SANTA ANA COLLEGE

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

INSTITUTIONAL SELF-EVALUATION REPORT

In Support of an Application for Reaffirmation of Accreditation

Submitted by

Santa Ana College

1530 W. 17th Street

Santa Ana, CA 92706

to

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

August 2021

CERTIFICATION

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

From: Dr. Marilyn Flores, Interim President
Santa Ana College
1530 W. 17th Street, Santa Ana College, CA 92706

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

JULY 30, 2021

Marilyn Flores, Ph.D., Interim President, Santa Ana College [Date]

JULY 30, 2021

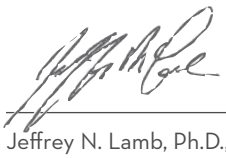
Phillip E. Yarbrough, President, Rancho Santiago Community College District Board of Trustees [Date]

JULY 30, 2021

Marvin Martinez, Chancellor, Rancho Santiago Community College District [Date]

JULY 30, 2021

James Isbell, President, Santa Ana College Academic Senate [Date]

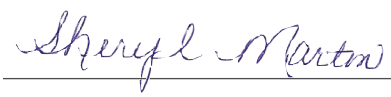


JULY 30, 2021

Jeffrey N. Lamb, Ph.D., Vice President, Academic Affairs [Date]
Santa Ana College Accreditation Liaison Officer

JULY 30, 2021

Monica Zarske, Faculty Accreditation Coordinator [Date]



JULY 30, 2021

Sheryl Martin, President, California School Employees Association [Date]

JULY 30, 2021

Julio Luna, President, Santa Ana College Associated Student Government [Date]

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INTRODUCTION

COLLEGE HISTORY

Background

Santa Ana College (SAC) is a two-year community college founded in 1915 and is part of the two-college Rancho Santiago Community College District (RSCCD), located in Orange County, California. Santa Ana College began as a department of Santa Ana High School with 25 students and 11 teaching faculty. It was the second junior college founded in Orange County and is the fourth oldest community college in California. The Long Beach earthquake of 1933 required that the college relocate from their site on Santa Ana High School to a new site on North Main Street in Santa Ana where it served a total of 803 students with 34 teaching faculty until 1947. In 1947, the college moved to a 48-acre permanent campus at the corner of 17th and Bristol in Santa Ana. Although the core campus remains within this original area, the college expanded beyond the original boundaries and now includes 66.6 acres providing 503,380 assignable square feet of space. As the college continued to expand on this site so did its outreach through extended sites across the community to promote student access including Centennial Education Center, Remington Educational Center, the Digital Media Center, and the Orange County Sheriff's Regional Training Center

In 1971 Santa Ana College separated from the Santa ana Unified School District with the establishment of the Rancho Santiago Community College District (RSCCD). Today RSCCD is one of the largest community college districts in California. RSCCD includes Santa Ana College and Santiago Canyon College.

Santa Ana College endorses the state of California's open-door policy to higher education for high school graduates and others over the age of eighteen by offering credit and non-credit (adult education) instruction. Santa Ana college offers a full complement of general education, transfer-level, pre-collegiate level, and career and technical education classes leading to an associate degree or career/technical certificate and is Santa Ana College is federally recognized as a Hispanic Serving Institution (HSI)

SAC offers 255 degrees and certificates in credit programs and 29 Associate degrees for Transfer. In line with its mission, Santa Ana College also has 36 Career Education departments, offering 62 degrees and 133 certificates providing students the skills necessary to enter a workforce. Several programs are separately accredited by professional organizations such as The American Bar Association for the Paralegal Program and the Accreditation Commission for Education in Nursing (ACEN) for the Nursing Program.

Santa Ana College was one of 15 community colleges selected to take part in the California Community College Bachelors' degree pilot program. In the Fall of 2017, SAC began offering courses in its Occupational Studies program with its first graduating class in 2019.

Santa Ana College continues to excel in academic achievement and maintain a spirit of innovation and responsiveness as new needs emerge. Santa Ana College is a federally recognized Hispanic Serving Institution (HSI). Overall, Santa Ana College ranks 8th in the nation for the number of certificates awarded to Hispanic students and 12th in the awarding of associate of arts degrees according to The Hispanic Outlook in Higher Education Magazine. The College was ranked 14th nationally amongst two- and four-year colleges and universities that enrolled and supported Hispanic students.

In addition, Santa Ana College is committed to both credit and non-credit instruction serving the needs of its diverse community. Santa Ana College has a large non-credit program, with a central site at the Centennial

Education Center. From this central site, SAC has expanded to provide academic and support services to over 100 other locations, with the majority associated with the Adult Education services. Finally, the recent adoption of Guided Pathways and the long-standing program's such as EOPS, ¡Adelante! Program and Upward Bound for veterans demonstrates the College's commitment to developing new pathways for students and serving new populations.

SITES

Santa Ana College is one of two colleges in the Rancho Santiago Community College District along with Santiago Canyon College. The main campus of Santa Ana is located in the city of Santa Ana at the corner of 17th street and Bristol. However, credit and non-credit satellite locations are located throughout Orange County. The majority of Santa Ana College non-credit courses are held at the Centennial Education Center (CEC), the Remington Educational Center (REC), the Santa Ana College main campus, and 58 other locations around Santa Ana. In addition, Middle College, a Santa Ana Unified School District (SAUSD) high school, is located on the main Santa Ana College campus.

The following is a list of the main sites for RSCCD.

#	DISTRICT LOCATION	ADDRESS
1	District Operations Center	2323 N. Broadway, Santa Ana CA 92706
2	Santa Ana College (SAC)	1530 W. 17th Street, Santa Ana CA 92706
3	Santiago Canyon College (SCC)	8045 E. Chapman Ave., Orange CA 92869
4	Centennial Education Center (CEC)	2900 W. Edinger Ave., Santa Ana CA 92704
5	Orange Education Center (OEC)	1465 N. Batavia St., Orange CA 92867
6	Joint Powers Fire Training Center (JPFTC)	18301 Gothard St., Huntington Beach CA 92648
7	Orange County Sheriff's Regional Training Academy (OCSRTA)	15991 Armstrong Ave., Tustin CA 92782
8	Digital Media Center (DMC)	1300 S. Bristol St., Santa Ana CA 92704
9	OEC Provisional Education Facility	1937 W. Chapman Ave., Orange CA 92868

Centennial Education Center (CEC)

Centennial Education Center (CEC) serves as the administrative site for the SAC School of Continuing Education (SCE) programs, which in the 2019-2020 academic year were offered at 76 sites in the local area. The CEC facility, on leased space, offers almost 40,000 square feet of instructional space. It houses a full spectrum of continuing education classes for adult learners and a child development center. Enrollment for the 2019-2020 school year was 19,983, with the largest portion enrolled in English as a Second Language courses. Other offerings include adult basic education (ABE), High School Diploma, Career and Workforce Training, Active Adults and Citizenship.

Remington Education Center (REC)

The Remington Education Center provides adult education courses including English as a second language, High School Equivalency and Career Technical Education. The REC also includes a Child Development Center. REC is home to the SAC School of Continuing Education Certified Nursing Assistant program and the Construction Technology program.

Adult Education Center at Santa Ana College

The Santa Ana College Adult Education Center (SAC-AEC) is operated on the Santa Ana College campus, and it opened in Fall 2016. The instructional focus of SAC-AEC is to provide offerings that successfully assist students in transitioning from noncredit adult education to VESL, ABE, high school, CTE, or into college credit programs that lead to more employment opportunities. The following programs are offered at the SAC-AEC: Adult Basic Education, Career Education, ESL, High School Diploma and Learning Support. The center's emphasis is on noncredit programs that are aligned with the credit programs at the college.

The Digital Media Center

The Digital Media Center (DMC), opened in August 2006, the DMC was the first facility of its kind in Orange County, combining education and business in the digital media industry. The funds to develop the facilities came from the RSCCD Measure E Bond, the City of Santa Ana, and the US Department of Commerce through a community development block grant. The DMC was created to stimulate growth in Orange County by attracting emerging businesses to the area. On approximately one acre, this facility of approximately 28,000 square feet houses classrooms, digital graphic design laboratories, and one of the largest television and video production studios in the community college system. This center features instructional space for digital media arts classes, digital music postproduction, and TV/video production; hosts a Small Business Development Center specializing in digital marketing services; and is developing educational and private partnerships to grow work-based learning opportunities for students and to respond to regional workforce development needs.

Orange County Sheriff's Regional Training Center

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

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

Santa Ana College boasts one of the most successful athletic programs in the California Community College Athletic Association. The Dons have won six national titles, 25 state championships and 101 conference championships. Countless student-athletes have gone on to professional playing careers with several others competing for the United States in the Olympics.

INTRODUCTION

Ranked as one of the nation's top two-year colleges awarding associate degrees to Latino and Asian students, Santa Ana College is also recognized throughout the state for its comprehensive workforce training programs for nurses, firefighters, law enforcement and other medical personnel.

SPECIALIZED OR PROGRAMMATIC ACCREDITATION

In addition to the current ACCJC college-wide accreditation, specified programs at Santa Ana College are also accredited by the following external accrediting bodies:

- Automotive Technology: National Automotive Technicians Education Foundation (NATEF)
- Basic Fire Academy and Fire Officer Training (Office of the State Fire Marshall--OSFM)
- Basic Police Academy: California Peace Officer Standards and Training (CA POST)
- Correctional Services Assistant Academy: California Standards and Training for Corrections (STC)
- Emergency Medical Technician: Orange County Emergency Medical Services (OCEMS)
- International Business: National Association of Small Business International Trade Educators (NASBITE)
- Occupational Therapy Assistant: Accreditation Council for Occupational Therapy Education (ACOTE)
- Paralegal Studies: American Bar Association (ABA)
- Pharmacy Technology: American Society of Health-System Pharmacists (ASHP)
- Registered Nursing: Approved by the Board of Registered Nursing (BRN) and accredited by the Accreditation Commission for Education in Nursing (ACEN)

PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

ACHIEVEMENT DATA

Santa Ana College faculty, administrators and classified staff have access to student achievement data through many sources including dashboards maintained by the District Research Office, the College's Research Department, and the California Community Colleges Chancellor's Office. Course completion, term-to-term persistence, certificate and degree achievement, transfer rates to four-year institutions and job placement are some of the metrics that the College tracks on a regular basis. The data is disaggregated by student characteristics such as gender, age, race, homeless status, veteran status, and disability status. Some student achievement data is also available by program/student service usage to determine efficient allocation of campus resources.

Most of the data provided in this section mirror the California Community Colleges Chancellor's Office Vision for Success Goals because of their importance as touchpoints for the College. A Guided Pathway Launchboard metric, percent of students completing 12 units or more, is included from the guided pathways dashboard because of the College's commitment to the Guided Pathways pillars. The final year of data reported on the charts, 2020 or 1920-2020, includes the term in which the Coronavirus pandemic struck. Despite the challenges of a significant drop in enrollment and conversion of almost all courses to remote format, the College continues to strive to improve student achievement. Data disaggregated by student demographics and characteristics is available in Appendix E.

PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

STUDENT ENROLLMENT DATA

Percent "Enrolled in the Same Community College" represents the capture rate from the application process. Although the percent has decreased slightly due to applications increasing faster than enrollments, the number of applicants that enroll is on an upward trend.

Chart 1: Applicants Who Enrolled at Santa Ana College. Enrolled in the Same Community College: Among all applicants who indicated an intent to enroll in the selected year, the proportion who enrolled in a community college in the selected year.

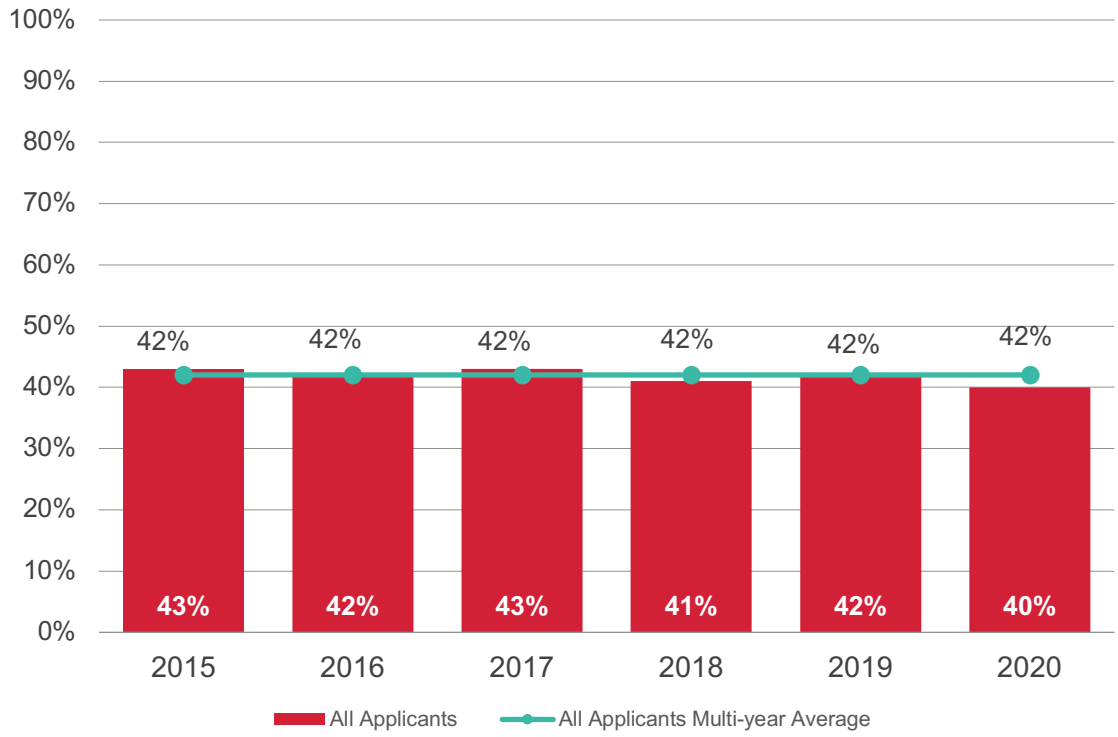


Chart 1 Source: California Community Colleges Launchboard, Student Success Metrics, https://www.calpassplus.org/Launchboard/GuidedPathways.aspx, Data Retrieved 3/15/21.
See Appendix E for disaggregation of this metric by student characteristics such as race, gender and disability status.

PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

Course Completion Rates

Successful Course Completion and Percent of Freshmen Students Completing 12 Units or more dipped slightly with the Pandemic onset.

Chart 2: Successful Course Completion Rate, count of course grades A, B, C, and P divided by all course grades including grades EW and W

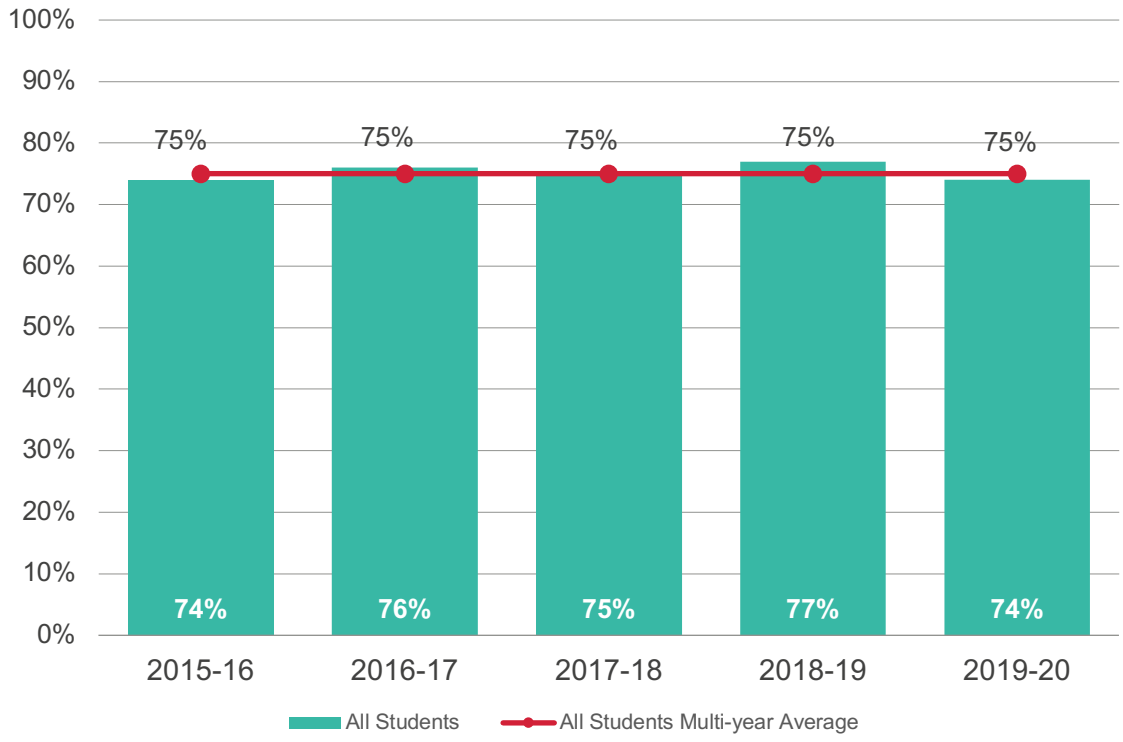


Chart 2 Source: RSCCD Research Office Data Warehouse through SAC Research Department SEAT Demographics database. See Appendix E for disaggregation of this metric by student characteristics such as race, gender and disability status.

Units Successfully Completed in the First Term

An important early indicator of on-time degree completion is the number of units completed successfully (grade C or higher) in the first term. Initiatives to employ course scheduling software and evaluate block scheduling are in the works. A newly reconstituted Enrollment Management Team is writing new enrollment management plan. The District and the College has hired consultants to assist with enrollment management planning. Scheduling courses to meet the needs of the College's working students will help improve this metric.

Chart 3: Successfully Completed 12 or more units in Fall Term, First-Time Students, Including Summer and Early College

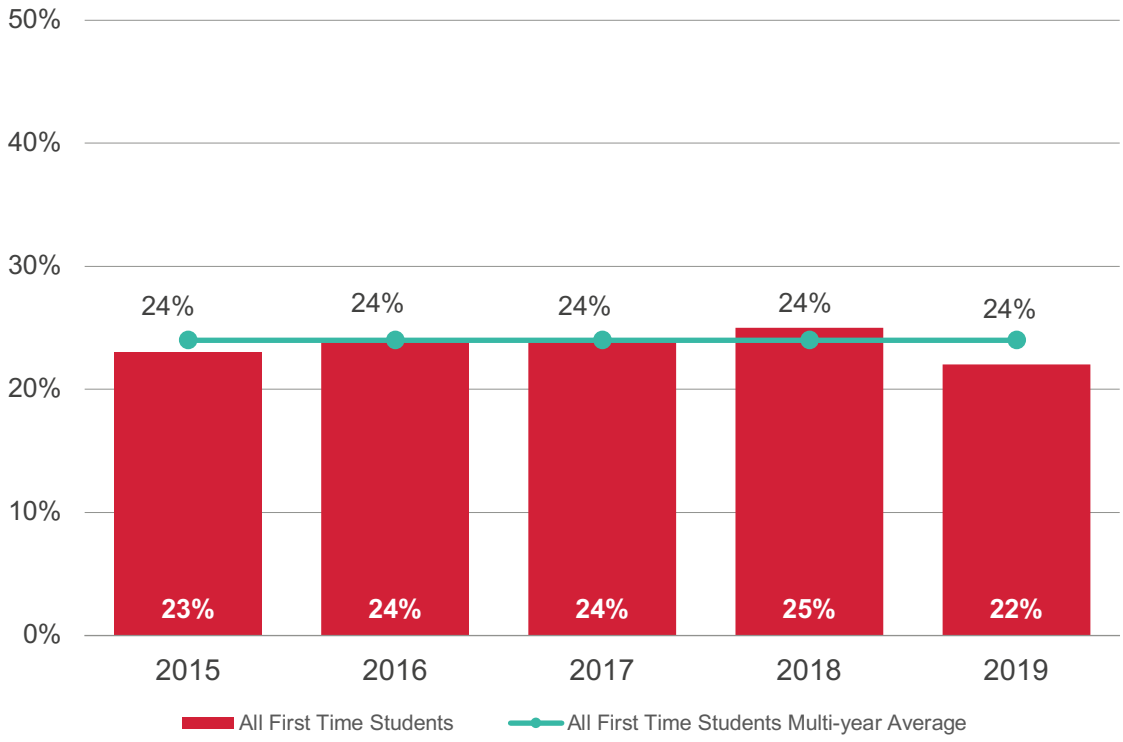


Chart 3 Source: California Community Colleges Launchboard (Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File) https://www.calpassplus.org/Launchboard/GuidedPathways.aspx. See Appendix E for disaggregation of this metric by student characteristics such as race, gender and disability status.

PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

Retention Rates

Retention, Fall to Spring term, dropped significantly with the Pandemic onset. The College and the District Office are employing significant resources to bring students back to school.

Chart 4: Retention from Fall to Spring at the Same College. Retained from Fall to Spring at the Same College: Among students in selected student journey, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution.

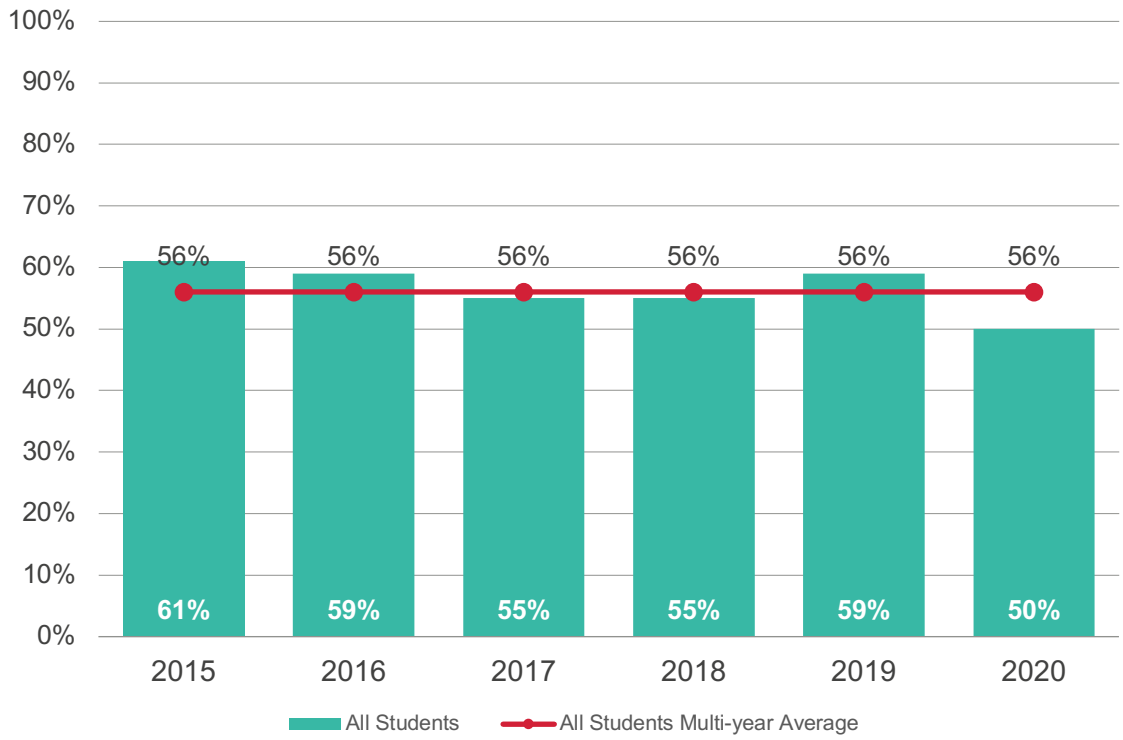


Chart 4 Source: California Community Colleges Launchboard, Student Success Metrics, https://www.calpassplus.org/Launchboard/GuidedPathways.aspx, Data Retrieved 3/15/21. See Appendix E for disaggregation of this metric by student characteristics such as race, gender and disability status.

Math and English Completion, Transfer Level

With the implementation of the requirements of AB 705 California bill, completion of both Transfer level Math and English in the first year continues its upward trajectory, jumping from 6% to 9% this last year. College faculty are concerned about the increase is failing grades that accompanied placing almost all students in transfer level math and English. A committee, AB 705 monitoring committee, meets on a regular basis to examine data produced by the College's Research Department with the goal of determining which interventions increase success in these courses.

Chart 5: Completed Both Transfer Level Math and English within the District in the First Year. Applicants Who Enrolled at Santa Ana College, among applicants who indicated an intent to enroll in the Santa Ana College in the selected year, who indicated a goal to place them in the selected student journey, the proportion who enrolled in at least one term as a non-special admit student at a community college in the selected year.

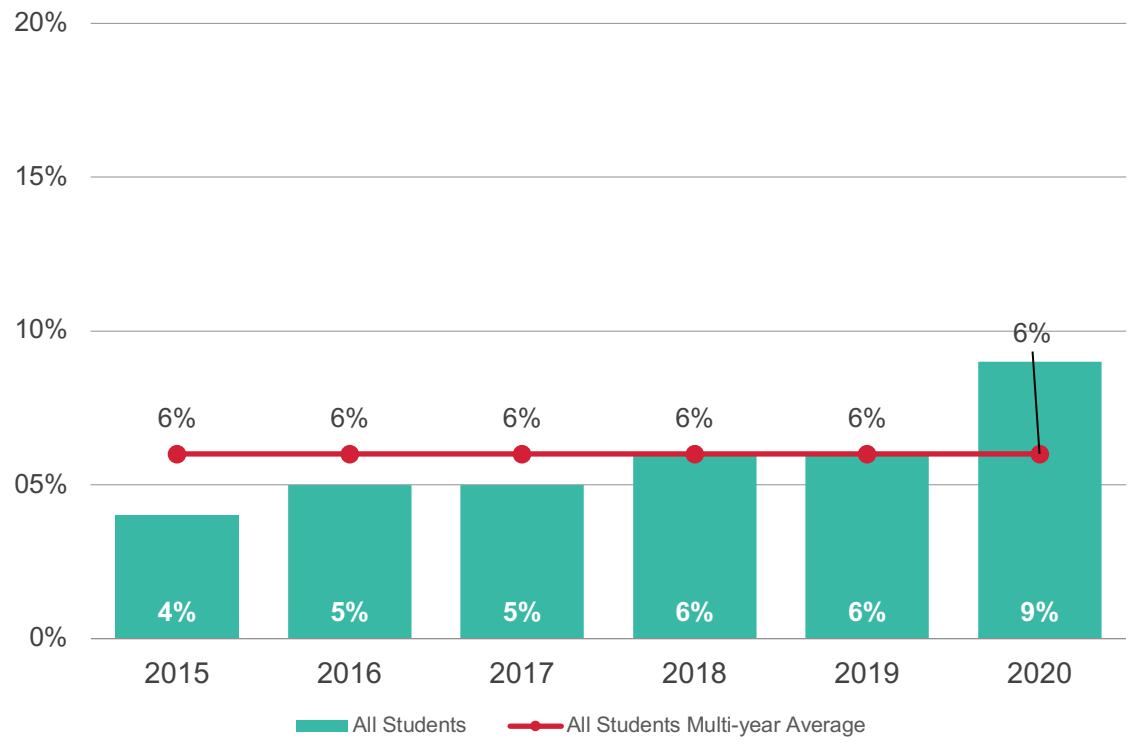


Chart 5: Source: California Community Colleges Launchboard, Student Success Metrics, https://www.calpassplus.org/Launchboard/GuidedPathways.aspx, Data Retrieved 3/15/21. See Appendix E for disaggregation of this metric by student characteristics such as race, gender and disability status.

California Community Colleges Chancellor's Office Vision Goal: Completion of Degrees and Certificates

Percent of students "attaining the vision goal" continues its upward trend led by increasing completion of certificates and associate degrees for transfer.

Chart 6: Attained the Vision Goal Definition of Completion: Among students in selected student journey, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district.

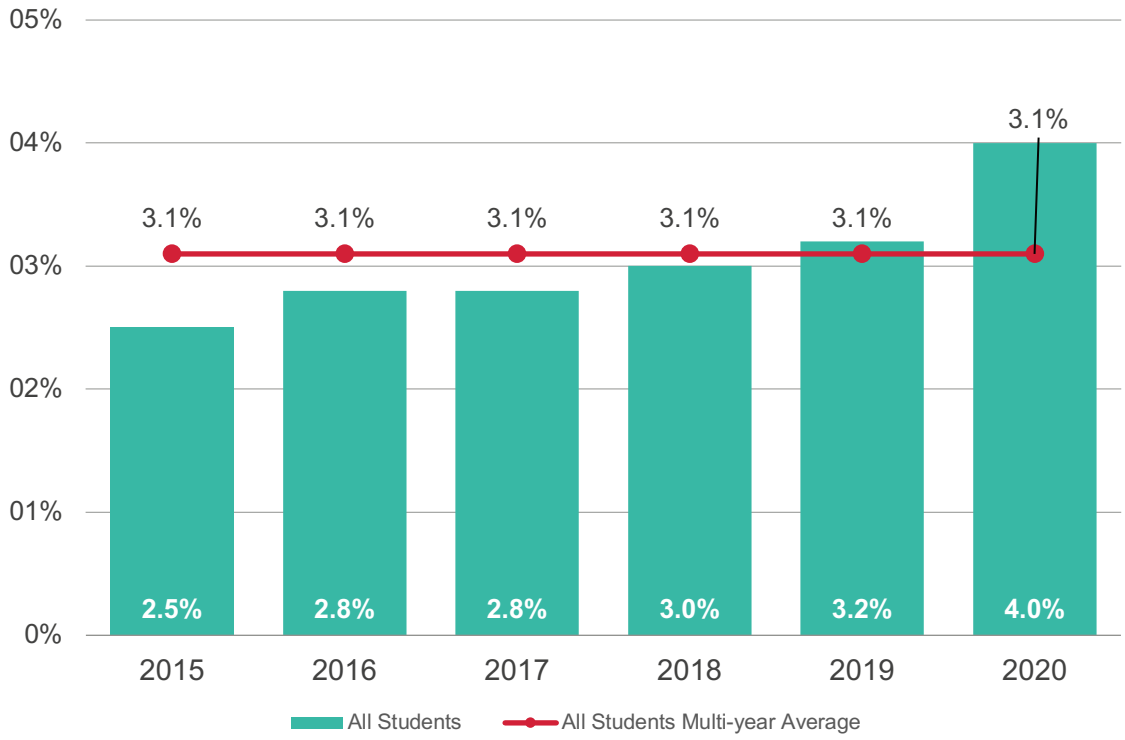


Chart 6 Source: California Community Colleges Launchboard, Student Success Metrics, https://www.calpassplus.org/Launchboard/GuidedPathways.aspx, Data Retrieved 3/15/21. See Appendix E for disaggregation of this metric by student characteristics such as race, gender and disability status.

Transfer To Four-Year Institutions

Percent of students transferring to a four-year institution has dipped with the onset of the pandemic.

Chart 7: Transferred to a Four-Year Postsecondary Institution: Among students in selected student journey who earned 12 or more units at any time and at any college and who exited the community college system in the prior year, the number of students who enrolled in a four-year institution in the selected year.

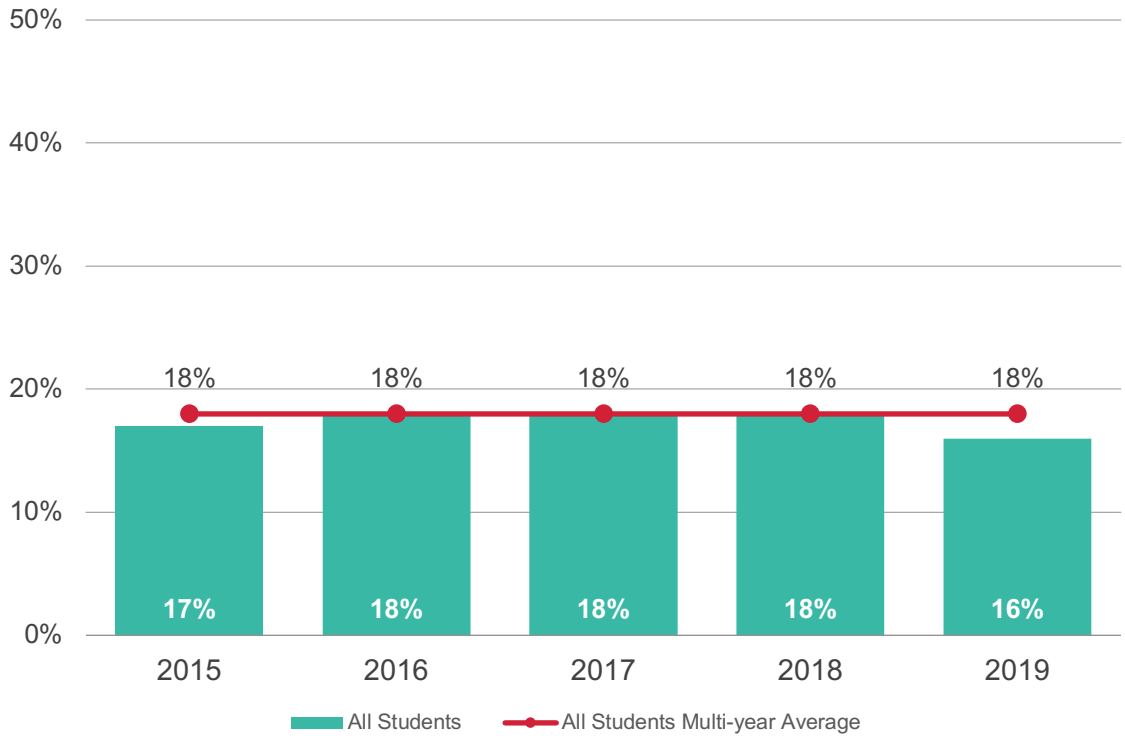


Chart 7 Source: California Community Colleges Launchboard, Student Success Metrics, https://www.calpassplus.org/Launchboard/GuidedPathways.aspx, Data Retrieved 3/15/21. See Appendix E for disaggregation of this metric by student characteristics such as race, gender and disability status.

PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

Data Disaggregation

In addition to the Student Equity Action Tool (SEAT) and Non-Credit Equity Action Tool (NEAT) dashboards that are readily available to the campus community via the Research website, the following disaggregated data on student achievement is an example of the kinds of data the College uses in decision making.

College-Wide Student Achievement										
		Required	Required							
Data Element	**Definition of the measure**	**Institution Set Standard**	**Stretch Goal**	**Most Recent Year's Performance**	**Previous Year's Performance**					
Course Completion	Course Completion: Applies to all students: Successful course completion, grade C or better if graded, over the number of students enrolled when the general enrollment period ends. (Source: RSCCD Research Data Warehouse Through Santa Ana College Research Office Demographics file) Completion is calculated for the year period beginning with summer			**2019-20**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**Multi-Year Average**	
	All Students	71.0%	76.0%	73.9%	73.6%	75.8%	74.7%	76.6%	74.9%	
Course Completion	Both Academy & Credit			86.2%	83.8%	82.8%	83.6%	84.6%	84.2%	
Course Completion	Exclusively Academy			99.7%	81.1%	95.6%	99.5%	99.4%	95.1%	
Course Completion	Exclusively Credit			69.3%	70.7%	69.8%	68.9%	70.6%	69.9%	
Course Completion	Gender - Female			73.1%	74.1%	73.4%	72.7%	74.2%	73.5%	
Course Completion	Gender - Male			74.6%	73.2%	77.9%	76.5%	78.7%	76.2%	
Course Completion	Race - American Indian/Alaska Native			72.3%	63.6%	73.1%	71.2%	75.0%	71.0%	
Course Completion	Race - Asian			84.2%	81.1%	82.0%	81.8%	84.6%	82.7%	
Course Completion	Race - Black/African American			69.7%	67.0%	70.7%	67.2%	70.6%	69.1%	
Course Completion	Race - Latino			67.9%	70.1%	69.7%	68.6%	70.5%	69.4%	
Course Completion	Race - MultiRace			76.3%	73.1%	74.9%	77.4%	77.4%	75.8%	
Course Completion	Race - White/Caucasian			85.4%	72.6%	86.0%	86.3%	87.8%	83.6%	
Course Completion	Age: 19 and under			63.9%	68.2%	64.9%	63.8%	65.6%	65.3%	
Course Completion	Age: 20 to 25			68.4%	69.7%	69.8%	68.9%	71.4%	69.7%	
Course Completion	Age: 26 to 29			76.9%	77.1%	78.2%	78.5%	79.9%	78.1%	
Course Completion	Age: 30 to 39			84.1%	80.4%	86.9%	87.0%	87.2%	85.1%	
Course Completion	Age: 40 to 49			89.5%	80.9%	91.7%	92.7%	92.8%	89.5%	
Course Completion	Age: 50 and older			89.0%	75.1%	90.9%	91.6%	92.0%	87.7%	
Course Completion	Athlete			70.4%	72.1%	71.9%	68.6%	71.4%	70.9%	
Course Completion	Disabled			67.5%	67.6%	70.6%	67.1%	70.8%	68.7%	
Course Completion	Enrolled Status - Continuing Student			73.2%	71.5%	76.0%	73.3%	75.2%	73.8%	
Course Completion	Enrolled Status - First-Time Student			60.0%	70.8%	65.1%	65.5%	63.9%	65.1%	
Course Completion	Enrolled Status - K-12			85.5%	80.2%	79.7%	84.1%	85.2%	82.9%	
Course Completion	Enrolled Status - Returning Student			80.5%	81.0%	82.1%	83.8%	84.4%	82.4%	
Course Completion	Enrolled Status - Transfer Student			72.6%	74.2%	73.8%	74.2%	76.6%	74.3%	
Course Completion	Enrolled Units Status - Full-Time			70.4%	72.4%	71.0%	70.6%	71.7%	71.2%	
Course Completion	Enrolled Units Status - Part-Time			75.8%	74.1%	78.2%	76.9%	79.1%	76.8%	
Course Completion	Foster Youth			56.9%	48.9%	54.8%	40.3%	54.3%	51.0%	
Course Completion	Homeless Student Program Participant			57.3%		81.3%	59.8%	57.5%	51.2%	
Course Completion	Income - CA Promise Grant Recipient			65.8%	67.4%	66.5%	66.3%	67.3%	66.7%	
Course Completion	Income - Pell Grant Recipient			70.2%	73.8%	72.8%	71.1%	72.8%	72.1%	
Course Completion	Instructional Method - Hybrid			77.9%	70.0%	66.4%	70.0%	74.5%	71.8%	
Course Completion	Instructional Method - Lab			85.7%	80.8%	92.7%	94.6%	92.5%	89.3%	
Course Completion	Instructional Method - Lecture			71.4%	70.5%	69.5%	69.0%	74.3%	71.0%	
Course Completion	Instructional Method - Online			70.6%	67.4%	66.2%	66.5%	70.6%	68.3%	
Course Completion	Subject - English			53.4%	64.4%	61.1%	58.1%	56.8%	58.8%	
Course Completion	Subject - MATH			47.4%	57.1%	53.9%	51.4%	48.7%	51.7%	
Course Completion	Veteran			76.5%	72.9%	73.9%	67.4%	73.0%	72.7%	

PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

Unit Threshhold, 12+	Successfully Completed 12 or more units in Fall Term, First-Time Students, Including Summer and Early College (Source: California Community Colleges Guided Pathways Launchboard, https://www.calpassplus.org/Launchboard/GuidedPathways.aspx)	Institution Set Standard	Stretch Goal	2019	2015	2016	2017	2018	Multi-Year Average	
Unit Threshhold, 12+	Applies to all first time students	21.9%	25.0%	21.9%	23.1%	24.2%	24.0%	24.6%	23.6%	
Unit Threshhold, 12+	19 or less			25.9%	31.7%	30.8%	30.3%	29.5%	29.6%	
Unit Threshhold, 12+	20 to 24			21.9%	26.4%	26.7%	25.4%	21.6%	24.4%	
Unit Threshhold, 12+	25 to 29			15.4%	15.8%	22.5%	17.7%	21.6%	18.6%	
Unit Threshhold, 12+	30 to 34			11.3%		5.3%	6.6%	9.1%	6.5%	
Unit Threshhold, 12+	35 to 39			7.3%		6.0%	4.7%	9.7%	5.5%	
Unit Threshhold, 12+	40 to 54			9.6%	3.3%	8.1%	5.7%	8.1%	7.0%	
Unit Threshhold, 12+	55 and older									
Unit Threshhold, 12+	American Indian/Alaska Native									
Unit Threshhold, 12+	Asian			29.1%	25.2%	35.8%	24.9%	35.8%	30.2%	
Unit Threshhold, 12+	Black or African American									
Unit Threshhold, 12+	Filipino									
Unit Threshhold, 12+	Hispanic			23.7%	27.2%	27.4%	28.1%	27.0%	26.7%	
Unit Threshhold, 12+	Native Hawaiian or Other Pacific Islander								0.0%	
Unit Threshhold, 12+	White			27.9%	25.1%	28.0%	29.8%	28.3%	27.8%	
Unit Threshhold, 12+	Female			24.8%	23.5%	26.0%	26.9%	26.4%	25.5%	
Unit Threshhold, 12+	Male			20.2%	22.8%	22.7%	21.3%	23.6%	22.1%	
Unit Threshhold, 12+	Economically Disadvantaged per Perkins			27.6%	30.9%	31.0%	29.8%	30.6%	30.0%	
Unit Threshhold, 12+	Not Economically Disadvantaged per Perkins			10.9%	9.7%	12.5%	12.2%	12.1%	11.5%	
Unit Threshhold, 12+	All Masked Values			23.5%	20.8%	35.3%	39.3%	24.3%	28.6%	
Enrolled in the Same Community College	Enrolled in the Same Community College: Among all applicants who indicated an intent to enroll in the selected year, the proportion who enrolled in a community college in the selected year. (Source: California Community College Launchboard, Student Success Metrics, https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics)	**Institution Set Standard**	**Stretch Goal**	**2020**	**2015**	**2016**	**2017**	**2018**	**2019**	**Multi-Year Average**
Enrolled in the Same Community College	All Applicants	40.0%	47.2%	40.0%	43.1%	42.3%	42.9%	40.8%	42.2%	41.9%
Enrolled in the Same Community College	Student with Disabilities									
Enrolled in the Same Community College	American Indian/Alaska Native			27.4%	30.8%	38.7%	28.1%	34.3%	43.4%	33.8%
Enrolled in the Same Community College	Asian			35.9%	40.1%	39.4%	39.9%	37.0%	37.5%	38.3%
Enrolled in the Same Community College	Black or African American			26.0%	35.3%	34.8%	33.7%	30.1%	32.7%	32.1%
Enrolled in the Same Community College	Filipino			29.5%	31.0%	29.2%	30.5%	28.6%	30.0%	29.8%
Enrolled in the Same Community College	Hispanic			45.0%	46.7%	45.2%	46.8%	44.4%	44.3%	45.4%
Enrolled in the Same Community College	Multiple Values Reported			57.5%	57.0%	53.2%	54.8%	59.2%	60.3%	57.0%
Enrolled in the Same Community College	Pacific Islander or Hawaiian Native			22.8%	39.0%	41.6%	34.3%	28.9%	30.4%	32.8%
Enrolled in the Same Community College	Two or More Races - Ethnicity			40.8%	41.7%	41.3%	41.6%	40.9%	43.4%	41.6%
Enrolled in the Same Community College	Unknown/Non-Respondent - Ethncity			24.7%	31.2%	31.2%	32.6%	26.8%	36.5%	30.5%
Enrolled in the Same Community College	White			33.3%	39.3%	40.7%	38.4%	36.8%	40.2%	38.1%
Enrolled in the Same Community College	Foster Youth									
Enrolled in the Same Community College	Female			39.4%	41.4%	40.5%	41.0%	38.2%	39.4%	40.0%
Enrolled in the Same Community College	Male			41.4%	47.1%	46.6%	46.4%	45.0%	45.9%	45.4%

PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

Completed Both Transfer-Level Math and English Within the District in the First Year	Completed Both Transfer-Level Math and English Within the District in the First Year: Among students in selected student journey, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district. (Source: California Community College Launchboard, Student Success Metrics, https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics)	Institution Set Standard	Stretch Goal	2020	2015	2016	2017	2018	2019	Multi-Year Average
Completed Both Transfer-Level Math and English Within the District in the First Year	Overall	4.4%	13.9%	9.0%	4.4%	5.0%	5.2%	5.9%	6.4%	6.0%
Completed Both Transfer-Level Math and English Within the District in the First Year	Student with Disabilities			7.3%						7.3%
Completed Both Transfer-Level Math and English Within the District in the First Year	American Indian/Alaska Native									
Completed Both Transfer-Level Math and English Within the District in the First Year	Asian			9.5%	7.4%	8.9%	8.4%	6.1%	8.9%	8.2%
Completed Both Transfer-Level Math and English Within the District in the First Year	Black or African American									
Completed Both Transfer-Level Math and English Within the District in the First Year	Filipino									
Completed Both Transfer-Level Math and English Within the District in the First Year	Hispanic			11.1%	5.7%	6.2%	6.5%	7.8%	7.8%	7.5%
Completed Both Transfer-Level Math and English Within the District in the First Year	Multiple Values Reported									
Completed Both Transfer-Level Math and English Within the District in the First Year	Pacific Islander or Hawaiian Native									
Completed Both Transfer-Level Math and English Within the District in the First Year	Two or More Races					10.6%			11.1%	10.8%
Completed Both Transfer-Level Math and English Within the District in the First Year	Unknown/Non-Respondent - Ethnicity									
Completed Both Transfer-Level Math and English Within the District in the First Year	White			9.2%	3.3%	5.1%	6.0%	5.6%	6.1%	5.9%
Completed Both Transfer-Level Math and English Within the District in the First Year	First Generation Student			8.5%	7.1%	7.2%	6.5%	7.9%	9.5%	7.8%
Completed Both Transfer-Level Math and English Within the District in the First Year	Foster Youth					21.3%				21.3%
Completed Both Transfer-Level Math and English Within the District in the First Year	Female			10.0%	5.4%	5.9%	6.0%	6.8%	7.0%	6.8%
Completed Both Transfer-Level Math and English Within the District in the First Year	Male			8.5%	3.5%	4.2%	4.6%	5.4%	6.2%	5.4%
Completed Both Transfer-Level Math and English Within the District in the First Year	Homeless									
Completed Both Transfer-Level Math and English Within the District in the First Year	LGBT			8.4%					7.9%	8.1%
Completed Both Transfer-Level Math and English Within the District in the First Year	Perkins Economically Disadvantaged			12.6%	6.4%	7.1%	7.2%	8.6%	9.7%	8.6%

