dawn Sallade, MA, OTR/L – 27 years of OT experience/3 years teaching. Certified in swallowing and physical agent modalities
- Hilda Kim, MS, OTR/L – 10 years of OT experience, <1 year of teaching, currently taking online teaching certification course
- Brian Silvas, COTA/L, instructional lab assistant – 9 years of OTA experience, 3 years lab assistant
- Kathleen Wachter, COTA/L, instructional lab assistant – 9 years of OTA experience, 2 years lab assistant
- Nicole Dionne – 19 hour office assistant

Existing faculty and staff above will be available to support the proposed baccalaureate degree in Occupational Studies, and additional faculty are also anticipated to be hired with appropriate minimum qualifications (i.e., at least one degree level above the baccalaureate degree or equivalent) along with specific skills focused on certification in hand therapy, specialty in vision, and neurological rehabilitation experience.

3. Professional Development

It is understood that with the development of a baccalaureate program, the OTA department will need to consider enhanced professional development opportunities, including conference attendance. With the newly enhanced Professional Development program at SAC[15], funds will be made available for professional activities within this new program. In addition, the Student Equity Plan[16] contains elements that would support these endeavors, as the

department has always encouraged the entry of students in the categories designated within the California statewide equity legislation.

4. Facilities, Equipment, Supplies and Technology

A. Facilities, Equipment and Supplies

The current OTA program has sufficient facilities, equipment and supplies within the T-Building[17] as listed in Table 2:

Table 2. Available Facilities, Equipment, & Supplies to support the B.S. in Occupational Studies

Category	Listings
Designated classroom/lab	Adapted kitchen, Adapted bathroom, Fold-out therapy mat, Mediation system.
Equipment	3 wheelchairs, Hospital bed, Regular bed, Raised toilet seat, Transfer tub bench, Front-wheeled walker, Hemi-walker, Quad cane, Straight cane.
OT Assessments	**Pediatrics:** Peabody Motor Scales, BOT II, Developmental Assessment of Young Children, Sensory Profile, Beery Test of Visual Motor Integration, Motor-free Visual Perceptual Test, Denver Developmental Profile. **Adults:** Canadian Occupational Performance Measure, Hand Function Test, Goniomotors, Purdue peg board, Nine hold test, Minnesota Rate of Manipulation, Dynamometer, Pinch Meters, Monofilament sensory test, Two-point discrimination test, Lowenstein Occupational Therapy Cognitive Assessment, Volumeter.
OTA Supplies	Gait belts, Coban, Splinting materials, Personal Protective Equipment (PPE), Mouth stick, Mobile arm support, Pulse oximeter, Sample ankle-foot orthosis, Arts & Crafts supplies, Large variety of adaptive equipment (sock aid, plate guards, reachers, adapted feeding utensils, adapted kitchen supplies), Handwriting programs, Therapeutic ball, Mirror, Games/toys (for pediatric practice).

Existing facilities will be used for the baccalaureate program in addition to some additional classrooms, which the Dean of the Human Services and Technology Division is considering at this time. Existing equipment and supplies may also be utilized in addition to requests which will be made through the college-wide Resource Allocation Request (RAR) process. All College units make requests through the department based on program review and student learning outcome assessment results. Requests are prioritized at the division level and are sent to the respective area (i.e., Academic Affairs, Student Services, Administrative Services). The Academic Affairs RAR includes facilities, equipment, technology, and personnel requests that are aligned to the College mission and Strategic Plan. Requests are prioritized and then sent to President's Cabinet for consideration in conjunction with the requests from Student Services and Administrative Services.[18] Cabinet prioritizes RARs in accordance with College budget priorities, mission and direct tie to department/division-intended outcomes.

In preparation for offering the baccalaureate degree program, two requests were already made through the 2015-16 Academic Affairs RAR:

1) Personnel—OTA Administrative Assistant, which was approved by President's Cabinet as a Forced Cost for this program due to ACOTE requirements; and
2) Equipment—the Nursing department has made an equipment request for simulation machines, which will also be used by the OTA program and the baccalaureate program.

President's Cabinet recently approved the personnel request as ongoing, and the equipment request will be considered through other funding sources.

B. Technology

Technology is a critical and core component of Santa Ana College and is essential to how the College supports student learning programs and services. One of the defining elements explicitly stated in the College 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 Strategic Plan.[14]

Global technology-related services for students are also an important element in the existing OTA program as well as the proposed baccalaureate degree in Occupational Studies:
- The Nealley Library provides resources, services and resources including DVDs, CDs and a variety of periodical databases, including OTA databases (e.g., Cinahl, PubMed and ERIC), providing students 24/7 remote access. 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. Student may also check out library laptops.
- The College's Learning Center, located in Dunlap Hall (temporarily relocated during construction on the campus at this time), provides students and faculty an array of resources, including technological, that assist students in acquiring skills for academic success.
- The Academic Computing Center has an array of technological services, resources, hardware and software available free to all SAC students.
- Other examples of technology infused resources and computer labs include Admissions and Records; academic divisional labs, Division offices, Career/Job Resources Center; Counseling; Transfer Center; MESA; Math Center; Student Services.

In addition, online courses are sometimes also offered in the current OTA program:
- OTA 100 - Medical Terminology and Documentation for the OTA
- OTA 101 – Foundations of Occupation and Occupational Therapy
- OTA 111 – Applied Kinesiology

- OTA 115 – Human Disease and Occupation
- OTA 201 – Contemporary Models of Occupational Therapy Practice (hybrid)

To support the College and to ensure that courses offered in the distance education mode meet all Commission and U.S. Department of Education requirements, the College's Distance Education office, with a full-time DE coordinator and three full-time support personnel, have developed processes and requirements for Distance Education instruction. One requirement is that all faculty who teach in the distance mode must receive the SAC Online Teaching Certification. The current course management system, Blackboard, is used by faculty in traditional face-to-face courses as well as distance mode courses, with 24/7 access for students and faculty. To optimize the effective use of Blackboard, the Distance Education office offers training for students and assistance to faculty and students on a "drop-in" basis. The office also conducts training opportunities for faculty in all elements of the course management system. Additional information concerning Distance Education at Santa Ana College can be found later in this report in the section entitled **Policy on Distance Education and on Correspondence Education**.

The Human Services and Technology Division also provides hardware and software specific to the functions of each department within the division, including OTA. The OTA program has access to:
- online video library "ICE Learning" developed by International Clinical Educators
- closed captioning services (college-wide)
- a mediated classroom
- Internet access

5. Sustainable Fiscal Resources

Fiscal resources in the RSCCD are sufficient to support student learning programs and services.[19] The RSCCD is a multi-college district with two colleges: Santa Ana College and Santiago Canyon College. The Budget Allocation Model, based on the SB 361 Model, divides resources among the colleges and District operations based on guidelines and procedures in strict compliance with federal and state laws and regulations. Santa Ana College's budget is established by the District office based on established FTES targets, with the revenue generated at each college allocated based on the SB361 budget model. The SAC Planning and Budget Committee then develops the annual budget priorities based on the College's mission and Strategic Plan.[20, 21] The College's planning reflects a realistic assessment of financial resources based on quarterly cash flow and budget comparison by quarter.[22]

The College has been successful in generating external support through federal and state grants as well (e.g., Federal Assistance Work Study, Federal Supplemental Education Opportunity; Workforce Investment Act; State Basic Skills Initiative; DSPS; EOPS; Matriculation; local grants such as Lumina and California Endowment grants). The Santa Ana College Foundation has also been supportive of programs and will most likely be a contributor to the new baccalaureate pilot program.

The current ACOTE-approved OTA program at Santa Ana College started in 1996, and the OTA coordinator, Michelle Parolise, has been the lead faculty member and oversight expert since 2000. The OTA program, one of 35 CTE areas of study in the Human Services and Technology Division, generates approximately 130 FTES per year. It is structured with four cohorts consisting of approximately 30 students per cohort. The projection for the baccalaureate program is that approximately one-third of OTA students will continue after receiving the A.S. in OTA degree. Students will also enter the baccalaureate program from "year one" who do not wish to pursue the OTA A.S. degree, and students who already have a baccalaureate degree may enter the Occupational Studies program as well. In total, it is planned that there will be four simultaneous cohorts, and the program will ultimately be self-sustaining.

There will be certain anticipated costs associated with program development, but the College is committed to supporting this endeavor. In the initial phases of the program, 60% reassigned time will be granted to the OTA coordinator to develop upper division curriculum for the program, and faculty engaged in developing the upper division general education courses will also be afforded a certain amount of reassigned time to develop their respective courses.

Additional requests for personnel and equipment will proceed through the College's annual RAR process. Grants may also be sought from the SAC Foundation, the College's allocated Student Equity Funds, as well as externally.

6. **Comparative Analysis of Budget, Enrollment, Resources**

As stated above, there will be four cohorts in the program. At this time, 240 students have applied to the OTA program for approximately 60 available spots at the College. Of those 240 students, it is anticipated that approximately one-third will be interested in applying to obtain a B.S. degree in Occupational Studies. The program will be well promoted in the community and in the local high school districts through Early Decision (i.e., existing local partnership between the Santa Ana Unified School District and Santa Ana College, which guarantees Santa Ana Unified high school students matriculation into SAC) and other outreach efforts already established at the College.[23] A program brochure will be developed similar to the existing OTA program brochure.[24]

The budget for the current OTA program includes the following categories: contract instructors; contract coordinator; part-time instructors; classified employees; instructional associates; non-instructional; licenses and fees; dues and membership; internet services; and software licenses and fees. The yearly allocated budget is $257,143.[25] Santa Ana College is not only committed to providing additional funding to support the developed Occupational Studies program, but it is already engaged in years of funding its successful lower-division OTA counterpart, an existing pipeline for the baccalaureate degree.

The baccalaureate program will include curriculum development in the incipient stages of the program; some additional equipment and hiring 1 – 2 adjunct(s) will also be necessary. The existing OTA program, one of 35 areas of CTE study at the College, represents a

professional industry that requires faculty and staff to continually update knowledge and skills, so it will also require ongoing professional development. These requisite aspects of the new program are clearly understood, and a commitment has been made by the College to support these aspects of the program. This baccalaureate program is viewed as an opportunity for the College to expand an already successful OTA program and to give additional opportunities to current students and the communities served by the College.

7. Plan for Monitoring Achievement of Desired Outcomes

The coordinator of the OTA program, in consultation with the other faculty in the discipline, has developed program outcomes for the new baccalaureate degree in Occupational Studies.

Program Learning Outcomes (PLOs) – Occupational Studies

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

As all programs at Santa Ana College undergo program review in order to monitor and increase student success and achievement, the OTA program has been conducting cyclical program review, and a program review for the Occupational Studies program will also be conducted as described in more detail below.