Retained from Fall to Spring at the Same College	Retained from Fall to Spring at the Same College: Among students in selected student journey, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution. (Source: California Community College Launchboard, Student Success Metrics, https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics)	Institution Set Standard	Stretch Goal	2020	2015	2016	2017	2018	2019	Multi-Year Average
Retained from Fall to Spring at the Same College	Overall	49.6%	58.3%	49.6%	60.6%	59.2%	55.0%	54.9%	59.2%	56.4%
Retained from Fall to Spring at the Same College	Student with Disabilities			64.4%	74.4%	70.0%	69.1%	67.0%	69.4%	69.0%
Retained from Fall to Spring at the Same College	American Indian/Alaska Native			62.5%	74.7%	74.7%	68.3%	64.7%	67.4%	68.7%
Retained from Fall to Spring at the Same College	Asian			54.8%	66.8%	64.7%	65.6%	59.3%	64.2%	62.6%
Retained from Fall to Spring at the Same College	Black or African American			50.9%	64.1%	64.1%	54.2%	53.2%	57.3%	57.3%
Retained from Fall to Spring at the Same College	Filipino			56.3%	63.9%	64.9%	63.6%	59.8%	65.3%	62.3%
Retained from Fall to Spring at the Same College	Hispanic			53.4%	62.6%	63.0%	61.4%	58.1%	60.6%	59.8%
Retained from Fall to Spring at the Same College	Multiple Values Reported									
Retained from Fall to Spring at the Same College	Pacific Islander or Hawaiian Native			61.5%	70.1%	61.8%	58.2%	56.8%	62.1%	61.7%
Retained from Fall to Spring at the Same College	Two or More Races			56.8%	63.6%	59.9%	58.7%	58.8%	66.4%	60.7%
Retained from Fall to Spring at the Same College	Unknown/Non-Respondent Ethnicity									
Retained from Fall to Spring at the Same College	White			45.4%	65.8%	68.6%	56.6%	53.2%	66.4%	59.3%
Retained from Fall to Spring at the Same College	First Generation Student			62.9%	78.8%	73.7%	69.2%	67.5%	70.5%	70.4%
Retained from Fall to Spring at the Same College	Foster Youth			50.6%	67.5%	66.1%	53.6%	57.6%	56.2%	58.6%
Retained from Fall to Spring at the Same College	Female			53.6%	61.5%	59.1%	58.7%	57.7%	60.7%	58.5%
Retained from Fall to Spring at the Same College	Male			46.7%	60.0%	59.3%	52.4%	52.9%	58.4%	54.9%
Retained from Fall to Spring at the Same College	Homeless			32.1%					32.7%	32.4%
Retained from Fall to Spring at the Same College	LGBT			63.9%			61.1%	54.5%	68.8%	62.1%
Retained from Fall to Spring at the Same College	Received Pell Grant			66.4%	76.5%	72.3%	70.0%	70.4%	70.0%	70.9%
Retained from Fall to Spring at the Same College	Perkins Economically Disadvantaged			60.7%	71.4%	67.8%	64.3%	64.2%	66.5%	65.8%
Retained from Fall to Spring at the Same College	Veteran			39.6%	58.1%	51.2%	51.9%	49.9%	51.8%	50.4%

PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

Attained the Vision Goal Definition of Completion	Completion: Among students in selected student journey, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district. (Source: California Community College Launchboard, Student Success Metrics, https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics)	Institution Set Standard	Stretch Goal	2020	2015	2016	2017	2018	2019	Multi-Year Average
Attained the Vision Goal Definition of Completion	Overall	2.5%	3.6%	4.0%	2.5%	2.8%	2.8%	3.1%	3.2%	3.1%
Attained the Vision Goal Definition of Completion	Student with Disabilities			7.5%	4.0%	4.6%	5.6%	5.7%	5.8%	5.5%
Attained the Vision Goal Definition of Completion	American Indian/Alaska Native									
Attained the Vision Goal Definition of Completion	Asian			5.7%	3.9%	5.5%	6.2%	4.7%	5.0%	5.2%
Attained the Vision Goal Definition of Completion	Black or African American			3.6%	2.4%	2.5%	2.4%	2.6%	3.1%	2.8%
Attained the Vision Goal Definition of Completion	Filipino			5.5%	4.8%	4.7%	7.2%	4.4%	6.0%	5.4%
Attained the Vision Goal Definition of Completion	Hispanic			4.6%	2.8%	3.7%	4.3%	3.6%	3.8%	3.8%
Attained the Vision Goal Definition of Completion	Pacific Islander or Hawaiian Native									
Attained the Vision Goal Definition of Completion	Two or More Races			7.0%	6.4%	5.5%	4.7%	5.4%	5.9%	5.8%
Attained the Vision Goal Definition of Completion	Unknown/Non-Respondent - ethnicity									
Attained the Vision Goal Definition of Completion	White			2.9%	1.7%	2.3%	1.9%	2.3%	2.1%	2.2%
Attained the Vision Goal Definition of Completion	First Generation Student			10.4%	7.5%	8.8%	8.6%	9.1%	8.6%	8.8%
Attained the Vision Goal Definition of Completion	Foster Youth			3.7%		10.3%	14.3%	5.3%	6.6%	8.0%
Attained the Vision Goal Definition of Completion	Not Foster Youth			4.0%		2.8%	2.8%	3.1%	3.2%	3.2%
Attained the Vision Goal Definition of Completion	Female			5.1%	3.4%	3.9%	3.9%	3.9%	4.4%	4.1%
Attained the Vision Goal Definition of Completion	Male			3.0%	1.8%	2.0%	2.0%	2.4%	2.3%	2.3%
Attained the Vision Goal Definition of Completion	Perkins Economically Disadvantaged			7.2%	5.0%	5.7%	5.7%	6.0%	6.1%	5.9%
Attained the Vision Goal Definition of Completion	Veteran			5.9%	4.9%	5.3%	4.8%	5.0%	3.7%	5.0%
Transferred to a Four-Year Postsecondary Institution	Transferred to a Four-Year Postsecondary Institution: Among students in selected student journey who earned 12 or more units at any time and at any college and who exited the community college system in the prior year, the number of students who enrolled in a four-year institution in the selected year. (Source: California Community College Launchboard, Student Success Metrics, https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics)	**Institution Set Standard**	**Stretch Goal**	**2019**	**2015**	**2016**	**2017**	**2018**	**Multi-Year Average**	
Transferred to a Four-Year Postsecondary Institution	**All Students**	16.3%	24.9%	16.3%	17.4%	18.5%	18.2%	18.2%	17.7%	
Transferred to a Four-Year Postsecondary Institution	Student with Disabilities			17.7%	17.0%	17.8%	20.6%	16.5%	17.9%	
Transferred to a Four-Year Postsecondary Institution	American Indian/Alaska Native									
Transferred to a Four-Year Postsecondary Institution	Asian			26.3%	22.9%	24.7%	26.0%	22.3%	24.4%	
Transferred to a Four-Year Postsecondary Institution	Black or African American			18.9%	17.8%	18.8%	18.0%	15.2%	17.7%	
Transferred to a Four-Year Postsecondary Institution	Filipino			26.0%	17.8%	26.3%	31.4%	22.3%	24.8%	
Transferred to a Four-Year Postsecondary Institution	Hispanic			18.8%	19.2%	21.3%	20.5%	21.0%	20.1%	
Transferred to a Four-Year Postsecondary Institution	Multiple Values Reported									
Transferred to a Four-Year Postsecondary Institution	Pacific Islander or Hawaiian Native									
Transferred to a Four-Year Postsecondary Institution	Two or More Races			30.6%	26.1%	30.2%	29.2%	33.9%	30.0%	
Transferred to a Four-Year Postsecondary Institution	Unknown/Non-Respondent									
Transferred to a Four-Year Postsecondary Institution	White			14.0%	16.3%	17.3%	17.1%	17.9%	16.5%	
Transferred to a Four-Year Postsecondary Institution	First Generation Student			21.9%	22.6%	25.7%	24.8%	24.3%	23.9%	
Transferred to a Four-Year Postsecondary Institution	Foster Youth			30.6%		46.6%	31.4%	24.6%	33.3%	
Transferred to a Four-Year Postsecondary Institution	Female			22.7%	22.8%	25.0%	25.3%	24.5%	24.0%	
Transferred to a Four-Year Postsecondary Institution	Male			12.1%	13.5%	14.0%	13.4%	13.5%	13.3%	
Transferred to a Four-Year Postsecondary Institution	LGBT			26.5%			21.1%	18.3%	22.0%	
Transferred to a Four-Year Postsecondary Institution	Received Pell Grant			23.0%	24.6%	26.2%	26.2%	24.5%	24.9%	
Transferred to a Four-Year Postsecondary Institution	Perkins Economically Disadvantaged			19.0%	20.1%	22.3%	21.5%	20.9%	20.8%	
Transferred to a Four-Year Postsecondary Institution	Veteran			16.1%	13.8%	21.5%	18.6%	15.7%	17.2%	

LABOR MARKET DATA

Job Placement Rates of Programs Leading to Professional Licensure

The College's programs leading to professional licensing, Registered Nursing, Occupational Therapy Assistant and Pharmacy Tech, maintained high job placement rates.

Chart 8: Annual Job Placement Rates of Santa Ana College Nursing Program Graduates

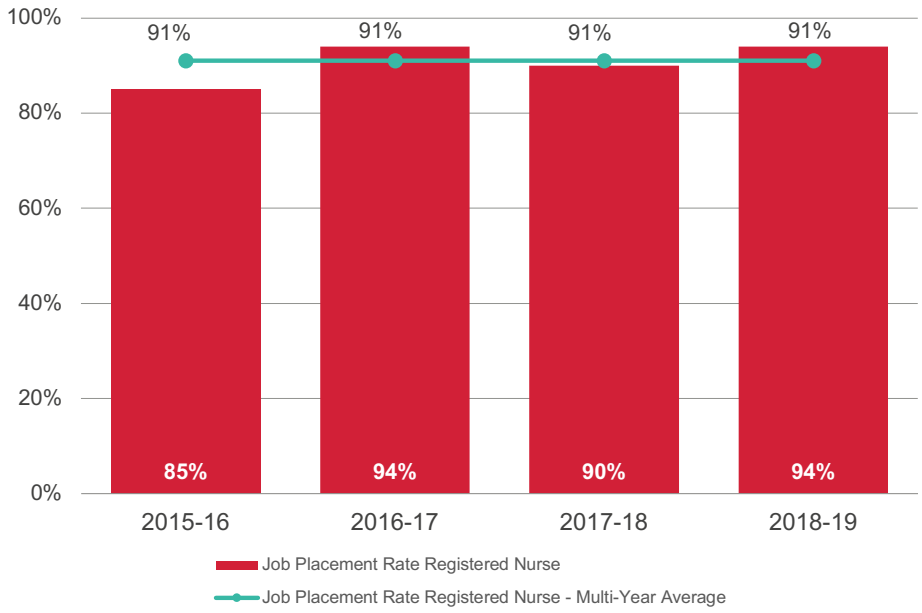


Chart 8 Source: Santa Ana College Nursing Program

Chart 9: Annual Job Placement Rates of Santa Ana College Occupational Therapy Assistance Program

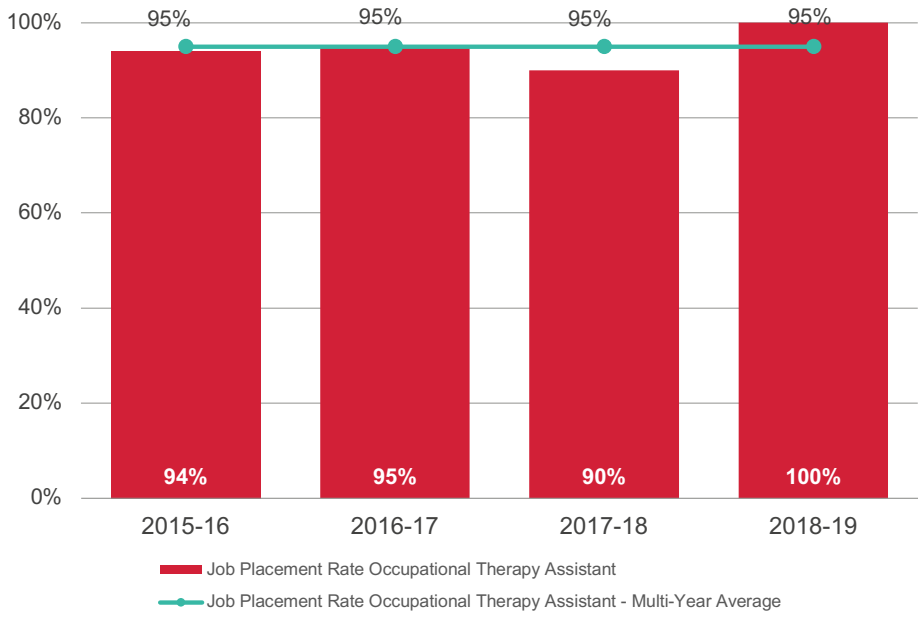


Chart 9 Source: Santa Ana College Occupational Therapy Assistance Program

Chart 10: Annual Job Placement Rates of Santa Ana College Pharmacy Technology Program Graduates

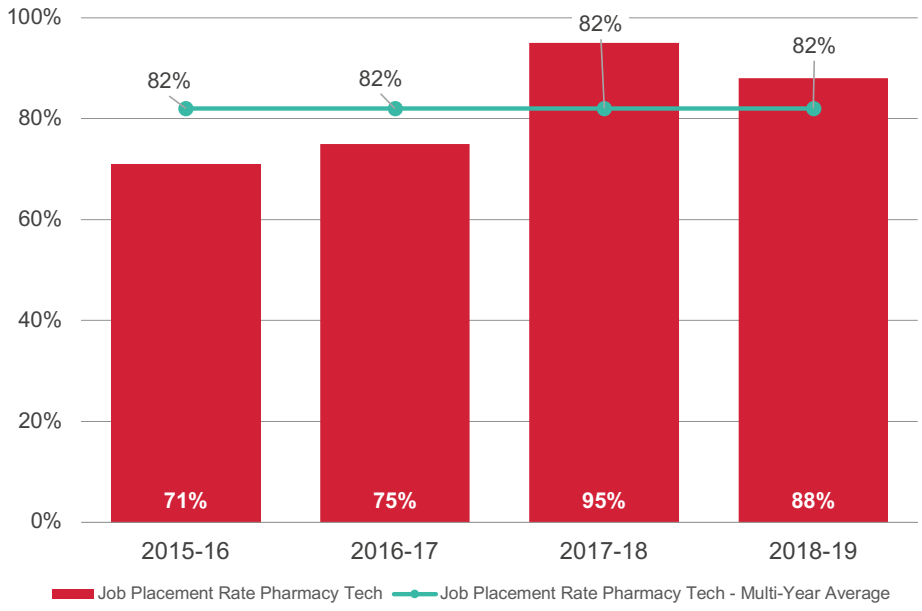


Chart 10 Source: Santa Ana College Department of Pharmacy Technology

Attainment of Job Closely Related to Field Of Study

The percent of students achieving a job closely related to their field of study dipped slightly with the onset of the pandemic.

Chart 11: Job Closely Related to Field of Study, Among CTE students in selected student journey who responded to the CTE Outcomes Survey and who did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

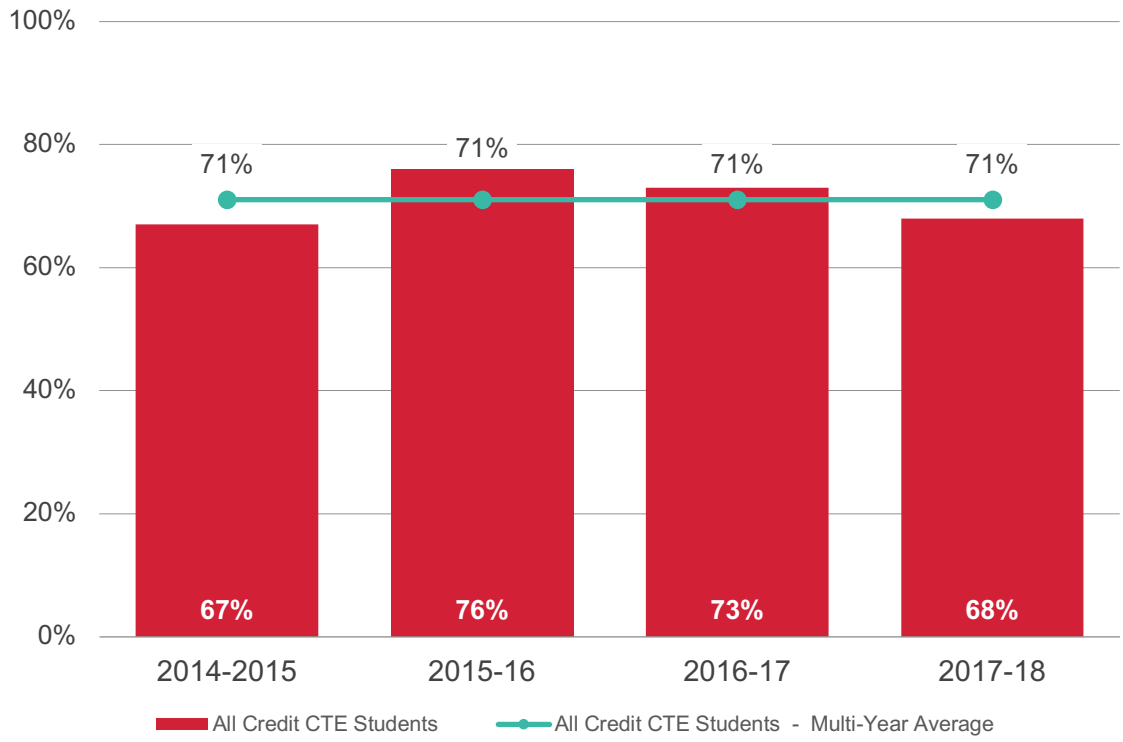


Chart 12 Source: Calpassplus Launchboard (Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File) https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics. See Appendix E for disaggregation of this metric by program.

DEMOGRAPHIC DATA

The College's annual unduplicated credit enrollment remained steady at over 43,000 students until the pandemic struck in 2019-2020. The 15% decline in enrollment from 15-16 to 19-20 is not spread equally across all demographic groups. The large disparity in decreased enrollment between males and female students is partially due to a reduction in police and fire academy course offerings during the pandemic, which are predominately male, and a mirroring of the nationwide trend of more males discontinuing college education in spring 2020. Students 19 and under was the only demographics to show an increase from 15-16 to 19-20.

Table 1: Total Enrollment and Demographics of Credit Students, Percent Change from 15-16 to 19-20

Demographics for all students enrolled end of term. Demographic category reflects status as of last term enrolled within each year. Counts are unduplicated for year	2015-16		2016-17		2017-18		2018-19		2019-20		Percent Change 15-16 to 19-20
All Students	**46922**	**100%**	**43742**	**100%**	**44159**	**100%**	**45497**	**100%**	**39862**	**100%**	**-15%**
Both Academy & Credit	145	0%	147	0%	121	0%	175	0%	102	0%	-30%
Exclusively Academy	21492	46%	18202	42%	18190	41%	19320	42%	13824	35%	-36%
Exclusively Credit	25285	54%	25393	58%	25848	59%	26002	57%	25936	65%	3%
Age: 19 and under	4030	9%	4449	10%	4745	11%	5157	11%	5057	13%	25%
Age: 20 to 25	14177	30%	13792	32%	13608	31%	13316	29%	12006	30%	-15%
Age: 26 to 29	5588	12%	5382	12%	5674	13%	6016	13%	4802	12%	-14%
Age: 30 to 39	10432	22%	9418	22%	9468	21%	10004	22%	7390	19%	-29%
Age: 40 to 49	7899	17%	6784	16%	6550	15%	6873	15%	4709	12%	-40%
Age: 50 and older	4795	10%	3916	9%	4114	9%	4131	9%	2897	7%	-40%
Disabled	1107	2%	1018	2%	1094	2%	1083	2%	1033	3%	-7%
Gender - Female	17404	37%	17062	39%	17451	40%	17888	39%	16779	42%	-4%
Gender - Male	29406	63%	26494	61%	26413	60%	27185	60%	22801	57%	-22%
Gender - Other or Unknown	112	0%	186	0%	295	1%	424	1%	282	1%	152%
Homeless Student Program Participant		0%	6	0%	25	0%	41	0%	40	0%	
Income - CA Promise Grant Recipient	14549	31%	14299	33%	14187	32%	13917	31%	13168	33%	-9%
Income - Pell Grant Recipient	4871	10%	4761	11%	5261	12%	4815	11%	5207	13%	7%
Race - American Indian/Alaska Native	110	0%	85	0%	92	0%	94	0%	80	0%	-27%
Race - Asian	4144	9%	3742	9%	3746	8%	3730	8%	3562	9%	-14%
Race - Black/African American	754	2%	717	2%	658	1%	740	2%	549	1%	-27%
Race - Latino	22427	48%	22087	50%	22367	51%	23042	51%	21176	53%	-6%
Race - MultiRace	614	1%	551	1%	601	1%	686	2%	611	2%	0%
Race - White/Caucasian	10081	21%	7942	18%	7969	18%	8259	18%	6604	17%	-34%
Race - Other or Unknown	8792	19%	8618	20%	8726	20%	8946	20%	7280	18%	-17%
Athletes	517	1%	403	1%	495	1%	483	1%	429	1%	-17%

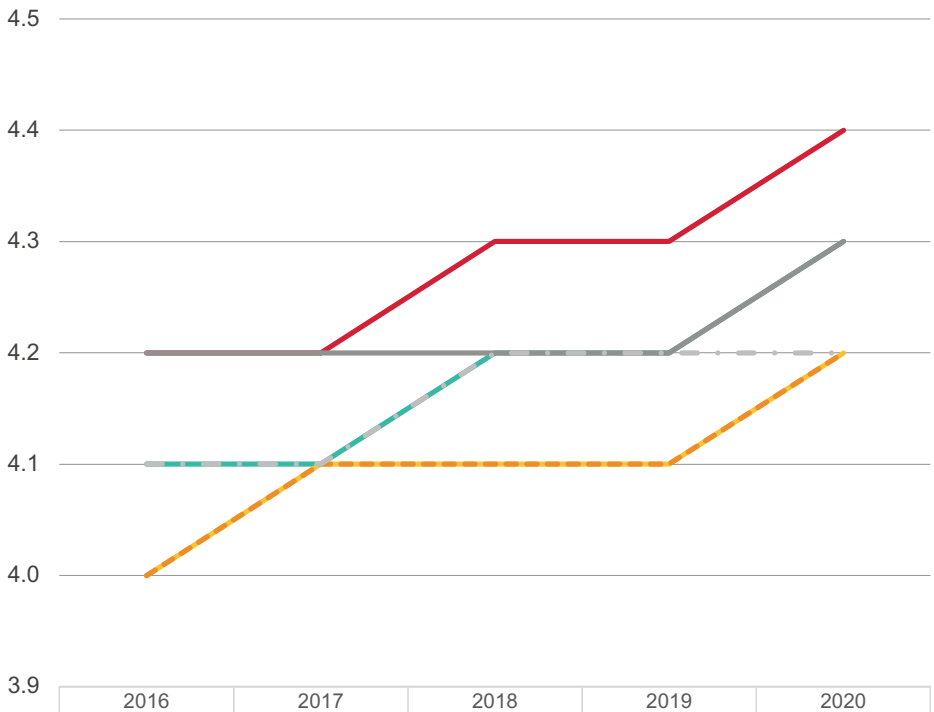
Table 1 Source: RSCCD Research Office Data Warehouse through SAC Research Department SEAT Demographics database.

The Student Voice

A sample of data from the annual Student Satisfaction Survey is included as an example of how the College includes the student voice in decision-making. The College collects quantitative and qualitative data through student surveys and focus groups to better serve students and inform program improvement.

Chart 13: Santa Ana College Student Satisfaction Survey, 2016 – 2020, selected questions as an example of student voice data

Based on your experiences and satisfation, please rate the following:
(5 - Excellent, 4 - Good, 3 - average, 2 - Below Average, 1 - Poor)



	2016	2017	2018	2019	2020
My overall experience at SAC	4.2	4.2	4.3	4.3	4.4
The campus environment (activities, students, teachers, etc.)	4.1	4.1	4.2	4.2	4.3
Effectiveness of classroom learning experiences	4.2	4.2	4.2	4.2	4.3
Your ability to register for classes you want/need	4.0	4.1	4.1	4.1	4.2
Variety of courses offered	4.0	4.1	4.1	4.1	4.2
Class size (number of students in a class)	4.1	4.1	4.2	4.2	4.2

Chart 13 Source: Santa Ana College Student Satisfaction Survey, 2016 – 2020

SOCIO-ECONOMIC DATA

In addition to the socio-economic data revealed above, Santa Ana College recently finished reviewing and revising its Education Master Plan and Enrollment Management Plan. Each contained key socio-economic data on students and the community. At the same time, the Enrollment Management Plan contains labor market information that was used to inform the development of the goals of this plan.

Table 1 – Median Household Income of Surrounding Cities

The city of Santa Ana, the location of the College, has the lowest median household income and lowest educational attainment among local cities. Santa Ana College's free high school diploma program and large career education and workforce development program provides the opportunity for the residents of Santa Ana College to attain high school diploma and postsecondary certifications and prepare for high paying, in-demand careers.

CITY / COUNTY	MEDIAN HOUSEHOLD INCOME	EDUCATIONAL ATTAINMENT: PERCENT HIGH SCHOOL GRADUATE OR HIGHER (AGE 25 AND OLDER)
Anaheim	$65,313	77%
Costa Mesa	$75,109	84%
Fountain Valley	$86,602	91%
Garden Grove	$62,675	74%
Huntington Beach	$88,079	92%
Orange	$83,500	84%
Santa Ana	$57,151	56%
Tustin	$73,567	85%
Westminster	$57,575	78%
Orange County	$81,851	85%

Source: 2013-2017 American Community Survey 5-Year Estimates, United States Census Bureau, American Fact Finder

Table 2 – Ethnic/Racial distribution of the City of Santa, surrounding cities and Orange County

Santa Ana, the location of Santa Ana College, has more than twice percentage of Hispanic/Latino residents as does Orange County.

Hispanic or Latino and Race distribution, Santa Ana, surrounding cities and Orange County

	Hispanic or Latino (of any race)	White Alone	Black or African American Alone	American Indian and Alaska Native alone	Asian Alone	Native Hawaiian and Other Pacific Islander alone	Some Other race alone	Two or more races alone
Santa Ana	**77.3%**	**9.4%**	**0.8%**	**0.1%**	**11.4%**	**0.2%**	**0.1%**	**0.7%**
Garden Grove	36.6%	20.7%	0.9%	0.3%	39.7%	0.3%	0.1%	1.4%
Tustin	41.2%	30.4%	2.4%	0.5%	21.6%	0.3%	0.1%	3.5%
Anaheim	53.8%	25.2%	2.2%	0.1%	16.3%	0.3%	0.1%	1.9%
Westminster	23.7%	24.5%	0.9%	0.4%	47.7%	0.2%	0.0%	2.6%
Costa Mesa	36.5%	49.4%	1.6%	0.2%	8.6%	0.8%	0.3%	2.6%
Fountain Valley	16.6%	46.7%	0.5%	0.1%	32.6%	0.2%	0.2%	3.2%
Huntington Beach	19.3%	63.1%	1.3%	0.4%	11.7%	0.3%	0.3%	3.6%
Orange County	34.2%	41.4%	1.6%	0.2%	19.5%	0.3%	0.2%	2.7%

Source: 2017 American Community Survey, United States Census Bureau, American Fact Finder

Table 3 – Headcount by City of Residence, credit students

The percentage of students originating from within the City of Santa Ana has remained stable, 43% - 44%, over the years.

Santa Ana College Credit Program (Without Academies) – Headcount by City of Residence

City of Residence	2014-15		2015-16		2016-17-		2017-18		2018-19	
	N	%	N	%	N	%	N	%	N	%
Total SAC Headcount	25486	100%	25517	100%	25613	100%	26022	100%	26271	100%
Total Inside-District	**16455**	**65%**	**16625**	**65%**	**16837**	**66%**	**16924**	**65%**	**16962**	**65%**
Santa Ana	11026	43%	11036	43%	11289	44%	11413	44%	11407	43%
Orange	1998	8%	2035	8%	1950	8%	1939	7%	1946	7%
Garden Grove	1857	7%	1907	7%	1966	8%	1932	7%	1893	7%
Anaheim	379	1%	379	1%	398	2%	407	2%	430	2%
Costa Mesa	365	1%	357	1%	347	1%	364	1%	309	1%
Irvine	234	1%	273	1%	256	1%	283	1%	347	1%
Fountain Valley	245	1%	251	1%	257	1%	225	1%	236	1%
Yorba Linda	122	0%	132	1%	118	0%	104	0%	105	0%
Tustin	97	0%	115	0%	116	0%	113	0%	129	0%
Villa Park	46	0%	43	0%	40	0%	40	0%	53	0%
Trabuco Canyon	41	0%	38	0%	48	0%	42	0%	40	0%
Newport Beach	23	0%	31	0%	24	0%	32	0%	36	0%
Foothill Ranch	15	0%	21	0%	18	0%	18	0%	19	0%
Silverado	7	0%	7	0%	10	0%	12	0%	12	0%
Total Outside-District	**9031**	**35%**	**8892**	**35%**	**8776**	**34%**	**9098**	**35%**	**9309**	**35%**
Anaheim	2402	9%	2430	10%	2400	9%	2504	10%	2474	9%
Tustin	786	3%	785	3%	797	3%	777	3%	807	3%
Garden Grove	616	2%	560	2%	598	2%	558	2%	515	2%
Westminster	562	2%	548	2%	541	2%	547	2%	516	2%
Fullerton	388	2%	383	2%	408	2%	398	2%	429	2%
Huntington Beach	379	1%	379	1%	349	1%	345	1%	382	1%
Corona	377	1%	349	1%	367	1%	357	1%	347	1%
Placentia	259	1%	278	1%	265	1%	273	1%	268	1%
Yorba Linda	230	1%	222	1%	234	1%	255	1%	234	1%
Buena Park	186	1%	193	1%	194	1%	206	1%	240	1%
Other/Unknown	2846	11%	2765	11%	2623	10%	2878	11%	3097	12%

Source: RSCCD Research Data Warehouse
***Notes:** Academies are identified as Criminal Justice Academies (CJA) and Fire Academies (FAC, FOT, and FSA)*

Table 4 – Headcount by City of Residence, noncredit students

The School of Continuing Education's free programs attract students from across Orange County.

Santa Ana College - School of Continuing Education Noncredit Program Headcount by City of Residence

City of Residence	2014-15		2015-16		2016-17		2017-18		2018-19	
	N	%	N	%	N	%	N	%	N	%
Total SAC-SCE Headcount	22356	100%	22619	100%	22681	100%	21389	100%	18479	100%
Zip Codes/Cities Inside RSCCD Boundaries										
Total Inside-District	18903	85%	18575	82%	18669	82%	17691	83%	15334	83%
Santa Ana	15987	72%	15334	68%	15275	67%	14488	68%	12690	69%
Garden Grove	1057	5%	1151	5%	1237	5%	1206	6%	1035	6%
Costa Mesa	744	3%	862	4%	957	4%	833	4%	677	4%
Orange	360	2%	389	2%	380	2%	414	2%	348	2%
Fountain Valley	350	2%	347	2%	371	2%	395	2%	336	2%
Irvine	290	1%	336	1%	310	1%	236	1%	145	1%
Anaheim	38	0%	48	0%	31	0%	34	0%	39	0%
Tustin	36	0%	41	0%	36	0%	29	0%	34	0%
Newport Beach	22	0%	42	0%	53	0%	40	0%	19	0%
Trabuco Canyon	6	0%	8	0%	4	0%	4	0%	1	0%
Yorba Linda	5	0%	9	0%	8	0%	7	0%	6	0%
Foothill Ranch	4	0%	4	0%	5	0%	5	0%	3	0%
Silverado	2	0%	2	0%		0%		0%		0%
Villa Park	2	0%	2	0%	2	0%		0%	1	0%
Zip Codes/Cities Outside RSCCD Boundaries										
Total Outside-District	**3453**	**15%**	**4044**	**18%**	**4012**	**18%**	**3698**	**17%**	**3145**	**17%**
Anaheim	738	3%	839	4%	881	4%	801	4%	704	4%
Tustin	800	4%	817	4%	741	3%	657	3%	556	3%
Westminster	448	2%	540	2%	551	2%	555	3%	483	3%
Garden Grove	347	2%	390	2%	395	2%	413	2%	280	2%
Huntington Beach	174	1%	215	1%	214	1%	212	1%	199	1%
Irvine	176	1%	237	1%	201	1%	180	1%	121	1%
Stanton	73	0%	91	0%	81	0%	72	0%	60	0%
Fullerton	50	0%	76	0%	103	0%	80	0%	60	0%
Lake Forest	76	0%	88	0%	86	0%	66	0%	51	0%
Midway City	60	0%	57	0%	66	0%	54	0%	55	0%
Buena Park	31	0%	54	0%	53	0%	48	0%	46	0%
Corona	27	0%	48	0%	37	0%	44	0%	36	0%
Long Beach	27	0%	47	0%	35	0%	42	0%	24	0%
Newport Beach	25	0%	32	0%	46	0%	29	0%	29	0%

City of Residence	2014-15		2015-16		2016-17		2017-18		2018-19	
	N	%	N	%	N	%	N	%	N	%
Placentia	24	0%	22	0%	40	0%	29	0%	28	0%
Mission Viejo	29	0%	35	0%	34	0%	24	0%	19	0%
Riverside	20	0%	30	0%	28	0%	13	0%	25	0%
Non-RSCCD W/ Minimal Pa	328	1%	426	2%	420	2%	379	2%	369	2%

Source: RSCCD Research Department Data Warehouse

INSTITUTION SET STANDARD

Santa Ana Colleges most recent submission to the Accrediting Commission for Community and Junior Colleges contained the following data and narrative related to its Institutional Set Standards.

Course Completion Rates			
	2017-18	2018-19	2019-20
Institution-Set Standard (floor)	71%	71%	71%
Stretch goal (aspirational)	72%	72%	76%
Actual	71%	73%	74%
Number of Certificates			
	2017-18	2018-19	2019-20
Institution-Set Standard (floor)	1,781	1,781	1,781
Stretch goal (aspirational)	1,804	2,280	2,280
Actual	1,781	2,081	2,028
Number of Associate Degree (AA/AS)			
	2017-18	2018-19	2019-20
Institution-Set Standard (floor)	2,451	2,451	2,500
Stretch goal (aspirational)	2,703	2,701	3,000
Actual	2,862	2,804	2,987
Number of Bachelor's Degree			
	2017-18	2018-19	2019-20
Institution-Set Standard (floor)	-	23	17
Stretch goal (aspirational)	-	23	17
Actual	-	23	11
Transfers to 4-year college/university			
	2017-18	2018-19	2019-20
Institution-Set Standard (floor)	1,886	1,886	1,886
Stretch goal (aspirational)	2,000	2,087	2,087
Actual	1,726	1,854	1,907

PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

Licensure Examination Pass Rate			
Registered Nurse Program (National)			
	2017-18	**2018-19**	**2019-20**
Institution-Set Standard (floor)	80%	80%	80%
Stretch goal (aspirational)	95%	95%	95%
Actual	90.1%	93.75%	91.4%
Occupational Therapy Assistant Program (National)			
	2017-18	**2018-19**	**2019-20**
Institution-Set Standard (floor)	80%	80%	80%
Stretch goal (aspirational)	95%	95%	95%
Actual	90%	100%	84%
Pharmacy Tech Program (National)			
	2017-18	**2018-19**	**2019-20**
Institution-Set Standard (floor)	70%	70%	70%
Stretch goal (aspirational)	95%	95%	95%
Actual	95%	88%	100%
Employment Rates for Career and Technical Education Students			
Registered Nurse			
	2017-18	**2018-19**	**2019-20**
Institution-Set Standard (floor)	73.23%	73.23%	73.23%
Stretch goal (aspirational)	73.23%	73.23%	73.23%
Actual	88%	80%	57%
Occupational Therapy Assistant			
	2017-18	**2018-19**	**2019-20**
Institution-Set Standard (floor)	73.23%	73.23%	73.23%
Stretch goal (aspirational)	73.23%	73.23%	73.23%
Actual	87%	87%	85%
Pharmacy Tech			
	2017-18	**2018-19**	**2019-20**
Institution-Set Standard (floor)	73.23%	73.23%	73.23%
Stretch goal (aspirational)	73.23%	73.23%	73.23%
Actual	93.5%	91.4%	95%

The 2019-2020 academic year encompass the term in which the coronavirus pandemic began. The pandemic's impact on the College's operations and student body was immediate and substantial. Enrollment dropped as the college moved to remote instruction. 2019-2020 was also the year in which the College's Guided Pathways efforts reached maturity with the pillars of Guided Pathways imbedded in all major student success initiatives. Despite the ongoing pandemic, the College is positioned to continue to positively affect course completion, certificate and degree completion, and transfer trends.

ORGANIZATION OF THE SELF-EVALUATION PROCESS

ORGANIZATION OF THE SELF-EVALUATION PROCESS

As part of the structuring of our Institutional Effectiveness & Assessment Committee, the college created an Accreditation subcommittee in the Fall of 2019. The goal of this subcommittee was to spearhead the accreditation work to be completed for this report and to sustain ongoing accreditation efforts and processes beyond this current submission. To initiate the self-evaluation process, an executive committee was formed consisting of the Vice President of Academic Affairs, the Dean of Academic Affairs, and the Accreditation Faculty Coordinator. A Steering Committee was also formed consisting of approximately 12 college and district administrators, faculty and staff. In addition, two co-chairs were assigned to each accreditation standard. Co-chairs were tasked with forming their respective writing teams, writing standard responses and collecting and archiving relevant evidence. To guide the self-evaluation process, the executive committee hosted several training workshops related to overview of accreditation, the writing process, and the proper gathering of evidence.

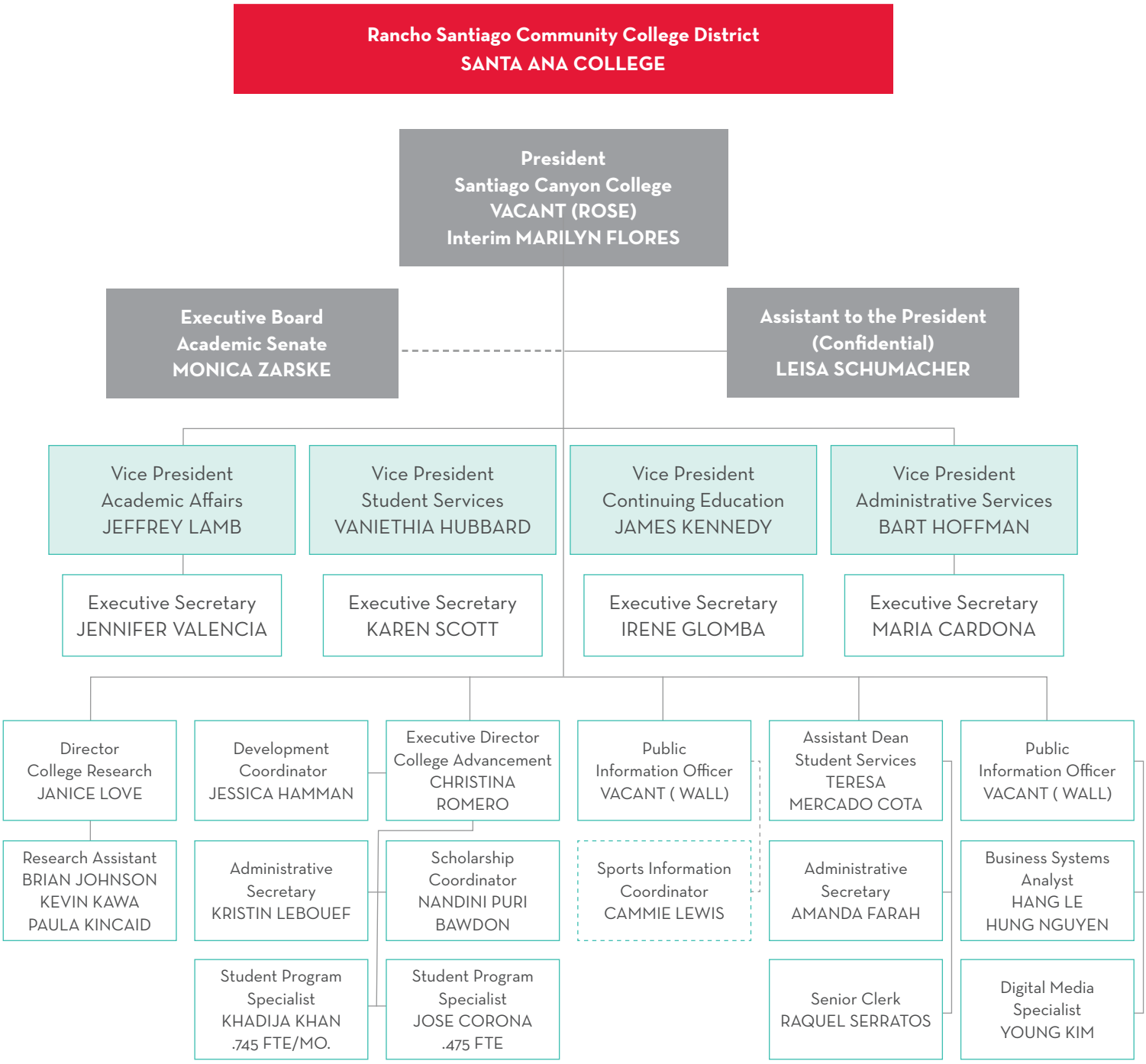
Below is an overview of the college's ISER timeline:

Fall 2019	Training with Accrediting Commission for Community and Junior Colleges (ACCJC) staff liaison, formation of accreditation, committee, development of writing teams, develop naming and archiving conventions.
Spring 2020	College training on accreditation process and timeline, writing teams begin working on Institutional Self-Evaluation Report (ISER), collection of evidence, identification of gaps, recruitment of members to writing teams, college training on collection and archiving of evidence.
Fall 2020	Continue drafting ISER, distribution and vetting of ISER.
Spring 2021	Finalize ISER, Finalize Quality Focus Essay (QFE), obtain college constituency approvals for ISER and QFE.
Summer 2021	District Board of Trustees approval, submit ISER to ACCJC by August 2, 2021.
Fall 2021	ISER team review, ACCJC core inquiry.
Spring 2022	ISER team visit.

ORGANIZATIONAL INFORMATION

ORGANIZATIONAL INFORMATION

Santa Ana College is led by the Office of the President and supported by four broad areas: Academic Affairs, Student Services, Administrative Services, and Adult Education. Each is led by a Vice President. The College also employs Academic and Classified Deans, Associate Deans, Directors and Coordinators who lead Divisions/Departments/Offices and serve in an administrative capacity. These administrative positions are supported by classified professionals. Academic and Counseling departments are led by faculty department chairs.



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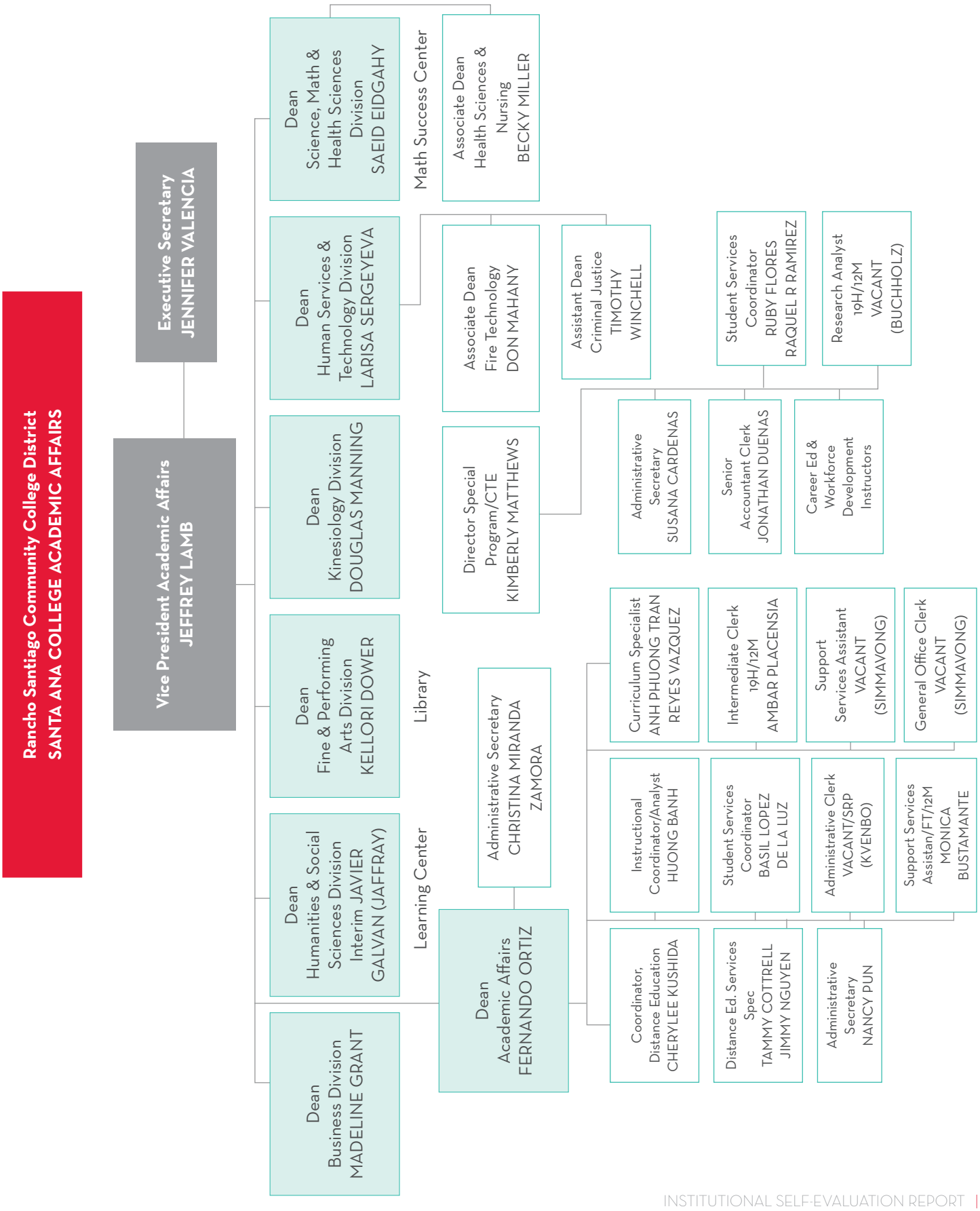

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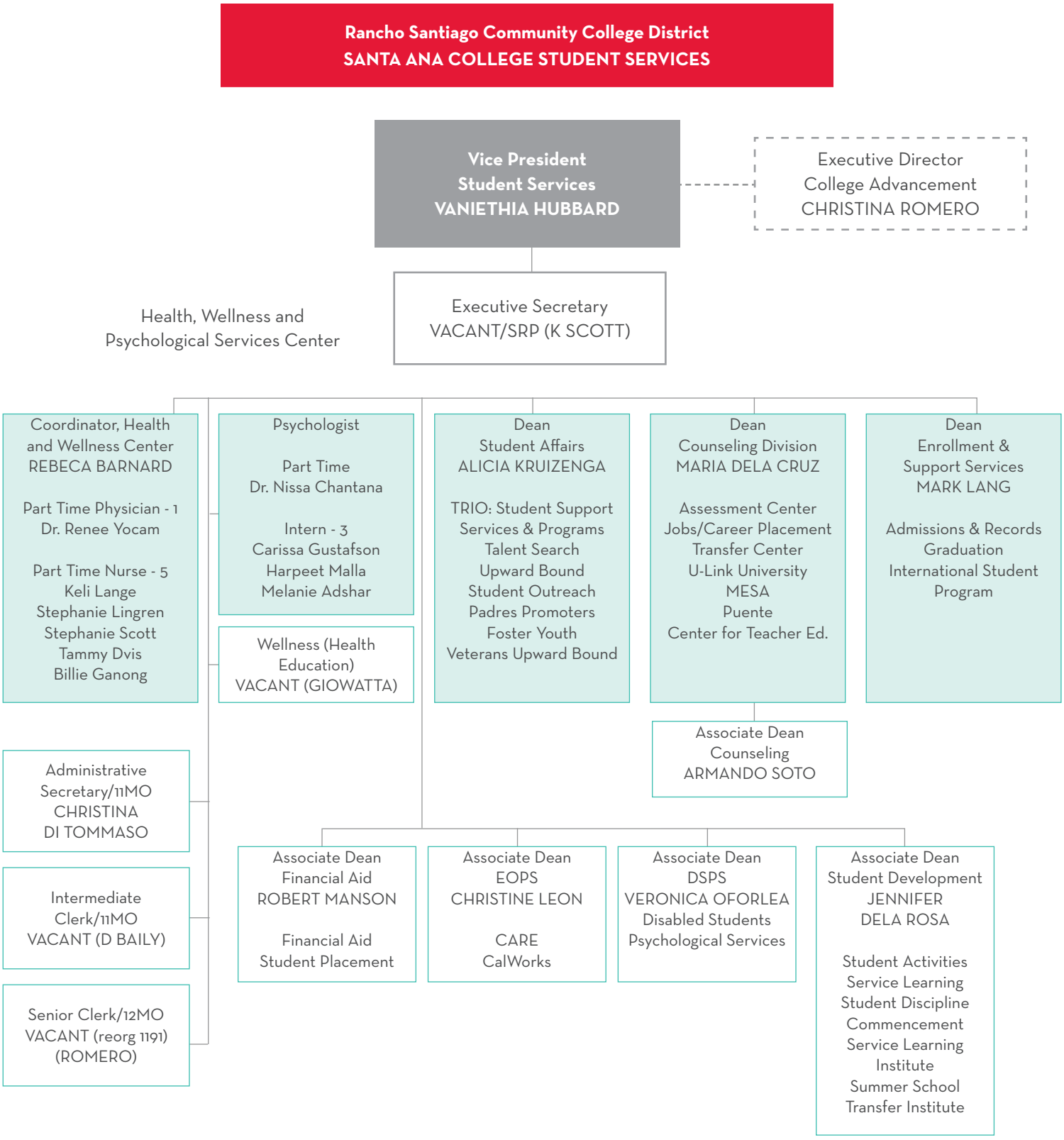
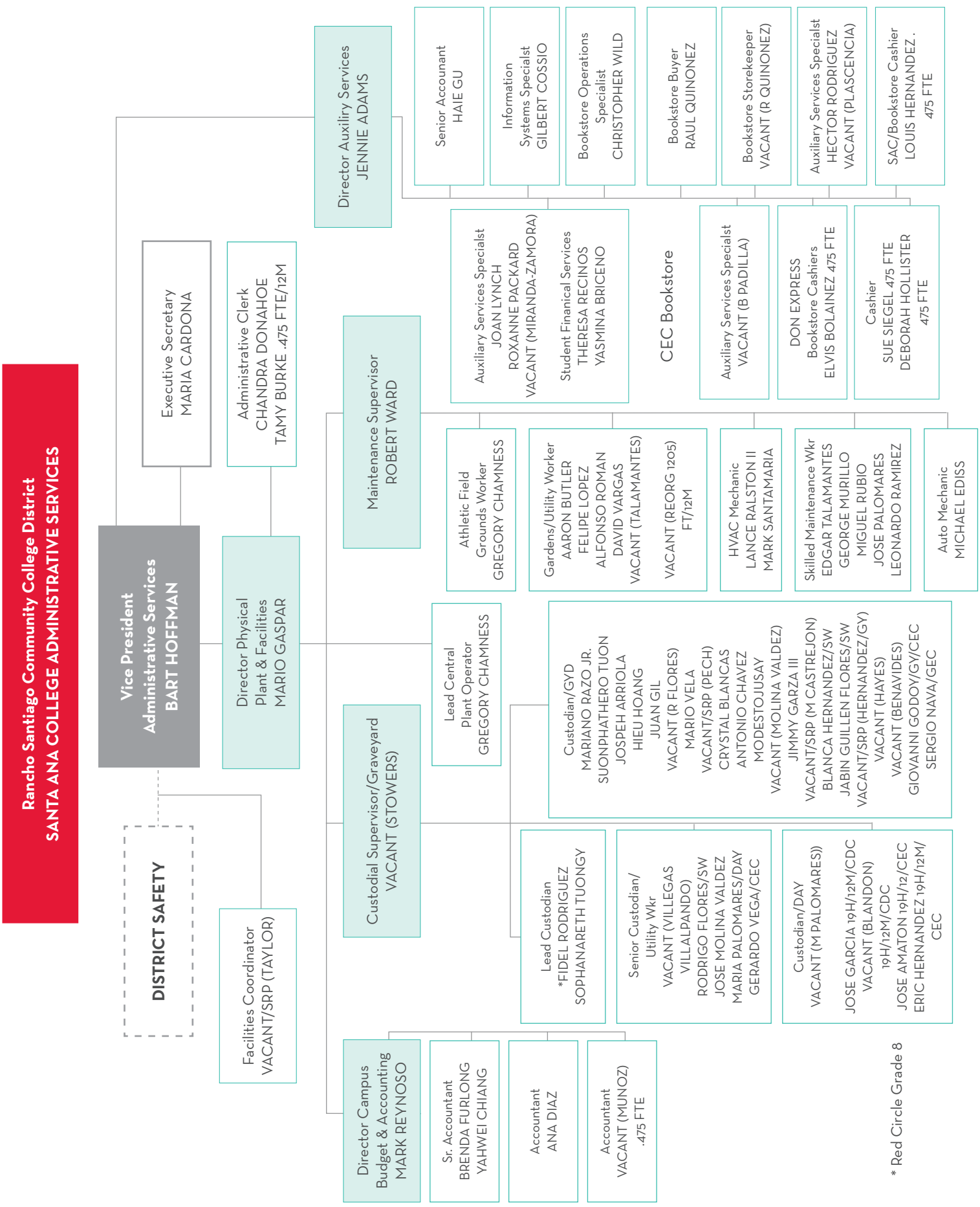
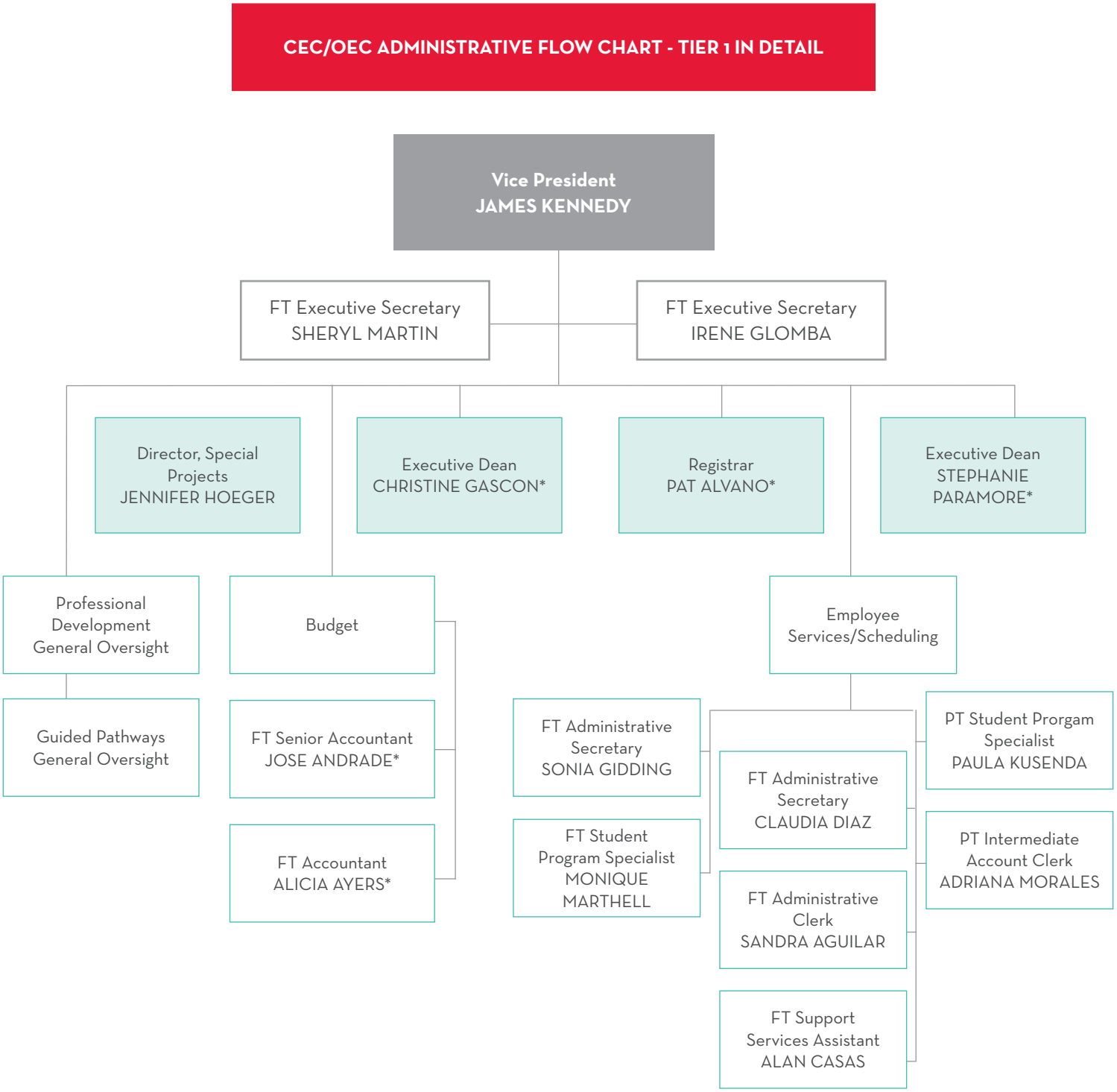



Rancho Santiago Community College District
SANTA ANA COLLEGE ADMINISTRATIVE SERVICES
Vice President
Administrative Services
BART HOFFMAN
DISTRICT SAFETY
Executive Secretary
MARIA CARDONA
Administrative Clerk
CHANDRA DONAHOE
TAMY BURKE .475 FTE/12M
Director Auxiliry Services
JENNIE ADAMS
Director Physical
Plant & Facilities
MARIO GASPAR
Facilities Coordinator
VACANT/SRP (TAYLOR)
Maintenance Supervisor
ROBERT WARD
Custodial Supervisor/Graveyard
VACANT (STOWERS)
Director Campus
Budget & Accounting
MARK REYNOSO
Sr. Accountant
BRENDA FURLONG
YAHWEI CHIANG
Accountant
ANA DIAZ
Accountant
VACANT (MUNOZ)
.475 FTE
Senior Accounant
HAIE GU
Information
Systems Specialst
GILBERT COSSIO
Bookstore Operations
Specialist
CHRISTOPHER WILD
Bookstore Buyer
RAUL QUINONEZ
Bookstore Storekeeper
VACANT (R QUINONEZ)
Auxiliary Services Specialst
HECTOR RODRIGUEZ
VACANT (PLASCENCIA)
SAC/Bookstore Cashier
LOUIS HERNANDEZ .
475 FTE
Auxiliary Services Specialst
JOAN LYNCH
ROXANNE PACKARD
VACANT (MIRANDA-ZAMORA)
Student Finanical Services
THERESA RECINOS
YASMINA BRICENO
CEC Bookstore
Auxiliary Services Specialst
VACANT (B PADILLA)
DON EXPRESS
Bookstore Cashiers
ELVIS BOLAINEZ 475 FTE
Cashier
SUE SIEGEL 475 FTE
DEBORAH HOLLISTER
475 FTE
Athletic Field
Grounds Worker
GREGORY CHAMNESS
Gardens/Utility Worker
AARON BUTLER
FELIPE LOPEZ
ALFONSO ROMAN
DAVID VARGAS
VACANT (TALAMANTES)
VACANT (REORG 1205)
FT/12M
HVAC Mechanic
LANCE RALSTON II
MARK SANTAMARIA
Skilled Maintenance Wkr
EDGAR TALAMANTES
GEORGE MURILLO
MIGUEL RUBIO
JOSE PALOMARES
LEONARDO RAMIREZ
Auto Mechanic
MICHAEL EDISS
Lead Central
Plant Operator
GREGORY CHAMNESS
Custodian/GYD
MARIANO RAZO JR.
SUONPHATHERO TUON
JOSPEH ARRIOLA
HIEU HOANG
JUAN GIL
VACANT (R FLORES)
MARIO VELA
VACANT/SRP (PECH)
CRYSTAL BLANCAS
ANTONIO CHAVEZ
MODESTOJUSAY
VACANT (MOLINA VALDEZ)
JIMMY GARZA III
VACANT/SRP (M CASTREJON)
BLANCA HERNANDEZ/SW
JABIN GUILLEN FLORES/SW
VACANT/SRP (HERNANDEZ/GY)
VACANT (HAYES)
VACANT (BENAVIDES)
GIOVANNI GODOY/GY/CEC
SERGIO NAVA/GEC
Lead Custodian
*FIDEL RODRIGUEZ
SOPHANARETH TUONGY
Senior Custodian/
Utility Wkr
VACANT (VILLEGAS
VILLALPANDO)
RODRIGO FLORES/SW
JOSE MOLINA VALDEZ
MARIA PALOMARES/DAY
GERARDO VEGA/CEC
Custodian/DAY
VACANT (M PALOMARES))
JOSE GARCIA 19H/12M/CDC
VACANT (BLANDON)
19H/12M/CDC
JOSE AMATON 19H/12/CEC
ERIC HERNANDEZ 19H/12M/
CEC
* Red Circle Grade 8

ORGANIZATIONAL INFORMATION



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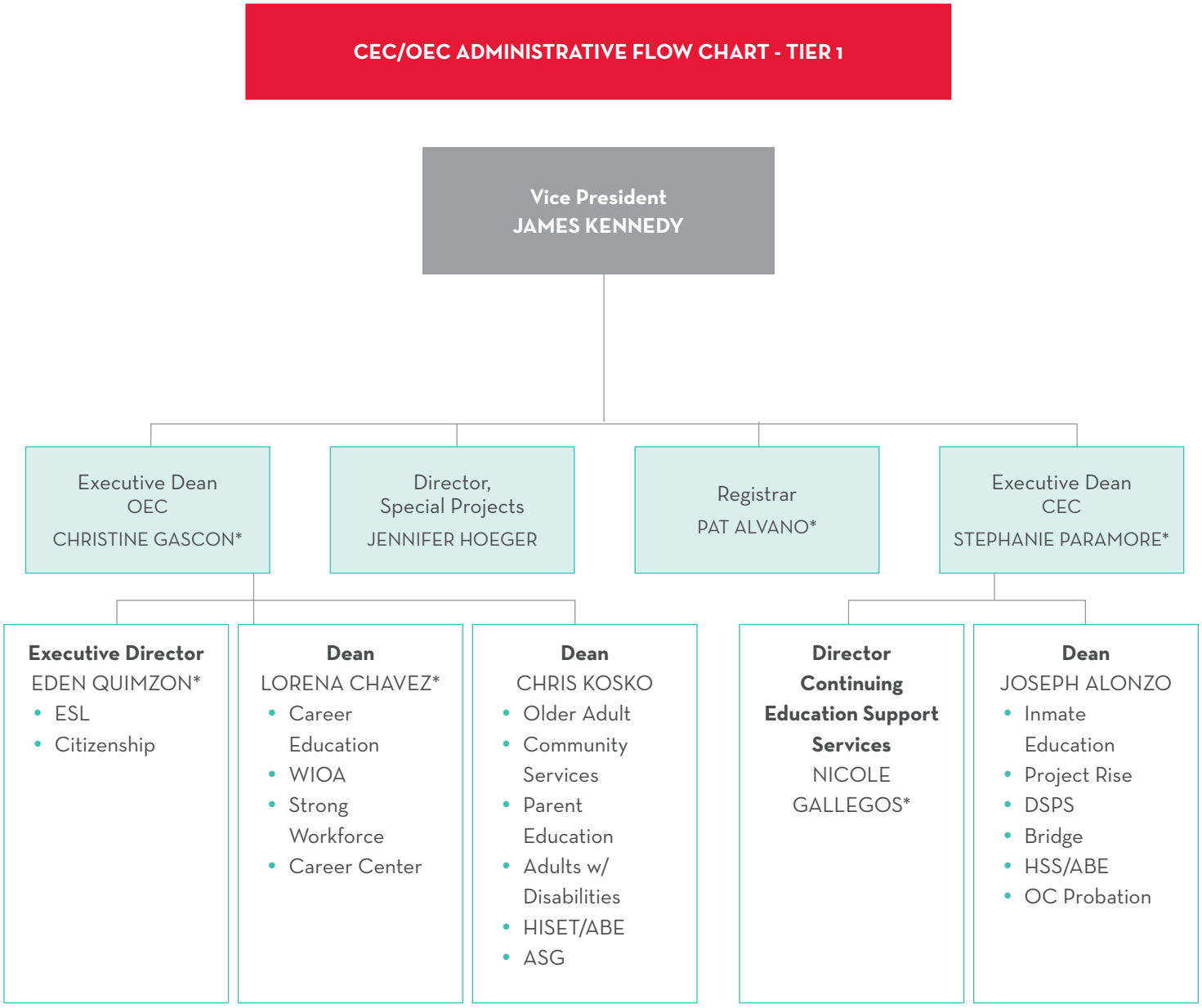

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENT

ELIGIBILITY REQUIREMENT 1: AUTHORITY

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Santa Ana College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The authority for Santa Ana College (SAC) is the Board of Trustees. The Board derives its authority from California Education Code 70902 and from its status as the elected community entity that holds the institution in trust for the benefit of the public.

Santa Ana College meets Eligibility Standard 1.

ELIGIBILITY REQUIREMENT 2: OPERATIONAL STATUS

The institution is operational, with students actively pursuing its degree programs.

In Fall 2019, SAC served 35,196 students (CCCCO Data Mart): 26,217 full and part-time credit students, and 8,979 full and part-time non-credit students. Classes are offered in the day, evening, and during the weekend in a wide variety of lengths from four weeks to a sixteen-week semester. Additionally, students are enrolled in fee-based community service classes. All courses offered on the SAC main campus, Centennial Education Center (CEC), and adjunct community facilities are listed in the Schedule of Classes each semester in a print version and an electronic version available on the college website. Community Services classes are published in a separate class schedule. (ER2-01)

Santa Ana College meets Eligibility Standard 2.

ELIGIBILITY REQUIREMENT 3: DEGREES

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

In Fall 2019, SAC served 35,196 students (CCCCO Data Mart): 26,217 full and part-time credit students, and 8,979 full and part-time non-credit students. Classes are offered in the day, evening, and during the weekend in a wide variety of lengths from four weeks to a sixteen-week semester. Additionally, students are enrolled in fee-based community service classes. All courses offered on the SAC main campus, Centennial Education Center, and adjunct community facilities are listed in the Schedule of Classes each semester in a print version and an electronic version available on the college website. Community Services classes are published in a separate class schedule. (ER3-01)

Santa Ana College meets Eligibility Standard 3.

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENT

ELIGIBILITY REQUIREMENT 4: CHIEF EXECUTIVE OFFICER

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Chief Executive Officer of Rancho Santiago Community District (RSCCD) is the Chancellor, Marvin Martinez; the Chancellor has served in this capacity since August 2019. The Interim Chief Executive Officer of SAC is Dr. Marilyn Flores, appointed President of the College by the Chancellor of RSCCD and confirmed by the Board of Trustees in May 2020. She commenced her duties and responsibilities with SAC in July 2020. The President's primary responsibilities to the institution are to ensure implementation of federal, state, and local statutes, Institutional Compliance and regulations, and board policies. Additionally, the President is tasked to efficiently manage fiscal and human resources; provide effective leadership to define goals, develop plans, and establish priorities for the college; and ensure communication and cooperation among SAC constituencies.

Santa Ana College meets Eligibility Standard 4.

ELIGIBILITY REQUIREMENT 5: FINANCIAL ACCOUNTABILITY

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The institution can demonstrate financial accountability through the findings of an independent public agency secured by the Board of Trustees to perform regular audits. In all fiscal matters, the college adheres to specific board-approved policies and procedures governing responsible allocation of funds to support educational programs and services. (ER5-01)

Santa Ana College meets Eligibility Standard 5.

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

Santa Ana College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

The Santa Ana College website contains an Accreditation webpage with a President's Message on Accreditation and details when the formative review of the College's Institutional Self-Evaluation Report (ISER) will be conducted and when the accreditation site visit will be conducted (*CP-01*). The formative review of the College's ISER is to commence on October 7, 2021, and the accreditation site visit will be held from March 7, 2022 to March 10, 2022.

At a public meeting of the Rancho Santiago Community College Board of Trustees, held on May 24, 2021, the College president formally informed the RSCCD Board of Trustees and members of the public of the dates of the formative review of the College's ISER and accreditation site visit. At that time, the College president also welcomed third-party comments and detailed the process through which third-party comments can be submitted to the ACCJC. (*CP-02*)

The College Accreditation page also includes a direct link to the ACCJC complaint process which provides detailed information about complaints against member institutions, complaints against the commission, and comments from third parties. (*CP-03*)

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Santa Ana College has established institution-set standards and assesses how well it is achieving those standards for student achievement in pursuit of continuous quality improvement. The Research Department produces data reports to support the College's program review process and published those reports to the Research Department webpage (*CP-04*). Additionally, the College publishes student achievement metric performance as it relates to institution-set standards on its public website and within the Annual Report to the ACCJC which is posted on the College's Accreditation web page. (*CP-05*)
(Reference Standard I.B.3)

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

The Rancho Santiago Community College District and Santa Ana College assure that the degrees and programs follow practices common to American higher education (*CP-06*, *CP-07*) including appropriate length (*CP-08*), breadth, depth (*CP-09*), rigor (*CP-10*), course sequencing, time to completion, and synthesis of learning by establishing procedures for articulation with four-year colleges and universities (*CP-11*) and regularly reviewing all curricular offerings with appropriate Academic Senate involvement. The Academic

Senate's Curriculum and Instruction Council certifies the academic integrity of credit and non-credit classes and programs (CP-12), (CP-13)

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

Santa Ana College offers courses based on clock-hours and follows federal standards for clock-to-credit-hour conversions. These conversions are presented in the institution's Board Policy 4023 (CP-14), Administrative Policy 4023 (CP-15), and the Curriculum and Instruction Handbook (CP-16).

Santa Ana College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, in addition to textbooks and other instructional materials, by providing an online Net Price Calculator in addition to an annual Cost of Education Report (CP-17), (CP-18) through the Office of Financial Aid (CP-19). The College maintains a Consumer Information page (CP-20) on the Discover SAC website which houses individual notices of prescribed information to certain target audiences including prospective students; currently enrolled students; current employees; parents, coaches, and counselors of prospective student athletes; and the general public as required by the federal Higher Education Act, the federal Equity in Athletics Disclosure Act, and guidance provided in the Code of Federal Regulations.
(Reference Standard II.A.5, II.A.9, I.C.6)

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Santa Ana College (SAC) has approved policies and procedures to address the transfer of classes to other institutions. These policies and practices are communicated to students through the SAC Catalog and school webpages. Transfer-of-credits include but are not limited to transfer to other colleges, Credit by Examination, External Exams (AP/CLEP/IB), course substitutions, Pass Along, military credit, international credit, and bachelor's degree credit . Rancho Santiago Community College District (RSCCD) has established Board Policy and Administrative Regulations related to transfer-of-credit such as Articulation, Credit by Examination, and Advanced Placement, which are made available through the RSCCD website .
(Reference Standard II.A.10)

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Santa Ana College moves in compliance with AR 4105 on Distance Education and assesses its Distance Education (DE) courses for assurance of quality and accountability with a focus on achievement of student learning outcomes (SLOs). (CP-21) All instructors teaching a course through DE are required to attend training in online delivery and current DE methodologies offered through the Distance Education Office. (CP-22) Evaluation processes are in place to ensure quality and effectiveness of online courses. All online courses are

offered though the secure learning management system, Canvas. In accordance with the Higher Education Opportunities Act of 2008, Canvas allows the college to verify the identity of a student who participates in an online class and who receives academic credit by way of a secure username and password issued by the RSCCD through Colleague. Since spring 2013, Santa Ana College has not offered Correspondence Education (CE) courses.
(Reference Standard II.A.1, II.A.2, III.C.1)

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

Santa Ana College has clear policies and procedures for handling student complaints. The college catalog provides detailed information regarding major policies affecting students, including information regarding grievance and complaint procedures and specifically addresses accreditation related complaints on page three of the catalog (*CP-23*). Santa Ana College's Accreditation webpage (*CP-24*) provides a direct link to the ACCJC Complaint Process webpage and Complaint Form, if a college constituent, including students and community members, wishes to file a formal complaint against Santa Ana College.

Since the College's last self-evaluation in 2014, there have been no formal complaints submitted to the ACCJC.
(Reference Standard I.C.2 and I.C.13)

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1))(vii); 668.6.

Santa Ana College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services through regular review and updating of the college catalog (*CP-25*), publication of class schedules (*CP-26*), maintenance of the College's website (*CP-27*), and through course-related materials such as course syllabi (*CP-28*). SAC also provides accurate information to students and the public about its accreditation status with all its accreditors (*CP-29*).
(Reference Standard I.C.1 and I.C.2)

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Santa Ana College (SAC) monitors and manages student loan default rates, revenue streams, and assets while working with the District to ensure compliance with federal requirements, including Title IV of the Higher Education Act. Specifically, the College's Financial Aid Office is responsible for monitoring student loan default rates, revenue streams, and assets. A website lists all forms, processes, and training materials related to Title IV (*CP-30*).

The College's Cohort Default Rate (CDR) falls within federal guidelines as Title IV regulations stipulate that an institution may not be considered administratively capable if the CDR equals or exceeds 25% for the six most recent consecutive fiscal years or if the most recent CDR is greater than 40%. Student loan default rates are monitored annually by SAC's Financial Aid Office. SAC's default rate is an acceptable 7.5 percent. Less than

30 percent is considered acceptable by the CCCCO. SAC complies with federal regulations regarding student loans by fulfilling the requirement to reconcile federal student loans monthly. Reconciliation documents are kept in SAC's Financial Aid Office. SAC does not offer institutional loans and, therefore, collects no revenue. (CP-31; CP-32).

Contractual agreements with external entities are consistent with SAC's mission and goals (CP-33). Proper oversight is provided both at SAC and RSCCD to ensure that SAC maintains its integrity in all contractual agreements. This oversight is demonstrated in AR 6150 (CP-34) Designation of Authorized Signatures and AR 6330 (CP-35) Delegation and Approval Limits.

As central components of planning and decision making, SAC uses its mission and goals as the basis for making contractual agreements with external entities. With the consistency offered through its mission, goals, and policies, the College maintains its integrity. Furthermore, the Rancho Santiago Community College District (RSCCD) also seeks contracts that align with the District mission, goals, and policies. As a result, the District carries several types of contractual agreements, such as legal and auditing service agreements, maintenance agreements, lease agreements, and construction service agreements. Before entering a contract, with the use of the District Contract Review Checklist, SAC administrators ensure that all terms of a given contract are acceptable and that they include termination language and Federal debarment language (CP-36; CP-37; CP-38). In addition, a member of Chancellor's Cabinet reviews all contracts. Similarly, a contract must be signed by the vice chancellor of business operations and fiscal services and ratified by the Rancho Santiago Community College District Board of Trustees (CP-39).
(Reference Standard III.D.15 and III.D.16)

Commission Policy Evidence

(CP-01) CP-01_Accreditation_Webpage.pdf
(CP-02) CP-02_Accreditation_Message_Int_President_Third_Party.pdf
(CP-03) CP-03_Accreditation_Message_Students.pdf
(CP-04) CP-04_Research_Web.pdf
(CP-05) CP-05_SAC_Institution_Set_Standards_2021.pdf
(CP-06) CP-06_BP 4020.pdf
(CP-07) CP-07_BP_4050.pdf
(CP-08) CP-08_CIC_Handbook_Length_2014.pdf
(CP-09) CP-09_BP_4025.pdf
(CP-10) CP-10_CIC_Handbook_Rigor_2014.pdf
(CP-11) CP-11_CIC_Handbook_Articulation_2014.pdf
(CP-12) CP-12_CIC_Handbook_NonCredit_2014.pdf
(CP-13) CP-13_CIC_Handbook_Credit_2014.pdf
(CP-14) CP-14_BP_4023.pdf
(CP-15) CP-15_BP_4023.pdf
(CP-16) CP-16_CIC_Handbook_Unit-hours.pdf
(CP-17) CP-17_Net_Price_Calculator.pdf
(CP-18) CP-18_Cost_of_Education_2020-2021.pdf
(CP-19) CP-19_Financial_Aid_Webpage.pdf
(CP-20) CP-20_Consumer_Info_Webpage.pdf
(CP-21) CP-21_AR_4105.pdf
(CP-22) CP-22_DE_Webpage.pdf
(CP-23) CP-23_Catalog_21-22.pdf
(CP-24) CP-24_Accreditation_Webpage.pdf
(CP-25) CP-27_Catalog_Timeline.pdf
(CP-26) CP-26_Schedule_Timeline.pdf
(CP-27) CP-27_Policies.pdf
(CP-28) CP-28_ Bio_149_Syllabus.pdf
(CP-29) CP-29_Accreditation_Webpage.pdf
(CP-30) CP-30_FA_Fund_Requirement.pdf
(CP-31) CP-31_Default_Rates.pdf
(CP-32) CP-32_CDR_National_Briefing_FY17.pdf
(CP-33) CP-33_Mission_Webpage.pdf
(CP-34) CP-34_AR 6150.pdf

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

(CP-35)	CP-35_AR_6330.pdf
(CP-36)	CP-36_RSCCD_Contract_ Review.pdf
(CP-37)	CP-37_BP_6100.pdf
(CP-38)	CP-38_BP_6340.pdf
(CP-39)	CP-39_Contracts_Board_Docket_02-24-20.pdf

INSTITUTIONAL ANALYSIS

STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

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

A Mission

> I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

I.A.1. Evidence of Meeting the Standard

As part of Santa Ana College's (SAC) regular evaluative process, the mission statement was reviewed and updated in 2017 through the participatory governance processes.

- Mission: "Santa Ana College inspires, transforms, and empowers a diverse community of learners."

Through campus wide collaboration, a new mission statement was created and combined with a vision statement and five descriptive Cornerstones that further described the direction and identity of SAC.

- Vision Statement: "Santa Ana College is the college of choice that empowers individuals and is committed to creating and strengthening a student-centered, diverse, and welcoming community. The innovative academic pathways and services that SAC provides to inspire and motivate students to achieve educational excellence and economic advancement in a supportive environment. SAC's mission and vision statement are a reflection of Rancho Santiago Community College District's (RSCCD) mission 'to provide quality educational programs and services that address the needs of our diverse students and communities'" (*I.A.1-01; I.A.1-02*; *I.A.1-03*)
- Cornerstones:
  - Proud of SAC's Urban Community
  - Building a Strong Network
  - Aiming High
  - Overcoming Barriers
  - Life-Changing Experiences

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

I.A.1. Analysis and Evaluation

The mission statement of SAC, combined with the established vision statement and cornerstones, reflects the institution's broad educational purpose and commitment to student learning. The purposeful choice of the verbs "inspire, transform, and empower" conveys the institutional focus on student learning and achievement. The mission statement further recognizes the diversity of the student population SAC serves and demonstrates SAC's belief that inspiring, transforming, and empowering students leads to success and achievement in all degree and certificate programs.

I.A.1. Evidence:

(I.A.1-01) IA1_01_BP1200_DistMission.pdf

(I.A.1-02) IA1_02_CCmin_Approval_Mission_05-31-17 .pdf

(I.A.1-03) IA1_03_BOTmin_Approval_Mission_07-17-17.pdf

> I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

I.A.2. Evidence of Meeting the Standard

SAC uses data regularly and often to determine how effectively the institution is achieving its mission and how effectively the institutional priorities are meeting the educational needs of its diverse population. SAC's collaborative process of affirming SAC's mission is driven by regular analysis of a variety of research data, leading to innovative practices to improve student learning outcomes.

SAC has an active research department that has created public and internal dashboards to assist staff and faculty in evaluation success and identifying barriers to student completion (*I.A.2-01*). In addition, SAC recently updated its program review process to better integrate data into its comprehensive program evaluation and improvement planning (*I.A.2-02*). Data-informed decisions are reflected in program review and development, the distribution of funding streams, strong workforce development, and curriculum design (*I.A.2-03*). SAC utilizes strong workforce data provided locally, regionally, and state-wide to identify and respond to priorities in the workforce and improve curriculum to reflect relevant workforce skills as evidenced in SAC's membership in Los Angeles/Orange County Regional Consortium (LAOCRC) (*I.A.2-04*).

SAC's updated Educational Master Plan also outlines the institution's plans for meeting the needs of its diverse student body and achieving goals that align with the California Community College's Vision for Success goals. This revised Educational Master Plan provides the institution with a roadmap in its efforts to increase degree/certificate completion, increase transfer to a 4-year university, reduce excess units, meet the needs of the non-traditional student populations (older adult and working students), maximize financial aid, and reduce equity gaps (*I.A.2-05*).

Data is shared with specific governing bodies and college committees for planning and decision-making. These include the College Council, Academic Senate, Institutional Effectiveness and Assessment Committee, Student Success & Equity Committee, and Strong Workforce Council (*I.A.2-06*). In addition, data is used to address and identify goals within the Guided Pathways initiative, which will be tracked through various stages

of implementation; specifically, this applies to SAC's recently launched Success Team goals with the assistance of the new Starfish Tool. The Starfish workflow and accompanying predictive analytics module demonstrate SAC's commitment to evidence-based directives/priorities to support student success (*I.A.2-07*; *I.A.2-08*).

Research findings are shared extensively and made readily available to encourage institutional self-reflection and improvement, as can be seen in SAC's annual SENSE Survey results

(*I.A.2-09*) and its publication on SAC's Fact Book. Each is evidence that SAC utilizes quantitative and qualitative data to direct priorities with the Fact Book serving as additional evidence of SAC's commitment to diversity and equity, further demonstrating SAC's evidence-based approach to student success and its commitment to the diverse community it serves. (*I.A.2-10*)

The Student Success & Equity Committee focuses on utilizing all student-related findings to effectively strategize and implement new program or support measures to achieve SAC's mission of educating a diverse community of learners. Demonstration of this commitment is illustrated in SAC's Equity Plan, which clearly addresses underserved student populations based on disaggregated data related to ethnicity, economic status, and disproportionately impacted student groups. The Student Equity Plan demonstrates a commitment to inclusivity and equity in all areas of campus life, with many of the activities presented in the plan crossing between Research, Continuing Education, Student Services, Academic Affairs, and Administrative Services. The plan is designed to eliminate barriers to education and provide further support to SAC's students (*I.A.2-11*).

The Director of Research at SAC and a research analyst collaborate with the Chair of the Occupational Studies (OS) Bachelor of Science Degree Program to track admissions data, course completion, graduation rates, and data for program evaluation. Data are disaggregated by race, gender, and age group when necessary. (*I.A.2-12*)

As one of the 15 California Community Colleges providing a bachelor's degree program, SAC takes special considerations and performs analyses to demonstrate the continued need for such a program and its value in preparing students for post-baccalaureate degree programs and career advancement. To this end, a lead researcher at San Diego Mesa College collects and analyzes statewide survey data. The lead researcher coordinates survey distribution with each participating college and collects demographic data and graduation rates from the colleges' research analysts. The surveys ask students about their experiences in their respective bachelor's degree program, quality of preparation in their field of study, and outcomes related to employment and post-graduate education plans. Upon completion of the analyses, the lead researcher will share aggregated results with the 15 participating colleges. (*I.A.2-13*).

In addition to the statewide coordinated research efforts, the Chair of the SAC OS Program requested a focus group study conducted by the Director of Research and Research Analyst to evaluate the effectiveness of the program from the students' perspectives. Taken together, the statewide efforts as well as institutional efforts by the SAC OS Program highlight the use of data for continuous evaluation and improvement to meet the needs of current and prospective OS students. (*I.A.2-14*)

I.A.2. Analysis and Evaluation

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

I.A.2. Evidence

(I.A.2-01) IA2_01_TableauResearch_Tools.pdf
(I.A.2-02) IA2_02_ProgRev.pdf
(I.A.2-03) IA2_03_BudgetPriorities_20-21.pdf
(I.A.2-04) IA2_04_LAOCRC_ProgRec.pdf
(I.A.2-05) IA2_05_ 2021-2024_Educational_Master_Plan
(I.A.2-06) IA2_06_ParticipGov_2021.pdf
(I.A.2-07) IA2_07_Starfish_GP_Success_Teams.pdf
(I.A.2-08) IA2_08_Starfish_Workflow.pdf
(I.A.2-09) IA2_09_SENSE_Results_05-30-19.pdf
(I.A.2-10) IA2_10_FactBook_12-09-19.pdf
(I.A.2-11) IA2_11_Equity Plan_ 2019-2022.pdf
(I.A.2-12) IA2_12_Internal_Tableau.pdf
(I.A.2-13) IA2_13_ BDP_Exit_Survey.pdf
(I.A.2-14) IA2_14_FactBook_12-09-19.pdf

> I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

I.A.3. Evidence of Meeting the Standard

SAC's mission and value statements directly guide the institution's offerings of programs and services. In striving to inspire, transform, and empower a diverse community of learners, SAC offers 255 degrees and certificates including 54 Associate of Arts degrees, 38 Associate of Science degrees, and 29 Associate Degrees for Transfer. SAC has 36 career education departments offering 63 degrees and 133 certificates that provide students the skills to enter the workforce upon completion of their program. In addition, SAC was selected to participate in the California Community College bachelor's degree pilot program and currently offers a bachelor's degree in Occupational Studies. The institution is also recognized for its non-credit program. With an unduplicated head count of 19,983, SAC's School of Continuing Education offers programs in English Language, High School, College Ready, Career Education, Technology Training, Spanish Literacy, U.S. Citizenship, and Active adults. (*I.A.3-01*) SAC's program review process guides mission goals, decision-making, planning, and resource allocation. Additionally, it serves as a catalyst for regular analysis of program effectiveness. Both academic and student services programs evaluate their alignment with SAC's mission, as well as document and share how successful the program is in advancing the mission. The program review process also identifies ways to improve programs to increase student learning. (*I.A.3-02*) Additionally, all student learning outcome (SLO) and program learning outcome (PLO) assessments, are incorporated directly into each academic program's annual and quadrennial program reviews, further ensuring that each program is aligned with the institutional student achievement goals informed by the mission.

INSTITUTIONAL ANALYSIS

The mission's focus on a diverse community guides SAC's development of programs and services to support student learning and achievement. SAC is committed to providing students with tools to achieve academic, personal, and career success. SAC has a wide variety of programs and services that support student learning and prepare its diverse students for academic and professional success. (*I.A.3-03*) Examples include the CalWORKS program, which provides students with academic counseling and case management, job development and placement, tutoring, workshops, and referrals to campus and community resources for students meeting Welfare to Work requirements. The Center for Teacher Education is a resource for students interested in pursuing a career in teaching. The Mathematic, Engineering, Science Achievement (MESA) program supports educationally disadvantaged students to excel in math, computer science, engineering, and science and facilitates transfer to four-year institutions in related fields. The Trio-SSSP program provides supplemental academic services to eligible students. (*I.A.3-04*)

SAC's planning, budgeting, and resource allocation decisions are all guided directly by the mission statement. Each council and committee within the participatory governance structure reviews its goals during the spring semester to ensure that all work aligns with the overall mission of SAC. (*I.A.3-05*)

SAC's resource allocation request process evaluates requests based on institutional goals, student learning outcomes, college budget priorities, the mission statement, and program or service unit outcomes. (*I.A.3-06*; *I.A.3-07*; *I.A.3-08*)

SAC's goals for student learning and achievement are codified in the Institutional Learning Outcomes (ILOs), which are aligned with the mission statement. (*I.A.3.09*) The ILOs in turn inform and are informed by the PLOs for academic programs and SLOs for individual courses. Departments and programs regularly assess, document, and design plans to increase student achievement related to SLOs and PLOs.

SAC's Equity Plan is a college-wide collaborative effort designed to ensure that student success is central to all college activities, as well as to ensure that all members of SAC's highly diverse student body can achieve their full academic potential. (*I.A.3-10*) Additionally, the Guided Pathways initiative facilitates student success by providing students with a clear road map to timely and successful completion of their academic programs. (*I.A.3-11*)

SAC's Bachelor of Science degree in Occupational Studies aligns with SAC's mission, with the same commitment to student learning as the rest of SAC's programs. The program's philosophy further demonstrates a commitment to the student-centered college mission by providing the student with a rich, skill-based learning environment that recognizes the diversity each student brings to his or her education. In addition, the baccalaureate degree program undergoes extensive annual and quadrennial program review and has rigorous ongoing program and student learning assessment processes. (*I.A.3-12*; *I.A.3-13*; *I.A.3-14*)

I.A.3 Analysis and Evaluation

The variety of programs and services offered at SAC demonstrates clear alignment with its mission. Alignment with the mission is further evidenced by SAC's continued dedication to quality program review for continual improvement. Additionally, SAC's resource allocation process, equity funding, and the annual goal setting of its overall budget planning and goals continually informs goals for student learning and achievement.

I.A.3 Evidence

(I.A.3-01) IA3_01_SCE_Fact_Sheet.pdf
(I.A.3-02) IA3_02_ProgRevReport_2020.pdf
(I.A.3-03) IA3_03_Prgm_Svcs_ List_SP2020.pdf
(I.A.3-04) IA3_04_Suppt_Svcs_PrgmRev2020.pdf
(I.A.3-05) IA3_05_PG_Org_2021.pdf
(I.A.3-06) IA3_06_Bdgt_Planning_Goals2020-22.pdf
(I.A.3-07) IA3_07_ResourceAllctnForm_2020-21.pdf
(I.A.3-08) IA3_08_Resource AllctnPrcdrs.pdf
(I.A.3-09) IA3_09_ILOs.pdf
(I.A.3-10) IA3_10_EquityPlan_2019-2022.pdf
(I.A.3-11) IA3_11_Guided Pathways.pdf
(I.A.3-12) IA3_12_OccuptnlStudies_Rprt.pdf
(I.A.3-13) IA3_13_OccuptnlStudies_Philsphy.pdf
(I.A.3-14) IA3_14_OccuptnlStudes_Gdbk.pdf

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

I.A.4. Evidence of Meeting the Standard

The SAC campus community periodically reviews and revises the mission statement. SAC's mission statement was previously reviewed and revised in 2012 and the latest revision began at the February 22, 2017, College Council Retreat. Following extensive review through SAC's participatory governance process—which included input from faculty, staff, students, and administrators from across the institution—College Council approved the new mission statement and vision statement on May 31, 2017, and the RSCCD Board of Trustees approved both on July 17, 2017 (*I.A.4-01*) SAC articulates its mission across campus in various formats. The mission is posted on the SAC website (*I.A.4-02*), in the SAC Catalog (*I.A.4-03*), and the SAC Schedule of Classes (*I.A.4-04*). The mission can also be seen on committee meeting agendas and minutes, departmental program review reports, the Participatory Governance Handbook, and the Educational Master Plan. (*I.A.4-05*; *I.A.4-06*; *I.A.4-07*; *I.A.4-08*; *I.A.4-09*)

I.A.4. Analysis and Evaluation

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

I.A.4. Evidence

(I.A.4-01) IA4_01_BOTmin_Approval_Mission_07-17-17.pdf
(I.A.4-02) IA4_02_MissionWebPg.pdf
(I.A.4-03) IA4_03_Catalog_2019.pdf
(I.A.4-04) IA4_04_Sched_Mission.pdf
(I.A.4-05) IA4_05_ PB_Agenda.pdf
(I.A.4-06) IA4_06_ Facilities_Min.pdf
(I.A.4-07) IA4_07_Exp_Prog_Rev.pdf
(I.A.4-08) IA4_08_ParticipGov_2021.pdf
(I.A.4-09) IA4_09_ 2021-2024_Educational_Master_Plan.pdf

Conclusions on Standard I.A. Mission

Santa Ana College inspires, transforms, and empowers a diverse community of learners. The College demonstrates a strong commitment to this mission. The college mission guides educational purpose, institutional priorities, decision-making, planning, and resource allocation, with the goal of meeting the educational needs of the community of students it serves.