Every course at the College has identified course-level student learning outcomes. A program has Program Learning Outcomes, which are then mapped to the seven Institutional Learning Outcomes or ILOs (i.e., Communication Skills, Thinking and Reasoning, Information Management, Diversity, Civic Responsibility, Life Skills, Careers). Courses are assessed every semester; programs are assessed every year; and every four years, the department undergoes a capstone quadrennial review. Categories analyzed include: Goals Updates; Learning Outcomes; Data and Trends; Curriculum and Pedagogy; External Elements and Conclusions. Reports are currently placed on the Program Review Repository[26], and the department chair or designee presents the report to the Teaching Learning Committee for review, discussion of interdisciplinary implications and issues that affect college-wide strategic planning elements. For the Occupational Studies program, course-level learning outcomes will also be mapped to the newly-developed program learning outcomes above. PLOs will then be mapped to the ILOs. In addition, as the College has an "ILO of the Year" (which the entire College participates in analyzing), the Occupational Studies program will analyze that ILO as well, so it may be aggregated into the division data and ultimately the college-wide data.

Some data and trend elements used for assessment and program review include: course success and retention rates, field work assessment, national examination pass rates, persistence rates, degree attainment, and post degree employment rates. The Institutional Research Department conducts longitudinal tracking of course completion, which is used in the department's program review.[27] Each year, national examination pass rates from the National Board for Certification in Occupational Therapy[28] are collected and recorded by the College as shown in Table 3:

Table 3. Santa Ana College National Examination Pass Rates for OTA Certification

	2014 data	2013 data	2012 data	2011 data	2010 data	2009 data	2008 data
% Passing of First Time New Graduate Results	94% (60 students)	88% (30 students)	82% (40 students)	84% (41 students)	91% (39 students)	84% (27 students)	93% (27 students)

(Source: National Board for Certification in Occupational Therapy at www.nbcot.org/program-director-portal, 2015)

The College also reports national examination licensure passage rate and graduate employment rates, compared to its institution-set standards, for its OTA program.[29] This same data will be collected for students completing the Occupational Studies program; in addition, student entry into Master's (and even doctorate) OT degree programs will also be tracked and reported, and a baseline institution-set standard will be set for comparison. Qualitative data, collected through various means such as student surveys, is also utilized to assess course and program levels.[30] The department then analyzes its goals and creates plans for improvement in its annual program evaluation. A collective summary of these findings is then incorporated into the department's Strategic Plan utilizing the trend data and qualitative data.[31]

In order to support achievement of these aforementioned outcomes, all students in the OTA program are given a Student Guide Book, so the objectives of the program are clear, and they will know all the steps to success. The guide book features Philosophy and Objectives, including the missions of the College and program as well as ethical statements; detailed Program Descriptions; and Policies and Procedures.[6] Information pertaining to the newly proposed Occupational Studies program will also be added to the Student Guide Book, so that students can continue to be successful as they transition into earning a bachelor's degree.

8. Evaluation and Assessment of Student Success, Retention and Completion

Student success is tracked by the OTA program, through Program Review, in conjunction with the Institutional Research Department at the District office, and student achievement is reported through success, retention and completion data. For the various OTA courses offered, retention rates vary between 92-100% (depending on the course), and completion rates vary between 72-88%.[32] Similar evaluation would occur for students as they progress through the Occupational Studies degree. Program Review and the Strategic Plan are vital elements is continually updating the technology, equipment, and curriculum, and faculty involvement in the OT advisory committee and professional development activities keeps the

program up-to-date and state-of-the-art. Faculty members are also in close contact with colleagues and mentors from CSU[33] and the University of Southern California[34] program leaders to ensure that the curriculum and all aspects of field work are current. For example, the program coordinator is vitally interested in evidence-based medicine, which is an important aspect of all medical fields at this time. This will be incorporated into the Occupational Studies degree program. Success and achievement rates as well as employment opportunities are dependent on this up-to-date approach.

E. Evidence of Approvals

1. Statement of faculty, administrative, governing board, and regulatory agency approvals

In order to create the proposed baccalaureate program in Occupational Studies, internal approvals needed included the RSCCD Board of Trustees and the Chancellor, the SAC President, and the Academic Senate. [8, 9, 10, 11] Afterwards, initial external approval was then sought by the CCCCO and Board of Governors.[35] Final approval was obtained by the Board of Governors on March 16, 2015.[36]

While ACOTE approval was not formal, consultation with ACOTE and the OTA Advisory Committee[37] demonstrated support for the Occupational Studies program. Letters of support from institutions and the local community in support of the baccalaureate degree were requested by the CCCCO. The College obtained 24 letters from neighboring universities and OT-serving hospitals and industry partners such as: USC[38], CSUDH[39], Winways Rehabilitation Program[40], Samuel Merritt University[41], Alliance of Abilities[42], Cedars-Sinai Department of Physical Medicine[43], Hands On Hands Rehabilitation Center Inc.[44], Head To Toe Therapy[45], Interface Rehab Inc.[46], Russo/Fleck & Associates Pediatric Physical & Occupational Therapists[47], Westminster Therapeutic Residential Center[48], St. Joseph Hospital[49], and the local high school district, Santa Ana Unified School District[50].

2. Verification of State/Government Authorization

The statement by the California Community Colleges Chancellor's Office for the Baccalaureate Pilot Program approval was issued on their website as follows:

Baccalaureate Degree Pilot Program

On September 28, 2014, California Governor Jerry Brown signed SB 850 (Block) authorizing the Board of Governors of California's Community Colleges (BOG), in consultation with representatives of the California State University (CSU) and University of California (UC), to establish a statewide baccalaureate degree pilot program at no more than 15 California Colleges. The Board of Governors was charged to develop a process for selection of the pilot programs.

The initial colleges selected to participate was issued by the California Community Colleges Chancellor's Office in January 2015.[51] Upon the release of the Request for Application to

participate, with support from the Board of Trustees, the Chancellor, the College President and the Academic Senate, a proposal was successfully submitted to the CCCCO.[12]

After approval of this program to join the pilot project, the program coordinator, the Vice President of Academic Affairs, the Dean of Human Services and Technology, and the Institutional Effectiveness and Assessment coordinator/ALO began participating in weekly conference calls led by the CCCCO. On March 3, 2015, Dr. Pamela Walker, Vice Chancellor of Academic Affairs, CCCCO, visited Santa Ana College in order to discuss the program and to visit the existing OTA facilities. The meeting attendees included President Erlinda J. Martinez, Vice President Omar Torres (Academic Affairs), Vice President Michael Collins (Administrative Services), Vice President Sara Lundquist (Student Services), Dean Bart Hoffman, coordinator Michelle Parolise, Academic Senate President John Zarske, Curriculum Chair Monica Porter and IE & Assessment coordinator/ALO Bonita Jaros. Attendees learned a great deal which will be incorporated into the development of the baccalaureate program, and the President assured Dr. Walker that Santa Ana College would be happy to serve in any collaborative capacity needed as all pilot program colleges develop these ground-breaking programs for the California Community Colleges.

On March 16, 2015, the Board of Governors approved the Santa Ana College B.S. degree in Occupational Studies. The program coordinator will continue to work with CSU, Dominguez Hills and USC to guarantee authenticity and rigor in a program that will serve potential transfer students and the community.

3. **Analysis of Sufficient Demand within the Service Area**

According to Shatkin's report entitled "150 Best Recession-Proof Jobs," OTA ranked 72. In the same publication, OTA was ranked 24 of the 50 fastest-growing recession-proof jobs (JIST, 2008).[52] In addition, according to the U.S. Bureau of Labor statistics, OTA is one of the 20 occupations with the highest percent (43%) change of employment between 2012-2022.[53] According to the California Development Department 2014 first quarter statistics, the hourly mean is $31.98, with a range of $29.79 (25th percentile) to $36.04 (75th percentile).[54] In addition, *U.S. News & World Report* cites the City of Santa Ana, CA as one of the best-paying cities for OTA.[55]

Fifty-three SAC graduates responded to a 2012 survey, and of these, 78% reported finding work within two weeks of their job search, and 66% reported that the starting salary was greater than $30.00 per hour. Jobs were acquired throughout Southern California, including Ventura, Los Angeles, Orange, San Bernardino, and Riverside Counties.

The following labor market data demonstrates the scope of demand with the field of Occupational Therapy. The wage information provided, taken in February 2015, is derived from the Occupational Employment Statistics (OES) program. The OES program produces employment and wage estimates annually for over 800 occupations. These estimates are available for the nation as a whole, for individual states, and for metropolitan and nonmetropolitan areas; national occupational estimates for specific industries are also available. The short-term and long-term employment projections data are generated by the Projections Unit of the Current Economic Statistics Group in the Labor Market Information Division as shown in Table 4:

Table 4. Short-Term and Long-Term Employment Projections for OTA and Related Positions

SOC Occupations	2014 1Q Wages[1]			
	California		Orange County	
	Median Hourly	Median Annual	Median Hourly	Median Annual
Health Specialties Teachers, Postsecondary (25-1071)[2]	N/A	$80,573	N/A	$65,104
Occupational Therapy Assistants (31-2011)	$32.92	$68,470	$34.93	$72,642

[1] Occupational Employment Statistics Survey 1st Quarter, 2014.

[2] In occupations where workers do not work full-time all year-round, it is not possible to calculate an hourly wage.

SOC Occupations	Employment Projections[3]					
	California				Orange County	
	Short-Term		Long-Term		Long-Term	
	2013	2015	2012	2022	2012	2022
Health Specialties Teachers, Postsecondary (25-1071)	16,700	18,100	11,900	16,300	710	1,000
Occupational Therapy Assistants (31-2011)	2,000	2,100	1,600	2,300	520	770

[3] Visit www.labormarketinfo.edd.ca.gov for more projections information.

(Source: EDD-Labor Market Information Division at www.labormarketinfo.edd.ca.gov, 2015)

In addition to the United States Department of Labor Bureau of Statistics, the National Board for Certification in Occupational Therapy, *U.S. News and World Report*, and the Occupational Employment Statistics program, the Department of Consumer Affairs[56] and The American Occupational Therapy Association[57] all demonstrate labor market analysis and need as well as community need across populations and in various venues, including hospitals, schools, nursing homes, and private homes. Need for Occupational Therapy transcends age, ethnicity, gender, and socioeconomic elements. It serves to increase quality of life and creates a society of health and tranquility, both physical and psychological. From the point of view of the Occupational therapist, this profession offers security, and very importantly, the knowledge that one is contributing to the well-being of another person, his/her family and the entire community.

4. Enrollment Projections and Anticipated Graduates

Anticipated community support of the advanced-trained OTA will enable students to have an advantage in the job market. Those students who wish to obtain a Master's (or doctorate) degree will be better prepared as a result of this declared Occupational Studies pathway. In addition, the B.S. degree at SAC would be significantly less expensive than an Associate's degree at a proprietary institution.

The current pattern of enrollment is expected to persist as demand continues to grow. Considering the potential change in ACOTE requisite training for OTA to a B.S. degree, students would be likely to enroll in a B.S. program. Utilizing the cohort model as is

currently used in the Associate's degree program, the baccalaureate program would expand to 200 students from the current 120 students program wide. The number of potential graduates per year would be maintained, with a potential of 200 graduates in five years. The difference is the level of preparation of each graduate who would be able to enter the workforce with higher level skills. This would, in turn, increase the level of prestige for the OTA throughout the community, with potential employers, and supervising Occupational Therapists.