Evidence List

(I.A.1-01) IA1_01_BP1200_DistMission.pdf
(I.A.1-02) IA1_02_CCmin_Approval_Mission_05-31-17 .pdf
(I.A.1-03) IA1_03_BOTmin_Approval_Mission_07-17-17.pdf
(I.A.2-01) IA2_01_TableauResearch_Tools.pdf
(I.A.2-02) IA2_02_ProgRev.pdf
(I.A.2-03) IA2_03_BudgetPriorities_20-21.pdf
(I.A.2-04) IA2_04_LAOCRC_ProgRec.pdf
(I.A.2-05) IA2_05_ 2021-2024_Educational_Master_Plan
(I.A.2-06) IA2_06_ParticipGov_2021.pdf
(I.A.2-07) IA2_07_Starfish_GP_Success_Teams.pdf
(I.A.2-08) IA2_08_Starfish_Workflow.pdf
(I.A.2-09) IA2_09_SENSE_Results_05-30-19.pdf
(I.A.2-10) IA2_10_FactBook_12-09-19.pdf
(I.A.2-11) IA2_11_Equity Plan_ 2019-2022.pdf
(I.A.2-12) IA2_12_Internal_Tableau.pdf
(I.A.2-13) IA2_13_ BDP_Exit_Survey.pdf
(I.A.2-14) IA2_14_FactBook_12-09-19.pdf
(I.A.3-01) IA3_01_SCE_Fact_Sheet.pdf
(I.A.3-02) IA3_02_ProgRevReport_2020.pdf
(I.A.3-03) IA3_03_Prgm_Svcs_ List_SP2020.pdf
(I.A.3-04) IA3_04_Suppt_Svcs_PrgmRev2020.pdf
(I.A.3-05) IA3_05_PG_Org_2021.pdf
(I.A.3-06) IA3_06_Bdgt_Planning_Goals2020-22.pdf
(I.A.3-07) IA3_07_ResourceAllctnForm_2020-21.pdf
(I.A.3-08) IA3_08_Resource AllctnPrcdrs.pdf
(I.A.3-09) IA3_09_ILOs.pdf
(I.A.3-10) IA3_10_EquityPlan_2019-2022.pdf
(I.A.3-11) IA3_11_Guided Pathways.pdf
(I.A.3-12) IA3_12_OccuptnlStudies_Rprt.pdf
(I.A.3-13) IA3_13_OccuptnlStudies_Philsphy.pdf
(I.A.3-14) IA3_14_OccuptnlStudes_Gdbk.pdf (I.A.4-01) IA4_01_BOTmin_Approval_Mission_07-17-17.pdf
(I.A.4-02) IA4_02_MissionWebPg.pdf
(I.A.4-03) IA4_03_Catalog_2019.pdf
(I.A.4-04) IA4_04_Sched_Mission.pdf
(I.A.4-05) IA4_05_ PB_Agenda.pdf
(I.A.4-06) IA4_06_ Facilities_Min.pdf
(I.A.4-07) IA4_07_Exp_Prog_Rev.pdf
(I.A.4-08) IA4_08_ParticipGov_2021.pdf
(I.A.4-09) IA4_09_ 2021-2024_Educational_Master_Plan.pdf

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

I.B.1. Evidence of Meeting the Standard

Through its participatory governance structure, Santa Ana College (SAC) demonstrates a sustained, substantive, and collegial dialogue regarding student outcomes, student equity, academic quality, institutional effectiveness, and overall continuous improvement of student learning and achievement. (*I.B.1-01*)

Through collegial dialogue between the leadership of the Academic Senate and administration, SAC's previous Institutional and Effectiveness and Assessment Committee (IE&A) was reimagined with its charge expanded and its membership reconfigured. SAC's previous conversations regarding student outcomes and continuous improvement of student learning and achievement were conducted through SAC's Teaching and Learning Committee (TLC), a subcommittee of the Curriculum and Instruction Council. Through further collegial dialogue and SAC's governance process, the Teaching and Learning Committee, otherwise known as the TLC, also underwent a redesign and was re-structured into three separate subcommittees: Program Review, Outcomes and Assessment, and Accreditation. (*I.B.1-02*)

The charge of the newly reinstated IE&A committee is to engage faculty, staff, and administration to create sustained, substantive, and collegial dialogue about institutional effectiveness. This includes the review of all college planning efforts, leading to recommendations to SAC's College Council on institutional effectiveness and oversight over the four subcommittees: Outcomes Assessment, Program Review, Enrollment Management, and Accreditation. (*I.B.1-03*)

The Outcomes Assessment Subcommittee has allowed for improved dialogue among faculty and staff on current outcome assessment practices. Its membership was redesigned to be cross-disciplinary and reflective of the units involved. In addition, to further facilitate work on student learning outcomes assessment, SAC developed an Outcomes Assessment Faculty Coordinator who serves as chair of the Outcomes and Assessment Subcommittee and leads efforts in this area. The Outcomes Assessment Faculty Coordinator provides SLO office hours scheduled weekly for faculty and staff to discuss questions related to outcomes assessment. The coordinator also meets regularly with faculty and staff to provide training, technical assistance, and support for outcomes-related activities such as assessment, database integration, and planning (*I.B.1-04*; *I.B.1-05*)

SAC's reimagined Program Review Committee provides SAC's academic programs and service areas the opportunity to not only reflect on their alignment with SAC's mission and vision, but also to engage in dialogue with colleagues across the campus regarding the program's strengths and/or opportunities for growth and development and to identify ways that programs and service areas can improve related to student learning outcomes. As part of SAC's reimagined committee structure, the Program Review Committee will share

information obtained through the program review process with the IE&A committee to identify connections and alignment regarding campus resources and how best SAC can enrich the educational experience of every SAC student. (*I.B.1-06*)

SAC has had a long-established commitment to student equity. The purpose of SAC's Student Success and Equity Committee has been to improve the academic achievement of SAC students through the integration of matriculation, student equity, and related student success initiatives at SAC. SAC's Basic Skills Task Force was linked to the Student Success Committee. The initiatives were joined to assure that leaders from all campus constituency groups were brought together for student-centered dialogue, planning, analysis, and policy review. At the February 13, 2020, committee meeting, members approved new committee mission and vision statements. The mission of the Student Success and Equity committee is to "boost achievement for all students with an emphasis on eliminating achievement gaps, make recommendations on how equity funding is allocated, evaluate the use of that funding, and explore strategic ideas grounded in institutional research in order to support an education free from racism and sexism."

Today, SAC continues its commitment to equity through the Student Equity and Achievement Program (SEAP) Committee. The SEAP Committee is cross-disciplinary, engaging faculty and staff across the campus to create sustained, substantive, and collegial dialogue about student equity. (*I.B.1-07*) The SEAP Committee is guided by a Faculty Student Equity Coordinator and the Dean of Academic Affairs serving as committee co-chairs. In 2018, three categorical student support programs were integrated fiscally into one program. The purpose of the SEAP committee is to positively impact the academic achievement and success of SAC credit and noncredit students with an emphasis on eliminating opportunity gaps. SAC uses research and the innovative talents of its faculty, staff, and administration to improve outcomes for all students. All people involved in SEAP are committed to the belief that it is the institution's responsibility to improve the outcomes of all students regardless of their gender, race, income, disability, veteran status, or foster youth status.

In addition, SAC's Learning and Engagement Guided Pathways Implementation Team has highlighted student equity as its core mission and engages faculty and staff in the work to equitize the learning experience for disproportionately impacted students. The committee includes members from both credit and non-credit and faculty coordinators representing Guided Pathways, student equity, professional development, and student learning outcomes assessment. Beginning in Fall 2020, the Learning and Engagement Team proposed a three-year plan that outlines personal exploration and professional practices, leading to institutional change (*I.B.1-08*).

Sustained, substantive, and collegial dialog about academic quality is the purview of the Academic Senate. The institution relies on Academic Senate for policies and procedures on academic and professional matters. (*I.B.1-09*) SAC's Curriculum and Instruction Council (CIC) is a subcommittee of the Academic Senate and is charged with approval, review, and curricular modification to ensure academic quality and integrity, in addition to all catalog and policy changes that affect curriculum, instruction, and degree requirements. (*I.B.1-10*) Assessment of student learning is a standing reporting item at Academic Senate meetings.

In addition, the Distance Education Advisory Group is a workgroup of the Academic Senate. (*I.B.1-11*) The faculty Distance Education Coordinator is an active member of several committees and reports out regularly to the SAC Technology Advisory Committee (SACTAC), Program Review Subcommittee, Curriculum, and Instruction Technical Review Committee, and RSCCD's Technology Advisory Group (TAG). Academic Senate

support has enhanced efforts to meet the needs of students in online courses with a Senate-approved Online Teaching Certificate that adopts the @ONE Standards for Quality Teaching and utilizes the accepted Course Design Rubric of the California Virtual College and Online Education Initiative collaboration (CVC-OEI). (*I.B.1-12*)

The mission of SAC's Professional Development Advisory Committee is to "collaboratively foster and support student success and equity through professional development activities." SAC's professional development team, consisting of faculty, staff, and administration, develops activities for all constituent groups providing opportunities for dialogue on improving teaching and learning. These activities are posted and regularly updated on the Professional Development website. (*I.B.1-13*)

And finally, in line with the California Community College Chancellor's Office Vision for Success, students, classified staff, faculty, and administrators, participated in activities and brainstorming sessions to create SAC's new Education Master Plan outlining SAC's vision and goals to meet the needs of its diverse student body and to strive to meet the ambitious goals outlined in the State's Vision for Success. (*I.B.1-14*; *I.B.1-15*; *I.B.1-16*; *I.B.1-17*; *I.B.1-18*; *I.B.1-19*; *I.B.1-20*)

I.B.1. Analysis and Evaluation

SAC demonstrates sustained, substantive, and collegial dialogue regarding continuous improvement of student learning and achievement through its participatory governance structure and the establishment of various campus committees: the SEAP Committee, Guided Pathways Committees, Academic Senate, CIC, the reimagined IE&A Committee, the Program Review Subcommittee, Outcomes Assessment Subcommittee, and Accreditation Subcommittee. This dialogue and dedication to continuous improvement is further evidenced in the institution's collaboration in creating college planning documents.

I.B.1. Evidence

(I.B.1-01) IB1_01_ParticipGov_2021.pdf
(I.B.1-02) IB1_02_PG_Org_2021.pdf
(I.B.1-03) IB1_03_IEA_ Minutes.pdf
(I.B.1-04) IB1_04_OA_Minutes 05-05-2020
(I.B.1-05) IB1_05_SLO Talk.pdf
(I.B.1-06) IB1_05_ProgrReview_Web.pdf
(I.B.1-07) IB1_07_SEAP_Minutes_02-11-21 .pdf
(I.B.1-08) IB1_08_Learning_Engagement.pdf
(I.B.1-09) IB1_09_AS_Bylaws.pdf
(I.B.1-10) IB1_10_ParticipGov_CIC.pdf
(I.B.1-11) IB1_11_DE Advisory_Minutes.pdf
(I.B.1-12) IB1_12_Online_Teach_Cert_09-10-19.pdf
(I.B.1-13) IB1_13_ProfDev_Web.pdf
(I.B.1-14) IB1_14_CC_ Agenda_EdMP_03-11-20.pdf
(I.B.1-15) IB1_15_CC_Agenda_12-12-18_IntPlanning.pdf
(I.B.1-16) IB1_16_CC_Min_ 12-12-18_IntPlanning.pdf
(I.B.1-17) IB1_17_CC_Agenda_2-13-19_IntPlanning.pdf
(I.B.1-18) IB1_18_CC_Min_2-13-19_IntPlanning.pdf
(I.B.1-19) IB1_19_CC_Agenda_2-27-19_IntPlanning.pdf
(I.B.1-20) IB1_20_CC_Min_2-27-19_IntPlanning.pdf

INSTITUTIONAL ANALYSIS

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

I.B.2. Evidence of Meeting the Standard

In accordance with BP and AR 3225 Institutional Effectiveness, each college in the RSCCD develops, adopts, and publicly posts goals that address student performance and outcomes. (*I.B.2-01*; *I.B.2-02*) SAC defines and regularly assesses outcomes for all instructional programs and student support services. SAC's Program Review Subcommittee serves as the oversight committee for the institution's program review process. A revised template and updated process have been implemented, templates for academic/instructional programs (*I.B.2-03*) and student support areas. (*I.B.2-04*) Student learning outcome assessment and service area outcome assessment is embedded into the process of program review, where programs report the results and use the outcomes to inform programmatic goals and planning.

Both instructional programs and service areas review and assess outcomes annually and every four years when a quadrennial report is due to the Program Review Subcommittee the first week of November. Quadrennial reports are submitted to appropriate administrators (Dean or Vice President) and, depending on service area, submitted to either faculty or administrative co-chair of the Program Review Subcommittee. The fall submission ensures that resulting needs/goals from overall program assessment are completed in line with submission timeline of SAC's Resource Allocation Request (RAR) process. All program reviews submitted can be reviewed on the program review website library, along with tools, resources, and research suggestions to assist in assessing outcomes. (*I.B.2-05*) During the subsequent spring semester, each report submitted based on program submission calendar, provides a presentation to the Program Review Subcommittee where the committee can provide verbal feedback to the area. (*I.B.2-06*)

Approved by the California Community College Board of Governors in March of 2016 and under the authority of the RSCCD Board of Trustees, SAC submitted and was chosen as one of 15 colleges to offer a Baccalaureate degree in Occupational Studies. In line with SAC's regular assessment of programs, specific evaluation criteria were developed to define and assess student outcomes for the baccalaureate program. The upper division coursework was extensively reviewed and approved through SAC's Curriculum and Instruction Council for depth and rigor and has student learning outcomes consistent with the requirements of higher education. The Baccalaureate degree's first quadrennial report will be due Fall 2021. (*I.B.2-07*; *I.B.2-08*)

Assisting with the assessment of student outcomes, SAC's Research Department provides tools and reports accessible to faculty and staff to assist with research questions for program improvement. One example of the support that the Research Department provides is the administration of the Student Satisfaction Survey to measure student outcomes after they use student support and learning services. Following administration of the survey, the results are distributed via email to all members of the campus community. The institution uses survey results to make informed decisions in response to student support needs (*I.B.2-09*)

INSTITUTIONAL ANALYSIS

Starting in spring 2019, SAC began the process of more fully integrating outcomes assessment, program review, and resource allocation. By leveraging the former database software (TracDat that later became Nuventive Improve), SAC was able to link and more fully integrate these processes. In fall of 2020, SAC was able to fully engage in this more streamlined and integrated way of assessing, reviewing, and funding its efforts. (*I.B.2-10*; *I.B.2-11*)

To further support program assessment, the Distance Education Office is collaborating with the newly formed Outcomes Assessment Subcommittee to automate the collection of data in Canvas and export to Nuventive. Currently, Distance Education is providing training workshops on how to use the Outcomes feature within Canvas to assist with this process (*I.B.2-12*) In addition, the Outcomes and Assessment Subcommittee, along with Professional Development and Distance Education, has provided professional development opportunities and SLO office hours for continued outcomes assessment support and guidance. (*I.B.2-13*; *I.B.2-14*)

I.B.2. Analysis and Evaluation

SAC defines and assesses outcomes on a regular cycle for all instructional programs and student support services. SAC's Program Review Subcommittee serves as the oversight committee for the institution's program review process, providing department support through conversation and feedback to assist departments in continuous quality improvement. In addition, continuous support of program assessment is provided through ongoing professional development activities, regular SLO office hours, and dialogue with SAC's Outcomes and Assessment Subcommittee. SAC's Research Department provides faculty and staff with the necessary tools and reports needed to assist with research questions related to program improvement. Program review processes are based on collegial dialogue, and SAC's process more fully integrates outcomes assessment, program review, and resource allocation.

I.B.2. Evidence

(I.B.2-01) IB2_01_BP3225.pdf
(I.B.2-02) IB2_02_AR3225.pdf
(I.B.2-03) IB2_03_PrgRev_Template.pdf
(I.B.2-04) IB2_04_SupportSvs_Template.pdf
(I.B.2-05) IB2_05_PrgRev_Library.pdf
(I.B.2-06) IB2_06_ProgRev_Completed.pdf
(I.B.2-07) IB2_07_Occuptnl_Spcl_Rprt.pdf
(I.B.2-08) IB2_08 Course_Outlines.pdf
(I.B.2-09) IB2_09_ResearchStdt_Satisfaction-Survey.pdf
(I.B.2-10) IB2_10_CurrIQunet_Sample_SLO.pdf
(I.B.2-11) IB2_11_SLOs_Nuventive.pdf
(I.B.2-12) IB2_12_DE_PD_Schedule.pdf
(I.B.2-13) IB2_13_SLO_Training_Syllab.pdf
(I.B.2-14) IB2_14_SLO_Office_Hrs.pdf

> I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

I.B.3. Evidence of Meeting the Standard

In line with its mission, SAC has established institutional standards for student achievement. In 2015, SAC established standards for student achievement through the Institutional Effectiveness Partnership Initiative (IEPI) Goals Framework (*I.B.3-01*), and progress was published and reported in SAC's Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Reports. (*I.B.3-02*)

In 2017, prior institution-set standards were discussed, evaluated, and modified to include the current Student Success Metrics, where progress is reported on course completion rates, number of certificates, number of degrees, number of transfers, licensure examination pass rates, and employment rates for career and technical education students. These new metrics were also reported to the ACCJC Annual Reports. (*I.B.3-03*)

SAC's Strategic Plan from 2014-2016 (*I.B.3-04*), and the SAC Integrated Plan from 2017-2019 (*I.B.3-05*), outlined how the institution-set standards are assessed, demonstrating a commitment to continuous improvement. In 2019, the College established local institution-set standards in alignment with the California Community College Chancellor's Office (CCCCO) Vision for Success goals. The process for adoption of the goals included several planning sessions hosted by the college president giving the opportunity for all constituency groups to participate in dialogue related to the establishment and future implementation of the goals. Currently, these metrics are key to attaining the goals of SAC as outlined in SAC's Educational Master Plan and Equity Plan. (*I.B.3-06*; *I.B.3-07*; *I.B.3-08*)

Further evidence of how SAC is in pursuit of continuous improvement can be found in its annual Fact Book which is made available on the Research Department website. This annual publication contains the Colleges adopted goals and contains key metrics about college demographics, course success rates, degrees and certificates, and enrollment trends. As an example, the 2019 Fact Book highlighted the work that SAC did to create a more structured educational experience for students. Changes supported work from the students' point of entry to attainment of career and academic goals using the guided pathways framework. SAC worked to implement multiple measures to replace a single placement test score, increase the number of transfer-level English and Math courses offered, and curricular changes in order to implement the requirements of AB 705. (*I.B.3-09*)

SAC established institution-set standards for the Occupational Studies (OS) program completion from historic data of student success in the existing Occupational Therapy Assistant (OTA) program. The data included course completion, program completion, pass rates on National Certification Testing and job placement. (Evidence: OTA Course and Program Completion/ OTA pass rates on NCT). The SAC Research Department developed a process to conduct ongoing research to analyze student success in the OS program related to course/program completion and grades. The Occupational Studies program has one research analyst assigned to track program outcomes. In addition, the Director of Research attends monthly statewide meetings related to the Baccalaureate programs. SAC tracks OS students' admission, course completion, and program completion data. Data is disaggregated by race and gender, as necessary. The OS program makes its report available on its department website. (*I.B.3-10*)

I.B.3. Analysis and Evaluation

The institution establishes institution-set standards for student achievement, appropriate to its mission; assesses how well it is achieving them in pursuit of continuous improvement; and publishes this information.

I.B.3. Evidence

(I.B.3-01) IB3_01_Institution_Stndrd_2015.pdf
(I.B.3-02) IB3_02_ACCJC_Annual_2017.pdf
(I.B.3-03) IB3_03_ACCJC_Annual_2020.pdf
(I.B.3-04) IB3_04_Strategic_Plan.pdf
(I.B.3-05) IB3_05_Integrated_Plan.pdf
(I.B.3-06) IB3_06_Equity_Plan.pdf
(I.B.3-07) IB3_07_ 2021-2024_Educational_Master_Plan.pdf
(I.B.3-08) IB3_08_Vision_Goals_Planning.pdf
(I.B.3-09) IB3_09_Factbook_16-20_Web.pdf
(I.B.3-10) IB3_10_Occuptnl_Spcl_Rprt.pdf

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

I.B. 4. Evidence of Meeting the Standard

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement. The SAC Research Department has designed several tools to assist with department and program evaluation which are available on the Research Department website. The Non-Credit Equity Action Tool (NEAT) provides course completion data for non-credit courses and the Student Equity Action Tool (SEAT) provides course completion data for credit courses. Filters allow for deeper analysis by disaggregating data by categories such as gender, ethnicity, age, disability, and veteran status. In addition, the SAC Persistence Tool provides data on the percentage of students enrolled in a fall term who are also enrolled in either the next spring or fall term at SAC. The RSCCD Research Office also provides several dashboards related to course, enrollment, and academic performance in addition to degree/certificate and transfer data. Links to dashboards are also included in SAC's Program Review Template allowing for faculty and staff to have convenient access to information. These dashboards are routinely revised, updated, and communicated broadly to the SAC community. (*I.B.4-01*; *I.B.4-02*) Additionally, SAC compiles an annual Fact Book which includes student achievement data disaggregated by multiple demographics, along with the resources available to support students' successful completion of their goals. The data included in the Fact Book is often compared to prior years' data and then analyzed to see how best to increase student achievement via institutional processes (i.e., adapting student support services to better fit the needs of students—hours, locations, online presence, etc.). (*I.B.4-03*)

INSTITUTIONAL ANALYSIS

The institution uses student and faculty survey data to develop institutional processes such as training and providing resources for distance education and remote learning. These include workshops, certifications, Canvas course templates, and other technology tools. Survey data has also been used to determine student preferences in terms of course offering modalities. (*I.B.4-04*).

Further evidence is SAC's participation and implementation of Guided Pathways. By investing in Guided Pathways, SAC is undertaking a redesign of its institutional processes to support student learning. SAC reviewed and analyzed its Vision for Success metrics and realized that students on average were taking too many units, significantly lengthening time to completion of their programs. Elements of the redesign included program maps so students are provided with clear visuals of the requirements needed to complete their chosen programs; success teams, which serve to assist students in their learning journeys; and technology platforms, such as Starfish, to provide timely communication to students regarding learning strengths and areas in need of improvement (*I.B.4-05*; *I.B.4-06*; *I.B.4-07*).

The AB 705 Monitoring workgroup is comprised of faculty, researchers, learning center coordinators, and administrators. This committee routinely examines the student data related to learning in the English and math disciplines. When the data shows that learning needs improvement, the committee raises relevant questions and redesigns processes to address gaps and improve student learning. (*I.B.4-08*)

Furthermore, evidence of the institution using assessment data and organizing its institutional processes to support student achievement can be found when examining SAC's Resource Allocation Request (RAR) process. Annually, each academic division and department engages in the RAR process. This process occurs after each department reviews and analyzes its program data to reveal any gaps in student achievement. Currently, SAC is in the process of including the RAR request process into the Nuventive platform to allow for electronic submission and review. Full implementation is scheduled for fall 2021. (*I.B.4-09*)

I.B.4. Analysis and Evaluation

SAC uses assessment data and organizes its institutional processes to support student learning and student achievement. SAC has several data dashboards, publications, and online access points for data on student achievement that are used regularly for decision making.

I.B.4. Evidence

(I.B.4-01) IB4_01 ResearchDshbrd.pdf
(I.B.4-02) IB4_02_RSCCD_ Research.pdf
(I.B.4-03) IB4_03_FactBook_2019.pdf
(I.B.4-04) IB4_04_StdntStsfctn_Survey2020.pdf
(I.B.4-05) IB4_05_GuidedPath_Ovrvw.pdf
(I.B.4-06) IB4_06 GdPthwyMapping.pdf
(I.B.4-07) IB4_07 Starfish_Platform.pdf
(I.B.4-08) IB4_08_AB705Minutes.pdf
(I.B.4-09) IB4_09_ResourceAllctn_Procd.pdf

INSTITUTIONAL ANALYSIS

Institutional Effectiveness

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

I.B.5. Evidence of Meeting the Standard

Prior to 2019, SAC's program review processes and procedures were developed and maintained through SAC's Teaching and Learning Committee (TLC). The TLC was assigned as a subcommittee of the Curriculum and Instruction Council and reported directly to the Academic Senate. As part of SAC's reimagined committee structure, a separate Program Review Subcommittee was created in support of the reinstated Institutional Effectiveness and Assessment committee, which will, in turn, serve as the oversight committee for the institution's program review process. Information regarding the program review process will be directly reported to the IE&A committee in efforts to better identify connections and alignment regarding campus resources and determine how best SAC can enrich the educational experiences of SAC students. (*I.B.5-01*; *I.B.5-02*; *I.B.5-03*)

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

The Program Review Subcommittee members reviewed and updated the program review template in fall of 2019 to better reflect the needs of both the academic and student services programs. (*I.B.5-04*) Though similar in overall content, the new template provides embedded faculty instruction versus an external handbook, further direction for student support and services, a revised section that encompasses SAC's work as a Guided Pathways institution, newly established equity and vision goals, and a section for the program's most current resource allocation request. SAC's program review process continues to include the review and assessment of program student outcomes annually with a quadrennial report (every four years) submitted to the Program Review Subcommittee. The quadrennial reports are submitted to appropriate administrators (Dean or Vice President), and depending on service area, submitted to either faculty or administrative co-chair of the Program Review Subcommittee. The Program Review Subcommittee has set a deadline of the first week of November for submission to ensure that resulting needs/goals from overall program assessment is completed in line with submission timeline of SAC's resource allocation request process. All program reviews submitted can be reviewed on the Program Review website, along with tools, resources, and research suggestions to assist in assessing outcomes. (*I.B.5-05*; *I.B.5-06*)

SAC's program review process is supported by SAC's research department. The research department provides disaggregated student achievement data for appropriate evaluation and planning of academic programs, student services programs, Guided Pathways implementation, and student equity programs.

INSTITUTIONAL ANALYSIS

Research tools available for program review include a Student Equity Action Tool (SEAT), Non-Credit Equity Action Tool (NEAT), Cal-Pass PLUS Community College Pipeline, and the California Community College Chancellor's Office Data Mart. (*I.B.5-07*) Program leads are also provided instruction on disaggregating data to help them examine and address the success of disproportionately impacted student groups in their respective programs. (*I.B.5-08*)

SAC's research department is also equipped with tools to provide both qualitative and quantitative data disaggregated by gender, ethnicity, foster youth, veteran status, low income, and LGBTQ status for analysis by program type and mode of delivery. (*I.B.5-09*)

Starting spring of 2019, SAC began the process of more fully integrating outcomes assessment, program review, and resource allocation. By leveraging the former database software (TracDat, that later became Nuventive Improve), SAC was able to link and more fully integrate these processes. In fall of 2021, SAC was able to fully engage in this more streamlined and integrated way of assessing, reviewing, and funding its efforts. (*I.B.5-10*)

I.B.5. Analysis and Evaluation

SAC utilizes it program review process to evaluate the goals and objectives of programs and services, student learning outcomes and student achievement, thereby assessing accomplishment of its overall mission. In addition, SAC's research department equips faculty, staff, and administrators with both quantitative and qualitative data to be able to make programmatic decisions for improvement. The research department disaggregates quantitative and qualitative data for analysis by program type and delivery mode as needed.

I.B.5. Evidence

(I.B.5-01) IB5_01_PG_Structure_2015.pdf
(I.B.5-02) IB5_02_PG_Structure_2021.pdf
(I.B.5-03) IB5_03_ProgRev_Purpose.pdf
(I.B.5-04) IB5_04_PrgRev_Template.pdf
(I.B.5-05) IB5_05_PrgRev_Library.pdf
(I.B.5-06) IB5_06_Prog_Review_Cal_Web.pdf
(I.B.5-07) IB5_07_Research_Tools.pdf
(I.B.5-08) IB5_08_PR_Instructions.pdf
(I.B.5-09) IB5_09_ProgRev_Research_Web.pdf
(I.B.5-10) IB5_10_Nuventive_Improve.pdf

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

I.B.6. Evidence of Meeting the Standard

In keeping with SAC's commitment to student equity, SAC's Research Department assists with the disaggregation and analysis of data on student learning and achievement for subpopulations of students (*I.B.6-01*). The primary disaggregation of data is focused on understanding the impact of programs and services on disproportionately impacted student groups. When appropriate, faculty and staff are encouraged to use the SEAT and NEAT research dashboards, which provide course completion data for SAC's credit and non-credit courses (*I.B.6-02*) (I.*B.6-03*).

SAC's program review process has been designed to ensure excellent educational programs and support services that address student and community needs. The process relies on the analysis and inclusion of qualitative and quantitative data. Program review requires both academic and student support service to reflect on the degree to which the program is meeting student needs by examining and assessing learning outcomes and service area outcomes as well as considering qualitative measures of student satisfaction and data related to student success (i.e., retention and completion rates, placement data, transfer rates and data regarding overall program learning outcomes and disproportionate impact). Should disproportionate impact be identified, programs are required to address steps or actions the program will take to adjust, counteract, or amend the disproportionate impact. *(I.B.6-04*)

SAC's Student Equity and Achievement Program (SEAP) Committee has undergone a thorough revision of its mission, vision, and committee structure. In addition, the SEAP Committee reviews its funding allocation process on a yearly basis to align funding with areas of potential academic improvement for disproportionately impacted student populations. The SEAP Committee has also assigned a task force to engage in continual review of SAC's Student Equity Plan to mitigate equity gaps and evaluate the efficacy of SAC's program strategies. (*I.B.6-05*; *I.B.6-06*)

Further, when performance gaps are identified, resources are allocated or reallocated, as evidenced by our Guided Pathways efforts and student equity funding processes (*I.B.6-07*; *I.B.6-08*). Student equity and Guided Pathways efforts, processes, and strategies are evaluated for their effectiveness, and resources are aligned accordingly. (*I.B.6-09*) As an example of the allocation of funds resulting from performance gaps, student equity funds have been recently allocated to support students in math and English considering AB 705 implementation. SAC's research department identified performance gaps for students enrolled in transfer-level math and English courses and equity funds were allocated to provide classroom tutors and support for SAC's math and English learning centers. SAC's equity funding process requires program requests to identify the specific disproportionately impacted student group(s) the program is intended to serve. Funding requestors are required to support their request application with data provided from SAC's SEAT and/or NEAT research tools. (*I.B.6-10*; *I.B.6-11*)

I.B.6. Analysis and Evaluation

The institution has the tools and processes in place to disaggregate and analyze learning outcomes and achievement for subpopulations of students. When SAC identifies performance gaps, it implements strategies, which may include allocation or reallocation of resources, to mitigate those gaps and evaluates the efficacy of those strategies. Clear evidence of this can be found in SAC's efforts to serve students through the Guided Pathways framework and Student Equity and Achievement Program Committee.

I.B.6. Evidence

(I.B.6-01) IB6_01 Research_Equity.pdf
(I.B.6-02) IB6_02_PR_Disp_Impact.pdf
(I.B.6-03) IB6_03_Research_Tools.pdf
(I.B.6-04) IB6_04_PrgRev_Template.pdf
(I.B.6-05) IB6_05_SEAP_Web.pdf
(I.B.6-06) IB6_06_Equity_Plan.pdf
(I.B.6-07) IB6_07_GP_Fund_Form.pdf
(I.B.6-08) IB6_08_SEAP_Fund_Form.pdf
(I.B.6-09) IB6_09_SEAP_Mid_Year_ Report.pdf
(I.B.6-10) IB6_10_SEAP_Fund_Packet.pdf
(I.B.6-11) IB6_11_SEAP_Request_Web.pdf

> I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

I.B.7. Evidence of Meeting the Standard

In accordance with RSCCD Board Policy (BP) and Administrative Regulation (AR) 3225 Institutional Effectiveness, SAC regularly evaluates its policies and practices across all areas of the institution. (*I.B.7-01*; *I.B.7-02*) Meeting regularly, SAC's College Council is the participatory governance communication tool for all college constituent groups. The council provides recommendations to SAC's president, reviews, and considers recommendations from other committees, and reviews district board policies and administrative regulations as required. Prior to the fall of 2019, the Teaching and Learning Committee (TLC) evaluated policies and practices across the areas of outcomes assessment, program review, and accreditation. *(I.B.7-03)*

To expand institutional dialogue and involvement across all areas, through collegial dialogue between Academic Senate leadership and Academic Affairs, the participatory governance structure was reimagined, and the TLC was restructured into the three separate subcommittees: Outcomes Assessment, Program Review, and Accreditation. In addition, SAC reinstated an Institutional Effectiveness and Assessment Committee (IE&A). The charge of the newly reinstated IE&A Committee is to further engage all constituent groups in sustained, substantive, and collegial dialogue pertaining to institutional effectiveness, to oversee all

planning efforts leading to recommendations to the College Council regarding institutional effectiveness, and to oversee the three new subcommittees, as well as the Enrollment Management Subcommittee. (*I.B.7-04*) The charge of the Outcomes Assessment Subcommittee is to continue the work of maintaining, evaluating, and developing, when necessary, SAC's institutional assessment practices. The committee is also responsible for monitoring the policies and processes that guide the college community and keeping the campus community informed of assessment practices. (*I.B.7-05*; *I.B.7-06*)

The charge of the Program Review Subcommittee is to continue to evaluate processes related to program review and help faculty and staff identify opportunities for both instructional programs and service areas to improve student learning and service area outcomes. Through yearly and quadrennial program reviews, SAC's instructional and student support services evaluate their effectiveness as they relate to the institution's mission and academic quality. These reviews ensure that SAC offers transformational programs that inspire and empower SAC's diverse students. (*I.B.7-07*; *I.B.7-08*) In addition, as part of the program review process, annual reviews allow each area to be reflective and purposeful in reviewing program information and requesting the necessary resources through SAC's established Resource Allocation request process, to support institutional learning outcomes, student learning outcomes, and student area outcomes. (*I.B.7-09*; *I.B.7-10*)

Though still in development for membership and frequency of meetings, SAC's newly formed Accreditation Subcommittee will advise IE&A and continue to keep the campus community informed regarding accreditation activities and continuous quality improvement on an ongoing basis. (*I.B.7-11*)

SAC's Enrollment Management Committee is charged with reviewing SAC's Enrollment Management Plan (EnMP) and progress toward goals, establishing work groups on focused topics to support EnMP goals, annually review and evaluate the intersection between Admissions and Records, Financial Aid, Outreach, Marketing, Budget, schedule development, and curriculum development timelines, review data reports, recommend annual targets based on Student Centered Funding Formula (SCFF) and to coordinate with RSCCD Enrollment Management Committee. (*I.B.7-12*) SAC's Research Department supports institutional assessment efforts in a variety of ways. The research department posts faculty and staff resources on the department webpage, (*I.B.7-13*) provides program-level reports and provides professional development on how to use data to evaluate institutional effectiveness. In addition, SAC's Research Department regularly conducts research and produces college-wide reports. (*I.B.7-14*; *1.B.7-15*; *I.B.7-16*; *I.B.7-17*)

The governance structure of the institution was established to regularly evaluate policies and practices, and to support academic quality, as well as accomplishment of the institution's mission. (*I.B.7-18*) The participatory governance committees' structure, mission, and goals are evidenced in SAC's Participatory Governance handbook. (*I.B.7-19*)

I.B.7. Analysis and Evaluation

Through the former Teaching and Learning Committee and now the reimagined structure which includes a reimagined IE&A committee, and the four subcommittees (Outcomes Assessment, Program Review, Accreditation, and Enrollment Management), the institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource allocation and reallocation, decision making, and committee structure/processes to assure their effectiveness in supporting academic quality and achievement of the institution's mission.

I.B.7. Evidence

(I.B.7-01) IB7_01_BP3225.pdf
(I.B.7-02) IB7_02_AR3225.pdf
(I.B.7-03) IB7_03_TLC Min_Report.pdf
(I.B.7-04) IB7_04_IEA_ Minutes.pdf
(I.B.7-05) IB7_05_OA_Minutes 05-05-2020.pdf
(I.B.7-06) IB7_06_OA_Web.pdf
(I.B.7-07) IB7_07_ProgrReview_Web.pdf
(I.B.7-08) IB7_08_ProgRev_Purpose.pdf
(I.B.7-09) IB7_09_ResourceAllctn_Procd.pdf
(I.B.7-10) IB7_10_PlanBudget_Cmttee_Web.pdf
(I.B.7-11) IB7_11_PG_Accred.pdf
(I.B.7-12) IB7_12_PG_Enroll_Mgt.pdf
(I.B.7-13) IB7_13_Research_Web.pdf
(I.B.7-14) IB7_14_Time_Degree.pdf
(I.B.7-15) IB17_15_CTEOS_Survey.pdf
(I.B.7-16) IB7_16_Emp_Eng_Survey .pdf
(I.B.7-17) IB7_17_StdntStsfctn_Survey2020.pdf
(I.B.7-18) IB7_18_PG_Committees_Web.pdf
(I.B.7-19) IB7_19_PG_Handbook_2021.pdf

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

I.B.8 Evidence of Meeting the Standard

SAC broadly communicates to the campus community the results of its various assessments and evaluation activities so that SAC has a shared understanding of its strengths and weaknesses and can set appropriate priorities. The various modalities include the SAC website, research dashboards, the SAC Fact Book, employee and student surveys (evidence), and program/course reviews which are available on the program review website. (*I.B.8-01*; *I.B.8-02*; *I.B.8-03*)

These resources aid the institution in recognizing its collective strengths and opportunities for growth. Additionally, the research department reports out to various participatory governance committees as needed and regularly updates all constituents on the results of the institution's collective efforts to improve student learning and service outcomes. In addition, the institution regularly participates in an iterative process whereby data and assessment results support future goals and actions to equitably support student success, especially during times of need and rapid change. (*I.B.8-04; I.B.8-05*; *I.B.8-06*; *I.B.8-07*; *I.B.8-08*).

An example of how data is used to determine priorities is in professional development workshops and activities needed to strengthen weaknesses expressed in such data. Professional development work groups, comprised of constituents across the institution, meet monthly to address weaknesses and advise on the setting of professional development priorities. The professional development team develops and implements professional development workshops and activities for all SAC employees, and plays an active role in supporting and, at times, co-facilitating professional development provided by SAC's Distance Education Office, Student Equity, and various other departments and offices. The team prioritizes funding of pertinent and necessary external training experiences and conferences by areas of greatest need, as indicated by the data. (*I.B.8-09*)

Furthermore, data is used to identify and prioritize areas of greatest need in Distance Education. The goals and activities of the Distance Education Advisory Group are a part of the Distance Education Plan, which is submitted to the Academic Senate and distributed through the Senate minutes/emails and distance education reporting through SACTAC. (*I.B.8-10*; *I.B.8-11*)

I.B.8. Analysis and Evaluation

SAC has established a culture of data-informed decision-making that relies on broad communication of the results of evaluation and assessment. This allows for all constituent groups to have a shared understanding of SAC's strengths and weaknesses.

I.B.8 Evidence

(I.B.8-01) IB8_01_FactBook_2019.pdf
(I.B.8-02) IB8_02_Research_Dshbd.pdf
(I.B.8-03) IB8_03_ProgrReview_Web.pdf
(I.B.8-04) IB8_04_GuidedPathways_Web.pdf
(I.B.8-05) IB8_05_Equity_Web.pdf
(I.B.8-06) IB8_06_DistEd_COVID19_Web.pdf
(I.B.8-07) IB8_07_OA_Web.pdf
(I.B.8-08) IB8_08_ProgrReview_Web.pdf
(I.B.8-09) IB8_09_ProfDevlpmt_Web.pdf
(I.B.8-10) IB8_10_DistEd_COVID19_Web.pdf
(I.B.8-11) IB8_11_SACTAC_Web.pdf

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

I.B.9. Evidence of Meeting the Standard

In accordance with BP and AR 3225 Institutional Effectiveness (*I.B.9-01*; *I.B.9-02*) and BP and AR3250 Institutional Planning (*I.B.9-03*; *I.B.9-04*). SAC engages in continuous, broad-based, systematic evaluation and planning as evidenced in the various institutional plans, including the Educational Master Plan, Facilities Master Plan, Equity Plan, Guided Pathways Scale of Adoption and Assessment, Enrollment Management Plan, and Technology Plan. Through the participatory governance structure, faculty, staff, and administrators work collaboratively to create each plan to ensure it is broad-based. Further, the goals within the plans are integrated into the resource allocation process to promote a continuous, systematic evaluation of progress toward these goals. (*I.B.9-05*; *I.B.9-06*; *I.B.9-07*)

INSTITUTIONAL ANALYSIS

As described in I.B.1, I.B.2, and I.B.5, the Program Review process previously fell within the responsibility of the Teaching and Learning Committee, but the establishment of a separate Program Review Subcommittee has allowed for the overall process to initiate broader dialogue across the institution with improved integration of the process into the planning and resource allocation process. All academic and student service programs conduct research annually for ongoing improvement and possible financial requests, based on outcome data, through SAC's resource allocation process. Outcome data from the program review process drives overall needs of a department or service area which may include human, physical, technological, or financial resources.

A comprehensive report and presentation to the Program Review Subcommittee is conducted every four years. The Program Review Subcommittee is composed of faculty, staff, and administrators to be able to provide diverse perspectives, broad feedback, as well as providing a comprehensive approach to improving SAC's programs and services. (*I.B.9-08*; *I.B.9-09*)

SAC's Resource Allocation Request (RAR) process is an annual process linking to department/ division goals, college mission statement, student learning outcomes for academic departments and service-learning outcomes for administrative/support departments and the Planning and Budget Committee's established budget priorities. The Planning and Budget Committee, in collaboration with the SAC Budget and Accounting Office, revised SAC's RAR process in spring 2020. This revision resulted in better alignment of submission timelines for program review and resource allocation. The Planning and Budget Committee also committed to integrating Program Review into its 2020-2022 goals (*I.B.9-10*) and will be working closely with the newly re-instated IE&A Committee to create a more efficient process that integrates institutional planning, resource allocation, and assessment of effectiveness. (*I.B.9-11*; *I.B.9-12*)

An even more robust and comprehensive process is in development to fully integrate the Program Review process and Student Outcomes and Assessment in the allocation of resources. Nuventive is an online system that will allow a more direct link to program review and learning outcomes, leading to an improvement in the continual evaluation of institutional effectiveness and academic quality. (*I.B.9-13*)

In addition to the financial and human resources explored by the Planning and Budget Committee, the SAC Technology Advisory Committee (SACTAC) evaluates and analyzes the technological resources and solutions to support student success and SAC's mission. This is evidenced in the documented purpose and mission of the committee. (*I.B.9-14*)

With the establishment of the newly reimagined Institutional Effectiveness and Assessment Committee (IE&A), SAC is working towards further strengthening all college planning efforts. Under this new format, the IE&A committee will oversee the Program Review Subcommittee which will provide ongoing reports and recommendations to IE&A.

Evidence of SAC's engagement in continuous, broad based, systematic evaluation and planning is also evidenced in the RSCCD's Master Planning Guide, 2013. (*I.B.9-15*) The guide is an example of the integrated institutional planning at between SAC and RSCCD. The processes described in the document identify the ways that the constituent groups participate and contribute to district-level long-term and short-term planning

to promote student success. Though the two colleges have independent cycles of integrated planning, the components are linked to one another as well as to district-level planning. SAC's overall goals, objectives and action plans collectively contribute to the achievement of established RSCCD goals.

In addition, RSCCD's annual Progress Report details progress not only on RSCCD goals and objectives but also on those of the individual colleges. Faculty and administrative representatives serve on the RSCCD Planning and Organizational Effectiveness Committee, which oversees the development of RSCCD's Master Plan and Strategic Plan, provides leadership for the coordination of district and college planning activities, prepares the annual Progress Report, coordinates the data to be presented at annual Board of Trustees planning activity, and coordinates accreditation activities between SAC and RSCCD services. The integration of the various institutional and district plans, in conjunction with the established processes such as program review, allows SAC to assess the short and long-term needs of all programs.

I.B.9. Analysis and Evaluation

SAC engages in process of integrated planning, integrating program review, planning, and resource allocation in a comprehensive process that that supports its mission, improvement of institutional effectiveness, and academic quality. In addition, the governance processes designed through its committee structure, allows for institutional planning that addressed both short-term and long-term goals and objectives related to educational programs and services for human, physical, technological, and financial resources.

I.B.9. Evidence

(I.B.9-01) IB9_01_AR3225.pdf
(I.B.9-02) IB9_02_BP3225.pdf
(I.B.9-03) IB9_03_AR3250.pdf
(I.B.9-04) IB9_04_BP3250.pdf
(I.B.9-05) IB9_05_Equity_Plan.pdf
(I.B.9-06) IB9_06_ProgrReview_Web.pdf
(I.B.9-07) IB9_07_Outcomes Assessmt_Web.pdf
(I.B.9-08) IB9_08_PrgRev_Process.pdf
(I.B.9-09) IB9_09_ProgRev_Members.pdf
(I.B.9-10) IB9_10_Planning_Budget_2020_2022.pdf
(I.B.9-11) IB9_11_ResourceAllctn_Procd.pdf
(I.B.9-12) IB9_12_Budget Priorites.pdf
(I.B.9-13) IB9_13_Nuventive_SLO.pdf
(I.B.9-14) IB9_14_SACTAC_Web.pdf
(I.B.9-15) IB9_15_RSCCD_Master_Plan_2013.pdf

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

Through its program review, outcomes assessment, and resource allocation processes, SAC is dedicated to the continual use of quantitative and qualitative data to systematically evaluate, plan, implement, and improve the quality of its educational programs and services. Student success data is disaggregated as needed and widely used throughout the college governance structure to inform decision-making as it relates to resource allocation.

Improvement Plan(s)

SAC needs to create processes to better align its program review, student learning outcomes assessment, and resource allocation procedures. SAC is currently working to integrate the allocation process with its Guided Pathways initiative funding, Student Equity and Achievement funding, and Strong Workforce Program funding.