F. Evidence that Each Eligibility Requirement Will Be Fulfilled

1. Authority

Santa Ana College has authority under its Board of Trustees to operate as a degree granting institution due to continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. This authority is noted on the first page of the Santa Ana Catalog.[58]

2. Operational Status

In spring 2015 (as of the census date), Santa Ana College served 27,657 students: 18,723 full and part-time credit students and 8,934 full and part-time non-credit students. (903 students were enrolled in both credit and non-credit courses.) Classes are offered in the day, evening and during weekends in a wide variety of lengths from four weeks to a 16-week semester. Additionally, students are enrolled in fee-based community services classes. All courses offered on the SAC main campus, Centennial Education Center and surrounding community facilities are listed in the *Schedule of Classes* each semester in a print version and an electronic version on the College website.[59] Community Services classes are published in a separate class schedule.

3. Degrees

The majority of Santa Ana College course offerings are in programs that lead to degrees as described in the College catalog. The College currently offers 1,548 approved courses along with 23 Associate Degrees for Transfer, 56 Associate in Arts Degrees, and 33 Associate in Science Degrees. If approved, the proposed addition to offer a B.S. degree in Occupational Studies is the first and only baccalaureate degree to be offered by the College. Requirements to complete this degree are consistent with entry-level course work required for students to successfully enroll in an Occupational Therapy Master's degree program.[33, 34, 60] 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, degree requirements and transfer courses are also provided in the catalog. Course Outlines of Record may be found on CurricUNET.[61]

4. **Chief Executive Officer**

The Chief Executive Officer of the 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. **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. References to the College's two most recent budget and institutional financial audits are included as part of this report.[62, 63] 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.

6. **Mission**

The current educational mission of Santa Ana College 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 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.*[5] The proposed B.S. degree in Occupational Studies structures teaching and learning in accordance with discipline-specific regulations that support the College's mission and existing Occupational Therapy Assistant associate's degree program[1], offering students expanded upper division course work which provides more in-depth training in specific areas of practice as well as increased opportunities for critical analysis, research methods, and clinical reasoning. Upon completion of the proposed baccalaureate degree, students will be increasingly eligible for state licensure and gainful employment while fulfilling community workforce need, and this program will help prepare students for entry into an Occupational Therapy Master's degree program.

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 deemed appropriate.

7. **Governing Board**

Elected by the voters from the seven trustee areas[64], the governing board of RSCCD consists of seven members who are responsible for the academic quality, integrity and financial stability of the institution and who ensure the efficacy of the institution's mission.[65] 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 Trustees also adhere to a conflict of interest policy, the intent of which is to assure that if there is a conflict of interest, the interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.[66]

8. **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. The current SAC President has led the College for ten years, and the Vice President of Student Services has served in the role for 23 years. Other cabinet positions include the Vice President of Academic Affairs, Vice President of Administrative Services, and Vice President of the School of Continuing Education, who provide the President with staffing plans that evaluate and assess the need for change across the College.

9. **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 mission and goals[67] as well as the mission of California Community Colleges. All courses, degrees and certificates 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.

10. **Academic Credit**

Institutional policies and transfer requirements as well as the awarding of credit are clearly and accurately described in the SAC College catalog in accordance with Title 5, Section 55002.5 of the California Code of Regulations.[68] 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 or the equivalent amount of work over a different amount of time.

11. Student Learning and Student Achievement

Santa Ana College conducts regular assessments of programs in academic and student services areas to support ongoing and systematic efforts centered on student learning and achievement. Quadrennial course review is overseen by the Curriculum and Instruction Council. In addition, annual Department Planning Portfolio development with quadrennial capstone program review of academic programs use student learning outcomes (SLOs) assessment results to initiate and support programmatic improvement through means that include curriculum updates or changes, enhanced academic and student support services, and resource allocation requests through budget review.[13] All programs and services continue to work toward sustainable, continuous quality improvement by linking identified course and program student learning outcomes to the broader seven Institutional Learning Outcomes (i.e., formerly Core Competencies) of the College.[69] Through program review processes, SLOs are revised as needed in academic programs. Direct SLO assessment is conducted in a course-embedded program assessment approach in conjunction with analysis of indirect and direct data supplied by the Research Department.[70] Changes made in the SAC Strategic Plan[14] are then based on the program review work of departments and broad-based interdisciplinary dialogue that occurs through the Teaching Learning Committee (TLC).[71]

Specialized training on SLO writing and assessment is conducted through the TLC, ongoing faculty professional development, and the work of department chairs with the Institutional Effectiveness and Assessment coordinator. SLOs and student achievement inform the work of the Basic Skills coordinator as well. Administrators, faculty and staff are working cooperatively on an ongoing basis to facilitate and assess student achievement.

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

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

12. 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, as defined by the College's Curriculum and Instruction Council[72], 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 have articulation agreements with the UC and CSU systems as well as various other private institutions of higher education. The general education component of each program is consistent with standards established in Federal Regulations[73], State Education Code[74], the Chancellor's Office for the California Community Colleges[75], and recommendations from the Statewide Academic Senate[76]. 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.

The requirements for the B.S. degree in Occupational Studies include the following upper division sequence of classes as shown in Table 5:

Table 5. Upper Division Required Coursework for the B.S. in Occupational Studies

Semester 5	Semester 6	Semester 7	Semester 8
• Documentation for Specific Populations - 3 units • Statistics - 3 units • Sociology - 3 units • Human Anatomy with Lab - 4 units	• Understanding Research and Evidence - 2 units • Ethics and Professional Behaviors - 3 units • Human Physiology with Lab - 4 units • Advanced Practice Areas in OT - 3 units	• Neuroscience - 4 units • Therapeutic Approaches for the Older Adult - 3 units • Movement Theory and Analysis - 2 units • Pediatrics - 3 units	• Assistive Technology and Telerehabilitation - 3 units • Cultural Competency - 2 units • Health Systems and Practices - 2 units • Occupational Aspects of Cognition, Perception and Vision - 3 units • Capstone Seminar - 2 units

There are five general education courses that would be added to the upper division curriculum: Statistics (3 units; semester 5), Sociology (3 units; semester 5), Human Anatomy (4 units with lab; semester 5), Human Physiology (4 units with lab; semester 6), and Neuroscience (4 units with lab; semester 7). Although these are considered upper division courses, they provide important requisite skills for the upper division Occupational Therapy-based courses. Statistics is needed to comprehend studies and other documentation of the field. Students must also utilize research and evidence for best practice. Sociology is needed for understanding human behavior in relation to psychosocial function, cultural competency and professional behaviors. Neuroscience is needed to understand concepts related to acquired brain injury, cognition and perception. All this requisite general education is an integral part of Occupational Therapy Assistant practice and the B.S. degree in Occupational Studies.

13. Academic Freedom

RSCCD Board Policy 4030 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.[77] The *Academic Freedom Policy* appears in the College catalog and the Faculty Handbook.[78]

14. Faculty

The institution has a substantial core of qualified and experienced full and adjunct faculty to support all its educational programs. The current Occupational Therapy Assistant program

already has an assigned program coordinator, part-time clerical support staff, a full-time fieldwork coordinator, as well as four instructors with qualifying Master's degrees to support the baccalaureate degree program. All faculty members 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 370 full-time contract faculty and 1848 adjunct faculty in its credit and non-credit programs; as of spring 2015, SAC has 234 full-time faculty and 1354 adjunct faculty in both credit and non-credit programs. New full-time faculty positions for fall 2015 will increase support and commitment to existing and new educational programs. In 2014, 26 full-time faculty members were hired at SAC to meet the educational needs of the students.

15. **Student Support Services**

Student Services provides services and programs consistent with student characteristics to support student learning and development within the context of the 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.[79] Students enrolled in the B.S. degree in Occupational Studies program will have access to services in the following areas: academic computing center, bookstore, CalWORKs, career development/career technical education student success center, College advancement/foundation, community services, continuing education, counseling services, child development centers, disabled students programs and services (DSPS), English language academy, extended opportunity programs and services (EOPS), financial aid programs, California state programs, health and wellness center/psychological services, high school and community outreach, honors and awards, intercollegiate athletics, learning center, library services, math center, scholarships, student activities, student placement, testing center, university center transfer, veterans resource center, women's programs and services, and the youth empowerment strategies for success (YESS) program.

16. **Admissions**

Santa Ana College's published admissions policies are consistent with the College 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.

17. Information and Learning Support Services

Santa Ana College offers specific long-term access to sufficient information and learning support services, available to Occupational Studies baccalaureate degree students as well as all lower division students, that is adequate for the College's mission and instructional programs. The 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 (also called the Centennial Education Center or CEC) has the Community Learning Center, CEC Learning Skills Lab, CEC Main Computer Lab, CEC Small Lab and CEC Computer Skills Lab.

18. 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, improve institutional effectiveness, and assure financial stability. Copies and information regarding the District and College budgets[80] and funding base, as well as statements of assets[81], fund balances and accounting of the auxiliary foundation of the College[82], are made available. While most of the financial resources of Santa Ana College are derived from the State of California, additional funding is obtained by aggressively seeking federal and private sources to augment the budget. All funds received by the College are carefully tracked, accounted for, and documented. The Rancho Santiago Community College District maintains adequate reserve levels for contingencies and for expansion and maintains at least a six percent ending fund balance as required by law. The College strategically accumulates funds in accounts for future needs and is careful to use one-time dollars only to fund additional one-time expenses. Both the College and District maintain conservative financial management policies and practices that ensure continued fiscal stability for the foreseeable future.

19. Institutional Planning and Evaluation

Santa Ana College provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. 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 Reviews; and *Department Planning Portfolios*. These documents reflect the identification and integration of human and fiscal resources, as well as learning resources and facilities. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation as evidenced by its quadrennial portfolio review and annual program review of its current Occupational Therapy Assistant program, integrated planning efforts which intertwine student learning outcomes assessment with resource allocation requests as evidenced by the College's Resource Allocation Request[83] process, and re-evaluation each year to continually

improve its institutional effectiveness. The Occupational Studies program would also complete an annual program review and quadrennial capstone portfolio.

20. Integrity in Communication with the Public

The College website contains information related to accreditation status, current and future students, academics, student services, faculty & staff, the Santa Ana College Foundation, and program review.[84] A link to the District website is also available.[85] 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. All information is precise, accurate, current, as well as evolving.

21. Integrity in 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.

G. Evidence that Accreditation Standards and Commission Policies Will Be Fulfilled

Accreditation Standards

Standard I: Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

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. The proposed B.S. degree in Occupational Studies structures teaching and learning in accordance with discipline-specific regulations that support the College's mission and existing Occupational Therapy Assistant Associate's degree program, offering students expanded upper division course work which provides more in-depth training in specific areas of practice as well as increased opportunities for critical analysis, research methods, and clinical reasoning. Upon completion of the proposed baccalaureate degree, students will be increasingly eligible for state licensure and gainful employment while fulfilling community workforce need, and this program will help prepare students for entry into an Occupational Therapy Master's degree program. SAC serves a diverse population of residents (e.g., ethnically diverse, educationally and economically disadvantaged, re-entry, and students with learning disabilities) from the surrounding communities of Anaheim, Garden Grove, Irvine,

Orange, Santa Ana, Tustin, and Villa Park through its credit, non-credit, community extension, and online classes. In addition, the College is proud to house a Digital Media Center (which combines education and business in the digital media industry), and law enforcement professionals receive instruction through the Orange County Sheriff's Regional Training Center and two off-campus fire technology training centers. Through annual community, employee, and student surveys, the College continues to use data to determine how effectively it is accomplishing its mission to support the educational needs of its students and community. Through integrated planning activities, the College aligns its programs and services with the mission. Services and programs exist to support the intended student population such as ¡Adelante!, PUENTE, MESA (or Mathematics Engineering Science Achievement), Freshman Experience, TRiO, and the International Student Program. Fostering a college-wide commitment to student learning, Santa Ana College engages faculty and staff in a variety of robust planning and evaluation processes. Faculty members regularly assess and revise student learning outcomes. Annual program and budget reviews address departments goals related to student learning outcomes assessment, institution-set standards, resource allocation requests, with the purpose of supporting students from diverse backgrounds with a focus on transfer, basic skills, degree or certificate completion, and developing job skills in alignment with the College's Strategic Plan.