Evidence List

(I.B.1-01) IB1_01_ParticipGov_2021.pdf
(I.B.1-02) IB1_02_PG_Org_2021.pdf
(I.B.1-03) IB1_03_IEA_Minutes.pdf
(I.B.1-04) IB1_04_OA_Minutes_05-05-2020
(I.B.1-05) IB1_05_SLO_Talk.pdf
(I.B.1-06) IB1_05_ProgrReview_Web.pdf
(I.B.1-07) IB1_07_SEAP_Minutes_02-11-21.pdf
(I.B.1-08) IB1_08_Learning_Engagement.pdf
(I.B.1-09) IB1_09_AS_Bylaws.pdf
(I.B.1-10) IB1_10_ParticipGov_CIC.pdf
(I.B.1-11) IB1_11_DE_Advisory_Minutes.pdf
(I.B.1-12) IB1_12_Online_Teach_Cert_09-10-19.pdf
(I.B.1-13) IB1_13_ProfDev_Web.pdf
(I.B.1-14) IB1_14_CC_Agenda_EdMP_03-11-20.pdf
(I.B.1-15) IB1_15_CC_Agenda_12-12-18_IntPlanning.pdf
(I.B.1-16) IB1_16_CC_Min_12-12-18_IntPlanning.pdf
(I.B.1-17) IB1_17_CC_Agenda_2-13-19_IntPlanning.pdf
(I.B.1-18) IB1_18_CC_Min_2-13-19_IntPlanning.pdf
(I.B.1-19) IB1_19_CC_Agenda_2-27-19_IntPlanning.pdf
(I.B.1-20) IB1_20_CC_Min_2-27-19_IntPlanning.pdf
(I.B.2-01) IB2_01_BP3225.pdf
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(I.B.2-05) IB2_05_PrgRev_Library.pdf
(I.B.2-06) IB2_06_ProgRev_Completed.pdf
(I.B.2-07) IB2_07_Occuptnl_Spcl_Rprt.pdf
(I.B.2-08) IB2_08 Course_Outlines.pdf
(I.B.2-09) IB2_09_ResearchStdt_Satisfaction-Survey.pdf
(I.B.2-10) IB2_10_CurrIQunet_Sample_SLO.pdf
(I.B.2-11) IB2_11_SLOs_Nuventive.pdf
(I.B.2-12) IB2_12_DE_PD_Schedule.pdf
(I.B.2-13) IB2_13_SLO_Training_Syllab.pdf
(I.B.2-14) IB2_14_SLO_Office_Hrs.pdf
(I.B.3-01) IB3_01_Institution_Stndrd_2015.pdf
(I.B.3-02) IB3_02_ACCJC_Annual_2017.pdf
(I.B.3-03) IB3_03_ACCJC_Annual_2020.pdf
(I.B.3-04) IB3_04_Strategic_Plan.pdf
(I.B.3-05) IB3_05_Integrated_Plan.pdf
(I.B.3-06) IB3_06_Equity_Plan.pdf
(I.B.3-07) IB3_07_ 2021-2024_Educational_Master_Plan.pdf
(I.B.3-08) IB3_08_Vision_Goals_Planning.pdf
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(I.B.4-04) IB4_04_StdntStsfctn_Survey2020.pdf
(I.B.4-05) IB4_05_GuidedPath_Ovrvw.pdf
(I.B.4-06) IB4_06 GdPthwyMapping.pdf

INSTITUTIONAL ANALYSIS

(I.B.4-07) IB4_07_Starfish_Platform.pdf
(I.B.4-08) IB4_08_AB705Minutes.pdf
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(I.B.5-02) IB5_02_PG_Structure_2021.pdf
(I.B.5-03) IB5_03_ProgRev_Purpose.pdf
(I.B.5-04) IB5_04_PrgRev_Template.pdf
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(I.B.5-06) IB5_06_Prog_Review_Cal_Web.pdf
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(I.B.5-09) IB5_09_ProgRev_Research_Web.pdf
(I.B.5-10) IB5_10_Nuventive_Improve.pdf
(I.B.6-01) IB6_01_Research_Equity.pdf
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(I.B.6-04) IB6_04_PrgRev_Template.pdf
(I.B.6-05) IB6_05_SEAP_Web.pdf
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(I.B.6-07) IB6_07_GP_Fund_Form.pdf
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(I.B.6-09) IB6_09_SEAP_Mid_Year_ Report.pdf
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(I.B.7-06) IB7_06_OA_Web.pdf
(I.B.7-07) IB7_07_ProgrReview_Web.pdf
(I.B.7-08) IB7_08_ProgRev_Purpose.pdf
(I.B.7-09) IB7_09_ResourceAllctn_Procd.pdf
(I.B.7-10) IB7_10_PlanBudget_Cmttee_Web.pdf
(I.B.7-11) IB7_11_PG_Accred.pdf
(I.B.7-12) IB7_12_PG_Enroll_Mgt.pdf
(I.B.7-13) IB7_13_Research_Web.pdf
(I.B.7-14) IB7_14_Time_Degree.pdf
(I.B.7-15) IB17_15_CTEOS_Survey.pdf
(I.B.7-16) IB7_16_Emp_Eng_Survey.pdf
(I.B.7-17) IB7_17_StdntStsfctn_Survey2020.pdf
(I.B.7-18) IB7_18_PG_Committees_Web.pdf
(I.B.7-19) IB7_19_PG_Handbook_2021.pdf
(I.B.8-01) IB8_01_FactBook_2019.pdf
(I.B.8-02) IB8_02_Research_Dshbd.pdf
(I.B.8-03) IB8_03_ProgrReview_Web.pdf
(I.B.8-04) IB8_04_GuidedPathways_Web.pdf
(I.B.8-05) IB8_05_Equity_Web.pdf
(I.B.8-06) IB8_06_DistEd_COVID19_Web.pdf
(I.B.8-07) IB8_07_OA_Web.pdf
(I.B.8-08) IB8_08_ProgrReview_Web.pdf
(I.B.8-09) IB8_09_ProfDevlpmt_Web.pdf
(I.B.8-10) IB8_10_DistEd_COVID19_Web.pdf
(I.B.8-11) IB8_11_SACTAC_Web.pdf
(I.B.9-01) IB9_01_AR3225.pdf
(I.B.9-02) IB9_02_BP3225.pdf
(I.B.9-03) IB9_03_AR3250.pdf
(I.B.9-04) IB9_04_BP3250.pdf
(I.B.9-05) IB9_05_Equity_Plan.pdf
(I.B.9-06) IB9_06_ProgrReview_Web.pdf
(I.B.9-07) IB9_07_Outcomes Assessmt_Web.pdf
(I.B.9-08) IB9_08_PrgRev_Process.pdf
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(I.B.9-11) IB9_11_ResourceAllctn_Procd.pdf
(I.B.9-12) IB9_12_Budget Priorites.pdf
(I.B.9-13) IB9_13_Nuventive_SLO.pdf
(I.B.9-14) IB9_14_SACTAC_Web.pdf
(I.B.9-15) IB9_15_RSCCD_Master_Plan_2013.pdf

C Institutional Integrity

> I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

I.C.1. Evidence of Meeting the Standard

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

The SAC mission statement is visible in various publications, such as SAC's catalog and planning documents. The mission statement is also communicated through footnotes on SAC's publications, emails, and social media posts. (*I.C.1-01*; *I.C.1-02*) Individual programs create program-level outcomes, which are published in SAC's catalog. Course student learning outcomes are approved by individual departments and are included on the official Course Outlines of Record (COR) and can also be found on respective department web sites. (*I.C.1-03*; *I.C.1-04*; *I.C.1-05*) Information about educational programs at SAC is included on SAC's website and in SAC's catalog and schedule of classes. (*I.C.1-06*; *I.C.1-07*)

Student Service areas ensure the integrity of the information forwarded to the public through websites and college publications such as the catalog and schedule of classes (*I.C.1-08*; *I.C.1-09*; *I.C.1-10*). The SAC Catalog is published annually. All departments, divisions, and service areas review relevant areas for accuracy of information. Faculty, department chairs, classified staff, and academic administrators review content related to educational programs and instructional services, while student support services personnel review content related to student service areas. Information is reviewed to assure clarity, accuracy, and integrity. (*I.C.1-11*)

Student achievement data is provided to the public through both the SAC and RSCCD research department, in addition to the annual publication of SAC's Fact Book. (*I.C.1-12*; *I.C.1-13*; *I.C.1-14*; *I.C.1-15*)

Information related to SAC's Baccalaureate degree in Occupational Studies is reviewed by the program coordinator and is published in SAC's catalog and on the department website. (*I.C.1-16*; *I.C.1-17*)

SAC's accreditation status is published on the title page of the catalog and on the accreditation webpage, which is one click from the SAC home page. (*I.C.1-18*; *I.C.1-19*)

SAC's website is hosted by the Rancho Santiago Community College District (RSCCD) Information Technology Services (ITS), partially controlled, and updated through District Publications and Electronic Media Manager, and locally updated and supported by the Public Information Officer and the Digital Media Specialist. Additionally, division, department, and faculty web pages are supported by individuals who have been trained on approved protocols. Social media campaigns and postings are done through SAC's Public Information Officer and/or in coordination with the RSCCD Public Affairs Office.

INSTITUTIONAL ANALYSIS

I.C.1. Analysis and Evaluation

SAC assures the clarity, accuracy, and integrity of information that is presented to all students, current or prospective,

I.C.1. Evidence

(I.C.1-01) IC1_01_Catalog_Mission.pdf
(I.C.1-02) IC1_02_MissionWeb.pdf
(I.C.1-03) IC1_03_SLO_English_Dept.pdf
(I.C.1-04) IC1_04_Anth_COR.pdf
(I.C.1-05) IC1_05_Chem_COR.pdf
(I.C.1-06) IC1_06_Schedule.pdf
(I.C.1-07) IC1_07_Division_Prog_Web.pdf
(I.C.1-08) IC1_08_Catalog_2019.pdf
(I.C.1-09) IC1_09_Schedule.pdf
(I.C.1-10) IC1_10_StdntSvs_Actvty_Web.pdf
(I.C.1-11) I.C.1_11_Catalog Timeline.pdf
(I.C.1-12) IC1_12_SAC_Research_Web.pdf
(I.C.1-13) IC1_13_RSCCD_Research_Web.pdf
(I.C.1-14) IC1_14_FactBook_2019.pdf
(I.C.1-15) IC1_15_Fact_Sheets.pdf
(I.C.1-16) IC1_16_OS_Degree_Web.pdf
(I.C.1-17) IC1_17_OS_Report_201.pdf
(I.C.1-18) IC1_18_Accred_Web.pdf
(I.C.1-19) IC1_19_Catalog_Accred.pdf

> I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)

I.C.2. Evidence of Meeting the Standard

SAC publishes a college catalog annually and makes it available on its website for access by current and prospective students. Integrity of the information is ensured by college-wide catalog approval process, in which all departments, offices, and other entities revise and publish information about their operations. SAC also makes available to key areas approximately 100 copies of the printed catalog. Printed versions of the Catalog are distributed to Extended Opportunity Programs and Services (EOPS), the Veteran's Resource Center, Counseling, and Admissions and Records. Additional copies of the printed catalog are available upon request by departments. The SAC Student Business Office is also provided with copies of the printed catalog available for purchase. (*I.C.2-01*; *I.C.2-02*)

I.C.2. Analysis and Evaluation

SAC provides current, clear, and accurate information to current and prospective students. SAC has a drafting process and timeline to ensure its accuracy and relevancy. SAC fulfills the identified "Catalog Requirements." All constituent groups and the campus community can access the catalog online and it is available in print.

I.C.2 Evidence

(I.C.2-01) IC2_01_Catalog_2019.pdf

(I.C.2-02) IC2_02_Catalog_Timeline.pdf

> I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

I.C.3. Evidence of Meeting the Standard

SAC documents the assessment of student learning and the evaluation of student achievement to communicate matters of academic quality to the appropriate constituents and to current and prospective students and the public. Equitable assessment of student learning is a topic of discussions during Outcomes Assessment Subcommittee meetings, and professional development activities scheduled throughout the year. The Outcomes Assessment Faculty Coordinator regularly meets with departments, programs, and campus faculty leaders to analyze curriculum, develop equitable assessment practices, and design and implement systems to document student learning. Integration of three databases - CurrQUNET, Canvas and Nuventive - help faculty to put statements of student learning outcomes at the center of curricular, assessment, and reporting activities. Student learning outcomes assessment results further assist departments in program review and resource allocation requests. These activities help faculty and their leaders formulate statements of student learning included in Course Outlines of Record (COR) and syllabi to inform students about skills and competencies that they are expected to attain at the course and program levels.

The mission of SAC's research department is to pursue "the collaborative exploration, analysis, dissemination, and cultivation of understanding of current data" regarding SAC's student population. The primary directive of the research department is to further the campus's understanding of equity gaps and to enable the campus wide community to make data-driven decisions that will have a significant impact on student achievement and attainment. Research reports include the SAC Fact Book, a summary of current and historical statistical information and Fact Sheets for both SAC and the Centennial Education Center. (*I.C.3-01*; *I.C.3-02*; *I.C.3-03*)

In 2018, the RSCCD and SAC research departments provided data, in collaboration with a labor market analytics firm (EMSI), to assess the impact of SAC on the county economy and the benefits generated by SAC for students, taxpayers, and the community. Results of this report showed that SAC created a positive net impact on the county economy and generated a positive return on investment for students, taxpayers, and community. (*I.C.3-04*) Other data reports publicly available include Student Satisfaction Survey's (*I.C.3-05*), Career and Technical Education Employment Outcomes Survey (*I.C.3-06*; *I.C.3-07*), Student Persistence (*I.C.3-08*; *I.C.3-09*), and SAC Graduate Exit Survey (*I.C.3-10*). Other examples of research

resources available for public view include the Chancellor's office DataMart, Chancellor's scorecard for SAC, CSU partnering, and Institutional Effectiveness Partnership Initiative. All can be found on the Research website. (*I.C.3-11*)

The research department has created a variety of interactive tools to assist in department and program evaluation. Tools are readily available to all faculty, staff, and administrators on the Research website. Tools include data on degrees and certificates earned at SAC; Student Equity Action Tool (SEAT) and Non-Credit Equity Action Tool (NEAT) dashboards, which provide course completion data for SAC credit and non-credit courses; Persistence tool; and the SAC Research Dashboard page. (*I.C.3-12*) The research department also provides regular and ongoing research dashboard training for faculty, staff, and administrators for better interpretation of data. (*I.C.3-13*)

Evidence of how SAC uses data for improvement includes the campus-wide program review process, which evaluates student and program learning outcomes and analyzes program student demographics, including student satisfaction, student success, and possible disproportionate impact. SAC's Student Equity Committee and Student Equity and Achievement Program (SEAP) use research data to improve outcomes for all students regardless of gender, race, income, disability, or veteran or foster youth status by making recommendations on how equity funding is allocated, evaluating the use of assigned funding, and exploring strategic ideas using institutional research. Requirements for data can be seen in the developed SEAP Categorical Funding Request Scoring Rubric (*I.C.3-14*). In addition, the committee minutes demonstrate the integration of research data to discussions regarding LGBT students (*I.C.3-15*), annual report related to student progress (*I.C.3-16*), Student Success Research Spotlight regarding credit enrollment demographics, and update regarding multiple measures and assessment. (*I.C.3-17*)

The Outcomes Assessment Faculty Coordinator meets regularly with departments, programs, and faculty leaders on campus to discuss and design systems and processes for assessment of student learning. Assessment of student learning outcomes in courses allows for mapping of these outcomes to program and institutional levels. Identifying gaps in student learning leads to development of curricular interventions to mitigate these gaps. In addition, assessment processes are described in the annual program review template and the Program Review Committee publishes quadrennial program review reports on the SAC program review website which is available to the public. (*I.C.3-18*)

I.C.3. Analysis and Evaluation

SAC uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

I.C.3. Evidence

(I.C.3-01) IC3_01_Reasearch_Web.pdf
(I.C.3-02) IC3_02_Factbooks_Web.pdf
(I.C.3-03) IC3_03_Factsheets_Web.pdf
(I.C.3-04) IC3_04_EMSI_Econ_Report.pdf
(I.C.3-05) IC3_05_Student_Sat_Survey.pdf
(I.C.3-06) IC3_06_CTEOS_2019.pdf
(I.C.3-07) IC3_07_CTEOS_ 2020.pdf
(I.C.3-08) IC3_08_Loss_Students 2017.pdf
(I.C.3-09) IC3_09_Loss_NC_ St_2017.pdf
(I.C.3-10) IC3_10_Grad_Survey_ 2018.pdf
(I.C.3-11) IC3_11_Resources_Research.pdf
(I.C.3-12) IC3_12 Research_Dshbrd.pdf
(I.C.3-13) IC3_13_Research_Tools.pdf
(I.C.3-14) IC3_14_SEAP_Rubric_2021.pdf
(I.C.3-15) IC3_15_SEAP_Oct2019_Minutes.pdf
(I.C.3-16) IC3_16_SEAP_Nov2019_Minutes.pdf
(I.C.3-17) IC3_17_SEAP_March2018_Minutes.pdf
(I.C.3-18) IC3_18_PR_Reports.pdf

> I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

I.C.4. Evidence of Meeting the Standard

SAC uses multiple means to provide information regarding its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. SAC's catalog provides detailed descriptions of SAC's certificate and degree programs with focus on their purpose, content, course requirements and expected learning outcomes. Information in SAC's catalog is reviewed annually by faculty, staff, and administrators for clarity and integrity. Descriptions of certificate and degrees can also be found on department websites and maintained by department faculty and staff. (*I.C.4-01*)

Many departments provide marketing materials for their degree and certificate programs that is maintained by division staff in consultation with appropriate departmental faculty. (*I.C.4-02*) Program descriptions include course sequence, units, prerequisites, and if applicable, admission requirements that are different from SAC's institutional admission requirements. (*I.C.4-03*) Institutional learning outcomes (ILOs) are published on the SAC website, in SAC's catalog, in the Educational Master Plan, and in other pertinent documents to make the public and the campus community aware of the learning outcomes students will achieve by earning a degree or certificate at SAC. Academic departments are responsible to develop and maintain mapping plans of student learning outcomes that lead from course to program to institution in a process designed to keep students informed about expected skills and competencies at each level. (*I.C.4-04*; *I.C.4-05*)

INSTITUTIONAL ANALYSIS

SAC's Baccalaureate degree program is included in the general college catalog and provides clear information regarding its purpose, content, course requirements and student/program outcomes on its departmental website and through its own marketing materials. (*I.C.4-06*; *I.C.4-07*)

As part of SAC's Guided Pathways initiative, faculty and counselors have collaborated to create program maps that delineate an ideal plan for full-time student's coursework from first semester through fourth semester. Part-time students are encouraged to work with their counselor to adapt the program map to accommodate their needs and schedules. Plans are in place to align program maps with SAC's electronic educational education planning system to support effective course offerings over a student's journey, ensuring that courses needed by students are offered in a manner consistent with their program maps. (*I.C.4-08*)

I.C.4. Analysis and Evaluation

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

I.C.4. Evidence

(I.C.4-01) IC1_01_Catalog_2019.pdf
(I.C.4-02) IC4_02_Prog_Brochure_Mech. Engr.pdf
(I.C.4-03) IC4_03_Admission_Brochure_Nursing.pdf
(I.C.4-04) IC4_04_ILO_Web.pdf
(I.C.4-05) IC4_05_ILO_Catalog_2019.pdf
(I.C.4-06) IC4_06_BA_OS_Catalog.pdf
(I.C.4-07) IC4_07_OS_Degree_Web.pdf
(I.C.4-08) IC4_08_Program_Map.pdf

> I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

I.C.5. Evidence of Meeting the Standard

The participatory governance committee structure ensures all institutional policies, procedures, and publications are regularly reviewed to assure integrity in all representations of SAC's mission, programs, and services.

SAC has an inclusive process to review its mission occurring approximately every five years. SAC's mission statement was previously reviewed and revised in 2012 and the latest revision in 2017, both following extensive review through SAC's participatory governance process which included input from students, faculty, staff, and administrators from across the institution. (*I.C.5-01*)

Review of Board Policies and procedures are consistent with review by the RSCCD Board Policy Committee in line with the Community College League of California (CCLC). The CCLC provides two legal updates a year, once in the spring and once in the fall. When received, updates are reviewed at by Chancellors Cabinet and updated as deemed necessary. Each Chancellor's Cabinet member is responsible to bring forward updates for one of the chapters of District board policies/administrative regulations in line with their responsibilities and expertise. The Board Policy Committee Chair and the chancellor convene meetings. The schedule and current membership of the Board Policy committee is posted on RSCCD's website. (*I.C.5-02*; *I.C.5-03*) Any board policy or administrative regulation that affects both colleges is taken through both colleges for review prior to any approvals.

Through the office of the Dean of Academic Affairs, SAC's catalog is vetted according to established timelines. In November, the Curriculum Office sends proof of institutional policies to division offices and task force members for review. In February and March, first and second proofs, respectively, involving courses, programs, and policies, are sent to division offices and task force members for further review assuring accuracy of all information presented. In April, the final proof is further reviewed by the Curriculum Office/Dean of Academic Affairs for final approval. (*I.C.5-04*)

I.C.5. Analysis and Evaluation

Through the participatory governance process, link to the Community College League of California regular updates, and the accountability practices of the Office of Academic Affairs, SAC assures the integrity of its mission, programs, and services.

I.C.5 Evidence

(I.C.5-01) IC5_01_Mission_Agenda_Min_Retreats.pdf
(I.C.5-02) IC5_02_RSCCD_BP_Committee.pdf
(I.C.5-03) IC5_03_RSCCD_Trustees.pdf
(I.C.5-04) IC5_04_Catalog_Prod_Timeline.pdf

> I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

I.C.6 Evidence of Meeting the Standard

SAC ensures accuracy of the information forwarded to the current and prospective students about education cost, tuition and fees, and other expenses, such as textbooks and other instructional materials. Students are provided information on fees, tuition, and expenses including non-resident tuition and textbooks and supplies in SAC's catalog (page 24) and Schedule of Classes. (*I.C.6-01*; *I.C.6-02*; *I.C.6-03*)

INSTITUTIONAL ANALYSIS

When an additional cost is required for a particular course, SAC abides by RSCCD BP and AR 5030 Fees, specifically related to instructional materials. The class materials fees are clearly indicated in the course description. SAC, cognizant of the state guidelines and impact on students, has a clear process for faculty, department chairs, and staff to request/process materials fees. (*I.C.6-04*; *I.C.6-05*; *I.C.6-06*)

Information regarding fees, tuition and other required expenses can also be found in SAC's online and print versions of the schedule of classes. (*I.C.6-07*) Open Educational Resources (OER) and Zero Textbook Cost (ZTC) textbook options are indicated in SAC's schedule of classes (both printed and online) and has also been searchable through the Webadvisor platform. SAC is currently in the process of migrating to Self Service to replace Webadvisor, and students will continue to be able to directly search for OER courses. (*I.C.6-08*)

1.C.6 Analysis and Evaluation

Through SAC's website, SAC's catalog, Webadvisor, and the schedule of classes, SAC fairly and openly communicates to current and prospective students the cost of their education, including fees and other expenses.

I.C.6 Evidence of Meeting the Standard

(I.C.6-01) IC6_01_Catalog_Fees.pdf
(I.C.6-02) IC6_02_Schedule_Fees_OER_ZTC.pdf
(I.C.6-03) IC6_03_Fees_Refunds_Web.pdf
(I.C.6-04) IC6_04_AR_5030.pdf
(I.C.6-05) IC6_05_BP_5030.pdf
(I.C.6-06) IC6_06_Material_Fee_Req_Flow .pdf
(I.C.6-07) IC6_07_Schedule_Fees_OER_ZTC.pdf
(I.C.6-08) IC6_08_Self_Service.pdf

> I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

I.C.7. Evidence of Meeting the Standard

SAC ensures an atmosphere in which intellectual freedom exists for all constituencies by adherence to BP and AR 4030 Academic Freedom (*I.C.7-01*; *I.C.7-02*) which addresses best practices per the American Association of University Professors and outlines practices that demonstrate SAC's commitment to free pursuit and dissemination of knowledge. The RSCCD policy on academic freedom is published in SAC's catalog (*I.C.7-03*), schedule of classes (*I.C.7-04*), Faculty Handbook (*I.C.7-05*).

INSTITUTIONAL ANALYSIS

I.C.7. Analysis and Evaluation

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

I.C.7. Evidence

(I.C.7-01) IC7_01_AR_4030.pdf
(I.C.7-02) IC7_02_BP_4030.pdf
(I.C.7-03) IC7_03_Catalog_Acad_Fdm.pdf
(I.C.7-04) IC7_04_Schedule_Acad_Fdm.pdf
(I.C.7-05) IC7_05_Fac_Handbook_Acad_Fdm.pdf

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

SAC establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. As described in IC.7, RSCCD BP and AR 4030 Academic Freedom, RSCCD's faculty responsibility is published in SAC's catalog, schedule of classes, and Faculty Handbook. In addition, SAC follows BP and AR 4231 Grade Changes, which outlines procedures assuring the accuracy and integrity of grades awarded by faculty. (*I.C.8-01*; *I.C.8-02*)

Guidelines for student conduct are outlined in BP 5500, Standards for Student Conduct (*I.C.8-03*) SAC adheres to BP 5500 by clearly publishing policies and procedures that promote honesty, responsibility, and academic integrity. The policies and procedures are published in the 2019-2020 college catalog under the heading, "Academic Honesty Policy Information." (*I.C.8-04*) The Student Code of Conduct: Guidelines for Student Conduct, are posted on the SAC Safety and Security website (*I.C.8-05*), clearly published in the Associate Student Governments Student Handbook (*I.C.8-06*) and published in SAC's schedule of classes. (*I.C.8-07*) Information regarding standards of student conduct can also be found on the SAC website (*I.C.8-08*) and Faculty are required to include reference to RSCCD's academic honesty policy on syllabi. (*I.C.8-09*; *I.C.8-10*)

College-wide policies and procedures regarding honesty, responsibility and academic integrity also apply to distance education. Academic honesty is stressed in the DE Instructor Certification to use multiple means of low-stakes student assessment. This is done to create advantageous active learning assessments as well as to avoid student dishonesty. Distance education faculty are instructed to place their academic honesty policy in their syllabus, along with specifics for their course. The Recommended Online Course Outline Additions provides some recommendations and syllabi verbiage for faculty teaching distance education courses. Further promoting honesty and academic integrity, student verification for distance education courses is accomplished through use of: (1) A secure login to the institution's learning management system for all students; (2) use of a variety of multiple types of low-stakes assessments, both formative and summative, which may include but are not limited to projects, papers, activities, group work, discussion participation, quizzes and

exams; (3) use of Proctored exams by the instructor or test center or a web-based application which requires photo identification; (4) utilization of current technologies such as Turnitin, or other plagiarism prevention applications. (*I.C.8-11*; *I.C.8-12*; *I.C.8-13*)

I.C.8 Analysis and Evaluation

SAC has established and published clear policies and procedures that promote honesty, responsibility, and academic integrity.

I.C. 8. Evidence

(I.C.8-01) IC8_01_AR_4231.pdf
(I.C.8-02) IC8_02_BP_4231.pdf
(I.C.8-03) IC8_03_BP_5500.pdf
(I.C.8-04) IC8_04_Catalog_Acad_Hon.pdf
(I.C.8-05) IC8_05_Safety_Code_Conduct.pdf
(I.C.8-06) IC8_06_ASG_Code_Conduct.pdf
(I.C.8-07) IC8_07_Schedule_Code_Conduct.pdf
(I.C.8-08) IC8_08_Code_Conduct_Web.pdf
(I.C.8-09) IC8_09_Faculty Handbook.pdf
(I.C.8-10) IC8_10_Fac_Acad_Hon.pdf
(I.C.8-11) IC8_11_Online_DE_Cert.pdf
(I.C.8-12) IC8_12_DE_Course_Outline.pdf
(I.C.8-13) IC8_13_DE_Faculty_Handbook.pdf

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

I.C.9 Evidence of Meeting the Standard

SAC follows RSCCD BP and AR 4030 includes the following in its definition of academic freedom: (*I.C.9-01*; *I.C.9-02*)

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

In addition to BP 4030, the administrative regulation on academic freedom, AR 4030 goes into greater detail:

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

I.C.9. Analysis and Evaluation

SAC has a board policy and a clear administrative regulation that outline for faculty the importance of distinguishing between their personal convictions and professionally accepted views in a discipline.

I.C.9. Evidence

(I.C.9-01) IC9_01_AR_4030.pdf

(I.C.9-02) IC9_02_BP_4030.pdf

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

I.C. 10 Evidence of Meeting the Standard

All employees of the RSCCD are expected to conform to specific codes of conduct that are clearly indicated in the following board policies and related administrative regulations:

(I.C.10-01) BP 3410 Nondiscrimination

(I.C.10-02) BP 3430 Prohibition of Harassment

(I.C.10-03) BP 4030 Academic Freedom

(I.C.10-04) BP 5500 Standards of Student Conduct

(I.C.10-05) BP 5501 Student Athletics/Activities Code of Conduct

(I.C.10-06) BP 7001 Code of Ethics

(I.C.10-07) BP 7002 Civility

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These policies and regulations are available on RSCCD's website (*I.C.10-08*) and are referred to in a variety of additional locations such as SAC's catalog, Faculty Handbook, ASG Student Handbook, and Equal Employment Opportunity (EEO) Plan, to name a few. (*I.C.10-09*; *I.C.10-10*; *I.C.10-11*; *I.C.10-12*)

I.C. 10. Analysis and Evaluation

When RSCCD has expectations about employee or student conduct these expectations are provided in a variety of formats and locations.

I.C. 10. Evidence

(I.C.10-01) IC10_01_BP 3410.pdf
(I.C.10-02) IC10_02_BP_3430.pdf
(I.C.10-03) IC10_03_BP_4030.pdf
(I.C.10-04) IC10_04_BP _5500.pdf
(I.C.10-05) IC10_05_BP_5501.pdf
(I.C.10-06) IC10_06_BP_7001.pdf
(I.C.10-07) IC10_07_BP_7002.pdf
(I.C.10-08) IC10_08_RSCCD_Policies_Web.pdf
(I.C.10-09) IC10_09_Catalog_Policies.pdf
(I.C.10-10) IC10_10_ASG_St.Hbook_Policies.pdf
(I.C.10-11) IC10_11_Faculty_Hbook_Policies.pdf
(I.C.10-12) IC10_12_Emp_Hbook_Policies.pdf

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

I.C.11. Evidence of Meeting the Standard

Not Applicable to SAC, as the institution does not operate in foreign locations.

I.C.11. Analysis and Evaluation

Not applicable

I.C.11. Evidence

Not applicable

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

I.C.12. Evidence of Meeting the Standard

Per BP 3200 Accreditation, SAC complies with the accreditation process and standards of the ACCJC, which includes requirements for public disclosure, institutional reporting, team visits, and substantive changes. Information is made public using the SAC website which has a dedicated accreditation page, that discloses information required by the Commission to carry out its accrediting responsibilities. (*I.C.12-01*)

SAC has a history of timely and accurate responses to the ACCJC. For example, in 2017, the Accreditation Oversight Committee engaged the whole college community in the preparation of the midterm report. SAC has responded to four recommendations issued by the commission and updated its self-identified actionable improvement plans, which can be found in the Self-Evaluation Report of Educational Quality and Institutional Effectiveness. (*I.C.12-02*; *I.C.12-03*; *I.C.12-04*)

I.C.12. Analysis and Evaluation

SAC is committed to complying with ACCJC eligibility requirements, accreditation standards and commission policies and guidelines and to respond to commission requests per the established timeline. RSCCD BP 3200 Accreditation supports RSCCD's commitment to the accreditation process, and SAC has demonstrated its willingness to comply with all the ACCJC requirements through its actions and timely responses.

I.C.12. Evidence

(I.C.12-01) IC12_01_SAC_Accred_Web.pdf

(I.C.12-02) IC12_02_ISER_2014.pdf

(I.C.12-03) IC12_03_Midterm_Report_08-15-2017.pdf

(I.C.12-04) IC12_04_Midterm_Report_Letter.pdf

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

I.C.13 Evidence of Meeting the Standard

SAC advocates for and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes, in addition to compliance with ACCJC standards and policies. SAC also demonstrates compliance with regulations pertinent to accreditation of programs such as Automotive

Technology, Nursing, Paralegal, Fire Academy, and Occupational Therapy Assisting programs. Details can be found on each individual department's webpage in addition to SAC's catalog (page 8, 2020-2021). (*I.C.13-01*; *I.C.13-02*; *I.C.13-03*; *I.C.13-04*; *I.C.13-05*; *I.C.13-06*; *I.C.13-07*)

SAC publishes information regarding its accrediting agencies and communicates any changes in its accredited status to the commission, students, and the public via its accreditation webpage. (*I.C.13-08*; *I.C.13-09*)

When changes occur, SAC communicates with the commission. For example, SAC regularly sends updates to the ACCJC on curriculum changes through the Substantive Change process. This was especially true during the COVID-19 pandemic. SAC received direction from the commission and complied quickly when reporting the transition from in-person to Temporary Remote Instruction (Emergency Blanket DE Addendum, List of courses submitted for DE Approval, ACCJC Memo). (*I.C.13-10*; *I.C.13-11*; *I.C.13-12*)

SAC complies with the U.S. Department of Education's regulation on public notifications.

I.C.13. Analysis and Evaluation

SAC endeavors to "live the standards" of accreditation. It does so by demonstrating honesty and integrity when interacting with external agencies and by complying with regulations and statutes. When changes occur that are relevant to SAC's external accrediting partners, it communicates those changes in a timely manner.

I.C.13. Evidence

(I.C.13-01) IC13_01_Nurse_Ed_Concerns_Web.pdf
(I.C.13-02) IC13_02_Paralegal_Web.pdf
(I.C.13-03) IC13_03_OTA_Web.pdf
(I.C.13-04) IC13_04_ProgReview_Web.pdf
(I.C.13-05) IC13_05_Auto_Tech_Web.pdf
(I.C.13-06) IC13_06_Fire_Tech_Web.pdf
(I.C.13-07) IC13_07_Catalog.pdf
(I.C.13-08) IC13_08_Accred_Web.pdf
(I.C.13-09) IC13_09_ISER_2014.pdf
(I.C.13-10) IC13_10_ACCJC_Memo_COVID19.pdf
(I.C.13-11) IC13_11_Emergency_DE_Addendum.pdf
(I.C.13-12) IC13_12_Courses_DE_Approval.pdf

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

I.C.14. Evidence of Meeting the Standard

As referenced in Standard IA, the mission of the RSCCD is to provide "quality educational program and services that address the needs of our diverse students and communities." (*I.C.14-01*) Further evidence of the

institution holding paramount high-quality education and student achievement includes BP 2710 Conflict of Interest, AR 2712 Conflict of Interest Codes, and BP 7001 Code of Ethics. (*I.C.14-02*; *I.C.14-03*; *I.C.14-04*)

As an institution of higher learning, SAC has no investor interests, parent organizations, or any other external interest groups. As financial agents of SAC and RSCCD, all administrators are required to complete and submit a Statement of Economic Interests to ensure that their employment is not encumbered by external financial interests. (*I.C.14-05*)

SAC ensures that its commitments to high quality education, student achievement and student learning are SAC's primary objectives. SAC's mission statement states, "Santa Ana College inspires, transforms, and empowers a diverse community of learners." In addition to the mission statement, SAC has a set of core competencies and student learning outcomes which ensure commitment to high quality education, student achievement, and student learning. (*I.C.14-06*)

SAC is committed to ensuring student achievement through its Guided Pathways work. Guided Pathways (known as Career and Academic Pathways within the campus) establishes a supportive college environment that provides a clear path toward a career of value and facilitates timely completion of academic goals. Career and Academic Pathways provide students with a set of clear steps to achieve their goals. Each path comes with a curated educational plan and access to the support services they need to stay on their chosen path and achieve their academic and career goals. (*I.C.14-07*)

I.C.14. Analysis and Evaluation

As a public institution, SAC follows its mission to inspire, transform, and empower a diverse population of students unencumbered by outside financial influences. Internal and external policies and practices, BP 2710, AR 2712, and BP 7001, help to ensure that this occurs.

I.C.14. Evidence

(I.C.14-01) IC14_01_BP_1200.pdf
(I.C.14-02) IC14_02_BP_2710.pdf
(I.C.14-03) IC14_03_AR_2712.pdf
(I.C.14-04) IC14_04_BP_7001.pdf
(I.C.14-05) IC14_05_Form_700.pdf
(I.C.14-06) IC14_06_ILO_Catalog_2019.pdf
(I.C.14-07) IC14_07_Program_Map.pdf

Conclusions on Standard I.C. Institutional Integrity

The College assures that its mission statement, learning outcomes, educational programs, and student support services are clear, accurate, and provided with integrity to the college community and its constituencies. The College and its staff comply with board-approved policies, eligibility requirements, and accreditation standards.

INSTITUTIONAL ANALYSIS

Evidence List

(I.C.1-01) IC1_01_Catalog_Mission.pdf
(I.C.1-02) IC1_02_MissionWeb.pdf
(I.C.1-03) IC1_03_SLO_English_Dept.pdf
(I.C.1-04) IC1_04_Anth_COR.pdf
(I.C.1-05) IC1_05_Chem_COR.pdf
(I.C.1-06) IC1_06_Schedule.pdf
(I.C.1-07) IC1_07_Division_Prog_Web.pdf
(I.C.1-08) IC1_08_Catalog_2019.pdf
(I.C.1-09) IC1_09_Schedule.pdf
(I.C.1-10) IC1_10_StdntSvs_Actvty_Web.pdf
(I.C.1-11) I.C.1_11_Catalog Timeline.pdf
(I.C.1-12) IC1_12_SAC_Research_Web.pdf
(I.C.1-13) IC1_13_RSCCD_Research_Web.pdf
(I.C.1-14) IC1_14_FactBook_2019.pdf
(I.C.1-15) IC1_15_Fact_Sheets.pdf
(I.C.1-16) IC1_16_OS_Degree_Web.pdf
(I.C.1-17) IC1_17_OS_Report_201.pdf
(I.C.1-18) IC1_18_Accred_Web.pdf
(I.C.1-19) IC1_19_Catalog_Accred.pdf
(I.C.2-01) IC2_01_Catalog_2019.pdf
(I.C.2-02) IC2_02_Catalog_Timeline.pdf
(I.C.3-01) IC3_01_Reasearch_Web.pdf
(I.C.3-02) IC3_02_Factbooks_Web.pdf
(I.C.3-03) IC3_03_Factsheets_Web.pdf
(I.C.3-04) IC3_04_EMSI_Econ_Report.pdf
(I.C.3-05) IC3_05_Student_Sat_Survey.pdf
(I.C.3-06) IC3_06_CTEOS_2019.pdf
(I.C.3-07) IC3_07_CTEOS_ 2020.pdf
(I.C.3-08) IC3_08_Loss_Students 2017.pdf
(I.C.3-09) IC3_09_Loss_NC_ St_2017.pdf
(I.C.3-10) IC3_10_Grad_Survey_ 2018.pdf
(I.C.3-11) IC3_11_Resources_Research.pdf
(I.C.3-12) IC3_12 Research_Dshbrd.pdf
(I.C.3-13) IC3_13_Research_Tools.pdf
(I.C.3-14) IC3_14_SEAP_Rubric_2021.pdf
(I.C.3-15) IC3_15_SEAP_Oct2019_Minutes.pdf
(I.C.3-16) IC3_16_SEAP_Nov2019_Minutes.pdf
(I.C.3-17) IC3_17_SEAP_March2018_Minutes.pdf
(I.C.3-18) IC3_18_PR_Reports.pdf
(I.C.4-01) IC1_01_Catalog_2019.pdf
(I.C.4-02) IC4_02_Prog_Brochure_Mech. Engr.pdf
(I.C.4-03) IC4_03_Admission_Brochure_Nursing.pdf
(I.C.4-04) IC4_04_ILO_Web.pdf
(I.C.4-05) IC4_05_ILO_Catalog_2019.pdf
(I.C.4-06) IC4_06_BA_OS_Catalog.pdf
(I.C.4-07) IC4_07_OS_Degree_Web.pdf
(I.C.4-08) IC4_08_Program_Map.pdf
(I.C.5-01) IC5_01_Mission_Agenda_Min_Retreats.pdf
(I.C.5-02) IC5_02_RSCCD_BP_Committee.pdf
(I.C.5-03) IC5_03_RSCCD_Trustees.pdf
(I.C.5-04) IC5_04_Catalog_Prod_Timeline.pdf
(I.C.6-01) IC6_01_Catalog_Fees.pdf
(I.C.6-02) IC6_02_Schedule_Fees_OER_ZTC.pdf
(I.C.6-03) IC6_03_Fees_Refunds_Web.pdf
(I.C.6-04) IC6_04_AR_5030.pdf
(I.C.6-05) IC6_05_BP_5030.pdf
(I.C.6-06) IC6_06_Material_Fee_Req_Flow .pdf
(I.C.6-07) IC6_07_Schedule_Fees_OER_ZTC.pdf
(I.C.6-08) IC6_08_Self_Service.pdf
(I.C.7-01) IC7_01_AR_4030.pdf
(I.C.7-02) IC7_02_BP_4030.pdf
(I.C.7-03) IC7_03_Catalog_Acad_Fdm.pdf
(I.C.7-04) IC7_04_Schedule_Acad_Fdm.pdf
(I.C.7-05) IC7_05_Fac_Handbook_Acad_Fdm.pdf
(I.C.8-01) IC8_01_AR_4231.pdf
(I.C.8-02) IC8_02_BP_4231.pdf
(I.C.8-03) IC8_03_BP_5500.pdf
(I.C.8-04) IC8_04_Catalog_Acad_Hon.pdf
(I.C.8-05) IC8_05_Safety_Code_Conduct.pdf
(I.C.8-06) IC8_06_ASG_Code_Conduct.pdf
(I.C.8-07) IC8_07_Schedule_Code_Conduct.pdf
(I.C.8-08) IC8_08_Code_Conduct_Web.pdf
(I.C.8-09) IC8_09_Faculty Handbook.pdf
(I.C.8-10) IC8_10_Fac_Acad_Hon.pdf
(I.C.8-11) IC8_11_Online_DE_Cert.pdf
(I.C.8-12) IC8_12_DE_Course_Outline.pdf

INSTITUTIONAL ANALYSIS

(I.C.8-13) IC8_13_DE_Faculty_Handbook.pdf
(I.C.9-01) IC9_01_AR_4030.pdf
(I.C.9-02) IC9_02_BP_4030.pdf
(I.C.10-01) BP 3410 Nondiscrimination
(I.C.10-02) BP 3430 Prohibition of Harassment
(I.C.10-03) BP 4030 Academic Freedom
(I.C.10-04) BP 5500 Standards of Student Conduct
(I.C.10-05) BP 5501 Student Athletics/Activities Code of Conduct
(I.C.10-06) BP 7001 Code of Ethics
(I.C.10-07) BP 7002 Civility
(I.C.10-01) IC10_01_BP 3410.pdf
(I.C.10-02) IC10_02_BP_3430.pdf
(I.C.10-03) IC10_03_BP_4030.pdf
(I.C.10-04) IC10_04_BP _5500.pdf
(I.C.10-05) IC10_05_BP_5501.pdf
(I.C.10-06) IC10_06_BP_7001.pdf
(I.C.10-07) IC10_07_BP_7002.pdf
(I.C.10-08) IC10_08_RSCCD_Policies_Web.pdf
(I.C.10-09) IC10_09_Catalog_Policies.pdf
(I.C.10-10) IC10_10_ASG_St.Hbook_Policies.pdf
(I.C.10-11) IC10_11_Faculty_Hbook_Policies.pdf
(I.C.10-12) IC10_12_Emp_Hbook_Policies.pdf
(I.C.12-01) IC12_01_SAC_Accred_Web.pdf
(I.C.12-02) IC12_02_ISER_2014.pdf
(I.C.12-03) IC12_03_Midterm_Report_08-15-2017.pdf
(I.C.12-04) IC12_04_Midterm_Report_Letter.pdf
(I.C.13-01) IC13_01_Nurse_Ed_Concerns_Web.pdf
(I.C.13-02) IC13_02_Paralegal_Web.pdf
(I.C.13-03) IC13_03_OTA_Web.pdf
(I.C.13-04) IC13_04_ProgReview_Web.pdf
(I.C.13-05) IC13_05_Auto_Tech_Web.pdf
(I.C.13-06) IC13_06_Fire_Tech_Web.pdf
(I.C.13-07) IC13_07_Catalog.pdf
(I.C.13-08) IC13_08_Accred_Web.pdf
(I.C.13-09) IC13_09_ISER_2014.pdf
(I.C.13-10) IC13_10_ACCJC_Memo_COVID19.pdf
(I.C.13-11) IC13_11_Emergency_DE_Addendum.pdf
(I.C.13-12) IC13_12_Courses_DE_Approval.pdf
(I.C.14-01) IC14_01_BP_1200.pdf
(I.C.14-02) IC14_02_BP_2710.pdf
(I.C.14-03) IC14_03_AR_2712.pdf
(I.C.14-04) IC14_04_BP_7001.pdf
(I.C.14-05) IC14_05_Form_700.pdf
(I.C.14-06) IC14_06_ILO_Catalog_2019.pdf
(I.C.14-07) IC14_07_Program_Map.pdf

STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

> II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

II.A.1. Evidence of Meeting the Standard

Santa Ana College (SAC) offers instructional programs, regardless of location or means of delivery, including distance education and correspondence education, in fields of study consistent with the institution's mission to inspire, transform and empower a diverse community of learners. (*II.A.1-01*; *II.A.1-02*)

Per Board Policy (BP) 4020 Program, Curriculum and Course Development, district programs and curricula shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. (*II.A.1-03*)

SAC's Curriculum and Instruction Council (CIC), a subcommittee of the Academic Senate, and Program Review Subcommittee, both have the necessary processes in place to provide effective oversight and direction as to ensure that instructional programs, regardless of location or means of delivery, address and meet SAC's mission (*II.A.1-04*; *II.A.1-05*; *II.A.1-06*) The review processes of the Curriculum and Instruction Council (CIC) certify the academic integrity of all programs and courses (credit and non-credit) offered at SAC and ensure that proposed programs and courses meet established state mandates and accreditation standards (II.A.1-07). SAC used CurricUNET until fall 2019 and have now transitioned into using CurriQunet META as its online curriculum management system where student learning outcomes are included on each course outline of record (COR) (*II.A.1-08*). Student learning outcomes are also included on all course syllabi (*II.A.1-09*).