I.B. Assuring Academic Quality and Institutional Effectiveness

Santa Ana College features five governance committees – College Council, Facilities Committee, Planning & Budget Committee, Student Success Committee, and Technology Advisory Committee – that work in tandem with the Academic Senate in order to support a sustained, substantive, and collegial dialog concerning student outcomes, student equity, academic quality, institutional effectiveness, and sustainable, continuous quality improvement in student learning outcomes, integrated planning, and program review. Faculty take ownership and leadership in the arena of curriculum, instructional student learning outcomes assessment and program review, working alongside administration and staff through collegial consultation and administrative unit outcomes assessment to support student learning and achievement as compared to published institution-set standards. Ongoing dialog in the five governance committees as well as divisions, programs, and departments result in regularly updating goals, based on annual student learning assessments and indirect achievement data, in order to better support student success. As a result of recent Student Equity Plan assessments and the revised ACCJC 2014 Accreditation Standards, the College is working to disaggregate and analyze program learning outcomes achievement data for subpopulations of students, addressing any performance gaps with appropriate allocation of human, fiscal, and other resources to mitigate these gaps. Results from these assessments will be used to better inform planning processes at Santa Ana College in order to promote improvement of institutional effectiveness. Each year, evidence of ongoing opportunities for input by all campus constituencies is documented through the ongoing cycle of goal setting, evaluation, institutional data and evidence analyses, resource allocation, implementation, and re-evaluation, which is integrated into the planning cycle at the College and later at the District level through a Comprehensive Master Plan.

I.C. Institutional Integrity

The College collects assessment data through diverse means including program review, meetings, convocations, and digital platforms that are publicly communicated to all constituencies. Clear and accurate information is consistently maintained in all College publications and through the website with respect to the College's mission, student learning outcomes results, educational programs, institutional policies and procedures, and student support services that include information on tuition, fees, financial aid, transcript, award and transfer of credit, refunds, and other required expenses such as textbooks and mandatory instructional supplies. Information regarding ACCJC accreditation status is accurately and fully provided via a comprehensive statement in the College catalog and website as required by the Commission in order to ensure compliance with Federal regulations, California Education Code, and Title V. Moreover, the College continuously complies with the Eligibility Requirements, Accreditation Standards, Commission Policies, and Commission requests in a collegial, welcoming, and timely manner with the goal of best serving the needs of its diverse student population and surrounding community.

Since the College's recent fall 2014 Accreditation visit, faculty members and the Academic Senate are working jointly with Academic Affairs to refine the College's annual academic program review process to ensure better integration, assessment, analysis, communication, and resource allocation documentation. Academic program goals as related to the mission of the College and Strategic Plan Vision Themes, analyses of student learning outcome results as related to resource allocation requests and external research, and individualized department data portfolios that address overall as well as disaggregated trends in enrollments, success, retention, and number of degrees and certificates earned will be succinctly addressed (both quantitatively and qualitatively) and better intertwined more systematically as related to the College's institution-set standards. In addition, beginning fall 2015, student learning outcomes assessment will be recorded through TracDat, the newly selected assessment software platform that will more easily tie-in to the revised program review.

Standard II: Student Learning Programs and Student Services

II.A. Instructional Programs

Through clear and systematic assessment and evaluation, every course and program at Santa Ana College receives the same level and quality of support services and resources, regardless of location or mode of instruction, and ensures alignment with the College's overall mission. All faculty (both full-time and part-time) regularly evaluate and improve the quality and currency of all courses and instructional programs, including pre-collegiate, collegiate, career technical education, continuing education, and community education, to meet American higher education standards, technical and professional competencies, employment standards, and external accreditation standards and preparation for external licensure and certification, where applicable. Online instructors are required to complete a distance education certification that provides comprehensive online teaching pedagogy, discussion for colleague collaboration, and suggestions for online course development. General education coursework is developed by faculty, which include proposed general education requirements for the

baccalaureate degree in Occupational Studies. Courses and other related educational experiences are comparable in quantity and nature to credits awarded through District approved policies and procedures. The College has defined one credit hour as 50 minutes of classroom or direct faculty instruction and a minimum of two credit hours (or 100 minutes) of out-of-class student work each week for semester-length courses for one semester hour unit of credit, or the equivalent amount of work over a different amount of time. Faculty members also engage in SLO formulation and assessment at the course, program, and institutional levels.

Santa Ana College awards credit for College units earned at another regionally accredited College or university. Clearly defined procedures and deadlines are publically published in the College catalog and available from the Office of Admissions and Records when attempting transfer of credit, taking into account essential academic factors such as existing course equivalencies, student learning outcomes, grades, course level and applicability toward a degree, certificate, or program prerequisite.

Since the College's recent fall 2014 Accreditation visit, department faculty and instructional deans have worked with Academic Affairs to create formalized time blocks for all courses as well as pathways for all degrees and certificates, to ensure students can complete their programs within an appropriate period of time. Beginning fall 2015, these improved scheduling modalities will be implemented as well as degree and certificate pathways published to ensure students are more actively informed when planning for their educational attainment and goals.

II.B. Library and Learning Support Services

The College provides library and learning support services, sufficient in quantity, currency, depth, and variety, for both on-ground and distance education students. Academic support services are available through the Learning Center, the Math Center, the Academic Computing Center, and the School of Continuing Education learning centers, where faculty and staff engage in ongoing dialogue and conduct program review to ensure the educational equipment and materials are appropriate and supportive of student learning. The various learning centers offer individual tutoring, directed learning activities, instructional software, and workshops tied to specific student learning outcomes. The Library accommodates 477 students in individual study carrels, at tables with seating for four, at individual PC stations, in four group study rooms, and in a mediated lab used for library instruction. Collection includes textbooks (checked out for library use only), books (for three week loan), e-books (accessible 24/7 remotely), hard copy reference books (e.g., medical dictionaries and encyclopedias, such as the online version of the Gale Encyclopedia of Nursing and Allied Health), and an online collection of over 2,000 reference books. The Library provides articles on virtually any research topic. An available list of 2014 Library OTA textbooks would also be made available for Occupational Studies students in an effort to support their upper division coursework. The SAC Library also hosts multiple databases to support both the OTA and Occupational Studies programs. Access to a range of subscription databases, including multi-disciplinary resources such as **Academic Search Premier** and discipline-specific resources such as **MEDLINE** and **ERIC**, are searchable 24/7 remotely and provide

entry to an array of journals, magazines, newspapers, reference sources, and e-books. In addition, SAC OTA resources on reserve in the Library will support baccalaureate students as they progress through their upper division coursework.

SAC faculty librarians frequently dialogue with classroom faculty. Librarians serve as division liaisons and work closely with individual academic divisions, departments and faculty. The Librarian who serves as division liaison for the Human Services & Technology Division works closely with the faculty and students of the OTA Program and would continue to serve in this same capacity for the proposed baccalaureate program. 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; conducting customized library instruction classes; and assisting faculty with research. Reference desk librarians are actively engaged in helping students conduct research. Modules are also available online for research such as: *Find Articles*, *Find Books* and *Search the Internet*.

Over time, the Library has received consistent high marks from graduates, students, and faculty. In 2013, the Library received the highest rating of all SAC programs and services, with 89 percent of students rating the Library either "excellent" or "good". Additional information about Library and Learning Support Services can be found in Section J of this report.

II.C. Student Support Services

Santa Ana College 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, regardless of mode of delivery. Student Services staff regularly engages in reflective conversations regarding access, success and the effectiveness of its programs. Student learning outcomes data and data on successful student attainment of their goals provide measurements of students' ability to benefit from the College's services and programs. Once admitted and enrolled, the College provides students with equitable academic and support services designed to help them meet their individual goals. SAC has a variety of student support programs such as Academic Talent Search, Admissions & Records, Athletics, CalWORKs, Career/Job Resources Center, Counseling, DSPS, EOPS, Freshman Experience and Learning Communities II, Financial Aid, Health Center, International Students, MESA, Outreach, PUENTE, Santa Ana ¡Adelante!, Scholarship Program, Student Support Services Program, Student Life, Veterans Resource Center, University Transfer Center and Veterans Upward Bound.

The College maintains student records both electronically and on paper with provisions for secure backup. Paper records are scanned, and all Class One records are stored electronically and backed up through storage.

Standard III: Resources

III.A. Human Resources

Santa Ana College works closely with the District to ensure the integrity and quality of its programs and services. Positions are created based on demonstrated student and program needs, services to be offered, duties to be performed, and the position qualifications required. The District has developed detailed hiring policies and procedures, commensurate with the College and District mission statements, to ensure all diverse employee groups meet or exceed the education, training, and experience qualifications required for their positions, based on analysis of original transcripts documenting education by recognized U.S. accrediting agencies or the equivalent. Faculty and administrator job descriptions include the development and review of curriculum as well as assessment and use of student learning outcomes. Evaluations of the various employee groups (e.g., faculty, classified, supervisory and confidential, administrators) are performed in conjunction with Education Code requirements and union contracts (where applicable), and access to these and other personnel records are securely maintained in a confidential manner at the District office. All employees are held accountable to a professional code of ethics, and the College is working diligently through ongoing Professional Development activities in various formats to support faculty, staff, and others in promoting excellence in teaching and learning, technological advancement, institutional effectiveness, and student success.

Since the College's recent fall 2014 Accreditation visit, Academic Senate leaders have been working very closely with classified staff and administrators to combine and centralize campus-wide Professional Development opportunities. Needs assessment surveys continue to be conducted for each employee group, identifying areas where there is a desire to enhance and plan for new Professional Development opportunities for both faculty and staff.

III.B. Physical Resources

Santa Ana College is currently celebrating 100 years of service to students and the community. As the District's oldest campus, continued construction and necessary facilities upgrades have occurred as a result of voter approval for two bond measures: Measure E ($337 million for the District) and Measure Q ($198 million for Santa Ana College). Facilities planning has been outlined and tied to criteria such as aging infrastructure/buildings and projected increase in student enrollment. The RSCCD Comprehensive Master Plan was recently updated in 2014 to include a strategic approach to campus grown and development through the year 2023. The SAC Facilities Master Plan was also updated in 2014 to evaluate existing conditions, enrollment trends, instructional programs and support services, with plans to seek a foundation to guide future decision-making as it relates to renovation, new construction, and other developments. In addition, four main ancillary planning documents also inform the campus on future renovations, based on identified facilities needs as described below:

1) Five-Year Construction Plan - Analysis of existing facilities capacity, based on fire/life safety, structural soundness, and accessibility considerations, to support enrollment

forecasts, where capacity/load ratios are determined for each type of space found on campus and serves as the basis for potential capital outlay funding and approval of capital outlay requests.