The Rancho Santiago Community College District (RSCCD) supports distance education as evidenced by Administrative Regulation (AR) 4105 Distance Education. Per AR 4105 all courses offered via distance education have an addendum to the Course Outline of Record, which is approved separately through the CIC. The review and approval of any new or existing distance education addenda follow the curriculum approval procedures outlined in AR 4020, Program, Curriculum and Course Development. The CIC certifies that

the same standards of course quality are applied to Distance Education (DE) instruction as those applied to traditional classroom courses (*II.A.1-10*; *II.A.1-11*).

The Program Review Subcommittee also ensures that the quality and rigor of the programs are appropriate to an institution of higher learning. The subcommittee has updated the program review template that is completed on an annual and four-year cycle (*II.A.1-12*). The processes in place for program review continue to include semester course-level SLO assessment, annual program-level assessment, and capstone quadrennial review (*II.A.1-13*; *II.A.1-14*). Success and achievement data as reported within the annual Fact Books are included within annual and capstone review reports. (*II.A.1-15*) Program learning outcomes are included within program descriptions listed within the college catalog. (*II.A.1-16*; *II.A.1-17*)

The Bachelor of Science in Occupational Studies (OS) degree is also consistent with SAC's mission to inspire, transform and empower a diverse community of learners. The OS program follows all program review processes of the Curriculum and Instruction Council and the Program Review Subcommittee. There continues to be demand for the OS program from students who are continuing their education after receiving an associate degree in an Occupational Therapy Assistant program (OTA), either directly upon completion of the associate degree or after several years of working (*II.A.1-18*; *II.A.1-19*; *II.A.1-20*). The OS program provides students with a rich, skill-based learning environment that recognizes the diversity of the student population. The program supports and encourages the intellectual and personal growth of each student through a variety of group and individual projects such as the community-based assignment and the capstone project (*II.A.1-21*). Students graduating with a baccalaureate degree broaden their current practice in specialty areas and with a variety of populations. It will also prepare Certified Occupational Therapy Assistants (COTAs) to be advanced practitioners, take on leadership positions, teach in OTA programs, and be qualified to apply to master's level Occupational Therapy programs (*II.A.1-22*; *II.A.1-23*).

II.A.1. Analysis and Evaluation

SAC is known for its highly regarded academic programs. SAC offers 273 degrees and certificates in credit programs and 29 associate degrees for transfer in areas such as Administration of Justice, Biology, Communication Studies, Elementary Teacher Education, Nutrition and Dietetics, and Psychology. In line with its mission, SAC also has 36 Career Education departments, offering 63 degrees and 130 certificates, providing students the skills necessary to enter the workforce upon completion. Programs include Accounting, Auto Technology, Biotechnology, Computer Information Systems, Criminal Justice, Digital Media, Nursing, Occupational Therapy, Paralegal, Pharmacy, Speech-Language Pathology Assisting, Theatre Arts, and Welding,

SAC was one of 15 community colleges selected to take part in the California Community College Bachelor's Degree pilot program. In the Fall of 2017, SAC began offering courses in its Occupational Studies program with its first graduating class in 2019.

The processes for course and program development, as well as review and update, are structured and documented. These processes begin with the discipline faculty and culminate with Board of Trustee approval as outlined in the Administrative Regulations and Curriculum and Instruction Handbook presented as evidence. This thorough process ensures that SAC offers quality courses and programs aligned with its mission statement.

INSTITUTIONAL ANALYSIS

II.A.1 Evidence

(II.A.1-01) IIA1_01_Catalog_AcademicPrograms.pdf
(II.A.1-02) IIA1_02_BACC_degree.pdf
(II.A.1-03) IIA1_03_BP 4020.pdf
(II.A.1-04) IIA1_04_PG_CIC.pdf
(II.A.1-05) IIA1_05_Catalog_Mission_ILO.pdf
(II.A.1-06) IIA1_06_DE_Mission_Plan_PLO.pdf
(II.A.1-07) IIA1_07_SAC_CIC_HB_17-77.pdf
(II.A.1-08) IIA1_08_COR_SLO_ES_TA_AUTO.pdf
(II.A.1-09) IIA1_09_ES_SYL.pdf
(II.A.1-10) IIA1_10_AR_4105.pdf
(II.A.1-11) IIA1_11_AR_4020.pdf
(II.A.1-12) IIA1_12_PR_Academic_Template.pdf
(II.A.1-13) IIA1_13_Child_Dev_PR.pdf
(II.A.1-14) IIA1_14_OTA_Quad Report.pdf
(II.A.1-15) IIA1_15_SAC_FactBook.pdf
(II.A.1-16) IIA1_16_History_Degrees_PLOs.pdf
(II.A.1-17) IIA1_17_WeldingTech_AS_Cert_PLO.pdf
(II.A.1-18) IIA1_18_OTA_Prereq.pdf
(II.A.1-19) IIA1_19_COE_Occupational_Demand_2018.pdf
(II.A.1-20) IIA1_20_OTA BA_Demand.pdf
(II.A.1-21) IIA1_21_OS310_412_Projects.pdf
(II.A.1-22) IIA1_22_OS_Brochure.pdf
(II.A.1-23) IIA1-23_OS_Catalog.pdf

> II.A.2. (Applicable to institutions with comprehensive reviews scheduled after Fall 2019.1) Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

III.A.2. Evidence of Meeting the Standard

All faculty at SAC are involved in curriculum development for courses and programs. SAC's Academic Senate and Curriculum and Instruction Council (CIC) have provided guidance to department chairs, who then share it with discipline faculty. (*II.A.2-01*; *II.A.2-02*) Curriculum discussions happen at both the department and division levels prior to any approval by the CIC. (*II.A.2-03*) In creating and reviewing curriculum, faculty ensure that content and methods of instruction meet the academic and professional standards of higher education.

(*IIA.2-04*) All credit and non-credit courses are reviewed on a four-year cycle. (*II.A02-05*). In spring 2021, the CIC engaged in a comprehensive review and update of the CIC Handbook to ensure currency. (*II.A.2-06*)

Program review occurs annually with a capstone review completed every four years. (*II.A.2-07*) Criteria used in both the annual and capstone program review provide insight for the improvement of courses and programs, which will ensure program currency as well as improvement of the learning experience. (*II.A.2-08*) Program review includes analysis of student achievement data (course completions and degree/certificate completions) and student learning data (SLO assessment results). (*II.A.2-09*; *II.A.2-10*)

Plans and goals developed in program reviews lead to program improvements, as shown in successive program review documents. These plans, goals, and improvements then inform institutional planning. (*II.A.2-11*), In an effort to better align our institutional planning, the Institutional Effectiveness & Assessment (IE&A) Committee was formed in the Fall of 2019. The IE&A Committee is a participatory governance committee that reports directly to College Council. The IE&A Committee is comprised of four working subcommittees: Program Review, Outcomes Assessment, Accreditation, and Enrollment Management. Chairs of each of these subcommittees provides regular reports to the IE&A Committee. (*II.A.2-12*)

In addition to faculty discussions at the department/division levels, the structure of SAC's Program Review Subcommittee also provides opportunities for improvement of SAC's program and service areas. Student service areas present their program review to the committee and engage in dialogue with colleagues from across the campus, giving each area the opportunity to critically reflect upon the program's alignment with the mission statement and identify ways that programs might improve student learning outcomes (*II.A.2-13*). In an effort to enrich the educational experience of every SAC student the Program Review Subcommittee will then take information gathered from Program Review presentations and reports and make recommendations to the Institutional Effectiveness and Assessment Committee regarding trends and to identify connections and make recommendations regarding the alignment of resources between programs and service areas. (*II.A.2-14*)

II.A.2. Analysis and Evaluation

The curriculum process begins with the engagement of full and part-time faculty within each department under the guidance of the department chair. As courses and programs are developed and reviewed, department meeting discussions address content areas and methods of instruction to ensure curriculum meets acceptable academic and professional standards.

The Program Review Subcommittee, under the leadership of the Institutional and Effectiveness Committee (IE&A), has developed an improved process and resources to guide faculty in the annual and capstone quadrennial review cycle. The department reports its findings to the Program Review Subcommittee, which allows for campus wide discussions of issues and opportunities that faculty and students may be facing. As discipline faculty present their findings to faculty and student services staff from across the campus, members of the campus community share ideas for student support, best practices, and ways to improve teaching and learning. These collaborative discussions are the foundation of ongoing improvement of content delivery and academic support services.

INSTITUTIONAL ANALYSIS

II.A.2. Evidence

(II.A.2-01) IIA2_01_Dept_Chair_Guide.pdf
(II.A.2-02) IIA2_02_SAC CIC_Handbook_Faculty.pdf
(II.A.2-03) IIA2_03_Division_Discussions_CIC.pdf
(II.A.2-04) IIA2_04_Approved CORS.pdf
(II.A.2-05) IIA2_05_CIC_Handbook_Course Review.pdf
(II.A.2-06) IIA2_06_CIC_ Min_5-03-21.pdf
(II.A.2-07) IIA2_07_PR_Needed_Completed.pdf
(II.A.2-08) IIA2_08_SAC_Annual_4YR_Academic-Instructional.pdf
(II.A.2-09) IIA2_09_History_PR_Quad.pdf
(II.A.2-10) IIA2_10_Chem_PR_Quad .pdf
(II.A.2-11) IIA2_11_ILO_2016_Comm_Skills .pdf
(II.A.2-12) IIA2_12_PG_Handbook_IEA.pdf
(II.A.2-13) IIA2_13_PRC_Minutes_5-11-20.pdf
(II.A.2-14) IIA2_14_PR_Purpose.pdf

> II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

II.A.3. Evidence of Meeting the Standard

Assessing student learning and engagement has always been part of the fabric of Santa Ana College's instructional and student service areas; however, in the fall semester of 2019, a faculty Outcomes and Assessment Coordinator was hired to lead the effort of training and supporting faculty in writing and assessing outcomes. This work is further supported by the Outcomes and Assessment Subcommittee (O&A) (*II.A.3-01*). The subcommittee works in partnership with the Program Review Subcommittee of the Instructional Effectiveness and Assessment Committee to support the transition of outcomes assessment to the program review process.

To ensure faculty are implementing best practices related to student learning outcomes (SLO) assessment, the faculty coordinator developed a SLO Training Course available to all full-time and part-time faculty. (*II.A.3-02*). Within the course, faculty are taught the Eleven Principles of SLO Assessment. Principles for SLO Assessment come from the Guiding Principles for SLO Assessment which provide a foundation for faculty to regularly and effectively assess learning outcomes for courses and programs. (*II.A.3-03*)

Courses submitted through the established college procedures utilizing the CurriQunet META Course Outline of Record (COR) template include the required section for student learning outcomes. (*II.A.3-04*) The COR is provided to faculty teaching the course to ensure they meet all course requirements when preparing the

syllabus and delivering the course. The SLOs from the COR are included on the syllabus provided to each student. (*II.A.3-05*) Degree and certificate programs also include Program Learning Outcomes in CurriQunet META and in the college catalog. (*II.A.3-06*) The assessment of Program Level Outcomes is also part of SAC's Program Review process which looks at program learning as it is tied to either career or further educational success, such as transfer, or job placement. (*II.A.3-07*)

SAC has officially, and within established college governance procedures, approved the Occupational Studies (OS) baccalaureate degree program and the course outlines of record (COR) for all courses taught in the OS baccalaureate degree program. (*II.A.3-08*) All OS course outlines and OS course syllabi in the OS baccalaureate program contain student learning outcomes, multiple methods of assessment, and grading policies. (*II.A.3-09*, *II.A.3-10*)

II.A.3. Analysis and Evaluation

SAC, through the Outcomes and Assessment Faculty Coordinator and Subcommittee, has established a structure for development, assessment, and evaluation of learning outcomes, as well as continuous training for faculty in these areas. Learning outcomes are submitted, reviewed and approved through the established curriculum procedures. Learning outcomes for courses and programs are made available to faculty, staff, and students as they are included in the course outline of record, College Catalog, and course syllabi. The SLO Training was created to better prepare faculty to create and assess meaningful outcomes for both programs and courses. As full and part-time faculty complete this training this process will continue to strengthen. Communication and coordination with all faculty to be aware of and utilize the most up to date information pertaining to outcomes assessment continues to be an area for improvement.

II.A.3. Evidence

(II.A.3-01) IIA3_01_OA_Committee.pdf
(II.A.3-02) IIA3_02_SLO Training_Course.pdf
(II.A.3-03) IIA3_03_Eleven_Principles_SLO.pdf
(II.A.3-04) IIA3_04_COR_ENGR183.pdf
(II.A.3-05) IIA3_05_Syll_ ENGR183.pdf
(II.A.3-06) IIA3_06_Dance_Pharm_Phil_PLO.pdf
(II.A.3-07) IIA3_07_PR_Assess.pdf
(II.A.3-08) IIA3_08_OS_Prog_Outline_305COR.pdf
(II.A.3-09) IIA3_09_OS_305COR_Syll.pdf
(II.A.3-10) IIA3_10_PR_OTA_PLO_Assess.pdf

> II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

II.A.4. Evidence of Meeting the Standard

Offering an extensive pre-collegiate level curriculum, SAC clearly distinguishes its pre-collegiate level curriculum from college level curriculum through numerous channels, including the Santa Ana Catalog (*II.A.4-01*), the Schedule of Classes (*II.A.4-02*), and the course descriptions for high school/GED, English as a Second Language, and Career Education. There is clear alignment between pre-collegiate level curriculum and college curriculum, ensuring clear and efficient pathways for high school and GED and Career Education students. (*II.A.4-03*)

SAC directly supports students in gaining the knowledge and skills necessary to advance and succeed in college-level curriculum by using criteria and processes in the offering of developmental, pre-collegiate continuing and community education, and short-term training. (*II.A.4-04*; *II.A4-05*; *II.A.4-06*; *II.A.4-07*). To best serve its students, SAC determines appropriate credit type, mode of delivery, and location of courses and programs. (*II.A.4-08*; *II.A.4-09*)

In promoting student success, SAC uses the Guided Pathways model in both pre-collegiate and college curriculum (*II.A.4-10*). In addition, SAC went through a significant transformation, along with all community colleges in California, in its implementation of AB 705 landmark legislation which changed the way California Community Colleges placed students into English and math courses. The goal of AB 705 was to maximize student success by eliminating placement testing and remedial courses. SAC responded by revamping its internal processes and establishing informational tools for students to make informed decisions. (*II.A.4-11*; *II.A.4-12*; *II.A.4-13*) Faculty began a significant review of curriculum and devised effective responses in meeting this objective. Concurrent support courses and increased reliance on tutoring and learning assistance efforts have been the cornerstones of these efforts. (*II.A.4-14*) SAC also took immediate steps to form an ongoing AB 705 Monitoring Committee composed of faculty and deans of relevant disciplines as well as counseling and institutional research. This group has been meeting on a monthly basis to review and discuss institutional results and devise innovative ways to further student success within this context. Student outcomes have been routinely researched and discussed with respect to a variety of efforts including support courses and learning assistance efforts. In our continuous improvement efforts, critical data have been identified, including:

- Relationship of students' high school background (GPA & coursework) to their success in college courses
- Effectiveness of support courses for students with a variety of academic backgrounds
- Impact of time (measured in hours) of student time spent in tutoring; and
- Impact of incorporating instructional assistants into regular course instruction. (*II.A.4-15*), (*II.A.4-16*)

II.A.4. Analysis and Evaluation

SAC has created clear pathways for students enrolled in pre-collegiate level courses, which are available as both credit and non-credit. The courses are distinguished by the course numbering. The majority of the pre-collegiate credit courses available are in English, English as a second language, math, reading and some career education courses. Non-credit courses are all considered pre-collegiate level. Articulation for credit has been established for some non-credit courses to ensure students can more easily transition to credit programs using the knowledge and skills they have gained in the non-credit courses. Pathway maps have been developed to provide clear direction for student completion. In response to AB 705, SAC went through a significant transformation to maximize student learning and success in college-level English and math courses without reliance on development courses. SAC took immediate steps to comply by creating an AB 705 Monitoring Committee, revamping internal processes, and establishing informational tools for students.

II.A.4. Evidence

(II.A.4-01) IIA4_01_Catalog_2019.pdf
(II.A.4-02) IIA4_02_Schedule_FA20.pdf
(II.A.4-03) IIA4_03_Reading_Certs_Artic_Maps_SCE.pdf
(II.A.4-04) IIA4_04_Reading Skills_Prof.pdf
(II.A.4-05) IIA4_05_Math_Comp_Read_Pre.pdf
(II.A.4-06) IIA4_06_VHLTH799_ESL_Core.PDF
(II.A.4-07) IIA4_07_VBUS680_COR.PDF
(II.A.4-08) IIA4_08_ESL306_720.pdf
(II.A.4-09) IIA4_09_VHLTH705_COR.PDF
(II.A.4-10) IIA4_10_Program_Map_CMR_ES_VCT.pdf
(II.A.4-11) IIA4_11_AB705.pdf
(II.A.4-12) IIA4_12_Catalog_AB705.pdf
(II.A.4-13) IIA4_13_SS_Placement_Data.pdf
(II.A.4-14) IIA4_14_COR_Math_221_Support.pdf
(II.A.4-15) IIA4_15_AB705_Web.pdf
(II.A.4-16) IIA4_16_Minutes_AB705_11-07-2019.pdf

> II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

INSTITUTIONAL ANALYSIS

II.A.5. Evidence of Meeting the Standard

SAC's curriculum review and approval processes, defined in the Santa Ana College Curriculum and Instruction Handbook, follow all legal mandates stipulated in Title 5 of the California Education Code and are guided by the California Community Colleges Chancellor's Office's Program and Course Approval Handbook (PCAH). SAC also consults publications by the Academic Senate for California Community Colleges, such as Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates, The Course Outline of Record: A Curriculum Reference Guide, and Good Practices for Course Approval Processes in its interpretations of state regulations. (*II.A.5-01*)

SAC follows the criteria established in Title 5 of the California Education Code to determine the breadth, depth, and rigor of each program it offers, as evidenced by SAC's General Education Philosophy, General Education Categories (*II.A.5-02*) Associate Degree Requirements, Associate Degree for Transfer Requirements (*II.A.5-03*), and Certificate of Achievement Program Requirements (*II.A.5-04*). All associate degrees require a minimum of 60 semester units, as evidenced by the Unit and Residency Requirement (*II.A.5-05*). Following Senate Bill 1440 (Padilla, 2010) SAC currently offers 29 associate degrees for transfer. All associate degrees for transfer require 60 semester units. (*II.A.5-06*). In addition, SAC follows established criteria to determine course sequencing, time to completion, and synthesis of learning as evidenced in the program map for each program it offers. (*II.A.5-07*)

This OS program is for students who have graduated from an Occupational Therapy Assistant (OTA) program that must be accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The OS program at SAC is designed to be a post-professional program for COTAs. Students will enter the program as fifth semester juniors with their OTA education counting as their freshman and sophomore years. OS students are required to meet the same lower division general education patterns required by 4-year universities. The OS program length is two years. Students are guaranteed enrollment in all required classes as a cohort. The delivery mode of courses is in-class, online, or hybrid and determined by pedagogical need. (*II.A.5-08*) The OS program and upper division courses have been added through the curriculum approval process at SAC and include rigorous student learning outcomes consistent with the expectation of upper division courses as well as higher levels of knowledge. Advanced problem solving, clinical reasoning skills, and critical thinking are expected in OS upper division assignments and coursework (*II.A.5-09*).

The Occupational Studies (OS) baccalaureate degree consists of 40 upper division semester units of coursework. Thirty (30) of these units are specific the OS major and ten (10) of these units are general education. (*II.A.5-10*). Upper division courses are clearly marked on the student's transcripts (*II.A.5-11*)

II.A.5. Analysis and Evaluation

The practices and procedures established in SAC's Curriculum and Instruction Handbook are in accordance with the California Community Colleges Chancellor's Office PCAH. These defined practices and procedures include curriculum review and approval. All courses and programs offered by SAC require approval by the respective department, and Division Curriculum Committee, if applicable, and Curriculum and Instruction Council, a subcommittee of the Academic Senate and ultimately the RSCCD Board of Trustees. The local review and approval process is enforced via an internet-based software application (CurriQunet Meta) designed to automate and enhance the development and approval of curriculum.

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SAC's associate degree programs require completion of at least 60 semester units, 12 of which must be earned at SAC. This also includes 24 units of General Education and a minimum of 18 units for the major, along with required math and English proficiencies. These requirements comply with the required breadth, depth, rigor, sequencing, time to completion, and synthesis of learning as stipulated in the California Education Code § 55063. SAC's Certificate of Achievement programs require 16 semester units and follow California Education Code §55070.

The Baccalaureate degree in Occupational Studies includes the required lower division and upper division general education and discipline specific courses. The courses and program requirements have been approved by the established curriculum approval process and comply with California Education Code.

II.A.5. Evidence

(II.A.5-01) IIA5_01_CIC_Web.pdf
(II.A.5-02) IIA5_02_Catalog_GE_AA.pdf
(II.A.5-03) IIA5_03_Catalog_ADTs.pdf
(II.A.5-04) IIA5_04_Catalog_Certs.pdf
(II.A.5-05) IIA5_05_Catalog_Units.pdf
(II.A.5-06) IIA5_06_ADT.pdf
(II.A.5-07) IIA5_07_Prog_Map_Auto_Bio_Chem_Engr.pdf
(II.A.5-08) IIA5_08_Catalog_Req_OS_Course.pdf
(II.A.5-09) IIA5_09_OS305_Syll_Assignment.pdf
(II.A.5-10) IIA5_10_OS Prog_Catalog.pdf
(II.A.5-11) IIA5_11_Transcript_2019.pdf

> II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

II.A.6. Evidence of Meeting the Standard

Consistent with established expectations in higher education for California Community Colleges, SAC utilizes a variety of methods to schedule courses in a manner that will support student completion of degrees and certificates. This begins with program mapping developed within a Guided Pathways framework. SAC has created Program maps and students are provided with a plan to complete each degree and certificate allowing faculty and administration to schedule courses accordingly (*II.A.6-01*). Pathways are designed so that the first semester for SAC students can be either fall or spring terms. Whenever possible, recommended first semester courses are scheduled during both semesters, allowing students to begin their education in a timely manner (*II.A.6-02*). In response to industry needs and competition from for-profit institutions, many Career Education certificate programs are fully scheduled in a single semester allowing students to gain or upgrade skills in a short time. SAC also offers courses in full term and short term ("Gr8 Weeks") format. (*II.A.6-03*; *II.A.6-04*)

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Faculty work with administration to create the schedule for each term using enrollment reports from the Online Report Repository (*II.A.6-05*). For efficient scheduling and to reduce scheduling overlaps, SAC schedules courses in time blocks based on clock hours. These time blocks begin at 7:00 am, allowing students maximum flexibility. (*II.A.6-06*) A timeline for schedule production has been developed to allow for faculty and administrative input and evaluation (*II.A.6-07*). In spring of 2020, SAC began a comprehensive review of its block schedule to ensure that our schedule allows for greater access for students (*II.A.6-08*) The Occupational Studies (OS) Baccalaureate degree program schedules courses to ensure that all classes are available to students to meet degree requirements in the two years allotted for each cohort (admitted with fifth semester junior year status) to take courses in a sequenced pattern to complete the degree (*II.A.6-09*).

Some students may need additional lower division general education units to meet Occupational Studies (OS) degree completion requirements. All students are required, as part of the application process, to meet with the designated OS counselor to have transcripts reviewed to determine completion of all lower division general education units and create an educational plan (*II.A.6-10*). To better evaluate schedule development and student success, SAC's Enrollment Management Subcommittee has begun focused work on updating an Enrollment Management Plan. (*II.A.6-11*). As best practices are evaluated, SAC is partnering with Santiago Canyon College and RSCCD ITS team to evaluate and upgrade current data reports (*II.A.6-12*). Cambridge West and AdAstra have also been engaged to review existing systems and procedures while providing recommendations for development of new tools and improvement of existing systems. (*II.A.6-13*). One of the goals of the revised Enrollment Management Plan is to schedule courses more efficiently to maximize timely student completion of degrees and certificates.

Enrollments are monitored by the faculty and administration. If demand is greater than capacity, leading to waitlists, additional sections are added. (*II.A.6-14*). Should a class be cancelled, students are notified and either referred to alternative sections with capacity or to the department chair for course recommendations. (*II.A.6-15*)

II.A.6. Analysis and Evaluation

Established processes are in place to create and monitor course schedules to provide students with pathways to completion. These processes have also been communicated to students. However, it has become evident that better data and evaluation tools are necessary. This will allow for more efficiency, data driven decisions, and better schedule development. To better determine class demand, SAC is working to implement an online education plan system which will provide data focused on the number of students choosing a particular degree/certificate pathway and the course each may need to register for in each semester. SAC's goal is to link student educational plans and the development of the schedule of classes.

To better evaluate schedule development and student success the Enrollment Management Sub Committee has focused on updating SAC's Enrollment Management Plan and partnered with Santiago Canyon College and RSCCD ITS team to evaluate and upgrade current data reports. In addition, Cambridge West and AdAstra have also been engaged to review existing systems and procedures while providing recommendations for development of new tools and improvement to existing systems.

II.A.6. Evidence

(II.A.6-01) IIA6_01_Bus_Admin_Map.pdf
(II.A.6-02) IIA6_02_GP_Map_Resource_Sample.pdf
(II.A.6-03) IIA6_03_8WKS_Schedule.pdf
(II.A.6-04) IIA6_04_AR_GR8WK_Web.pdf
(II.A.6-05) IIA6_05_2021SP_Sched_Plan_GBE.pdf
(II.A.6-06) IIA6_06_Block_Schedule_FA20.pdf
(II.A.6-07) IIA6_07_Catalog_Prod_Timeline.pdf
(II.A.6-08) IIA6_08_Block_Schedule_Revised.pdf
(II.A.6-09) IIA6_09_OS_Prog_Brochure.pdf
(II.A.6-10) IIA6_10_OS_Apply_Web_Checklist.pdf
(II.A.6-11) IIA6_11_ EM_Agenda_12-01-2020_Plan.pdf
(II.A.6-12) IIA6_12_Email_Sched_Data_Reports.pdf
(II.A.6-13) IIA6_13_Ad_Astra_EM_Report.pdf
(II.A.6-14) IIA6_14_Enrollment_Rev_Int2021.pdf
(II.A.6-15) IIA6_15_Canceled_Class_Emails.pdf

> II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

II.A.7. Evidence of Meeting the Standard

SAC serves students from a diverse region of Orange County. Entering students are often the first in their family to attend college, while others have parents with terminal degrees. Therefore, identifying students by subpopulations provides faculty, staff, and administrators critical information used to address and meet the needs of the students (*II.A.7-01*). To ensure learning is happening with intentional outcomes, using the framework of Guided Pathways, SAC formed the Learning and Engagement Team. This team has developed a three-year plan that addresses equity-based practices at the personal level, professional level, and institutional level (*II.A.7-02*).

Santa Ana College provides flexibility in course delivery methods to best meet student needs. On campus, online, and hybrid courses are offered each term (*II.A.7-03*). Santa Ana College's Distance Education programs provide flexibility to those students who are unable to attend classes on campus. The mission of Distance Education aligns with the missions of RSCCD and SAC (*II.A.7-04*). SAC no longer teaches by means of Correspondence Education due to the very low success and retention of students in that modality however, success rates of DE course offerings are consistently the same or higher on a semester course average.

The Distance Education Advisory Group, an Academic Senate workgroup, meets to assist the Distance Education program in addressing the needs of the faculty who are or will be teaching online or hybrid courses as well as to evaluate whether courses should be offered in the distance education modality (*II.A.7-05*).

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Through the program review process, departments and the Distance Education Office evaluate delivery modes (*II.A.7-06*) Topics discussed include student survey results regarding course offerings, textbook costs as a barrier to students, and utilizing Canvas Learning Management System in some courses (*II.A.7-07*).

With the onset of the COVID-19 pandemic, new delivery strategies were developed to continue serving students in a remote environment. This included the development of Remote Live, Remote Blended, and Hybrid course with interaction that included remote live sessions rather than on-campus class meetings. (*II.A.7-08*)

The college provides equitable learning support services for students in both traditional on-campus courses and distance education courses. (*II.A.7-09*; *II.A.7-10*; *II.A.7-11*; *II.A.7-12*).

Surveys conducted by the District/College Research Office coupled with the findings from program reviews provide a wealth of information that is used to assess the changing needs of our students. This information serves to support improvements in delivery modes, teaching methodologies, and learning support services. (*II.A.7-13*; *II.A.7-14*; *II.A.7-15*). In addition, SAC has a Digital Dons laptop loan program. In order to further support students, this program was expanded in response to the transition to remote learning, ensuring equitable access to the technology required to complete remote and online courses. Additionally, the college kept its Academic Computing Center open for student computer use (*II.A.7-16*). Net Tutor, a free online tutoring service which provides one-on-one virtual tutoring sessions embedded within the students Canvas was also made available (*II.A.7-17*) and in spring 2021, students were also given access to the campus parking lot for WiFi access (*II.A.7-18*).

II.A.7. Analysis and Evaluation

SAC addresses the needs of students by delivering courses using a variety of instructional methods, including face-to-face, online, and hybrid. To ensure equitable access to resources needed to complete the courses, technology has been made available to students through the Digital Dons laptop loan program and access to computers on campus.

In response to the COVID pandemic additional delivery methods were developed which include Remote Live, Remote Blended and a new definition of Hybrid (a combination of online and remote live). As faculty complete the required online training and remote instruction training developed in response to COVID, course delivery continues to improve. When schedules are developed for post-pandemic instruction, there may be an opportunity to implement delivery methods developed in rapid response to the pandemic that faculty and students have determined are beneficial and appropriate to course delivery and student success.

II.A.7. Evidence

(II.A.7-01) IIA7_01_Enrollment_StudentSubpop_ Factbook_2019.pdf
(II.A.7-02) IIA7_02_L&EPlan_Meeting.pdf
(II.A.7-03) IIA7_03_Course_Methods_FA2019.pdf
(II.A.7-04) IIA7_04_DEMission_Plan_PLO.pdf
(II.A.7-05) IIA7_05_DE_Plan_Advisory_Min_12-03-14 .pdf
(II.A.7-06) IIA7_06_LegalStudies_Meeting_01-03-20.pdf
(II.A.7-07) IIA7_07_DE_PR_PPT_Report.pdf
(II.A.7-08) IIA7_08_Course_Methods_SP2021.pdf
(II.A.7-09) IIA7_09_DE_SS_FAQ.pdf
(II.A.7-10) IIA7_10_LearningCenter_OnlineTutoring.pdf
(II.A.7-11) IIA7_11_LearningCenter_OnlineWorkshop.pdf
(II.A.7-12) IIA7_12_MathCenter_Online_Virtual_Covid.pdf
(II.A.7-13) IIA7_13_SAC CC Student Satisfaction Report 2017.pdf
(II.A.7-14) IIA7_14_Summary_Integrated Plan.pdf
(II.A.7-15) IIA7_15_Equity_Plan.pdf
(II.A.7-16) IIA7_16_ACC_DigitalDons.pdf
(II.A.7-17) IIA7_17_NetTutor_Web.pdf
(II.A.7-18) IIA7_18_WIFI.pdf

> II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

II.A.8. Evidence of Meeting the Standard

California Assembly Bill 705 (AB 705) amended Section 78213 of the Education Code as outlined in the (Irwin) Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment. In response, SAC moved to reduce barriers to access for students by eliminating placement exams for math and English, including English as a Second Language (ESL)/English for Multi-Lingual Students (EMLS) and Reading, and implementing a process of multiple measures by which students would work with counselors or self-select the appropriate course in which to register (*II.A.8-01*; *II.A.8-02*). Enrollment shifts to college level math and English classes have been documented and the success rates of these students is now being evaluated (*II.A.8-03*; *II.A.8-04*; *II.A.8-05*).

On December 4, 2020, the Board of Trustees approved and updated Board Policy (BP) 4235 and Administrative Regulation (AR) 4235 Credit for Prior Learning, which provides a structure to implement evaluation and awarding of college credit through alternative examination methods such as Advanced Placement, International Baccalaureate, College Level Examination Program, and Joint Service Transcripts. (*II.A.8-06*; *II.A.8-07*; *II.A.8-08*)

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SAC's Credit by Examination practices and policies are in accordance with RSCCD BP and AR 4235 and published in the college catalog and on the SAC website (*II.A.8-09*; *II.A.8-10*).

Students can earn credit only in courses that are currently listed in the catalog and specifically designated as courses eligible for credit by examination. In consultation with the individual department, the dean will determine whether a departmental or standardized examination will be administered.

To provide consistency and equity across course sections, a variety of departments, such as Accounting, Chemistry, and Math have developed and use departmental exams for their courses. The individual department reviews exam results and revises exams to reduce test bias and enhance reliability. (*II.A.8-11*; *II.A.8-12*; *II.A.8-13*; *II.A.8-14*; *II.A.8-15*)

II.A.8. Analysis and Evaluation

The implementation of Assembly Bill 705 required faculty and administration to work together to implement the multiple-measures approach to student enrollment in college-level math and English classes. Replacing traditional placement tests with multiple measures has resulted in a shift in class enrollments and an increase in students completing these courses. Evaluation and research are ongoing to determine the best support for students in transfer-level math and English and the efficacy of the multiple measures currently used to help students place themselves in the right courses.

While credit by examination has been offered for some classes at SAC and procedures are posted on the SAC website, the shift to offering credit for prior learning will require additional evaluation of transcripts, industry certifications, portfolios, or other work experience. Faculty engagement and information for students will be critical. As reduction in exam/assessment bias continues to be addressed for all assessments at SAC, the ongoing work of faculty to evaluate and develop department exams for courses is critical. As seen in the math department, a faculty lead has been selected for each course that requires department exams to manage evaluation, review, updating, and distribution.

II.A.8. Evidence

(II.A.8-01) IIA8_01_AB705_Web.pdf
(II.A.8-02) IIA8_02_AB705Workgroup_Min_10-3-19.pdf
(II.A.8-03) IIA8_03_Factbook_AB705.pdf
(II.A.8-04) IIA8_04_ENGL_EMLS_AB705.pdf
(II.A.8-05) IIA8_05_MathOutcomes SP20.pdf
(II.A.8-06) IIA8_06_BP4235.pdf
(II.A.8-07) IIA8_07_AR4235.pdf
(II.A.8-08) IIA8_08_Catalog_2019.pdf
(II.A.8-09) IIA8_09_CreditExamination_Web.pdf
(II.A.8-10) IIA8_10_Catalog_CBE.pdf
(II.A.8-11) IIA8_11_Chem 229_Syll_Memos.pdf
(II.A.8-12) IIA8_12_Math_084_Final_Exam_Email.pdf
(II.A.8-13) IIA8_13_Math_140_Common_Final_Instructions.pdf
(II.A.8-14) IIA8_14_Math_140_Common_Final_Rev_Emails.pdf
(II.A.8-15) IIA8_15_MathN06_FA18_Final_Exam_Results.pdf

INSTITUTIONAL ANALYSIS

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

II.A.9. Evidence of Meeting the Standard

SAC awards course credit, degrees, and certificates based on student attainment of learning outcomes, which are documented for each course and program offered by the college. Program level outcomes are printed in the college catalog and student learning outcomes for each course are included on the course syllabus and the Course Outline of Record (COR) via CurriQunet Meta (*IIA.9-01*; *II.A.9-02*).

Guidelines for units and hours follow Title 5: 55002, 55002.5, 55256.5 and Code of Federal Regulations: 34 CFR 668. These policies are provided in RSCCD AR 4023 and are incorporated into the COR template in CurriQunet Meta (*II.A.9-03*). This information is provided to students in the SAC college catalog, which states one unit of college credit represents three hours of student time each week for a semester (*II.A.9-04*).

The Occupational Studies (OS) Baccalaureate degree program assesses student learning outcomes for all OS courses and the assessment of these SLOs is the basis for course credit. (*II.A.9-05*). The evaluation criteria utilized by the OS program, is consistent with generally accepted norms and equivalencies in higher education, especially in relation to upper division courses (*II.A.9-06*).

II.A.9. Analysis and Evaluation

Learning outcomes are developed and assessed for all courses and programs available to SAC students as outlined in the college catalog. Students are awarded credit upon successful completion of the course and related learning outcomes in accordance with state and federal hourly guidelines. As students earn credit for courses completed, they earn and are awarded applicable certificates and degrees.

II.A.9. Evidence

(II.A.9-01) IIA9_01_Catalog_20-21.pdf
(II.A.9-02) IIA9_02_COR_SLO_Syll.pdf
(II.A.9-03) IIA9_03_AR4023_COR_UnitHours.pdf
(II.A.9-04) IIA9_04_UnitCredit_Catalog_20-21.pdf
(II.A.9-05) IIA9_05_OS305_COR.pdf
(II.A.9-06) IIA9_06_OS_SLO_Eval.pdf

> II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

II.A.10. Evidence of Meeting the Standard

SAC facilitates the mobility of students, without penalty, with clearly stated transfer-of-credit policies. SAC currently offers 29 Associate Degrees for Transfer (ADT) (*II.A.10-01*). Per SB 1440 legislation, completion of an ADT is designed to provide a clear pathway to a California State University (CSU) major and provide guaranteed admission with junior standing within the CSU system. In 2018-2019 SAC awarded 735 ADTs, up from 399 in 2014-2105 (*II.A.10-02*). In addition to ADTs, SAC offers over 1360 courses designated as Baccalaureate level/CSU transferable (*II.A.10-03*), over 670 courses designated as University of California (UC) transferable (*II.A.10-04*), over 360 courses applicable to California State University General Education (CSU-GE) Breadth (*II.A.10-05*), and over 240 courses applicable to Intersegmental General Education Transfer Curriculum (IGETC) (*II.A.10-06*). Courses qualified for a C-ID number are comparable in content and scope to other California Community College and California State University courses designated with the same C-ID number. SAC currently offers 252 courses with C-ID qualification (*II.A.10-07*). All information about SAC courses and their applicability to ADT's, CSU-GE, IGETC, baccalaureate level, CSU transferability, UC transferability, and C-ID qualification is updated annually in the SAC catalog. The SAC University Transfer Center also offers extensive programs, workshops, and university representative visits designed to educate and assist students with their transfer of credit (*II.A.10-08*).

SAC accepts transfer credits to fulfill degree requirements, certifying that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses (*II.A.10-09*). SAC has developed a document/manual specifically for the Admissions Office staff on utilizing the Transfer Course Equivalency (TCEQ) program to compare the courses students have taken at past colleges or universities and allow students to transfer in their units (*II.A.10-10*). In addition, department chairs may be asked to evaluate a course from another college to fulfill a certificate or degree requirement. If the learning outcomes of the course being requested for substitution are comparable, the Petition to Waive or Substitute is submitted to Admissions and Records for processing (*II.A.10-11*). SAC has developed and maintains many articulation agreements with institutions to which SAC students frequently transfer.

The SAC articulation website (*II.A.10-12*) provides links to current, as well as historical, CSU/UC/private college and university articulation agreements. This includes links to ASSIST (*II.A.10-13*), which is the official state-wide repository of articulation information. These agreements explain exactly how coursework completed at SAC will transfer to colleges and universities around the state as well as to some colleges and universities out of state. Links provide information that indicate whether SAC courses will meet general education, major, and/or elective requirements at transfer colleges and universities. This articulation is regularly reviewed and updated by the SAC Articulation Officer, as both SAC and its transfer partners continually revise curriculum.

SAC has also developed an extensive list of articulated courses with local high school and Regional Occupational Program (ROP) instructors to facilitate the transfer of credit to SAC. This process is supported by the Career Education (CE) Transitions program. All agreements are reviewed and updated each year to ensure currency and rigor. (*II.A.10-14*)

To be eligible to apply to the SAC Occupational Studies (OS) Baccalaureate degree, students are required to complete all program prerequisite requirements that are clearly posted on the OS webpage and SAC catalog (*II.A.10-15*). SAC has designated a specific OS counselor to evaluate transcripts of OS applicants. A screening form is utilized to identify completion of the minimum required semester units, need for general education, and prerequisites and experiential activities are met. Students applying to the OS program will have graduated from an accredited OTA program, which includes clinical fieldwork rotations and will ensure experiential activities. (*II.A.10-16*; *II.A.10-17*; *II.A.10-18*)

II.A.10. Analysis and Evaluation

SAC has clearly stated transfer-of-credit policies throughout the college catalog and website in order to facilitate the mobility of students without penalty. SAC is committed to aligning courses to the state approved CI-D infrastructure to facilitate transfer of courses in and out for students. To ensure student mobility to a four-year university, the University Transfer Center provides resources and workshops. SAC has developed a process by which courses that are being transferred in are evaluated by Admissions and Records as well as department chairs when required to ensure that expected learning outcomes for transferred courses are comparable to the learning outcomes of SAC courses.

Articulation agreements have been developed with local high school and ROP instructors to encourage transfer of credit into SAC. This process is supported by CE transitions. For degrees and certificates where a transfer degree (ADT) is not yet available, opportunities for direct articulation with universities are explored and developed.

II.A.10. Evidence

(II.A.10-01) IIA10_01_AADT_Catalog_Web.pdf
(II.A.10-02) IIA10_02_Degrees_Certs_Major.pdf
(II.A.10-03) IIA10_03_Catalog_Courses_20-21.pdf
(II.A.10-04) IIA10_04_UC_Catalog_20-21.pdf
(II.A.10-05) IIA10_05_CSU_Catalog_20-21.pdf
(II.A.10-06) IIA10_06_IGETC_Catalog_20-21.pdf
(II.A.10-07) IIA10_07_CID_Catalog_Web.pdf
(II.A.10-08) IIA10_08_UTC_Services_Web_Wkshp.pdf
(II.A.10-09) IIA10_09_TransferCredit_Catalog_20-21.pdf
(II.A.10-10) IIA10_10_Course_Evaluation.pdf
(II.A.10-11) IIA10_11_Petition_Waive.pdf
(II.A.10-12) IIA10_12_Articulation_Web.pdf
(II.A.10-13) IIA10_13_Assist_Web.pdf
(II.A.10-14) IIA10_14_Articulated_Courses_Web.pdf
(II.A.10-15) IIA10_15_OS Apply_Web_Catalog.pdf
(II.A.10-16) IIA10_16_OS_Application.pdf
(II.A.10-17) IIA10_17_OS_Web_FAQ.pdf
(II.A.10-18) IIA10_18_OS_GE_Advising.pdf

INSTITUTIONAL ANALYSIS

> II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

II.A.11. Evidence of Meeting the Standard

SAC has established Institutional Learning Outcomes (ILOs) previously described at SAC as Core Competencies (*II.A.11-01*). SAC's ILO's are: 1. Communication Skills; (a) listening and speaking, (b) reading and writing, 2. Thinking and Reasoning; (a) creative thinking, (b) critical thinking, 3. Information Management; (a) information competency, (b) technology competency, 4. Diversity; (a) cultural, (b) social, (c) environmental, 5. Civic Responsibility, 6. Life Skills; (a) creative expression, (b) aesthetic appreciation, (c) personal growth, (d) interpersonal skills, and 7. Careers.

The goal for the establishment of the ILO's is for students to attain appropriate level competency in identified areas as a program of study is completed. In 2014-2015 the Teaching and Learning Committee established the process to map and assess ILOs (*II.A.11-02*) To ensure the ILOs were being assessed, each course was mapped to the appropriate ILOs (*II.A.11-03*). Each year an ILO is identified for the campus to assess with data and analysis submitted to the division for review and discussion (*II.A.11-04*). This process is now being reviewed by the newly established Outcomes and Assessment committee.

All programs offered at SAC have developed appropriate program learning outcomes that identify the skills students will learn as program requirements are completed (*II.A.11-05*). The program learning outcome are often further defined to provide greater clarity of expectations and outcomes for students (*II.A.11-06*). Student learning outcomes are regularly assessed to ensure that students are achieving the course, program, and institutional outcomes as developed by the department and institution (*II.A.11-07*).

The Occupational Studies (OS) Baccalaureate degree program's student learning outcomes are consistent with generally accepted norms in higher education and reflect the higher levels expected at the Baccalaureate level. The OS program learning outcomes are clearly stated in the SAC catalog. Additionally, the OS 412 Capstone Seminar course is intentionally designed to provide the OS student with an opportunity to use the skills and knowledge from their program to design an innovative therapeutic solution to an identified therapeutic problem and formally present it. *(II.A.11-08*; *II.A.11-09*)

II.A.11. Analysis and Evaluation

SAC has established Institutional Learning Outcomes that are tied directly to the course and program outcomes. In addition, all courses and programs have specific outcomes established to ensure student learning.

The process for mapping or aligning courses and programs to the institutional learning outcomes was established in 2014-15. This process is now being reviewed by the Outcomes and Assessment committee to ensure it is incorporated into the program review process and part of the Nuventive software system. This will ensure more consistent assessment and evaluation.