2) Scheduled Maintenance Program - Annual site inspections which document the most needed repairs and replacements of both buildings and equipment, taking into account hazardous material removal, HVAC, plumbing, roofing, and accessibility needs.

3) Facilities Condition Assessment - Review of existing College facilities that 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.

4) Space Inventory Report - District facilities staff examines the College's facilities and identifies 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 the campus is developed and planned in the most efficient manner possible.

The College continues to engage in robust construction planning and facilities maintenance considerations, both short-term and long-term. Bond Measures E and Q and the 2014 Facilities Master Plan, 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 to assure access, safety, security, and a healthful learning and working environment.

III.C. Technology Resources

Technology is a critical and core component of Santa Ana College and is essential to how the College supports student learning programs and services. The College 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. For example, faculty currently use the learning management system Blackboard for online and hybrid classes as well as WebAdvisor for maintaining course rosters and grading. To better assist the College in meeting its goal for effective and efficient use of technology in supporting the needs of all students, faculty, and staff, the SAC Technology Advisory Committee (or SACTAC) was formed, which consists of students, faculty, classified staff, and administration. This committee makes recommendations on campus-wide technology considerations. 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. Through annual program review, both instructional and non-instructional technological resources and infrastructure needs are evaluated as part of the College's regular planning and budgeting process to ensure reliable access, safety, and security.

The District and College have two general purpose networks: one for instructional network services and another 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, and human resources are part of the non-instructional administrative network. Procedures are in place to maintain security updates on servers and email services. In addition, the District has two

Administrative Regulations that directly relate to technology. One addresses the 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. The other administrative regulation on technology addresses District and College standardization of hardware and software.

III.D. Financial Resources

SAC has a well-defined budget allocation model, measurable fiscal accountability, well managed financial resources and reserves, and a very transparent financial management culture that demonstrates integrity and consistent fiscal stability. In spite of the recent years of state fiscal crisis and the dramatic funding cuts levied on the community college system statewide, the RSCCD and SAC have managed their resources, maintained strong reserves, and stretched their dollars to best support student learning and support programs. Annual program and budget reviews address departments goals related to student learning outcomes assessment, institution-set standards, resource allocation requests, with the purpose of supporting students from diverse backgrounds. Confirmation of appropriate financial documentation and its degree of credibility and accuracy are evidenced in recent external auditor's annual report. SAC's annual audits have resulted in unqualified reports related to the financial statements, clean audits with no deficiencies in internal controls over financial reporting, and minimal audit findings that are promptly corrected.

Both the RSCCD and SAC have in place practices and procedures to ensure fiscal viability and stability. The District has a demonstrated history of strong ending balances through prudent and conservative fiscal management and decision making. This has also allowed the District to set aside a substantial Stability Fund that it has used to smooth out structural budget deficits during the past couple of years. SAC also maintains a contingency fund of 20% of the annual ending balance to manage any unforeseen local fiscal challenges. Cash flow has been sufficient and consistent over the past several years in spite of state funding volatility, allowing the District to avoid any borrowing from the county or other lending institutions to meet financial obligations.

The College and District have strong procedures, practices, and policies in place along with verifiable evidence and regular assessment that confirms that SAC is able to support and sustain a baccalaureate program in Occupational Studies. The College's financial planning is both integrated and effectively driven by institutional planning processes. Consequently, available financial resources are similarly integrated with the institutional planning processes. All financial documents are found to be accurate, credible, timely accountable, and comprehensively communicated to the public, with sufficient cash flows and reserves to maintain stability, support strategies for appropriate risk management, and when necessary, implement contingency plans to meet financial emergencies and unforeseen circumstances. In addition, as the College and District make short-term financial plans, the institution considers its long-term financial priorities to assure financial stability, including Other Post-Employment Benefits, compensated absences, and other employee related obligations. Work through auxiliary services, Foundation and fundraising, both general obligation bond programs, and grants are conducted with integrity in a manner consistent with the intended

purpose of the funding source in accordance with federal and state law, GASB, and the Budget Accounting Manual.

Standard IV: Leadership and Governance

IV.A. Decision-Making Roles and Processes

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 (i.e., College Council, Facilities Committee, Planning & Budget Committee, Student Success Committee, and Technology Advisory Committee) as well as standing committees and taskforces that work in tandem with the Academic Senate in order to support a sustained, substantive, and collegial dialog concerning student outcomes, student equity, academic quality, institutional effectiveness, facilities and technology maintenance, and sustainable, continuous quality improvement in student learning outcomes, integrated planning, and program review. Operational and governance meetings are frequently scheduled in advance and take place regularly throughout the academic year. Through the workings of the governing board, Academic Senate, CSEA, and ASG, Santa Ana College has established, documented, and subscribes to policies and procedures that ensure full participation in appropriate decision-making processes while defining roles and mechanisms for all campus constituencies through ongoing dialogue. The College regularly evaluates its governance and decision-making structures and processes through End-of-Year Reports to learn more about how members are appointed to committees, how members effectively communicate with their constituents, whether members feel any difficulties in serving or shaping the agenda, as well as overall strengths and weaknesses in order to make plans for improvements. The results of these reports are communicated to the campus community and posted on the SAC website.

IV.B. Chief Executive Officer

Dr. Erlinda J. Martinez is the current CEO of Santa Ana College. The role of the President is to provide effective leadership in planning, organizing, budgeting, selecting and developing personnel, assessing institutional effectiveness, and maintaining primary leadership in the College's accreditation. Throughout her 10-year tenure at SAC, Dr. Martinez has established and continues to maintain a collegial process that sets values, goals, and priorities for the College; supports the notion that the College set realistic and obtainable institution-set standards for student achievement; promotes institutional effectiveness through integrated planning efforts that rely on quality research data and analysis of both internal and external considerations, resource allocation, and support services; and ensures that the College continues to abide by federal and state statutes, regulations, and governing board policies in accordance with the mission of Santa Ana College. Dr. Martinez works and communicates effectively to the entire campus constituencies, represents the campus during District board meetings, and is readily visible throughout the community, promoting the mission, vision, and values of Santa Ana College while simultaneously generating external support for the College.

IV.C. Governing Board

The Board of Trustees ensures the quality, integrity, and improvement of student learning, within appropriate budgetary means, and provides the resources necessary to support the District's programs and services. To do this effectively, the Board receives regular reports from the Chancellor, college presidents, Academic Senate presidents, Student Trustee, ASG presidents, the Executive Vice Chancellor of Educational Services and Human Resources, the Vice Chancellor of Fiscal and Business Operations, the Accreditation Liaison Officers of both colleges, and other staff members as needed. As a collective entity, the Board regularly establishes and updates its policies in a manner consistent with the District mission statement and clearly commits the District to educational quality and student learning services as primary board responsibilities. These policies include bylaws and policies specifying the board's size, duties, responsibilities, structure, operating procedures, training in support of board development, and evaluation. A code of professional ethics and conflict of interest policy are continuously enforced, and the Board delegates full responsibility and authority to the Chancellor to implement and administer board policies without board interference. The governing board regularly reviews key indicators of student learning and achievement (e.g., Scorecard, Accreditation) as well as institutional plans for improving academic quality.

IV.D. Multi-College Districts and Systems

The Chancellor acts as professional advisor to the Board of Trustees 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. The District Chancellor provides leadership in setting and communicating expectations of educational excellence and integrity through the District and ensures effective control of expenditures throughout the District, including resource allocation to the respective colleges. The Chancellor delegates full responsibility and authority to each college President to implement and administer delegated District policies without interference. District planning and evaluation continue to be integrated with College planning and evaluation in order to improve student learning and achievement as well as overall institutional effectiveness.

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Commission Policies

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Policy on Award of Credit

Santa Ana College adheres to the policies, regulations, and procedures as set forth in the College's *Curriculum and Instruction Handbook* [21] and the CCCCO *Program and Course Approval Handbook*.[86] Each academic division has a faculty-driven division curriculum committee which reviews and approves course or program revisions and new courses or programs as documented through CurricUNET, the College's official curriculum documentation warehouse.[61] 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). Following submission to CIC, curriculum items are first reviewed by a Technical Review Committee, which consists of the CIC Council Chair, Vice President of Academic Affairs, Articulation Officer and Support Services Assistant. The Technical Review Committee ascertains that all policy, program, and course proposals are

complete and meet standards of quality as defined by the institution and comparable in quantity and nature to credits awarded to other courses in the institution; insures accuracy and proper formatting; and determines which proposals will be reviewed by CIC and which may be placed on the consent calendar. The CIC, a standing committee of the Academic Senate, serves as a voice for the faculty on all academic and professional matters relating to curriculum. At any step in the process, a 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; determine appropriate delivery modes; create SLOs for each course, program, certificate, and degree as well as participate in the curriculum review process, which occurs every four years. The assessments are ongoing, systematic and used for the improvement of student learning.

A variety of programs of various lengths of study are offered to meet student goals at the College, including career technical education programs[87], which are based on identified labor market and gainful employment needs with input from faculty, industry, advisory groups, employers, and external specialized and program accreditation guidelines. Programs have published SLOs developed by the faculty within all these programs. Course-level and program-level SLOs are mapped to institutional SLOs as part of the ongoing overall student learning assessment process at the College. All programs, degrees, and certificates are ultimately reviewed and approved by the RSCCD Board of Trustees before submission is made to the California Community Colleges Chancellor's Office.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

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

Policy on Direct Assessment of Learning

The Santa Ana College catalog outlines both policies and procedures used in the determination of whether to award College credits, certificates, and degrees to students for prior learning. Only qualified discipline faculty meeting appropriate minimum qualifications are hired by the District as academic experts with the appropriate competence levels to award student credit.[88] The College will award credit for College units earned at another regionally accredited college or university pending evaluation of all official transcripts by the Admissions and Records office, counselors, and discipline faculty. Continuous efforts are underway by the College's Academic Affairs unit, instructional divisions and departments to create course articulation agreements between Santa Ana College and other public and private universities as well as maximize transfer opportunities for students through the development of Associate Degrees for Transfer (for community college student entry into the California State University System). As per the published catalog, it is the expectation of the College that all instructors will give at least two evaluations of student performance prior to the issuance of mid-term grades and at least one other evaluation before the final examination (required in all courses). Students have the option of taking credit by examination only for courses that are in the current academic year catalog and specifically designated by the appropriate dean as courses that are eligible for credit by examination. The RSCCD has also adopted a policy on course prerequisites, corequisites, and advisories in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites on recommended preparation, and certain limitations on enrollment in a manner

consistent with the law and good practice. For courses where a prerequisite exists, students can submit a prerequisite challenge form from the appropriate division office, where the challenge is reviewed by a committee consisting of the dean (or designee), department chair (or designee), and one department or division representative (or designee). In addition, the College will grant units of credit to currently enrolled students for AP, CLEP, and IB exams, where an appropriate score was obtained as per the College catalog. Finally, students have the right to appeal an assigned grade within a one year period following the semester which the grade was assigned, if the student believes that the grade is based on a mistake, fraud, bad faith, or incompetency.[1]

Policy on Distance Education and on Correspondence Education

Santa Ana College has developed, implemented, and evaluated all courses and programs according to the institution's total educational mission, including those delivered through distance education, in consultation with its faculty, Curriculum and Instruction Council and Academic Senate, and Board of Trustees. The curriculum review process at the College ensures that all distance education courses are taught to standards consistent with the official course outline of record and feature regular, effective instructor-initiated student contact.[89, 90, 91] In particular, distance education courses are examined to ensure: (1) methods of evaluation match those in the face-to-face course, (2) accessibility is addressed via Section 508 compliance, and (3) peer and student evaluations are conducted to ensure the quality of online courses is continuously maintained.