II.A.11. Evidence

(II.A.11-01) IIA11_01_Catalog_ILO.pdf

(II.A.11-02) IIA11_02_TLC_Report_2015.pdf

(II.A.11-03) IIA11_03_Accounting_ILO Map.pdf

(II.A.11-04) IIA11_04_Bus_Div_ILO.pdf

(II.A.11-05) IIA11_05_Catalog_Para_PLO.pdf

(II.A.11-06) IIA11_06_LegalStudies_PLO.pdf

(II.A.11-07) IIA11_07_LegalStudies_SLO_Asses.pdf

(II.A.11-08) IIA11_08_OS_Catalog.pdf

(II.A.11-09) IIA11_09_OS412_COR_Syll.pdf

> II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

II.A.12. Evidence of Meeting the Standard

The mission of SAC can be seen within the General Education (GE) philosophy. This philosophy is based on the AR 4025 Philosophy and Criteria for Associate Degree and General Education supported by Title 5 Section 55061. (*II.A.12-01*). SAC maintains the philosophy that the associate degree represents more than an accumulation of units but rather it embodies the completion of a well-defined pattern of learning experiences that have been designed to develop certain capabilities. Further, it embodies the principle that those who obtain degrees should possess basic knowledge, concepts, and methodologies that are uniquely shared by various disciplines. The need for students to adapt to and embrace rapidly changing global, national, and local conditions is incorporated into the GE philosophy. SAC pursues the idea that students should develop the necessary skills and knowledge to empower themselves and their community. These requirements are provided to students in both the catalog and now also in the schedule of classes. (*II.A.12-02*; *II.A.12-03*)

At SAC, General Education Outcomes and Institutional Learning Outcomes are one and the same. The Academic Senate, via the Teaching and Learning Committee (TLC), established seven Institutional Learning Outcomes (quadrennial assessments) that represent a well-rounded general education (*II.A.12-04*). Each department and program align its program outcomes with these institutional learning outcomes and aligns course learning outcomes to program learning outcomes. As described in IIA11, the intent is that students who complete an associate degree at SAC will have demonstrated mastery of concepts and communication skills; creative, critical and quantitative thinking and reasoning; information management, information and technology competency; cultural, social and environmental diversity; civic responsibility; and life skills

(*II.A.12-05*). The General Education requirements for Certificate of Achievement Programs, Certificate of Proficiency Programs, A.A/A.S. and ADT degree certifications are clearly defined for all courses by academic department and course number. Faculty develop course content, methodology, SLO's, and assessment methods. Each department/division has a curriculum committee that reviews curriculum prior to being submitted to the Curriculum and Instructional Council. The department/division curriculum committees, along with the Curriculum and Instruction Council (CIC) determines the appropriateness of courses and requirements for degrees (*II.A.12-06*; *II.A.12-07*).

The Adult Education Department under SAC School of Continuing Education (SCE), similarly has GE requirements that align with its Institutional Learning Outcomes. Each academic department, along with academic support services and student services combined, assists students with learning outcomes; communication on skills, thinking and reasoning, information management, diversity, civic responsibility, life skills, and careers. Programs work together to give students a well-rounded educational experience in Adult Basic Education, Adult Secondary Education, Career and Technical Education (Short Term Vocational), English as a Second Language (ESL), Parent Education, or Counseling. Curriculum, student services, and programs are designed to prepare each student for academic, workforce, and personal success. Increasing student transition to other types of noncredit programs as well as credit programs is a constant focus (*II.A.12-08*).

The Occupational Therapy Assistant (OTA) associate degree and Occupational Studies (OS) baccalaureate degree programs' general education requirements are clearly stated in SAC's catalog. The lower and upper division general education coursework are consistent with CSU-GE or IGETC requirements for the OS Baccalaureate degree.

To complete a Bachelor of Science in Occupational Studies, students must complete:

- Either 37 units of IGETC or 39 units of CSU GE Breadth lower division general education coursework.
- Ten semester units of upper-division general education coursework are included in the program as follows: Quantitative Research Methods for Healthcare Professionals (4 units), Health Communication (3 units), and The Sociology of Health, Illness, and Healing (3 units).

The OTA associate degree followed a local pattern of general education. Additional lower division general education courses were added to the OS program to meet the IGETC/CSU Breadth requirements. Four additional lower division general education courses include two classes that are upper division prerequisites (Statistics and Sociology) and two classes that were recommended by the OTA Professional Advisory Committee (Physics and Ethics) (*II.A.12-09*).

II.A.12. Analysis and Evaluation

Based on AR 4025, SAC has developed a general education philosophy and requirements for associate degrees, associate degrees for transfer, and baccalaureate degrees that are clearly defined in the catalog and now provided in the Schedule of Classes for better communication to students. The breadth and depth of course requirements include topics related to acceptance of responsible participation in civil society; skills for lifelong learning and application of learning; and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and the social sciences.

INSTITUTIONAL ANALYSIS

The process for approving courses included in the general education requirements begins with faculty expertise in their respective disciplines, which are then recommended to the curriculum committee and Curriculum and Instruction Council for approval prior to submission to the CSU's and UC's for final approval. The learning outcomes associated with each program are those that have been established for the campus as stated above and include discipline specific outcomes. The learning outcomes for each program are established by the faculty of the department/program and are designed to align to Institutional Learning Outcomes.

II.A.12. Evidence

(II.A.12-01) IIA12_01_AR_4025pdf.pdf
(II.A.12-02) IIA12_02_Catalog.pdf
(II.A.12-03) IIA12_03_GenEd Requirements.pdf
(II.A.12-04) IIA12_04_PR_ILO_Web.pdf
(II.A.12-05) IIA12_05_Catalog_AA.pdf
(II.A.12-06) IIA12_06_Catalog_Req.pdf
(II.A.12-07) IIA12_07_CIC_Agenda_11-23-2020.pdf
(II.A.12-08) IIA12_08_SCE_SLO_Web.pdf
(II.A.12-09) IIA12_09_OS_Catalog.pdf

> II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

II.A.13. Evidence of Meeting the Standard

SAC programs require completion of classes in at least one area of study, while others may require completion of an interdisciplinary core. Degree programs require a minimum of 18 units of specific courses required for a major or "area of emphasis" with all requirements for all certificate and degree programs identified in the annual SAC Catalog and on departmental websites. Also, listed in the annual college catalog are the program learning Outcomes for all degrees and certificates. (*II.A.13-01*; *II.A.13-02*)

An example of a degree program focused in one area of study, which includes mastery of skills and key theories at a level appropriate to the sophomore or Associates Degree, is the Music Degree for Transfer. The program learning outcomes exemplify the successful completion of basic and intermediate level courses in music theory as well as performance. (*II.A.13-03*). The Business Administration Degree for Transfer consists of an interdisciplinary core from disciplines such as Accounting, Business, Economics, and Law (*II.A.13-04*; *II.A.13-05*). All non-credit program requirements are also provided in the annual SAC Catalog (*II.A.13-06*).

The Occupational Studies (OS) Baccalaureate program includes a focus area of study in the discipline of occupational therapy. The OS degree requirement includes a minimum of 120 semester units. The 30 upper division units from the bachelor's degree are directly related to the major coursework in occupational therapy theory and principles. The SLOs in the OS courses ensure proper alignment between student learning

and key theories and practices in the field of occupational therapy. The OS program provides an advanced level of clinical education with an in-depth study of occupational therapy theory and principles with a focus on providing evidence-based treatment. The OS program focuses on obtaining, understanding, and using evidence in providing occupational therapy treatment in a variety of settings. This includes using clinical analysis and clinical reasoning skills. Major coursework in the OS program is clearly described in the SAC catalog (*II.A.13-07*). All programs offered at SAC are approved through the established curriculum approval process. (*II.A.13-08*)

II.A.13. Analysis and Evaluation

SAC faculty propose, assess, review, and update program requirements to ensure students are learning the specific area of study identified by the degree or the established interdisciplinary core as needed. The program requirements are approved through the established college curriculum processes to ensure relevancy at the appropriate degree level and of key theories and practices within the field of study. Program requirements are communicated to students through the annual college catalog, website, and program brochures.

II.A.13. Evidence

(II.A.13-01) IIA13_01_Catalog.pdf
(II.A.13-02) IIA13_02_Catalog_Liberal.pdf
(II.A.13-03) IIA13_03_Catalog_Music_AAT.pdf
(II.A.13-04) IIA13_04_Catalog _BA_AST.pdf
(II.A.13-05) IIA13_05_BA_ Brochure.pdf
(II.A.13-06) IIA13_06_Catalog_NC.pdf
(II.A.13-07) IIA13_07_OSProgram_ Catalog.pdf
(II.A.13-08) IIA13_08_CIC_Min_11-09-2020.pdf

> II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

II.A.14. Evidence of Meeting the Standard

In accordance with AR 4102 Career Education Programs, SAC is committed to providing students Career Education programs that prepare students with the knowledge and skills required for entry level employment. To ensure students are receiving the knowledge and skills necessary to enter a specific field of employment, each program has an advisory committee that is comprised of members from business and industry, which may include alumni and current students. Advisory committees meet a minimum of one time during each academic year. Faculty update course and program requirements based on feedback from the committee. Additionally, faculty have access to supply and demand data and industry skill analysis prepared by the Center of Excellence to develop and update programs. (*II.A.14-01*; *II.A.14-02*; *II.A.14-03*)

INSTITUTIONAL ANALYSIS

In addition to the college wide program review and quadrennial curricular review process, Career Education programs are expected to conduct biannual curricular reviews to determine the ongoing viability of the CE program. Program viability is also analyzed through LMI data, job availability and industry input. Though CE program and curricular reviews were being conducted through the college-wide curricular review (quadrennial) and program review processes (annual/quadrennial) SAC identified that the internal process for the CE 2-year curricular review was not providing the necessary information required to maintain active status in the State Chancellors Curriculum inventory.

To address this deficiency, the SAC Curriculum and Instruction council (CIC) created a workgroup to analyze, update and bring back recommendations to CIC. The revised process approved in Spring 2021 (*II.A.14-04*). Additional support for Career Education programs is provided by SAC's Career Education and Workforce Development (CEWD) which works regionally to develop partnerships, programs, and pathways that assist Career Education (CE) students in successfully reaching their education and employment goals. SAC's CE programs include 36 areas of study with offerings totaling 62 AA/AS degree options, 147 certificates, and 1 baccalaureate degree. These CE programs are housed in the Business; Fine and Performing Arts; Human Services and Technology; Kinesiology and Athletics; and Science, Mathematics, and Health Sciences divisions. The CEWD participates in various workgroups and committees and manages multiple grants in order to obtain the necessary resources (equipment, software, supplies, professional development, etc.) to support all CE programs (*II.A.14-05*). A variety of the 36 different CE disciplines offered at SAC prepare students for a wide variety of industry certifications such as: CompTIA+, ACE, NASBITE, BRN, ACOTE.

Fire Technology

Certification	Certifying Agency
Confined Space Rescue Awareness	State Fire Training
Fire Control 3B	State Fire Training
Firefighter Survival	State Fire Training
Low Angle Rope Rescue Operational	State Fire Training
Rescue Systems 1	State Fire Training
Fire Fighter 1 (2019) California	State Fire Training
Fire Fighter 1 (2019) IFSAC/ProBoard	State Fire Training
Fire Fighter 1 (2019) IFSAC/ProBoard	State Fire Training
Internationally Accredited	
Wildland Fire Fighter 1 (2020 IFSAC/ProBoard	State Fire Training
Hazardous Materials FRA/FRO ProBoard	California Specialized Training Institute (CSTI)
CAL FIRE Firefighter 1 Basic	California Department of Forestry and Fire Protection

Listed below are all the SAC Fire Technology courses that have "Industry recognized" certifications attached.

The courses listed that are not in bold are in the catalog, have been offered in the past, and could be offered in the future.

Formal SAC Classes for the Basic Fire Academy	Certification Issued by
FAC 060A Basic Fire Academy - Fire Fighter 1A Structure	State Fire Training
FAC 060B Firefighter 1B - Hazardous Materials / WMD	State Fire Training
FAC 060C Firefighter 1C - Wildland Firefighter 1	State Fire Training
FAC TBD: Driver / Operator 1A	State Fire Training

State Fire Training is the certifying body for courses below:

FOT 016 CSFA Terrorism	State Fire Training
FOT 032 ICS-300 Intermediate ICS (FEMA and State Fire Training)	State Fire Training
FOT 033 ICS-400 Incident Command (FEMA and State Fire Training)	State Fire Training
FOT 150A Company Officer 2A: Human Resource Management for Company Officers	State Fire Training
FOT 150B Company Officer 2B: General Administration Functions for Company Officers	State Fire Training
FOT 150C Company Officer 2C: Fire Inspections and Investigations	State Fire Training
OT 150D Company Officer 2D: All-Risk Command Operations for Company Officers	State Fire Training
FOT 150E Company Officer 2E: Wildland Incident Operations for Company Officers	State Fire Training
OT 273A Chief Fire Officer 3A: Human Resource Management for Chief Fire Officers	State Fire Training
FOT 273B Chief Fire Officer 3B: Budget and Fiscal Responsibilities for Chief Fire Officers	State Fire Training
FOT 273C Chief Fire Officer 3C: General Administration Functions	State Fire Training
FOT 273D Chief Fire Officer 3D: Emergency Service Delivery Responsibilities for Chief Fire Officers	State Fire Training
FOT 044 Fire Investigation 1A: Fire Origin and Cause Determination	State Fire Training
FOT 045 Fire Investigation 1B: Techniques of Fire Investigation	State Fire Training
FOT 130A Fire Inspector 1A: Duties and Administration	State Fire Training
FOT 130B Fire Inspector 1B: Introduction to Fire and Life Safety	State Fire Training
FOT 130C Fire Inspector 1C: Field Inspection	State Fire Training
FOT 130D Fire Inspector 1D: Field Inspector	State Fire Training
FOT 206 Instructor II: Instructional Development	State Fire Training
FOT 205 Instructor I: Instructional Methodology	State Fire Training

INSTITUTIONAL ANALYSIS

Business Division:

- Office Technology (BATs)
- CIS
- International Business
- Accounting

Criminal Justice Academy

- CA POST Peace Officer- Academy graduation and one year service, during which field training is completed.
- CA POST Intermediate Peace Officer
- CA POST Advanced Peace Officer- Both after time in position and considers education completion too.
- CA POST Sergeant- After supervisory school and two years of service.

OTA

- National Board for Certification in Occupational Therapy (NBCOT)

Pharmacy Technology:

- PTCB: The Pharmacy Technology Program prepares students to pass PTCB testing for industry certification (licensing).

Automotive and Diesel:

- ASE Certifications
- ASE Certificates (A1 - A9)
- ASE Certification (T1 - T8)
- ASE Certification (H1 - H8)
- ASE Certification (L1)
- Certification for California Air Resources Board (CARB)
- Certification certificate through CARB Opacity Tester (CCDET1 - CCDET3 Certificate included)
- License Prep for Bureau of Automotive Repair (BAR) State Licensing Test:
- BAR Smog Check Inspector prep (Certificate included not license)
- BAR Smog Check Repair Technician prep (Certificate included not license)
- BAR Smog Check Update training for Smog Check Repair Technicians (Certificate included not license)
- EPA (Environmental Protection Agency)

- EPA 608 license Prep
- EPA 609 License Prep

Welding

- LADBS D1.1. Certified welder SMAW and FCAW. (lab Practical not license)
- NC3 Lincoln electric welder training

We prep students for certificates in (training only):

- AP1 1104 and ASTM (1g, 2g, 5g, 6g)
- SMAW, GTAW, FCAW, GMAW
- AWS certified welder
- 1f, 2f, 3f, 4f, 1g, 2g, 3, g, 4g
- Carbon Steel SMAW, GTAW, FCAW, GMAW
- D17.1
- Carbon steel, Aluminum, Stainless steel
- Sheet and Tubing

Culinary Arts:

- ServSafe Manager Certificate
- Food Handler Certificate

EMT

The EMT courses provide a certificate of completion and prepare the students to sit for the county, State and National licensure, as well as nursing is prepared to sit for the NCLEX RN exam.

Biotechnology Program

Biol 194 (and to a lesser extent 191) prepare students to take the CQIA (Certified Quality Improvement Associate) exam through the American Society of Quality (ASQ)

Kinesiology

The Fitness Specialist Certificate program prepares students for employment in the fitness industry by combining a science-based academic foundation with an application of skill. Students gain knowledge of kinesiology principles while developing exercise leadership and individual & group exercise programming skills. The program is designed to be completed within nine months but includes transferrable coursework for students seeking to further their education in Kinesiology-related fields. Upon completion, graduates of this program should expect to seek the appropriate National Certification before finding careers working in health clubs, country clubs, fitness or recreation centers, gyms, hospitals, universities, yoga and Pilate studios, resorts, and/or as entrepreneurs. (*II.A.14-06*; *II.A.14-07*) NASBITE Certified Global Business Professional

(CGBP), (*II.A.14-08*) Microsoft Office & Adobe and Snap-On. As faculty build programs aligned to the industry recognized certification student success is increasing (*II.A.14-09*).

The Accreditation Council for Occupational Therapy Education (ACOTE) provides external accreditation to all OT/OTA programs. The SAC OTA associate degree is accredited through ACOTE to ensure the program meets licensure and certification standards. ACOTE made the decision to move OT education from the Master to the Doctorate level and to have dual OTA education, at both the Associate and the Bachelor level. Currently, the OS baccalaureate program does not require external accreditation (*II.A.14-10*).

Students entering the OS program are graduates of an OTA program and are certified and licensed to practice. With the education provided in the OS program, the students will become highly skilled practitioners who will be able to understand and apply research to their clinical practice. Graduates of the OS program are prepared for career advancement as a Certified Occupational Therapy Assistant including the ability to take leadership positions, e.g., Director of Rehab in a skilled nursing facility. Graduates will also be prepared to work in settings that require a bachelor's degree and to take teaching roles in both the clinical setting and community college OTA programs. Finally, the graduates will be to continue to graduate level education. (*II.A.14-11*)

The OS Baccalaureate program has an active advisory committee that meets every semester to give input to the program faulty to ensure the curriculum content aligns with industry needs. The advisory committee assists with program effectiveness through the provision of information and ideas that include course content, instructional and learning experiences, provision of fieldwork clinical site opportunities and employment possibilities. (*II.A.14-12*)

II.A.14. Analysis and Evaluation

SAC provides a breadth and depth of CE programs that prepare students for the work force. Through established review processes, SAC ensures that students graduating from its CE CE programs, degree or certificate, possess the technical and professional competencies to meet employment standards and preparation for external licensure and certification.

II.A.14. Evidence

(II.A.14-01) IIA14_01_SectorBrief_ DigitalMedia_COE.pdf
(II.A.14-02) IIA14_02_Paralegal_Advisory Minutes.pdf
(II.A.14-03) IIA14_03_OTA_Adv_Committee_Min_12-11-2020.pdf
(II.A.14-04) IIA14_04_CTE_PR_CIC.pdf
(II.A.14-05) IIA14_04_CEWD_Web.pdf
(II.A.14-06) IIA14_05_Fit_Specialist_Web.pdf
(II.A.14-07) IIA14_06_Business_NASBITE.pdf
(II.A.14-08) IIA14_07_MOS_AdobeCert_NASBITE.pdf
(II.A.14-09) IIA14_08_Auto_Web_MOS_ACA.pdf
(II.A.14-10) IIA14_09_Acote_Web.pdf
(II.A.14-11) IIA14_10_OS_Brochure.pdf
(II.A.14-12) IIA14_11_OS_OTA AdvisoryMeeting Min_Members.pdf

INSTITUTIONAL ANALYSIS

> II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

II.A.15. Evidence of Meeting the Standard

SAC's process for program modification and discontinuance is based on Board Policy 4020 Program, Curriculum and Course Development, with further details provided in Administrative Regulation 4021 Program Discontinuance. AR 4021 outlines the process by which programs are eliminated or require significant change. The process is also published in the Curriculum and Instruction Handbook, though the CIC handbook is currently being updated and does not yet reflect the change to the updated Board Policy (*II.A.15-01*; *II.A.15-02*; *II.A.15-03*). Program modification is based on information from SAC's established program review process. For CE programs, decisions are based on recommendations from advisory meetings and labor market data provided by the Center of Excellence (*II.A.15-04*; *II.A.15-05*; *II.A.15-06*; *II.A.15-07*).

Santa Ana College has established procedures related to Catalog rights. Students who maintain continuous enrollment in at least one regular semester or session in a catalog year may elect to meet the associate degree or certificate requirements in the SAC catalog in effect at the time of first enrollment or may choose the requirements from any one year of subsequent continuous enrollment. If students have taken courses that are no longer available or required, department chairs can review the older courses for alignment with current course learning outcomes and approve the previous course for substitution in the current program requirements (*II.A.15-08*; *II.A.15-09*; *II.A.15-10*)

Program discontinuance for reasons related to relevancy, demand, or other issues that may arise, requires that faculty and administration work together with the Program Discontinuance Review Committee to develop a phase-out period, as outlined in AR 4021, to ensure that students enrolled in the program can complete the program.

II.A.15. Analysis and Evaluation

SAC follows established procedures for either substantial change to program requirements or elimination of a program. The reliance on faculty to evaluate and modify programs for relevance and currency is structured and documented. As programs and courses are updated, the ability for department chairs to approve course substitutions provides flexibility and support for student completion, allowing students to complete their education in a timely manner and with minimum disruption.

There is no evidence available to show that the Program Discontinuance Committee has met to address requests to discontinue programs or that programs have been eliminated from the college catalog. While the policy and process are documented in both the Administrative Regulation and in SAC's Curriculum and Instruction Handbook it is recommended that information related to the discontinuance process be included in the college catalog for student use.

II.A.15. Evidence

(II.A.15-01) IIA15_01_BP4020.pdf
(II.A.15-02) IIA15_02_AR4021.pdf
(II.A.15-03) IIA15_03_CIC_Handbook.pdf
(II.A.15-04) IIA15_04_PR_BAT2015.pdf
(II.A.15-05) IIA15_05_PR_BAT2019.pdf
(II.A.15-06) IIA15_06_ BAT_Advisory_Min_09-23-20.pdf
(II.A.15-07) IIA15_07_COE_Report_BAOM_Degree.pdf
(II.A.15-08) IIA15_08_Catalog_BAOM_2015-16 .pdf
(II.A.15-09) IIA15_09_Catalog_BAOM_2018-19 SAC .pdf
(II.A.15-10) IIA15_10_Petition_Sub_ BAOM .pdf

> II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

II.A.16. Evidence of Meeting the Standard

The Curriculum and Instruction Council (CIC) at SAC follows:

- California's Title 5, section §55130 – Approval of Credit Programs
- Program and Course Approval Handbook (PCAH) 7th edition
- RSCCD Administrative Regulations (AR):
  - 4020 Curriculum
  - 4021 Program Discontinuance
  - 4025 Philosophy and Criteria for Associate Degree and General Education
  - 4025B Philosophy and Criteria for Baccalaureate Degree and General Education
  - 4100 Graduation Requirements for Degree and Certificates
  - 4101 Independent Study
- RSCCD Board Policies (BP):
  - 4020 Program, Curriculum, and Course Development
  - 4025 Philosophy and Criteria for Associate Degree and General Education
  - 4025B Baccalaureate Degree Programs
  - 4100 Graduation Requirements for Degrees and Certificates

- The CIC Handbook regulations and policies to evaluate and improve the quality and currency of all instructional credit and noncredit programs offered by the institution. (*II.A.16-01*; *II.A.16-02*; *II.A.16-03*; *II.A.16-04*; *II.A.16-05*; *II.A.16-06*; *II.A.16-07*; *II.A.16-08*; *II.A.16-09*; *II.A.16-10*; *II.A.16-11*; *II.A.16-12*; *II.A.16-13*)

CIC is structured for systematic evaluation and improvement of quality programs. It ensures certification and academic integrity of all credit and noncredit courses and programs. (*II.A.16-14*). Following state guidelines, the CIC Handbook (*II.A.16-15*) outlines the approval criteria for courses and programs that faculty must follow. SAC's curriculum process includes the review of courses and program objectives on a 4-year cycle and each division's respective curriculum committee will objectively review courses and programs submitted by faculty and make recommendations to ensure that courses and program learning outcomes are relevant and appropriate (*II.A.16-16*). Following division review, courses and programs will be moved to CIC for approval and recommendations made to the Board of Trustees for final approval.

Part of SAC's curricular process includes the biannual review of CE programs to evaluate relevancy and assess the efficacy of programs towards employment requirements. The Career Education Program Two-Year Review Form requires programs to re-evaluate job market/demand information, effectiveness, and external issues (i.e., unnecessary duplication of programs within the region). A workgroup of CIC was established to develop a clear and meaningful process for two-year review of CE programs to ensure program relevance and compliance. The workgroup is also facilitating the process by creating an electronic submission within our existing curriculum management system, CurriQunet Meta (*II.A.16-17*)

In addition, SAC's program review process occurs annually with results tied to the annual Resource Allocation Request process and a quadrennial report summarizing the prior 4 years, including curricular review, is submitted to the Program Review committee for feedback (*II.A.16-18*).

II.A.16. Analysis and Evaluation

SAC has a comprehensive review process and established institutional policies for the systematic evaluation of all programs based on established board policies and administrative regulations. SAC regularly evaluates and improves the quality and currency of all instructional programs regardless of delivery mode or location. The processes by which this is accomplished is outlined in the CIC Handbook. The structure of the CIC allows for dissemination of this information to faculty in every discipline through their CIC representative and division curriculum committees. In addition, professional development activities support faculty training on process and procedure.

The CIC has undertaken the task of updating the CIC Handbook to reflect the new language found in the PCAH 7th edition which includes the streamlined course approval process. A workgroup of CIC was also established to develop a clear and meaningful process for two-year review of CE programs to ensure program relevance and compliance.

II.A.16. Evidence

(II.A.16-01) IIA16_01_Title5_55130_Web.pdf
(II.A.16-02) IIA16_02_PCAH.pdf
(II.A.16-03) IIA16_03_AR_4020 .pdf
(II.A.16-04) IIA16_04_AR_4021.pdf
(II.A.16-05) IIA16_05_AR_4025.pdf
(II.A.16-06) IIA16_06_AR_4025B.pdf
(II.A.16-07) IIA16_07_AR_4100 .pdf
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(II.A.16-09) IIA16_09_BP_4020.pdf
(II.A.16-10) IIA16_10_BP_4025.pdf
(II.A.16-11) IIA16_11_BP_4025B.pdf
(II.A.16-12) IIA16_12_BP_4100.pdf
(II.A.16-13) IIA16_13_CIC_Handbook.pdf
(II.A.16-14) IIA16_14_PG_Handbook_CIC.pdf
(II.A.16-15) IIA16_15_CIC_Handbook _Criteria.pdf
(II.A.16-16) IIA16_16_HS&T_Agenda_Min.pdf
(II.A.16-17) IIA16_17_CTE Program Review Process.pdf
(II.A.16-18) IIA16_18_PR_Web_Info.pdf

Conclusions on Standard II.A. Instructional Programs

The instructional programs offered at SAC are aligned with its mission and are conducted at levels of quality and rigor appropriate for an institution of higher education. This goal is accomplished through ongoing assessment and continual improvement of instructional programs. The promotion of intellectual inquiry is encouraged by the incorporation of general education courses that ensure breadth of knowledge in all degree programs.

Evidence List

(II.A.1-01) IIA1_01_Catalog_AcademicPrograms.pdf
(II.A.1-02) IIA1_02_BACC_degree.pdf
(II.A.1-03) IIA1_03_BP 4020.pdf
(II.A.1-04) IIA1_04_PG_CIC.pdf
(II.A.1-05) IIA1_05_Catalog_Mission_ILO.pdf
(II.A.1-06) IIA1_06_DE_Mission_Plan_PLO.pdf
(II.A.1-07) IIA1_07_SAC_CIC_HB_17-77.pdf
(II.A.1-08) IIA1_08_COR_SLO_ES_TA_AUTO.pdf
(II.A.1-09) IIA1_09_ES_SYL.pdf
(II.A.1-10) IIA1_10_AR_4105.pdf
(II.A.1-11) IIA1_11_AR_4020.pdf
(II.A.1-12) IIA1_12_PR_Academic_Template.pdf
(II.A.1-13) IIA1_13_Child_Dev_PR.pdf
(II.A.1-14) IIA1_14_OTA_Quad Report.pdf
(II.A.1-15) IIA1_15_SAC_FactBook.pdf
(II.A.1-16) IIA1_16_History_Degrees_PLOs.pdf
(II.A.1-17) IIA1_17_WeldingTech_AS_Cert_PLO.pdf
(II.A.1-18) IIA1_18_OTA_Prereq.pdf
(II.A.1-19) IIA1_19_COE_Occupational_Demand_2018.pdf
(II.A.1-20) IIA1_20_OTA BA_Demand.pdf
(II.A.1-21) IIA1_21_OS310_412_Projects.pdf
(II.A.1-22) IIA1_22_OS_Brochure.pdf
(II.A.1-23) IIA1-23_OS_Catalog.pdf
(II.A.2-01) IIA2_01_Dept_Chair_Guide.pdf
(II.A.2-02) IIA2_02_SAC CIC_Handbook_Faculty.pdf
(II.A.2-03) IIA2_03_Division_Discussions_CIC.pdf
(II.A.2-04) IIA2_04_Approved CORS.pdf
(II.A.2-05) IIA2_05_CIC_Handbook_Course Review.pdf
(II.A.2-06) IIA2_06_CIC_ Min_5-03-21.pdf
(II.A.2-07) IIA2_07_PR_Needed_Completed.pdf
(II.A.2-08) IIA2_08_SAC_Annual_4YR_Academic-Instructional.pdf
(II.A.2-09) IIA2_09_History_PR_Quad.pdf
(II.A.2-10) IIA2_10_Chem_PR_Quad .pdf
(II.A.2-11) IIA2_11_ILO_2016_Comm_Skills .pdf
(II.A.2-12) IIA2_12_PG_Handbook_IEA.pdf
(II.A.2-13) IIA2_13_PRC_Minutes_5-11-20.pdf
(II.A.2-14) IIA2_14_PR_Purpose.pdf

(II.A.3-01) IIA3_01_OA_Committee.pdf
(II.A.3-02) IIA3_02_SLO Training_Course.pdf
(II.A.3-03) IIA3_03_Eleven_Principles_SLO.pdf
(II.A.3-04) IIA3_04_COR_ENGR183.pdf
(II.A.3-05) IIA3_05_Syll_ ENGR183.pdf
(II.A.3-06) IIA3_06_Dance_Pharm_Phil_PLO.pdf
(II.A.3-07) IIA3_07_PR_Assess.pdf
(II.A.3-08) IIA3_08_OS_Prog_Outline_305COR.pdf
(II.A.3-09) IIA3_09_OS_305COR_Syll.pdf
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(II.A.4-02) IIA4_02_Schedule_FA20.pdf
(II.A.4-03) IIA4_03_Reading_Certs_Artic_Maps_SCE.pdf
(II.A.4-04) IIA4_04_Reading Skills_Prof.pdf
(II.A.4-05) IIA4_05_Math_Comp_Read_Pre.pdf
(II.A.4-06) IIA4_06_VHLTH799_ESL_Core.PDF
(II.A.4-07) IIA4_07_VBUS680_COR.PDF
(II.A.4-08) IIA4_08_ESL306_720.pdf
(II.A.4-09) IIA4_09_VHLTH705_COR.PDF
(II.A.4-10) IIA4_10_Program_Map_CMR_ES_VCT.pdf
(II.A.4-11) IIA4_11_AB705.pdf
(II.A.4-12) IIA4_12_Catalog_AB705.pdf
(II.A.4-13) IIA4_13_SS_Placement_Data.pdf
(II.A.4-14) IIA4_14_COR_Math_221_Support.pdf
(II.A.4-15) IIA4_15_AB705_Web.pdf
(II.A.4-16) IIA4_16_Minutes_AB705_11-07-2019.pdf
(II.A.5-01) IIA5_01_CIC_Web.pdf
(II.A.5-02) IIA5_02_Catalog_GE_AA.pdf
(II.A.5-03) IIA5_03_Catalog_ADTs.pdf
(II.A.5-04) IIA5_04_Catalog_Certs.pdf
(II.A.5-05) IIA5_05_Catalog_Units.pdf
(II.A.5-06) IIA5_06_ADT.pdf
(II.A.5-07) IIA5_07_Prog_Map_Auto_Bio_Chem_Engr.pdf
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(II.A.7-15) IIA7_15_Equity_Plan.pdf
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(II.A.10-17) IIA10_17_OS_Web_FAQ.pdf
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(II.A.11-07) IIA11_07_LegalStudies_SLO_Asses.pdf
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(II.A.14-11) IIA14_10_OS_Brochure.pdf
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(II.A.15-10) IIA15_10_Petition_Sub_ BAOM .pdf
(II.A.16-01) IIA16_01_Title5_55130_Web.pdf
(II.A.16-02) IIA16_02_PCAH.pdf
(II.A.16-03) IIA16_03_AR_4020 .pdf
(II.A.16-04) IIA16_04_AR_4021.pdf
(II.A.16-05) IIA16_05_AR_4025.pdf
(II.A.16-06) IIA16_06_AR_4025B.pdf
(II.A.16-07) IIA16_07_AR_4100 .pdf
(II.A.16-08) IIA16_08_AR_4101.pdf
(II.A.16-09) IIA16_09_BP_4020.pdf
(II.A.16-10) IIA16_10_BP_4025.pdf
(II.A.16-11) IIA16_11_BP_4025B.pdf
(II.A.16-12) IIA16_12_BP_4100.pdf
(II.A.16-13) IIA16_13_CIC_Handbook.pdf
(II.A.16-14) IIA16_14_PG_Handbook_CIC.pdf
(II.A.16-15) IIA16_15_CIC_Handbook _Criteria.pdf
(II.A.16-16) IIA16_16_HS&T_Agenda_Min.pdf
(II.A.16-17) IIA16_17_CTE Program Review Process.pdf
(II.A.16-18) IIA16_18_PR_Web_Info.pdf

B. Library and Learning Support Services

> II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

II.B.1. Evidence of Meeting the Standard

Santa Ana College (SAC) supports student learning and achievement through a rich array of services, resources, and collections offered by the Nealley Library and a wide range of services provided through primary academic support centers: Academic Computing Center (ACC), the Learning Center, the Math Center, the School of Continuing Education English Language Lab (SCE ELL), Science and Health Science Centers, and smaller centers or programs of support throughout campus that provide tutoring for special populations (*II.B.1-01*).

The library is consistently ranked high in the annual Student Satisfaction Survey (*II.B.1-02*). In the most recent survey for the 2019 academic year, the library was ranked first among all services and programs with 91% of student respondents rating the library "good" or "excellent." Similarly, the Learning Center and ACC were rated "good" or "excellent" by 89% of student respondents.

"Satisfaction and Effectiveness of the Math Center," a 2017 report on a survey of students' needs and satisfaction levels, confirmed overall favorable ratings, including 99% of respondents who "attributed the center for their math course performance" and 94% who "were confident of their math skills as a result of attending the Math Center." (*II.B.1-03*)

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"Satisfaction and Effectiveness of the Learning Center," a 2019 report of a student opinion survey, confirmed "students continue to rate the Learning Center at a high level of satisfaction (98% to 99% 'very satisfied' and 'satisfied'), which is consistent with the prior five years." The 2018 "Satisfaction and Effectiveness of the Academic Computing Center" report of a student opinion survey revealed "participants were highly satisfied (99% of 'very satisfied' and 'satisfied') with the services," and subject tutoring offered at the center received a full 100% satisfaction rating. (*II.B.1-04*; *II.B.1-05*)

Usage statistics and attendance tracking of the library and learning support services provides evidence of the campus community's use of the services. For the 2018/2019 academic year, library gate counts confirm 402,800 visitors to the library (*II.B.1-06*). The following attendance rates for the ACC, Learning Center, and Math Center are for the Fall 2019 semester: ACC = 1,352; Learning Center = 2,411; and Math Center = 1,266. (*II.B.1-07*)

Since 2018, the ACC has included Accounting and Computer Science support for students. In the Spring 2020 semester, the ACC transitioned to online tutoring due to remote learning. In the fall 2020 semester, the ACC partnered with the Learning Center for online tutoring. Hence, the number of ACC designated faculty tutors were reduced since students could access tutoring for English, Math, and other subjects online through the combined ACC and Learning Center online tutoring Canvas site (*II.B.1-08*). In addition, SAC has many other services that provide learning support in various capacities as outlined in the 2020 Comprehensive List of Santa Ana College Programs and Services (*II.B.1-09*)

The library provides significant collections that are diverse in scope and format to support student research, learning, and achievement. The library's collections include a multidisciplinary print reference and circulating collection of 73,975 items as well as 35 online research databases with content from reference and academic books and periodicals (magazines, newspapers, and journals). These collections are subject specific and interdisciplinary to align with and support the college curriculum (*II.B.1-10*; *II.B.1-11*).

The library maintains a robust Library Services Platform (LSP) managed by a systems librarian and accessible through the library's website. The LSP provides online searching across multiple research databases and the library catalog through a single search box. (*II.B.1-12*) In 2018/2019, 11,338 items circulated from the library's collections. There were 9,683 check-outs from the course reserves, and 797,645 searches were conducted in the library's online databases with 113,049 full-text downloads (*II.B.1-13*; *II.B.1-14*; *II.B.1-15*).

Services and additional resources provided by the library to support student learning and achievement include reference services via in-person, phone, email, and chat; one-on-one and small group in-depth research assistance through Assignment Based Research Appointments; Library Research Workshops and 1-credit Information Studies Courses (INFO 100: Library Research Fundamentals and INFO103: Researching in the Digital Age) taught by librarians; course reserves; circulation services; individual and group study spaces, including study group rooms; laptop check-out; computer workstations; and printing, photocopying, and scanning services. (*II.B.1-16*; *II.B.1-17*)

In 2018/2019, librarians handled 27,160 reference transactions. That year, 970 students attended research workshops, and group study rooms were checked out 3,095 times. This data and statistics are gathered and maintained on monthly and annual bases in the Nealley Library Statistical Reports by the library's applications specialist. (*II.B.1-18*; *II.B.1-19*; *II.B.1-20*)

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Library hours were expanded in the fall of 2017 to 64 hours from 58 hours per week, including opening earlier and remaining open later in response to Associated Student Government requests to provide students with extended access to services and study spaces. A librarian is readily available during all hours the building is open to provide reference assistance (*II.B.1-21*). In 2018, the library enhanced its subscription to Springshare by subscribing to the entire suite of products offered by this leading cloud software vendor for libraries (*II.B.1-22*). In addition to Springshare's LibGuides that the librarians use to create dynamic online research guides (*II.B.1-23*), the library is now utilizing LibChat (*II.B.1-24*) for chat reference transactions, which expanded reference services for all users, including distance education learners, and allowed for continued research support during the COVID-19 closure. LibCal, another feature, provides students with more streamlined options to book study rooms in advance (*II.B.1-25*). The Library is also in the development stages for launching LibAnswers, an online knowledge base of frequently asked questions that will be accessible through the library's website to expand on research services for students.

Further evidence of the library's impact on student learning and achievement was revealed during a study of final grades for students in an English 101 class who completed LIBI 100, a librarian-taught 1-credit information literacy course, compared to those who did not complete LIBI 100. Students who completed LIBI 100 were found to have higher GPAs, on average, than students who do not take Library 100 (based on first-time students, first term) (*II.B.1-26*). In fall 2018, the library established the Information Studies Advisory Committee with a mission to coordinate and collaboratively review and assess curriculum in the Information Studies program, as well as discuss and plan more broadly information competency initiatives. The group moved through the curriculum process to rename Library and Information Studies to Information Studies to align the curriculum more closely to information competency. The library has a consistent and expanding emphasis on supporting online learning and the campus's distance education initiatives. The library's research databases, electronic books, research guides, reference services via chat reference, and research workshops are available remotely. Online Research and Information Assistance and E-Textbooks pages on the library's website are maintained to support distance education learners (*II.B.1-27*; *II.B.1-28*).

In 2018, the library hired an Online Learning Librarian which has contributed to an expansion of the department's mission through the librarian's work on establishing a virtual reference and textbook assistance chat service utilizing LibChat (*II.B.1-29*). The chat feature is present on the library homepage, within the library catalog, on an E-textbook page, on a research options page, as well as on other pages where help may be needed. During hours when the library is closed, students may still ask their question that will be seen by the next librarian/staff member on duty. Additionally, the Online Learning Librarian has created, implemented, and continuously updates two new completely online, self-enroll library workshops: Finding Articles and Evaluating Online Information. The Library Workshops page (*II.B.1-30*) has had over 7,000 views since fall 2019. The Finding Articles workshop is intended for students who need to know the different types of periodicals, their use in research, and how to search for articles using the library databases. Between summer 2019 and summer 2020, 1,120 students completed this workshop. The Strategies for Online Searching workshop instructs students on the basics regarding navigating and thinking critically about information found on the web. In spring and summer 2020, 342 students completed this workshop (*II.B.1-31*). The Online Learning Librarian has added innovative learning tools through LibGuides, which have been integrated within Canvas to support faculty and students in research access and methods. To support virtual learning during the pandemic, the Online Learning Librarian created a "Virtual Group Study Spaces" page for students who need to collaborate remotely with technical support links and multiple options for free software and tools while also developing a

"Free Online Resources" page featuring freely accessible resources and tools on over 21 different subjects and disciplines. (*II.B.1-32*; *II.B.1-33*)

To further support distance education initiatives, two librarians serve on the campus's Distance Education Advisory Committee (*II.B.1-34*). Most of the Library's full-time faculty members have completed the Online Teaching Certification (OTC), and two librarians are instructors for the OTC which further demonstrates the library's dedication across campus. Librarians have also created training courses for college faculty on accessibility standards for online teaching, how to make effective and accessible videos, and student learning outcome (SLO) creation and implementation. These courses are completed by discipline faculty across campus, and two of them are pre-requisites for the campus's OTC course, demonstrating the library's far-reaching commitment to ensuring the college provides excellent distance education.

Learning Support Services on campus employ faculty, learning facilitators, instructional assistants, and peer tutors to support student learning and achievement across campus (*II.B.1-35*). The Learning Center offers drop-in writing tutoring for any student in any SAC class as well as one-hour tutoring appointments in math, the social sciences, science and some Career and Technical Education (CTE) programs. The Learning Center and Academic Computing Center (ACC) offer online tutoring and workshops that can be accessed from the student's Canvas dashboard. The Learning Center has writing workshops several times a week as well as frequent math, science, and study skills workshops. The Learning Center also collaborates with the Scholarship Office to hold workshops on writing personal statements for scholarship or college applications. The Learning Center collaborates with other departments on campus including Nursing. The Center provides a three-week TEAS Prep Program to prepare students for the nursing entrance exam and a remediation program for students who do not pass the entrance exam.

Every summer, in collaboration with the TRIO program, the Learning Center offers four weeks of daily English and math workshops to incoming first-year students. Conversation circles are offered by the Learning Center to provide non-native speakers an opportunity to practice their English conversation skills in a relaxed atmosphere, including three circles that talk about general interest topics and one that is specifically for students preparing for medical careers. Additionally, the Learning Center offers Directed Learning Activities and facilitated study groups.

The ACC offers a wide range of academic support including the Student Help Desk, drop-in counseling, space for adjunct faculty office hours, and exam proctoring for Testing for Microsoft Office Specialist and Adobe Certified Associate. Collaborations with SAC non-credit faculty are also available to support non-credit supplemental math and English courses (*II.B.1-36*; *II.B.1-37*).

Additional resources provided by the ACC include approximately 280 computers for student use in the three Centers, including high-capacity computers for engineering. Approximately 50 graphing calculators are available for loan, as are headsets. Students are also provided printer and scanner access. Textbooks are also available to students on loan. Internet access and the following software are provided for student use: Adobe Suite; Microsoft Suite; Computer Science software, including Java and Visual Studio; Engineering software including AutoCad, Revit, Solidworks, CATIA, and ALEKS; and Kuzweil and Jaws to support DSPS (Disabled Students Program and Services) students.

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The ACC's physical space offers group study tables with individual outlets, a group study area with mounted monitors, and a library of TEAS prep print materials, reading development items, and an ESL (English Language) audio book library. Additionally, a space is designated for student-athletes to receive tutoring, academic support, and athletic counseling services, including ed plan development, orientations, and workshops. This program was designed in collaboration with the Division of Kinesiology and Athletics, Business Division, and Athletics Counseling Team, beginning in the fall of 2017.

The Science & Health Sciences Center (*II.B.1-38*) offers walk-in tutoring and science workshops along with the following equipment and learning tools to support student work: models, slides, microscopes, PCs with science software, and a course textbook collection. The School of Continuing Education (SCE) English Language Lab (formerly the Community Learning Center) (*II.B.1-39*) provides a specific focus for students who wish to study English independently with access to teacher support as well as small group and class instruction and technology-based learning. Responsibilities of the ELL faculty are detailed in the Facilitators' Responsibilities (*II.B.1-40*). Outreach is performed in English, Vietnamese, and Spanish (*II.B.1-41*). Student testimonials provide evidence of the positive impact the ELL has on student learning and achievement (*II.B.1-42*). Services provided through the ELL include ESL 398, a course offered through ELL that is open to English language learners of all levels (*II.B.1-43*). ESL 398 is advertised in the SCE Schedule of Classes (*II.B.1-44*) that is mailed to thousands of homes in Orange County. Starting in fall 2019, the ELL faculty have offered directed learning activities to ELL students on a variety of topics including grammar, health, and website exploration (*II.B.1-45*). Community building activities are offered by the ELL faculty including end-of-semester celebrations and open houses (*II.B.1-46*). Remote English language learning is available to students through Burlington English and Rosetta Stone software programs.

Nealley Library supports the Occupational Therapy Assistant Baccalaureate Degree Program through a multi-pronged approach managed by an assigned Human Service & Technology Division librarian liaison. This librarian works closely with Occupational Studies (OS) and Occupational Therapy Assistant (OTA) Program content experts (program coordinator and faculty) and students to ensure the necessary provision of library resources and services for OS and OTA research and information literacy needs. This includes customized library instruction workshops teaching information seeking methods to find and effectively utilize relevant sources for research projects as well as evidence for the development of students' treatment interventions (*II.B.1-47*); small group and individual Assignment-Based Research Assistance (ABRA) consultations on an as-needed basis; maintaining the online Occupational Therapy LibGuide (research guide) (*II.B.1-48*); informing program faculty of new library services and developments; ensuring library access to print textbooks and other program reserve materials (*II.B.1-49*); coordinating suggestions and selections of OS and OTA physical and electronic library material selections; ensuring students have 24/7 full-text remote access to curriculum-based e-book and journal access via library databases; attending advisory committee meetings for OS and OTA programs; and serving on OS and OTA hiring committees, most recently during February 2019 for an Assistant Professor of Occupational Studies.

II.B.1. Analysis and Evaluation

SAC supports student learning and achievement through a rich array of services, resources, and collections offered by the Nealley Library and a wide range of services provided through primary centers for academic support: the ACC, Learning Center, Math Center, the School of Continuing Education English Language Lab (SCE ELL), Science and Health Science Centers, and smaller centers or programs of support throughout campus that provide tutoring for special populations.