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

Academic integrity and student authentication are addressed in a number of ways. The Distance Education office makes resources available to faculty on how to promote academic integrity in online classes.[92, 93, 94] Workshops on the topic of promoting academic integrity in the online classroom as well as opportunities for instructors to become online certified are a regular feature of professional development. In accordance with the Higher Education Opportunities Act of 2008, in order to maintain user privacy in the online setting, students must use a unique username and a password of their own creation, hosted by the College, to ensure the same person who participates every time in and completes a course or program receives the appropriate academic credit. All classes offered in an online format utilize the District-selected learning management system (Blackboard), so that the College can ensure integrity of the online classroom, including student grades and usage data. In addition, arrangements for proctored examinations are made with other colleges and universities nationwide to ensure equal access and support for all online students.

In compliance with federal and state law, Santa Ana College has established procedures governing student records and the control of personally identifiable information. The College adheres to strict confidentiality standards as stated in the Family Educational Rights and Privacy Act (FERPA) and California Education Code. No student records, other than directory information, will be released without written consent by the student, except as authorized by the law.[95] In addition, no directory information will be released regarding any student who has

notified the Admissions & Records office in writing that such information should not be released. There is no charge associated with verification of student identity.

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

Statement on Diversity

The mission statement 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. SAC provides access and equity in a dynamic learning environment that prepares students for transfer, careers and lifelong intellectual pursuits in a global community.[5] Themes of cultural identity, diversity, and equity are intertwined into the mission statement of the College, reinforced by board policy on diversity[96], as well as respected and embraced on a daily basis throughout the campus.

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

Advertising, Publications, Promotional Literature

Santa Ana College provides clear and accurate information to students and the public in all College publications and through its website. The College utilizes the College catalog[58] and Schedule of Classes[59] as primary outreach tools available through the College website[84] and certain print formats. The District Public Information Office works with College offices to ensure that content, style, and format are reviewed for accuracy. Required information in the catalog, class schedule, and website is found as shown in Table 6:

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

Required Information	Catalog[58]	Schedule of Classes[59]	Website[84]
Official Name, Address, Phone, Website	✓	✓	✓
Mission, Purpose, Objectives, Entrance	✓	✓	✓
Information on Programs and Courses	✓	✓	✓
Degree, Certificate, and Program Completion	✓	✓	✓
Faculty with Degrees Held	✓		✓
Facilities Available	✓	✓	✓
Rules and Regulations for Conduct	✓	✓	✓
Academic Freedom Policy	✓		✓
Tuition, Fees, Program Costs	✓	✓	✓
Financial Aid Opportunities	✓	✓	✓
Refund Policy and Procedures	✓	✓	✓
Transfer of Credit Policies	✓	✓	✓
Nondiscrimination Policy	✓	✓	✓
Other Locations for Policies	✓	✓	✓
Governing Board	✓		✓
Accreditation Status	✓		✓

The College catalog[58], website[84], and other official institutional publications describe career opportunities as well as clear and accurate information on national and/or state legal requirements for licensure eligibility and entry into an occupation or profession for which education and training are offered. The College also publishes occupational programs with licensure information as well as state certification requirements and external accreditation information. Gainful employment information is also included for occupational programs.

<u>Student Recruitment for Admissions</u>

The College complies with all legal and regulatory practices relating to recruitment and admissions. Student recruitment is guided by qualified College staff and trained student ambassadors.

<u>Representation of ACCJC Accreditation Status</u>

Information regarding ACCJC accreditation status is accurately and fully provided via a comprehensive statement in the College catalog[58] and website[84] as required by the Commission. In addition, specialized and program accreditation granted by other external accreditors is listed separately with respect to the following College programs:

1. Automotive Technology – accredited by the National Automotive Technicians Education Foundation (NATEF)
2. Emergency Medical Technician – accredited by the Orange County Emergency Medical Services (OCEMS)
3. International Business – accredited by the National Association of Small Business International Trade Educators (NASBITE)
4. Occupational Therapy Assistant – accredited by the Accreditation Council for Occupational Therapy Education (ACOTE)
5. Paralegal Studies – approved by the American Bar Association (ABA)
6. Pharmacy Technology – accredited by the American Society of Health-System Pharmacists (ASHP)
7. Registered Nursing – approved by the Board of Registered Nursing (BRN) and accredited by the Accreditation Commission for Education in Nursing (ACEN)

Policy on Institutional Compliance with Title IV

SAC complies with the requirements of Title IV of the Higher Education Act. The College follows federal regulations that require first-time borrowers of Direct Loans to receive entrance counseling available at https://studentloans.gov. The College regularly updates its financial aid website to remain current and compliant with regulatory changes as pertaining to Title IV and State Student Eligibility Requirements and Policies.

The College's Financial Aid Department is committed to and effective at serving its diverse population of students, regardless of their economic background. The highest priority is given to helping students find funding avenues to meet their educational costs through available federal and state student financial aid programs and scholarships for successful College completion. One-on-one appointments are available to students who cannot attend workshop times for

financial aid assistance and financial literacy coaching. Faculty and staff are regularly trained and updated, so that they are aware of the any potential regulatory changes that may affect their student population.

Santa Ana College continues to demonstrate diligence in keeping loan default rates at an acceptably low level while complying with program responsibilities defined by the U.S. Department of Education. Federal student financial aid program requirements state that if an institution has cohort default rates of 30 percent or more during three consecutive years, it may lose funding support through Federal Financial Title IV programs. For the four most recently recorded years at SAC[97], there continue to be no issues related to student loan default rates:

1. For 2009, 3-year Official CDR is 17.3% based on 37 borrowers defaulting of 213 who have entered repayment.
2. For 2010, 3-year Official CDR is 18.5% based on 41 borrowers defaulting of 221 who have entered repayment.
3. For 2011, 3-year Official CDR is 17.0% based on 48 borrowers defaulting of 282 who have entered repayment.
4. For 2012, 3-year Draft CDR is 17.1% based on 50 borrowers defaulting of 291 who have entered repayment (to be officially published in September 2015).

Santa Ana College has had no negative actions taken by the U.S. Department of Education regarding compliance with Title IV.

Policy on Institutional Degrees and Credits

Santa Ana College ensures that all courses and other related educational experiences are comparable in quantity and nature to credits awarded through its approved policies and procedures.[98] Consistent with federal regulations applicable to federal financial aid eligibility, the Rancho Santiago Community College District has designated each class hour as a "credit hour" and established the definition of "credit hour." The class hour is the basic unit of attendance for computing the number of full-time equivalent students (or FTES) for apportionment. The District defines a "credit hour" as a clock hour of a total of 60 minutes composed of a segment of no less than 50 minutes of scheduled contact for instruction and/or examination and a segment of 10 minutes for passing time between classes or a break. RSCCD uses a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to ensure that a "credit hour" program has an appropriate minimum number of clock hours of instruction for each hour unit of credit it claims.

A "credit hour" at the Rancho Santiago Community College District and Santa Ana College represents the amount of work necessary to achieve intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One "credit hour" (50 minutes) of classroom or direct faculty instruction and a minimum of two "credit hours" (100 minutes) of out-of-class student work each week for semester-length (e.g., sixteen weeks) courses for one semester hour unit of credit, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required in the paragraph above of this definition for other academic activities as established by the Rancho Santiago Community College District, including three "credit hours" (150 minutes) of laboratory work, internships, externships, practica, studio work, and other activities leading to the award of "credit hours."

A "credit hour" is assumed to be a 50-minute period. In courses, such as those offered online, in which seat time does not apply, a "credit hour" may be measured by an equivalent amount of work, as demonstrated by student achievement. For cooperative work experience education, one "credit hour" is equal to 60 hours of non-paid work or 75 hours of paid work.

The appropriate formula for credit hour is continuously applied throughout the College's selected curricular database—the CurricUNET management system—which features accurate assignment of credit hours for all approved courses by the Curriculum and Instruction Council.[61]

Policy on Institutional Integrity and Ethics

Santa Ana College continues to uphold and protect the integrity of its practices in working with students, faculty, staff, its governing board, external agencies and organizations (including the Commission), and the general public. The College reports clear and accurate information related to its mission, educational programs, admissions requirements, student services, tuition and other fees, financial aid, transcript, award and transfer of credit, and refund policies to ensure compliance with Federal regulations, California Education Code, and Title V. Moreover, the College continuously complies with the Eligibility Requirements, Accreditation Standards, Commission Policies, and Commission requests in a collegial, welcoming, and timely manner with the goal of best serving the needs of its diverse student population and surrounding community.

Various board policies are formulated and regularly updated to ensure Santa Ana College maintains integrity and high ethical standards in its daily management. The Board of Trustees is delegated the responsibility to set prudent, ethical, and legal standards for District operations as per Board Policy 2200.[65] Faculty are made aware of College policy regarding a professional code of ethics, as evidenced via Board Policy 7001, which does not allow personal bias or prejudice to influence their presentation of professionally accepted views in a discipline.[99] Board Policy 4030 addresses academic freedom and the rights of both faculty and students to express personal convictions[77], while Board Policy 7370[100] prohibits political activity during an employee's working hours as well as limits the use of District funds, services, supplies, or equipment to endorse or denounce any ballot measure or candidate. The College catalog also recognizes faculty and students' right to express their informed opinions in the context of professional competence, open inquiry, and rigorous attention to the pursuit of truth.[58] Board Policy 7120 establishes and assures integrity in District hiring processes.[101]

The College prevents conflict of interest throughout the organization. Board Policy 6340 delegates authority to the Chancellor to enter into contracts on behalf of the District and establishes administrative procedures for contract awards and management under certain conditions.[102]

All programs, services and activities at Santa Ana College shall be available to all qualified persons. The District prohibits discrimination and harassment based on ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, physical or mental disability, gender identity, medical condition (cancer-related or genetic characteristics), marital status, citizenship, or service in the uniformed services, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics. Board Policy 3420 applies to all employment practices, including recruitment, selection, promotion, transfer, salary, training and development, discipline and dismissal in compliance with Title VII of the Civil Rights Act of 1964; Article 1, Section 31 of the California Constitution; Title 5 of the California Code of Regulations, Section 53000 et seq.; and Education Code Section 87100.[103]

Policy on Monitoring Institutional Performance

Santa Ana College continues to submit timely Annual Reports to ACCJC that address headcount enrollment data, growth in the number of instructional sites, collection and analysis of key data and indicators of student achievement and student learning as well as fiscal stewardship and stability, and other elements as determined by the Commission. In the last two years, the College has worked diligently through its governance structure to discuss and set institution-set standards with reasonable annual goals as related to: completion, retention, number of degrees and certificates, transfers, as well as licensure passage rates and graduate employment rates for key externally accredited CTE programs.[104, 105]

Policy on Public Disclosure and Confidentiality in the Accreditation Process

Santa Ana College provides information about institutional quality and the accreditation process to the public through its College catalog[58], Schedule of Classes[59], College website[84], District publications, communications by the District Chancellor[106] and College President[107], as well as other marketing and outreach means. Self-Evaluation reports prepared for the accreditation process, External Evaluation Reports of Educational Quality and Institutional Effectiveness by the visiting team, the Commission's action letter stating the outcome of an accreditation review as well as the College's resulting accreditation status, upcoming Commission visits to the College, and information about institutional effectiveness in achieving the College mission are made available to campus constituencies, students, and the public through the College website, after the Commission takes action on the institution's accreditation.[108] The College's accreditation website also includes information about other specialized or external programmatic accrediting bodies for programs that include Automotive Technology, Occupational Therapy Assistant, Paralegal Studies, Pharmacy Technology, and Registered Nursing. The public is also able to access information on both the College website homepage and accreditation website regarding filing complaints against Santa Ana College with ACCJC.

Policy on Refund of Student Charges

The Rancho Santiago Community College District Board of Trustees authorizes student fees as related to enrollment, health, parking, instructional materials, physical education facilities, student representation, transcript, and International Students application processing where applicable.[109] Fee amounts are published in the College catalog along with procedures for the collection, deposit, waiver, refund, accounting and any exemptions as required by law. Refunds

are based upon the date a student withdraws from a course online, and dates are published in the College catalog and available on the College website. Any requests for exemption may be filed at the Santa Ana College Office of Admissions and Records.

Policy on Representation of Accredited Status

Information regarding ACCJC accreditation status is accurately and fully provided via a comprehensive statement in the College catalog[58] and website[84] as required by the Commission. Santa Ana College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

Policy on Transfer of Credit

Santa Ana College will give credit for college units earned at another regionally accredited college or university. In order for transfer units to be applied towards a petition for degree or transfer certification, all official transcripts from other colleges must be on file with the Office of Admissions and Records. Students who have received degrees outside of the United States can have their coursework and degrees evaluated for equivalency using a District-approved, third-party foreign credential agency service. Clearly defined procedures and deadlines are publically published in the College catalog and available from the Office of Admissions and Records when attempting transfer of credit, taking into account essential academic factors such as existing course equivalencies, student learning outcomes, grades, course level and applicability toward a degree, certificate, or program prerequisite.

H. Evidence that Baccalaureate Program Meets Minimum Requirements

The lower division Occupational Therapy Assistant program provides a strong foundation in the skills and knowledge necessary for entry level occupational therapy assistant competencies. The major requires general education courses including biological, social and behavioral sciences, in addition to occupational therapy courses. The lower division program utilizes classroom instruction and fieldwork experiences to prepare the student to meet certification and employment standards. Upon entering the program, students must complete 14 prerequisite units as shown in Table 7:

Table 7. Prerequisite Courses Required for Entry into OTA Program

Prerequisites	Units
Human Anatomy & Physiology (may be taken as a combined course or separately)	4
Introduction to Interpersonal Communication *OR* Public Speaking *OR* Argumentation & Debate *OR* Group Dynamics *OR* Oral Interpretation	3
Freshman Composition	4
Introduction to Psychology	3
TOTAL UNITS:	**14**

Once these prerequisites are completed, students become engaged in taking 45 units of lower division coursework related to the major as shown in Table 8 below. In the structure of the

curriculum at the Associate's program, each segment of psychosocial and physical dysfunction is presented across lifespan as shown:

Table 8. Lower Division Required Coursework for the B.S. in Occupational Studies

Semester 1	Semester 2	Semester 3	Semester 4
• Terminology & Documentation for the OTA - 1 unit • Foundation of Occupation & Occupational Therapy - 4 units • Exploration of Occupation Through Activity - 2 units • Human Occupation Across Lifespan - 3 units	• Psychosocial Function & Dysfunction - 4 units • Psychosocial Components of Occupation - 2.5 units • Applied Kinesiology - 1 unit • Human Disease and Occupation - 2 units • Introduction to Abnormal Psychology - 3 units	• Physical Function and Dysfunction - 4 units • Physical Components of Occupation - 2.5 units • Contemporary Models of Occupational Therapy Practice - 4 units	• Level II Fieldwork, Part I - 6 units • Level II Fieldwork, Part II - 6 units

Students fulfill the lower division general education requirements of American Institutions (3 units), Humanities (3 units), Cultural Breadth (3 units), Communication & Analytical Thinking (3 units), and Intermediate Algebra or higher (4 units) for a grand total of 75 units for the Associate degree.

In the proposed baccalaureate program, pediatrics and geriatrics would be taught in separate courses. Examples of areas taught in pediatrics include both psychosocial and physical dysfunction: sensory integration, autism, attention deficit disorders, cerebral palsy, spina bifida, juvenile rheumatoid arthritis, muscular dystrophy, congenital limb deformities, development of hand skills, and postural control.

Upper division courses, shown in Table 9 below, would expand on specialty topics, including: assistive technology and telerehabilitation; cognition and perception; and areas of advanced levels of practice – dysphagia, physical agent modalities, and hand therapy. There would also be more focus on documentation skills and cultural competence. A capstone project would be included in the last semester and would focus on employment preparation and the development of an online portfolio.

Table 9. Upper Division Required Coursework for the B.S. in Occupational Studies

Semester 5	Semester 6	Semester 7	Semester 8
• Documentation for Specific Populations - 3 units • Statistics - 3 units • Sociology - 3 units • Human Anatomy with Lab - 4 units	• Understanding Research and Evidence - 2 units • Ethics and Professional Behaviors - 3 units • Human Physiology with Lab - 4 units • Advanced Practice Areas in OT - 3 units	• Neuroscience - 4 units • Therapeutic Approaches for the Older Adult - 3 units • Movement Theory and Analysis - 2 units • Pediatrics - 3 units	• Assistive Technology and Telerehabilitation - 3 units • Cultural Competency - 2 units • Health Systems and Practices - 2 units • Occupational Aspects of Cognition and Perception - 3 units • Capstone Seminar - 2 units

The core units of the program would entail 110 semester units; the program, including prerequisites, would result in a total of **124 semester units**.

I. Evidence Baccalaureate Program Meets Minimum General Education Requirements

General Education Requirements for the Associate Degree (Plan A) at Santa Ana College as well as proposed baccalaureate degree consists of the following six categories: Natural Sciences (minimum 3 units), Social & Behavioral Sciences (minimum 6 units), Humanities (minimum 3 units), Cultural Breadth (3 units), Language & Rationality (minimum 6 units), and Lifelong Understanding & Self-Development (minimum 3 units). Students that pursue the B.S. degree in Occupational Studies will complete the following lower division and upper division General Education coursework for a total of 48 semester units as shown in Table 10:

Table 10. General Education Requirements for the B.S. in Occupational Studies

	General Education Courses	Units	General Education Category
Lower Division	Human Anatomy & Physiology	4	Natural Science
	Introduction to Interpersonal Communication *OR* Public Speaking *OR* Argumentation & Debate *OR* Group Dynamics *OR* Oral Interpretation	3	Language & Rationality
	Freshman Composition	4	Language & Rationality
	Introduction to Psychology	3	Social & Behavioral Sciences
	U.S. History or Political Science	3	Social & Behavioral Sciences
	Choice of Humanities course based on catalog	3	Humanities
	Choice of Cultural Breadth course based on catalog	3	Cultural Breadth
	Communication & Analytical Thinking course based on catalog	3	Language & Rationality
	Intermediate Algebra or higher course based on catalog	4	Language & Rationality
Upper Division	Statistics	3	Language & Rationality
	Sociology	3	Social & Behavioral Sciences
	Human Anatomy	4	Natural Science
	Human Physiology	4	Natural Science
	Neuroscience	4	Cultural Breadth
TOTAL UNITS:		**48**	

As noted above, the minimum requirement of 36 semester units is exceeded (i.e., Santa Ana College requires 48 semester units of General Education for the entire baccalaureate program), and exposure to all the major areas for General Education is achieved and integrated throughout both the lower and upper division coursework. It should be noted that the Lifelong Understanding & Self-Development requirement is addressed at the lower division through completion of the OTA major laboratory coursework.

J. Evidence of Sufficient Library and Learning Resources

The Nealley Library at Santa Ana College, centrally located on the first level of the L-Building, has provided quality library and information services to SAC students, staff, faculty, and community members since 1958. 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, and in a mediated lab used for library instruction. The Library plays an important role in the academic success of its College community, as it supports the curricular needs of traditional on-campus students as well as Distance Education students. Remote access to library resources is available twenty-four hours a day, seven days a week, with the use of a personal password and ID.

SAC faculty librarians frequently dialogue with classroom faculty. Librarians serve as division liaisons and work closely with individual academic divisions, departments and faculty. The Librarian who serves as division liaison for the Human Services & Technology Division works closely with the faculty and students of the OTA Program and would continue to serve in this same capacity for the proposed baccalaureate program. 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; conducting customized library instruction classes; and assisting faculty with research.

The Library collection includes textbooks (checked out for library use only), books (for three week loan), e-books (accessible 24/7 remotely), hard copy reference books (e.g., medical dictionaries and encyclopedias, such as the online version of the Gale Encyclopedia of Nursing and Allied Health), and an online collection of over 2,000 reference books. It provides articles on virtually any research topic. An available list of 2014 Library OTA textbooks would also be made available for Occupational Studies students in an effort to support their upper division coursework.[110]

The SAC Library also hosts multiple databases to support both the OTA and Occupational Studies programs. For example, students are able to access The American Journal of Occupational Therapy (or AJOT), a one-journal database which provides topic, keyword, author, title, and periodical issue access to *The American Journal of Occupational Therapy*, the official publication of AOTA, which is the primary source for research on the effectiveness and efficiency of occupation therapy practice. These databases[111] are very popular and are heavily used by students, staff and faculty. The Library provides access to a range of subscription databases, including multi-disciplinary resources such as **Academic Search Premier** and

discipline-specific resources such as **MEDLINE**. They are searchable 24/7 remotely, and provide access to an array of journals, magazines, newspapers, reference sources, and e-books. Other popular (more generic) databases[112] accessible for SAC student use include:

- **ERIC**, the Education Resource Information Center, provides access to education literature and resources. The database contains more than 1.3 million records and provides access to information from journals included in the *Current Index of Journals in Education* and *Resources in Education Index*.

- **Professional Development Collection** is designed for professional educators; this database provides a highly specialized collection of nearly 520 high quality education journals, including more than 350 peer-reviewed titles. This database also contains more than 200 educational reports. *Professional Development Collection* is the most comprehensive collection of full text education journals in the world.

- **SocINDEX with Full Text** is the world's most comprehensive and highest quality sociology research database. The database features more than 2.1 million records with subject headings from a 20,000+ term sociological thesaurus designed by subject experts and expert lexicographers. *SocINDEX with Full Text* contains full text for more than 860 journals dating back to 1908. This database also includes full text for more than 830 books and monographs, and full text for over 16,800 conference papers.

- **Religion & Philosophy Collection** provides extensive coverage of such topics as world religions, major denominations, biblical studies, religious history, epistemology, political ideology, philosophy of language, moral philosophy and the history of philosophy. With more than 300 full text journals, the *Religion & Philosophy Collection* is an essential tool for researchers and students of theology and philosophical studies.

SAC OTA resources on reserve will support baccalaureate students as they progress through their upper division coursework. Reference desk librarians are actively engaged in helping students conduct research. Modules are also available online for research such as: Find Articles, Find Books and Search the Internet.[113] The Nealley Library has a Reciprocal Borrowing Agreement with CSU, Long Beach.

K. Evidence of Faculty Qualifications

The current OTA program is staffed with a program coordinator, Michelle Parolise, MBA, OTR/L with 36 years of OT experience and 15 years of teaching experience, including online teaching with certification.

Other faculty include:
- Deborah Hyman, OTR/L – 25 years of OT experience/6 years teaching
- Radhika Hattiangadi, OTR/L – 34 years of OT experience/9 years teaching
- Shellie Reeder, MA, OTR/L – 14 years of OT experience/8 years teaching, online teaching certified
- Dawn Sallade, MA, OTR/L – 27 years of OT experience/3 years teaching. Certified in swallowing and physical agent modalities

- Hilda Kim, MS, OTR/L – 10 years of OT experience, <1 year of teaching, currently taking online teaching certification course

Existing faculty above will be available to support the proposed baccalaureate degree in Occupational Studies, and additional faculty are also anticipated to be hired with appropriate minimum qualifications (i.e., Master's degree or higher, or the equivalent) along with specific skills focused on certification in hand therapy, specialty in vision, and neurological rehabilitation experience. In addition, it should be noted that upper division general education courses that are developed within other disciplines (e.g., sociology, biology) already have more than sufficient faculty within those departments that meet the expected minimum qualifications in order to teach those courses. All faculty in those departments possess a Master's degree or higher.

L. Conclusions

The RSCCD Board of Trustees, RSCCD Chancellor Raúl Rodríguez, and Santa Ana College President Erlinda J. Martinez have made a commitment to ensure the success of this new program. At a March 3, 2015 site visit meeting with CCCCO Vice Chancellor of Academic Affairs, Dr. Pamela Walker, several issues related to how the College plans to scaffold this program were discussed. Topics included pathways for program completion using a cohort model, the Early Decision program and outreach to SAUSD, possible Title 5 changes, admissions requirements, tuition, financial aid, interdisciplinary development of upper division general education curriculum, maximizing utilization of existing facilities, and funding sources (perhaps awarding of scholarships through the College's Foundation).

Plans for developing upper division coursework for the B.S. in Occupational Studies are well underway. Reassigned time will be given to faculty to develop courses in the discipline as well as general education courses in other departments that include Math, Sociology, Biology, and Neuroscience. The timeline for programmatic development and course offerings is as follows:

Spring 2015	Final Approval of B.S. in Occupational Studies; submission of Substantive Change Proposal to ACCJC; preparation of Marketing
Fall 2015	Reassigned time for Faculty to develop upper division coursework to support B.S. in Occupational Studies; continued marketing initiative to advertise the program
Spring 2016	Continued reassigned time for Faculty to develop upper division coursework to support B.S. in Occupational Studies; continued marketing initiative to advertise the program
Fall 2016	Completed Curriculum is submitted to the Curriculum Council, Academic Senate, Board of Trustees, and California Community Colleges Chancellor's Office; continued marketing initiative to advertise the program
Fall 2017	Premiere of Semester 5 courses to support the B.S. degree in Occupational Studies

Spring 2018	Premiere of Semester 6 courses to support the B.S. degree in Occupational Studies
Fall 2018	Premiere of Semester 7 courses to support the B.S. degree in Occupational Studies
Spring 2019	Premiere of Semester 8 courses to support the B.S. degree in Occupational Studies and first graduating class

The President of Santa Ana College, Dr. Erlinda J. Martinez; OTA program coordinator, Michelle Parolise; Vice President of Academic Affairs, Mr. Omar Torres; Vice President of Administrative Services, Dr. Michael Collins; Vice President of Student Services, Dr. Sara Lundquist; Dean of Human Services and Technology, Mr. Bart Hoffman; Academic Senate President, Mr. John Zarske; Curriculum and Instruction Council Chair, Ms. Monica Porter; and IE & Assessment coordinator/ALO, Dr. Bonita Jaros, were in attendance. President Martinez affirmed that the President's Cabinet and College Council are prepared to seek funding sources for equipment, professional development, and curriculum development. The coordinator of the program described the curriculum development approach for upper division general education and described the support received from the OT Advisory Council, USC, and CSU institutions; the Vice Presidents of Academic Affairs and Student Services described outreach and equity issues; and the Vice President of Administrative Services discussed facilities and budget. The College also made its commitment to working collaboratively with all of the institutions selected for this pilot project, so the California Community College baccalaureate initiative becomes an exemplary national example.

M. Evidentiary Documents

[1] Santa Ana College Occupational Therapy Assistant Program
[2] Mission of the Rancho Santiago Community College District
[3] Rancho Santiago Community College District Institutional Research for Fall 2014
[4] Center for Demographic Research 2012
[5] Santa Ana College Mission Statement
[6] OTA Student Guide Book Spring 2015
[7] American Occupational Therapy Association 2014 Centennial Vision Priorities
[8] RSCCD Board of Trustees Letter of Support for SB 850
[9] Academic Senate Meeting Minutes from December 9, 2014
[10] College Council Meeting Minutes from December 10, 2014
[11] College Council Meeting Minutes from January 14, 2015
[12] Application for CCCCO Baccalaureate Degree Pilot Program in Occupational Studies
[13] Occupational Therapy Assistant Planning Portfolio Assessment/Program Review
[14] SAC Strategic Plan 2014-2016
[15] Professional Development Website
[16] Student Equity Plan 2014
[17] T-Building Layout
[18] Cabinet Prioritized Resource Allocation Request 2013 - 2014 Academic Affairs
[19] RSCCD Annual Financial Audit 2014
[20] Tentative Budget 2015-2016 Unrestricted General Fund Assumptions
[21] Cash flow and budget comparison second quarter 2014 Unrestricted budget fund 11 and 13
[22] Quarterly Cash Flow and Budget Comparison
[23] Outreach Office at Santa Ana College
[24] OTA Program Brochure
[25] OTA Budget 2014-2015
[26] Program Review Repository
[27] Institutional Research Course Completion Data by Subject
[28] National Board for Certification in Occupational Therapy website
[29] ACCJC Annual Report 2014
[30] Sample Course Evaluation
[31] Program Strategic Plan for OTA 2014-2016
[32] OTA Course Success, Retention, and Completion Rates
[33] California State University Dominguez Hills Occupational Therapy Department
[34] USC Division of Occupational Science and Occupational Therapy
[35] CCCCO Baccalaureate Degree Pilot Program Approval
[36] BOG Final Approval to Offer Baccalaureate Degree March 2015
[37] OTA Advisory Committee Agenda with Attendees Signature January 2015
[38] USC Letter of Support
[39] CSUDH Letter of Support
[40] Winways Rehabilitation Program Letter of Support
[41] Samuel Merritt University Letter of Support
[42] Alliance of Abilities Letter of Support
[43] Cedars-Sinai Department of Physical Medicine Letter of Support

[44] Hands On Hands Rehabilitation Center Inc. Letter of Support
[45] Head To Toe Therapy Letter of Support
[46] Interface Rehab Inc. Letter of Support
[47] Russo/Fleck & Associates Pediatric Physical & Occupational Therapists Letter of Support
[48] Westminster Therapeutic Residential Center Letter of Support
[49] St. Joseph Hospital Letter of Support
[50] Santa Ana Unified School District Letter of Support
[51] CCCCO Initial Press Release January 2015
[52] 150 Best Recession-Proof Jobs by Laurence Shatkin
[53] Bureau of Labor Statistics Occupational Outlook Handbook
[54] Bureau of Labor Statistics for OTA
[55] U.S. News and World Report Santa Ana OTA Job Market
[56] Department of Consumer Affairs
[57] The American Occupational Therapy Association
[58] Santa Ana College Catalog 2014-2015
[59] Schedule of Classes
[60] San José State University Department of Occupational Therapy
[61] Santa Ana College CurricUNET access
[62] RSCCD Annual Financial Audit 2013
[63] RSCCD Annual Financial Audit 2014
[64] Board Policy 2010: Board Membership
[65] Board Policy 2200: Board Duties and Responsibilities
[66] Board Policy 2710: Conflict of Interest
[67] RSCCD Mission and Goals
[68] Title 5 Section 55002.5
[69] Institutional Learning Outcomes
[70] Academic Affairs Institutional Research
[71] Teaching Learning Committee
[72] SAC Curriculum and Instruction Council Handbook 2014-2015
[73] Title 34, Code of Federal Regulations
[74] California State Education Code Sections 70900 - 70902
[75] California Community Colleges Chancellor's Office
[76] California Community Colleges Statewide Academic Senate Curriculum Resources
[77] Board Policy 4030: Academic Freedom
[78] SAC Faculty Handbook
[79] Student Services Division Program Review
[80] RSCCD Adopted Budget 2014-2015
[81] RSCCD Annual Financial and Budget Report 2014
[82] SAC Foundation Annual Financial Report June 30, 2014 and 2013
[83] College-wide Resource Allocation Requests
[84] Santa Ana College Website
[85] Rancho Santiago Community College District Website
[86] California Community Colleges Program and Course Approval Handbook, 5th edition
[87] Career Technical Education and Workforce Development Website
[88] Board Policy 7210: Academic Employees

[89] Santa Ana College Distance Education Handbook
[90] Curriculum Online Learning Addendum Sample
[91] Santa Ana College Regular Effective Contact Policy
[92] Distance Education Beginning-of-Semester Checklist
[93] Distance Education Captioning Guidance
[94] Online Course Test Proctoring Form
[95] Board Policy 5040: Student Records, Directory Information, and Privacy
[96] Board Policy 7100: Commitment to Diversity
[97] National Student Loan Data System
[98] Board Policy 4020: Program, Curriculum, and Course Development
[99] Board Policy 7001: Code of Ethics
[100] Board Policy 7370: Political Activity
[101] Board Policy 7120: Recruitment and Hiring
[102] Board Policy 6340: Contracts
[103] Board Policy 3420: Equal Employment Opportunity
[104] College Council Meeting Minutes, November 26, 2014, featuring discussion on Institution-Set Standards
[105] Academic Affairs Advisory Council, February 3, 2015, presentation on Accreditation Update and Institution-Set Standards
[106] Chancellor's Communication regarding Accreditation 2014
[107] President's Communication regarding Accreditation 2014
[108] Accreditation Website of Santa Ana College
[109] Board Policy 5030: Fees
[110] OTA Library Textbooks 2014
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[113] Nealley Library Research Workshops