II.B.1. Evidence

(II.B.1-01) IIB1_01_Instructional_Services.pdf
(II.B.1-02) IIB1_02_Student_Satisfaction_Survey_2016-19.pdf
(II.B.1-03) IIB1_03_Satisfaction_Effectiveness_Math_Center.pdf
(II.B.1-04) IIB1_04_Satisfaction_Effectiveness_Learning_Center.pdf
(II.B.1-05) IIB1_05_Satisfaction_Effectiveness_ACC.pdf
(II.B.1-06) IIB1_06_Library_Gate_Count_2018-19.pdf
(II.B.1-07) IIB1_07_Academic_Support_Center_Counts.pdf
(II.B.1-08) IIB1_08_ACC_Faculty_Schedules.pdf
(II.B.1-09) IIB1_09_SAC_Programs_Services_List.pdf
(II.B.1-10) IIB1_10_Library_Collection_Statistics.pdf
(II.B.1-11) IIB1_11_Online_Research_Databases.pdf
(II.B.1-12) IIB1_12_LSP.pdf
(II.B.1-13) IIB1_13_Non-Reserve_Circulation_Statistics_2018-2019.pdf
(II.B.1-14) IIB1_14_Course_Reserves_Circulation_Statistics_2015-2019.pdf
(II.B.1-15) IIB1_15_Database_Usage_Statistics.pdf
(II.B.1-16) IIB1_16_Library_Workshops.pdf
(II.B.1-17) IIB1_17_Information_Studies_Courses.pdf
(II.B.1-18) IIB1_18_Reference_Transactions_2018-19.pdf
(II.B.1-19) IIB1_19_Library_Workshops_Statistics_2014-19.pdf
(II.B.1-20) IIB1_20_Group_Study_Rooms_Statistics_2018-19.pdf
(II.B.1-21) IIB1_21_Extended_Library_Hours_Announcement.pdf
(II.B.1-22) IIB1_22_Research_Info.pdf
(II.B.1-23) IIB1_23_Online_Research_Guides .pdf
(II.B.1-24) IIB1_24_LibChat.pdf
(II.B.1-25) IIB1_25_LibCal.pdf
(II.B.1-26) IIB1_26_LIBI-100_ENGL-100_Student_Success_Statistics.pdf
(II.B.1-27) IIB1_27_Online_Research_Information_Assistance.pdf
(II.B.1-28) IIB1_28_E-Textbooks_Support .pdf
(II.B.1-29) IIB1_29_LibChat.pdf
(II.B.1-30) IIB1_30_Library_Workshops.pdf
(II.B.1-31) IIB1_31_Library_Workshops.pdf
(II.B.1-32) IIB1_32_Virtual_Group_Study.pdf
(II.B.1-33) IIB1_33_Online_Resources.pdf
(II.B.1-34) IIB1_34_DE_Advisory.pdf
(II.B.1-35) IIB1_35_Learning_Center.pdf
(II.B.1-36) IIB1_36_ACC.pdf
(II.B.1-37) IIB1_37_MOS_ACA_Certificate_Statistics_2014-19.pdf
(II.B.1-38) IIB1_38_Science_Health_Sciences_Center.pdf
(II.B.1-39) IIB1_39_English_Language_Lab.pdf
(II.B.1-40) IIB1_40_ELL_Facilitators_Responsibilities.pdf
(II.B.1-41) IIB1_41_ELL_Flyer_English_Span_Viet.pdf
(II.B.1-42) IIB1_42_ELL_Student_Testimonials.pdf
(II.B.1-43) IIB1_43_ESL_398_COR.pdf
(II.B.1-44) IIB1_44_SCE_Scedule_SP2020.pdf
(II.B.1-45) IIB1_45_Grammar_Day_Flyer.pdf
(II.B.1-46) IIB1_46_Open_House_Flyer.pdf
(II.B.1-47) IIB1_47_OS-OTA_Customized_Library_Workshops.pdf
(II.B.1-48) IIB1_48_OS-OTA_LibGuide.pdf
(II.B.1-49) IIB1_49_OS-OTA_Textbook_Reserves_List.pdf

> II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

II.B.2. Evidence of Meeting the Standard

The Nealley Library's Collection Development Policy (*II.B.2-01*) guides the selection and maintenance of materials with the main purpose of supporting student learning and following the respective missions of the college and library. Faculty librarians, working collaboratively with discipline faculty in their liaison areas, are responsible for the selection, maintenance, and deselection of materials. All academic departments are assigned a liaison librarian to sustain a continuous dialogue between librarians and discipline faculty regarding library materials and information literacy outcomes that support student learning. (*II.B.2-02*)

The computers in the library and learning support centers are on a regular replacement rotation by the college as overseen by the Director of Academic and End User Support from Information Technology Services (ITS) and outlined in the Computer Replacement Plan (*II.B.2-03*). The library has a Collection Management Workgroup composed of faculty librarians and library classified staff. The workgroup creates workflow documents to streamline aspects of the library's collection management and holds meetings to continuously work on enhancing the selection and maintenance of collections (*II.B.2-04*).

Recently, an internal committee of faculty librarians was formed to re-evaluate collection development and assessment processes as well as librarian liaison roles to ensure greater alignment with college curriculum and the Guided Pathways Initiative; equitable access to materials in different formats; and responsiveness to campus community information needs and intellectual freedom. Librarians are engaged in an ongoing weeding project of print materials to ensure the collection is current and aligned with the college's educational programs to support student learning (*II.B.2-05*).

The library has a Database Review Committee comprised of librarians, including the electronic resources librarian, to perform multiple functions regarding the selection and maintenance of databases and e-book collections. This includes the review and processing of subscription renewals; organizing trials of prospective electronic resources; reviewing use statistics; and providing recommendations to the library faculty.

The Library Technician II, who oversees course reserves, regularly communicates with faculty to ensure the library has a current textbook collection to support student learning (*II.B.2-06*).

Librarians serve on committees and workgroups across campus to build connections, stay abreast of campus activities, and gather expertise from administrators, staff, and faculty on equipment and materials the library can provide to support student learning (*II.B.2-07*). Librarians also actively participate throughout campus events that foster collaboration, including the discovery of subject materials needed for displays and other activities (*II.B.2-08*).

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Librarians and library classified staff work collaboratively on the annual Resource Allocation Request process to determine needs for equipment and materials. In recent years, the library has successfully procured equipment and materials through this process, including laptops for student library use; a media cart to improve student collaboration in group study rooms; rolling white boards for students to check-out for individual and group studying sessions in the library; and additional white boards for group study rooms (*II.B.2-09*).

To ensure engagement and collaboration with the campus's Open Educational Resources (OER) initiatives, a librarian serves on the OER Faculty Work Group, which has a mission "To increase equity through the promotion, marketability, accessibility, and awareness of quality OER and ZTC (zero textbook cost) in working toward the goal of zero cost textbooks for the success of Santa Ana College students." (*II.B.2-10*) This librarian's work has involved the creation of the online Library OER Research Guide (*II.B.2-11*) working with faculty across disciplines to locate OER to replace traditional cost-prohibitive textbooks and offering professional development on OER to faculty. Additionally, the librarian attends the annual Open Ed Conference and works on the CCCCO Zero Textbook Cost Degree Grant (*II.B.2-12*) This librarian has also taken a leadership role along with other faculty and administrators to promote the campus's Zero Textbook Cost Degree Pathway initiatives to further dissolve barriers to student learning caused by traditional textbook costs. This work has entailed being part of ZTCD Equity Champion Communication & Training Plan (CCCCO Zero Textbook Cost Degree Grant) (*II.B.2-13*).

The School of Continuing Education English Language Lab (SCE ELL) collaborates with faculty and campus and district personnel to ensure equipment and materials are supporting student learning. ELL faculty and the ELL Coordinator met with ITS in July of 2019 to discuss the maintenance of popular software programs and the removal of older programs to improve computer workstations for students (*II.B.2-14*). Similarly, after receiving student complaints regarding headsets, ELL faculty worked with the district ITS to resolve the issue, which included locating an approved vendor and ultimately receiving approval in April 2019 for the purchase of new headsets (*II.B.2-15*).

II.B.2. Analysis and Evaluation

Through cross collaboration, Santa Ana College relies on the expertise of faculty and other learning support services professionals to select and maintain the needed educational equipment and materials to best support student learning across the institution.

II.B.2. Evidence

(II.B.2-01) IIB2_01_Library_Collection_Development_Policy .pdf
(II.B.2-02) IIB2_02_Liaison_Librarians .pdf
(II.B.2-03) IIB2_03_Computer_Replacement_Plan .pdf
(II.B.2-04) IIB2_04_Sample_CMWG_Agenda .pdf
(II.B.2-05) IIB2_05_Monographs_Weeding_Workflow .pdf
(II.B.2-06) IIB2_06_Course_Reserves_Faculty_Correspondence .pdf
(II.B.2-07) IIB2_07_Library_Participatory_Governance_Committee_Service.pdf
(II.B.2-08) IIB2_08_Library_Faculty_Campus_Event_Participation.pdf
(II.B.2-09) IIB2_09_Library_2018-19_RAR.pdf
(II.B.2-10) IIB2_10_OER_FacWorkGroup_02-28-19_Agenda.pdf
(II.B.2-11) IIB2_11_OER_Research_Guide.pdf
(II.B.2-12) IIB2_12_CCCO_ZTC_Degree_Grant.pdf
(II.B.2-13) IIB2_13_ZTCD_ECC_Training_Plan.pdf
(II.B.2-14) IIB2_14_ELL_ITS_Meeting_Agenda .pdf
(II.B.2-15) IIB2_15_ELL_Headsets_PO.pdf

> II.B.3. The institution evaluates library and other learning support services to assure their adequacy is meeting identified student needs. Evaluation of these services included evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

II.B.3. Evidence of Meeting the Standard

The evaluation of library and other learning support services is conducted through the institution's annual review process that culminates every four years into the Quadrennial Capstone Report (*II.B.3-01*). The substantive capstone report includes a discussion and analysis of the library's goals including reporting on achievements, restructuring of goals, and outlining new goals; a reporting on learning outcomes assessment and any changes made as a result of findings; and identifying varied department accomplishments and needs. The most recent Quadrennial Capstone Report from spring 2018 reports on several changes the library made as a result of the department's evaluation processes. This includes an expansion of offerings of the formerly in-person only INFO 100: Library Research Fundamentals by providing online sections that increased the number of students the library can reach. INFO 100 is now part of the Online Degree Pathway (*II.B.3-02*) pg. 3, which directly reinforces and supports the institutional learning outcome of information competency. Additionally, Assignment Based Research Assistance (ABRA) sessions were implemented in fall 2016 to enhance research assistance by offering students in-depth, one-on-one and small group research appointments. Research workshop assessments were also revised to adequately highlight changes in technology, and the library catalog, and customized information literacy instruction was expanded to multiple disciplines based on faculty recommendations.

The library also conducts self-assessment surveys for students who complete library research workshops (*II.B.3-03*). Additionally, chat reference statistics and transcripts are analyzed to track service trends, inform collection needs, and develop FAQ reference content to support asynchronous reference needs. Beyond the work of various and smaller library committees and work groups, monthly full-time librarians' meetings, monthly staff meetings, and bi-annual meetings with all staff and part-time faculty are held on a regular basis to discuss overall library operations and foster discussions on ways to improve library services (*II.B.3-04*).

The Learning Center and other learning support services are engaged in multiple evidence-gathering processes to continuously evaluate services and make improvements, including the Learning Center's Program Review (*II.B.3-05*); annual campus survey conducted by Institutional Research; student evaluations of tutoring sessions and new directed learning activities (*II.B.3-06*); and Student Equity Action Tool (SEAT) dashboard data (*II.B.3-07*). The SEAT dashboard provides evidence of a positive correlation between student success and the number of hours spent at the Learning Center, Math Center, and ACC. Research data shows that a higher percentage of students who use the academic support centers are more successful in their classes than those who do not.

The School of Continuing Education English Language Lab utilizes varied methods of evaluation including Student Goal Sheets provided to each student for personal tracking of activities, questions answered, and goals accomplished. The goal sheets are also utilized and found helpful for faculty grading purposes (*II.B.3-08*). Additionally, regular ELL meetings with faculty and staff are held with agenda items including best practices, student grading and outcomes assessment, professional development trainings, and necessary upgrades on

equipment based on student input (*II.B.3-09*). The ESL 398 course outline of record was revised last year due to input from the ESL program, Humanities and Social Sciences dean, and students attending campus centers and other community sites (*II.B.3-10*). With the course catalog description revision, faculty can research free web-based instructional programs or lessons to increase student learning outcomes, which reflects the needs of students at community sites.

II.B.3. Analysis and Evaluation

The library and other learning support services participate in the annual review process and conduct surveys of students to continuously evaluate and improve services.

II.B.3. Evidence

(II.B.3-01) IIB3_01_Library_Quadrennial_Capstone_Report.pdf
(II.B.3-02) IIB3_02_Library_INFO100_ODP.pdf
(II.B.3-03) IIB3_03_Library_Workshop_Survey_Results.pdf
(II.B.3-04) IIB3_04_Sample_Library_Department_Meeting_Agendas.pdf
(II.B.3-05) IIB3_05_Learning_Center_Program_Review_2016-17.pdf
(II.B.3-06) IIB3_06_Learning_Center_Student_Effectiveness_Survey_Results.pdf
(II.B.3-07) IIB3_07_Learning_Center_SEAT_Data.pdf
(II.B.3-08) IIB3_08_SCE_Student_Goal_Sheet_FA2019.pdf
(II.B.3-09) IIB3_09_SCE_Sample_Meeting_Agenda.pdf
(II.B.3-10) IIB3_10_ESL398_COR.pdf

> II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

II.B.4. Evidence of Meeting the Standard

SAC maintains documentation pertaining to formal agreements and takes responsibility for and assures the security, maintenance, and reliability of services provided through contractual arrangement. The Nealley Library is a member of the California Community Colleges Council of Chief Librarians as evidenced by the Council's Directory (*II.B.4-01*). Through this consortium, the library manages its subscriptions to electronic resources that include the majority of its online research databases and the Springshare suite of cloud software for libraries (See most recent Fall 2019 and Spring 2020 renewals) (*II.B.4-02*; *II.B.4-03*). Contract status is maintained through the Consortia Manager procurement site (*II.B.4-04*), which is accessible to the electronic resources librarian, systems librarian, and department co-chairs. These individuals receive alerts related to subscription renewals and processing.

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The library is an active participant in the statewide LSP initiative with the Systems Librarian assigned as the project manager for the campus. The RSCCD Board of Trustees approved the college's contract for the LSP on October 29, 2018, as evidenced in the Board Docket (see p. 2, 3.3). In addition, librarians serve on two LSP state work groups: Discovery and User Experience Experience and Professional Development (*II.B.4-05*; *II.B.4-06*; *II.B.4-07*). The School of Continuing Education English Language Lab (ELL) maintains licenses for English language learner software that may be utilized by in-person and distance education learners, including Rosetta Stone and Burlington English (*II.B.4-08*; *II.B.4-09*; *II.B.4-10*).

II.B.4. Analysis and Evaluation

The library and other learning support services meet this standard through participation in a state-level consortium for electronic resources; participation in the statewide Library Services Platform (LSP) initiative for California community colleges; direct subscriptions with vendors; and software licensing agreements.

II.B.4. Evidence

(II.B.4-01) IIB4_01_CCCCCL_Directory.pdf
(II.B.4-02) IIB4_02_Library_Database_Renewals_FA2019.pdf
(II.B.4-03) IIB4_03_Library_Database_Renewals_SP2020.pdf
(II.B.4-04) IIB4_04_ConsortiaManager.pdf
(II.B.4-05) IIB4_05_Library_LSP_Board_Approval_10-29-18.pdf
(II.B.4-06) IIB4_06_Library_LSP_Discovery_Work_Group.pdf
(II.B.4-07) IIB4_07_Library_LSP_Professional_Development_Work_Group.pdf
(II.B.4-08) IIB4_08_SCE-ELL_Burlington_English_Brochure.pdf
(II.B.4-09) IIB4_09_SCE-ELL_BE_Renewal_Proposal.pdf
(II.B.4-10) IIB4_10_SCE-ELL_BE_Renewal_Confirmation.pdf

Conclusions on Standard II.B. Library and Learning Support Services

SAC meets this standard with its provision of extensive library and learning support services that support on-campus and distance learning of credit-based and non-credit students. Student satisfaction and effectiveness surveys consistently award high ratings overall for the library and primary centers for academic support. Library and learning support service faculty and staff work collaboratively with colleagues across all disciplines and service areas to ensure the provision of relevant resources and services. Colleagues work together and participate broadly in shared governance bodies to build connections around campus and advocate for academic support service needs. Multiple evidence-gathering and assessment processes occur regularly to track service trends, student satisfaction, learning outcome achievement, and areas of improvement. Resource subscriptions and software licensing agreements necessary for maintaining relevant and responsive academic support services are made possible by state consortia memberships and ITS support. Securing baseline funding of library service platform (LSP) and database subscriptions would further support librarian advocacy of necessary funds and ensure uninterrupted student access to essential resources (e.g., books, periodicals, and reference materials) that support campus curriculum-based research needs.

Evidence List

(II.B.1-01) IIB1_01_Instructional_Services.pdf
(II.B.1-02) IIB1_02_Student_Satisfaction_Survey_2016-19.pdf
(II.B.1-03) IIB1_03_Satisfaction_Effectiveness_Math_Center.pdf
(II.B.1-04) IIB1_04_Satisfaction_Effectiveness_Learning_Center.pdf
(II.B.1-05) IIB1_05_Satisfaction_Effectiveness_ACC.pdf
(II.B.1-06) IIB1_06_Library_Gate_Count_2018-19.pdf
(II.B.1-07) IIB1_07_Academic_Support_Center_Counts.pdf
(II.B.1-08) IIB1_08_ACC_Faculty_Schedules.pdf
(II.B.1-09) IIB1_09_SAC_Programs_Services_List.pdf
(II.B.1-10) IIB1_10_Library_Collection_Statistics.pdf
(II.B.1-11) IIB1_11_Online_Research_Databases.pdf
(II.B.1-12) IIB1_12_LSP.pdf
(II.B.1-13) IIB1_13_Non-Reserve_Circulation_Statistics_2018-2019.pdf
(II.B.1-14) IIB1_14_Course_Reserves_Circulation_Statistics_2015-2019.pdf
(II.B.1-15) IIB1_15_Database_Usage_Statistics.pdf
(II.B.1-16) IIB1_16_Library_Workshops.pdf
(II.B.1-17) IIB1_17_Information_Studies_Courses.pdf
(II.B.1-18) IIB1_18_Reference_Transactions_2018-19.pdf
(II.B.1-19) IIB1_19_Library_Workshops_Statistics_2014-19.pdf
(II.B.1-20) IIB1_20_Group_Study_Rooms_Statistics_2018-19.pdf
(II.B.1-21) IIB1_21_Extended_Library_Hours_Announcement.pdf
(II.B.1-22) IIB1_22_Research_Info.pdf
(II.B.1-23) IIB1_23_Online_Research_Guides .pdf
(II.B.1-24) IIB1_24_LibChat.pdf
(II.B.1-25) IIB1_25_LibCal.pdf
(II.B.1-26) IIB1_26_LIBI-100_ENGL-100_Student_Success_Statistics.pdf
(II.B.1-27) IIB1_27_Online_Research_Information_Assistance.pdf
(II.B.1-28) IIB1_28_E-Textbooks_Support .pdf
(II.B.1-29) IIB1_29_LibChat.pdf
(II.B.1-30) IIB1_30_Library_Workshops.pdf
(II.B.1-31) IIB1_31_Library_Workshops.pdf
(II.B.1-32) IIB1_32_Virtual_Group_Study.pdf
(II.B.1-33) IIB1_33_Online_Resources.pdf
(II.B.1-34) IIB1_34_DE_Advisory.pdf
(II.B.1-35) IIB1_35_Learning_Center.pdf
(II.B.1-36) IIB1_36_ACC.pdf
(II.B.1-37) IIB1_37_MOS_ACA_Certificate_Statistics_2014-19.pdf
(II.B.1-38) IIB1_38_Science_Health_Sciences_Center.pdf
(II.B.1-39) IIB1_39_English_Language_Lab.pdf
(II.B.1-40) IIB1_40_ELL_Facilitators_Responsibilities.pdf
(II.B.1-41) IIB1_41_ELL_Flyer_English_Span_Viet.pdf
(II.B.1-42) IIB1_42_ELL_Student_Testimonials.pdf
(II.B.1-43) IIB1_43_ESL_398_COR.pdf
(II.B.1-44) IIB1_44_SCE_Scedule_SP2020.pdf
(II.B.1-45) IIB1_45_Grammar_Day_Flyer.pdf
(II.B.1-46) IIB1_46_Open_House_Flyer.pdf
(II.B.1-47) IIB1_47_OS-OTA_Customized_Library_Workshops.pdf
(II.B.1-48) IIB1_48_OS-OTA_LibGuide.pdf
(II.B.1-49) IIB1_49_OS-OTA_Textbook_Reserves_List.pdf
(II.B.2-01) IIB2_01_Library_Collection_Development_Policy .pdf
(II.B.2-02) IIB2_02_Liaison_Librarians .pdf
(II.B.2-03) IIB2_03_Computer_Replacement_Plan .pdf
(II.B.2-04) IIB2_04_Sample_CMWG_Agenda .pdf
(II.B.2-05) IIB2_05_Monographs_Weeding_Workflow .pdf
(II.B.2-06) IIB2_06_Course_Reserves_Faculty_Correspondence pdf
(II.B.2-07) IIB2_07_Library_Participatory_Governance_Committee_Service.pdf
(II.B.2-08) IIB2_08_Library_Faculty_Campus_Event_Participation.pdf
(II.B.2-09) IIB2_09_Library_2018-19_RAR.pdf
(II.B.2-10) IIB2_10_OER_FacWorkGroup_02-28-19_Agenda.pdf
(II.B.2-11) IIB2_11_OER_Research_Guide.pdf
(II.B.2-12) IIB2_12_CCCO_ZTC_Degree_Grant.pdf
(II.B.2-13) IIB2_13_ZTCD_ECC_Training_Plan.pdf
(II.B.2-14) IIB2_14_ELL_ITS_Meeting_Agenda .pdf
(II.B.2-15) IIB2_15_ELL_Headsets_PO.pdf
(II.B.3-01) IIB3_01_Library_Quadrennial_Capstone_Report.pdf
(II.B.3-02) IIB3_02_Library_INFO100_ODP.pdf
(II.B.3-03) IIB3_03_Library_Workshop_Survey_Results.pdf
(II.B.3-04) IIB3_04_Sample_Library_Department_Meeting_Agendas.pdf

(II.B.3-05) IIB3_05_Learning_Center_Program_Review_2016-17.pdf
(II.B.3-06) IIB3_06_Learning_Center_Student_Effectiveness_Survey_Results.pdf
(II.B.3-07) IIB3_07_Learning_Center_SEAT_Data.pdf
(II.B.3-08) IIB3_08_SCE_Student_Goal_Sheet_FA2019.pdf
(II.B.3-09) IIB3_09_SCE_Sample_Meeting_Agenda.pdf
(II.B.3-10) IIB3_10_ESL398_COR.pdf
(II.B.4-01) IIB4_01_CCCCCL_Directory.pdf
(II.B.4-02) IIB4_02_Library_Database_Renewals_FA2019.pdf
(II.B.4-03) IIB4_03_Library_Database_Renewals_SP2020.pdf
(II.B.4-04) IIB4_04_ConsortiaManager.pdf
(II.B.4-05) IIB4_05_Library_LSP_Board_Approval_10-29-18.pdf
(II.B.4-06) IIB4_06_Library_LSP_Discovery_Work_Group.pdf
(II.B.4-07) IIB4_07_Library_LSP_Professional_Development_Work_Group.pdf
(II.B.4-08) IIB4_08_SCE-ELL_Burlington_English_Brochure.pdf
(II.B.4-09) IIB4_09_SCE-ELL_BE_Renewal_Proposal.pdf
(II.B.4-10) IIB4_10_SCE-ELL_BE_Renewal_Confirmation.pdf

C. Student Support Services

> II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student leaning, and enhance accomplishment of the mission of the Institutions. (ER 15)

II.C.1. Evidence of Meeting the Standard

Santa Ana College (SAC) offers a wide array of student-centered programs, services, and activities that support students' academic endeavors from orientation to graduation (*II.C.1-01*; *II.C.1-02*). SAC regularly evaluates the quality and effectiveness of student support services through an annual and quadrennial program review cycle. The continual and purposeful process of self-evaluation ensures that student services support the college mission and promote program improvement. Program faculty, staff, and administrators work collectively with the Program Review Subcommittee for a unified college approach and joint review. The review process is initiated following the submission of the annual or quadrennial report in the fall, followed by presentations to the Program Review Subcommittee the following spring. This evaluative process allows Student Support Service areas to document and reflect on department goals from prior years and the alignment of these goals with the strategic directions of the college. Through this evaluation process, Student Support Service areas can develop strategic goals for the upcoming year and review their programs' overall effectiveness to ensure that they boost student learning and enhance the accomplishment of the college mission. This reflection is an integral part of college planning and resource allocation process (*II.C.1-03*).

To gain further insight on ways to support students and improve student support programs, the SAC Research Department conducts college-wide surveys to gain further awareness from a student perspective: 2020 Student Satisfaction Survey (*II.C.1-04*), 2019 Student Satisfaction Survey (*II.C.1-05*), 2015 SCE Student Satisfaction Survey (*II.C.1-06*), and 2017-2018 Graduate Exit Survey (*II.C.1-07*). For instance, the Student Satisfaction survey provides information about the student experiences, overall satisfaction, and the quality of services and programs at the college. Based on the survey results, student service areas received mostly "excellent" or "good" ratings, with the majority ranking above 75%. Each year, the research analysts present the survey results at College Council and the Student Services Administrator meeting to provide further

insight regarding the student feedback and suggestions for improvements (*II.C.1-08*). Another example of the evaluation process leading to demonstrated changes is the redesign of the new Johnson Student Center. The student feedback from multiple college-wide surveys was instrumental in the design concept for the new center, the development of the Thrive Center (basic needs), as well as several outreach, enrollment, and retention strategies.

II.C.1. Analysis and Evaluation

Through annual and quadrennial program review processes, in concert with student surveys, SAC demonstrates and evaluates its commitment to supporting student learning and program improvement.

II.C.1. Evidence

(II.C.1-01) IIC1_01_Student_Services.pdf

(II.C.1-02) IIC1_02_Event_Calendar.pdf

(II.C.1-03) IIC1_03_SAC_Annual_Service_Areas_.pdf

(II.C.1-04) IIC1_04_Student_Sat_Survey 2020.pdf

(II.C.1-05) IIC1_05_Student_Sat_Survey_2019.pdf

(II.C.1-06) IIC1_06_SCE_Student_Sat_Survey_2015.pdf

(II.C.1-07) IIC1_07_Graduate_Exit_Survey .pdf

(II.C.1-08) IIC1_08_CC_Minutes_10-14-2020.pdf

> II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

II.C.2. Evidence of Meeting the Standard

Santa Ana College's (SAC) Student Support Services offers a host of programs and services designed to promote student access, retention, persistence, and successful completion of academic, transfer, and career goals. Other services and activities are designed to promote student health and wellness and student engagement and leadership development.

SAC identifies and continuously assesses learning support outcomes to ensure appropriate and effective services are provided for all students. The college provides a thorough yet meaningful annual and quadrennial program review process, inclusive of service area trends, achievements, and successes, focusing on a variety of perspectives, goals, and outcomes for all student support services. The program review process is integrated with the budget and planning Resource Allocation Request process to ensure findings and recommendations can be addressed in future institutional planning. (*II.C.2-01*)

The Service Area Outcomes (SAOs) for the Student Support Service areas and/or Student Learning Outcomes (SLOs) for counseling courses are identified and assessed by faculty, staff, and administrators on a four-year cycle. (*II.C.2-02*; *II.C.2-03*; *II.C.2-04*) A variety of information sources, including learning outcomes data, peer review, student focus groups, employee and student satisfaction surveys, and professional development

trainings and discussions, are utilized by campus leaders, academic administrators, managers, and staff for guided self-review and evaluation to develop and implement action plans and drive a continuous process for programmatic and curricular improvements and changes. (*II.C.2-05*) SAC's Research Department, regularly collects, tabulates, analyzes, and posts student learning outcomes data on the Tableau SEAT (credit) dashboard and the NEAT (non-credit) dashboard (*II.C.2-06*). Student achievement can be parsed by various filters, including program affiliation, demographics (e.g., age, ethnicity, racial group, etc.), academic discipline, course level, student status (e.g., first year, PT or FT, etc.), and year or term. Student Service Support areas have been assigned to the Nuventive database where assessment, results, and analysis of the assessment data are recorded (*II.C.2-07*).

Results of the assessment are used to measure program effectiveness and areas for improvement in services. In-depth analyses are applied to develop an action plan. Continuous dialogue occurs at the student services department and management level and results are documented in the annual and quadrennial program review. The program review process has led to improvements in student support services, resulting in positive feedback from students (*II.C.2-08*). For example, Success at College Days or SAC Days, a conference for all SAC students, was created to provide academic and student services information to new and continuing students the week before the fall and spring semesters begin. This two-day event offers workshops on financial aid, careers, student success in math and English, science programs, study skills, Guided Pathways, and more. Feedback from the annual event has been positive and SEAT data shows there is a correlation between attendance and overall student success (*II.C.2-09*).

The Student Life Office used data from the 2018 Student Satisfaction Survey (*II.C.2-10*) to identify student interest in more campus events. This data allowed the office to set a goal to increase the number of on-campus and virtual events during the day and evening so that all students feel more engaged and connected to the campus (*II.C.2-11*).

II.C.2. Analysis and Evaluation

SAC has identified Service Area Outcomes (SAOs) for the Student Support Service areas and/or Student Learning Outcomes (SLOs) for counseling courses during the quadrennial program review. The college continuously assesses the outcomes for each student service area in the annual and quadrennial reviews and through student feedback as evidenced through student satisfaction surveys. These student learning outcomes are used to provide appropriate student support services and programs to achieve the identified outcomes. Student Service departments regularly assess the data from their department program review to improve student support programs and services.

II.C.2. Evidence

(II.C.2-01) IIC2_01_PR_Web.pdf
(II.C.2-02) IIC2_02_Library_4Year_PR_2017.pdf
(II.C.2-03) IIC2_03_Learning Center_4year_PR.pdf
(II.C.2-04) IIC2_04_Counseling_4year_PR.pdf
(II.C.2-05) IIC2_05_ Research_Tools.pdf
(II.C.2-06) IIC2_06_Tableau.pdf
(II.C.2-07) IIC2_07_Nuventive_Improve.pdf
(II.C.2-08) IIC2_08_4YR_PR_Service_Support_Areas.pdf
(II.C.2-09) IIC2_09_SACDAYS_Data.pdf
(II.C.2-10) IIC2_10_Student_Satisfaction_Survey_2018.pdf
(II.C.2-11) IIC2_11_ Events_Activities.pdf

> II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery methods. (ER 15)

II.C.3. Evidence of Meeting the Standard

Santa Ana College (SAC) assures equitable access to appropriate, comprehensive, and reliable student support services for all students regardless of service location or delivery methods. Including the following:

Student Support Services	Onsite	Distance Education	Correspondence Education
Academic Talent Search	X	X	N/A
Assessment Center	X	X	N/A
CalWORKs (CW)	X	X	N/A
Career Center	X	X	N/A
Counseling	X	X	N/A
Disabled Students Program & Services (DSPS)	X	X	N/A
Extended Opportunities Programs & Services (EOPS)	X	X	N/A
Financial Aid	X	X	N/A
Health Center	X	X	N/A
Learning Center (LC)	X	X	N/A
Outreach	X	X	N/A
Student Life	X	X	N/A
Student Support Services Program (SSSP)	X	X	N/A
Veterans Resource Center (VRC)	X	X	N/A

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Evidence of Equitable Access:

- Online Drop-In Counseling (*II.C.3-01*)
- Virtual High School Presentations (*II.C.3-02*)
- EOPS Resource Center (*II.C.3-03*)
- Career Exploration/Employment Resources (*II.C.3-04*)
- DSPS Forms (*II.C.3-05*)
- Digital Dons Agreement Form (*II.C.3-06*)
- Associated Student Government Application (*II.C.3-07*)
- Student Clubs & Organization Forms (*II.C.3-08*)
- Veteran Upward Bound Application (*II.C3-09*)

II.C.3. Analysis and Evaluation

SAC provides an array of student support services to meet the needs of students. Although comprehensive services are primarily offered on campus during weekdays, all services have a dedicated webpage that provides information on available services and contact information. Online-only students or students who are not on campus can access necessary forms for Admissions and Records, Extended Opportunity Program and Services (EOPS), Financial Aid, Student Life, and Veterans Upward Bound.

II.C.3. Evidence

(II.C.3-01) IIC3_01_Online_Drop_In_Counseling.pdf
(II.C.3-02) IIC3_02_HS_Presentations.pdf
(II.C.3-03) IIC3_03_EOPS_Resource_Center.pdf
(II.C.3-04) IIC3_04_Career_Exploration_Resources.pdf
(II.C.3-05) IIC3_05_DSPS_Forms.pdf
(II.C.3-06) IIC3_07_Digital_Don_Form.pdf
(II.C.3-07) IIC3_08_ASG_Application.pdf
(II.C.3-08) IIC3_09_Student Club_Org_Form.pdf
(II.C.3-09) IIC3_10_VUB_Application.pdf

> II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

II.C.4. Evidence of Meeting the Standard

Santa Ana College (SAC) provides co-curricular and athletic programs that support its mission and contribute to the social and cultural dimensions of students' educational experience. All co-curricular and athletic programs are conducted with sound policy and standards of integrity; SAC has responsibility for these programs, including their finances.

The Student Life Office supports student learning and enhances the accomplishment of SAC's mission by providing guidance to the Associated Student Government (ASG), Inter-Club Council (ICC), campus clubs, and student organizations, and by developing cultural and leadership programs (*II.C.4-01*). Student Life helps student leaders become involved at all levels of SAC's participatory governance. Through ASG and ICC, Student Life oversees a range of campus events (*II.C.4-02*), including Welcome Back, Club Rush, Finals Stress Relief, Commencement, and the annual Student Leader Awards ceremony. Student Life also manages The Spot, a student lounge.

ASG is committed to empowering students by celebrating diversity, supporting programs, and delivering activities that develop mutual understanding; by developing leadership qualities of honesty, advocacy, and integrity; by assisting students in discovering success and happiness; and by endeavoring to build a future in which students are vitally involved in all academic and decision-making processes of SAC (*II.C.4-03*). ASG advocates on issues that affect students and ensures a student voice in the decision-making processes of SAC, following Robert's Rules of Order (*II.C.4-04*). ASG ensures that a variety of clubs and organizations are available for students to join and is committed to ensuring that students have a fun and eventful learning environment on campus (*II.C.4-05*; *II.C.4-06*). By participating in ASG, students will gain higher self-awareness through leadership development and interactions with a diverse community of learners.

The Student Life Office oversees the engagement of co-curricular and extra-curricular activities, primarily through ASG and ICC. As the official representative bodies for SAC's 20,000+ students, ASG and ICC work hard to ensure that student perspective is included in SAC's participatory governance (*II.C.4-07*).

As a body governed by AB 1725, ASG conducts its meetings using Robert's Rules of Order and the Brown Act. The ICC similarly follows the requirements of the Brown Act and uses parliamentary procedure to conduct its meetings. Both bodies are supervised by an advisor and the Associate Dean of Student Development to ensure their activities are conducted according to sound educational policy and standards of integrity. ASG, ICC, and each student club or organization maintain their own constitutions (*II.C.4-08*) that govern their purpose and include procedures to ensure effective operation.

ASG is funded through the Student Life and Leadership fee paid during registration. These funds are used to host campus-wide events such as Welcome Back, Homecoming, cultural awareness recognitions, Finals Stress Relief, and end-of-year events. ASG also funds the ICC, which provides opportunities for student clubs and

organizations to attract new members through Club Rush. ASG's budget committee, in collaboration with the ASG advisor, ensures that allocated funding is spent appropriately and examines the previous year's spending. Monies spent in the current year go through the Bursar's Office to ensure that proper accounts are charged and that all documentation for spending is in accordance with their requirements (*II.C.4-09*).

The Athletic eligibility process is conducted with sound educational policy and standards of integrity. Meetings are set up for each team with the Athletic Director to explain and help student athletes fill out eligibility forms. The Athletic programs follow strict guidelines established by the California Community College Athletic Association (CCCAA) by-laws.

> *CCCAA BYLAW 1 Student-Athlete Eligibility – A student who has been admitted to attend any California community college shall be eligible to participate in the college athletic program, provided the student-athlete is eligible under all other provisions of the Constitution and Bylaws.*
>
> *ELIGIBILITY CERTIFICATION*
>
> *1.4.1 Conferences shall require each college to certify athletic eligibility as follows:*
>
> *A. Submitting a Form 1—Student Eligibility Report, for each student-athlete listed on the Form 3, to the conference commissioner's office postmarked or emailed, prior to the first game, meet, or match.*
>
> *B. Submitting a Form 3—Team Eligibility, electronically via the CCCAA website for each team, prior to the first game, meet, or match.*
>
> *1.4.2 Colleges are required to verify weekly that all student-athletes participating in CCCAA-sanctioned sports are in compliance with Bylaw 1 and actively enrolled and attending class.*
>
> *1.4.3 Within ten (10) working days after the end of the competitive season, colleges shall submit the final Form 3 to the conference commissioner via the CCCAA website indicating which students competed in a game, meet, or match.*

The College uses three eligibility forms as part of a multiple verification process to ensure students are enrolled in the necessary number of units, previous season competition, and other related qualifications. Form 1 establishes baseline eligibility; Form 2 is used for athletes who transfer from another institution; while Form 3 is the official roster for competition purposes (*II.C.4-10*; *II.C.4-11*; *II.C.4-12*).

After all the student athletes have been added to their appropriate Form 3, the coach of that team reviews it and signs off that everything is correct. Form 3s are submitted electronically on the CCCAA website. Additionally, staff scans and emails all Form 1s to the conference commissioner. Once the Form 3 is submitted electronically and the Form 1s are sent to the commissioner, official copy of the Form 3 is sent to the coach, dean, athletic director, athletic trainers, sports information coordinator and equipment personnel.

Further accountability continues throughout the year. Staff runs weekly reports to verify how many units the student athletes are enrolled in and look for those who are in less than twelve units. A summary report indicating under enrolled student athletes is sent to all the coaches, Athletic Director, Dean, and athletic support staff. If a student athlete drops below and subsequently adds a class to be back above twelve units,

the coach informs the Dean and the Athletic Director so that the report is run again to verify that they are eligible to start competitions again (*II.C.4-13*; *II.C.4-14*).

Additionally, staff performs grade check at the end of the fall semester for men's and women's basketball to check that they passed six units in fall and have a cumulative 2.0 GPA since their first competition. Anyone not meeting these requirements becomes ineligible to compete. The Athletic Director and the coach are informed of anyone who is ineligible.

At the end of the season, the College submits the Final Form 3, indicating whether each student athlete used a season of competition or not. The coach for each sport indicates participation by student ID and verifies them against game stats. This information is submitted to the CCCAA Form 3 database. (*II.C.4-15*)

II.C.4. Analysis and Evaluation

SAC offers co-curricular and athletic programs that support its mission and that contribute to the educational experience of students at SAC. Its co-curricular and athletic programs are conducted following state laws and governing board/association policies and procedures to ensure that standards of integrity are being met.

II.C.4 Evidence

(II.C.4-01) IIC4_01_ASG_ICC.pdf
(II.C.4-02) IIC4_02_ Events_Activities.pdf
(II.C.4-03) IIC4_03_Leadership_Activities.pdf
(II.C.4-04) IIC4_04_ICC_ASG_Min.pdf
(II.C.4-05) IIC4_05_ICC_Web.pdf
(II.C.4-06) IIC4_06_Club Roster.pdf
(II.C.4-07) IIC4_07_ASG_Participatory_Governance.pdf
(II.C.4-08) IIC4_08_ASG_ICC_Constitution.pdf
(II.C.4-09) IIC4_09_ASG_Budget_2018-2019.pdf
(II.C.4-10) IIC4_10_Student_Eligibility_Form1.pdf
(II.C.4-11) IIC4_11_CCCAA_Form2.pdf
(II.C.4-12) IIC4_12_Team_Eligibility_Form_3.pdf
(II.C.4-13) IIC4_13_Email_Weekly_Unit_Check 10_7_19.pdf
(II.C.4-14) IIC4_14_Email_Weekly_Unit_Check 4_19_2021.pdf
(II.C.4-15) IIC4_15_Basebal_Final Form 3.pdf

> II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of student and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

II.C.5. Evidence of Meeting the Standard

Santa Ana College (SAC) is committed to providing counseling and/or academic advising to support the development and success of its students, faculty, and staff. Counseling services are an essential part of the educational mission of the District (*II.C.5-01*).

Students have access to a variety of counseling and advising programs that orient students to ensure that they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements and the necessary support for student success. These student support programs include the Assessment Center, Athletic Counseling, Career Center, Career Technical Education (CTE), Center for Teacher Education, Santa Ana Promise Program, Santa Ana Dual Enrollment Program, EOPS and Care, International Student, Guardian Scholars/Youth Empowerment Strategies for Success, Math Center Counseling, MESA, PUENTE Program, Honors Program, University Transfer Center, Undocu-Scholars Program, and Veterans Counseling (VRC) (*II.C.5-02*; *II.C.5-03*).

SAC provides all counseling faculty regular opportunities for development, growth, and training. The agenda for the counseling meetings (*II.C.5-04*) illustrates that SAC meets this standard by providing bi-monthly Counseling Department meetings to keep counseling faculty abreast of the various programs, guidelines, processes, and procedures related to student success. Additionally, counseling faculty and classified staff attend a Strategic Planning Retreat (during the fall and spring semesters) and come together to plan for the upcoming semester and/or academic year and to keep abreast of the Chancellor's Office Initiatives (*II.C.5-05*). All new full-time and part-time counseling faculty are provided the necessary training to ensure student success, which includes a variety of topics and campus-wide resources as well as Datatel/ Ellucian training (*II.C.5-06*). The classified employees participate in staff retreats to train them on programs, services, and office operations (*II.C.5-07*).

The Counseling Division further supports student development and success by maintaining effective communication with academic departments. Full-time counselors volunteer to serve as liaisons to the academic divisions across campus to ensure communication between departments (*II.C.5-08*). Counselors participate in shared governance committees to discuss issues regarding students' academic progress and to document and communicate agreed upon campus procedures to students.

SAC utilizes technology to augment student access, including online counseling, an online orientation, and online counseling courses. The Counseling Department's website communicates the wide array of services that are available to students, faculty, and staff (*II.C.5-09*). The Counseling Department is open five days per week for 46 hours during the fall and spring semesters as well as the intersession and summer sessions. Counselors provide students a variety of services that include placement and orientation follow-up (*II.C.5-10*; *II.C.5-11*), counseling courses (*II.C.5-12*), course placement and course selection (*II.C.5-13*), educational planning workshops, individual counseling appointments, major and career exploration (*II.C.5-14*), online counseling,

virtual counseling, stand-by counseling, support and resource referrals, transfer guidance, transcript review for educational goal completion, and success services regarding academic/progress probation (*II.C.5-15*).

The mission of the Counseling Division is to promote student success; facilitate proactive educational planning and lifelong learning; serve and enrich SAC's diverse community; encourage innovation; and maintain excellence in academic, personal, and career counseling (*II.C.5-16*). As student advocates, counselors work collaboratively with faculty, staff, and administration to support SAC's goals. Students are provided access to their personal accounts via the student portal (*II.C.5-17*), which allows them to access detailed information related to enrollment, fee payment, transcripts, financial aid, education plans, and their degree progress. Students can schedule an appointment with a counselor to review requirements for an Associate Degree and/or Certificate of Achievement as well as transfer requirements. Students can also submit their Petition for an associate degree and/or certificate online or in-person to Admissions and Records (*II.C.5-18*). Additionally, the Student Planning Guide helps prepare students to be successful at SAC and transition to a university (*II.C.5-19*; *II.C.5-20*).

The Counseling Department Program Review is further evidence to illustrate how SAC meets standard II.C.5 through the assessment and review of data for goal development and program improvement (*II.C.5-21*). Additionally, the counseling faculty and student services staff participate in Strategic Planning Retreats (*II.C.5-22*) to align the goals of the student service area with SAC's mission and the goals established by the Enrollment Management Committee (*II.C.5-23*), which are articulated in the Educational Master Plan. Currently, SAC utilizes the Guided Pathway Document (*II.C.5-24*) to create clear program maps that include recommended course sequences. The Guided Pathways Committee has developed a plan that aligns with Goal 3 of the Educational Master Plan that will annually improve the rates of course completion and the completion of requirements for transfer, degrees, certificates, and diplomas (*II.C.5-25*).

II.C.5. Analysis and Evaluation

SAC offers general, academic, career and personal counseling and instruction to all students through in-person or online/virtual formats. SAC provides comprehensive services for new and continuing students within its local service area and beyond.

II.C.5 Evidence

(II.C.5-01) IIC5_01_BP_5110 Counseling.pdf
(II.C.5-02) IIC5_02_Student_Services.pdf
(II.C.5-03) IIC5_03_2019 Catalog_SS.pdf
(II.C.5-04) IIC5_04 Counseling_Division_Meeting.pdf
(II.C.5-05) IIC5_05 Counseling Retreat.pdf
(II.C.5-06) IIC5_06 Counseling Training_9_05_2019.pdf
(II.C.5-07) IIC5_07 Staff Retreat.pdf
(II.C.5-08) IIC5_08_Counselor_Liaison_List_20-21.pdf
(II.C.5-09) IIC5_09_Counseling_Web.pdf
(II.C.5-10) IIC5_10_Placement_Information.pdf
(II.C.5-11) IIC5_11_Steps_Become_SAC_Student.pdf
(II.C.5-12) IIC5_12 Counseling_Courses.pdf
(II.C.5-13) IIC5_13_Understanding_Course_Recs.pdf
(II.C.5-14) IIC5_14_SS_Career Services.pdf
(II.C.5-15) IIC5_15_Counseling_Web.pdf
(II.C.5-16) IIC5_16_Counseling_Dept_Mission.pdf
(II.C.5-17) IIC5_17_WebAdvisor_Self-Service.pdf
(II.C.5-18) IIC5_18_Grad_Petition_Forms.pdf
(II.C.5-19) IIC5_19_University_Transfer_Center.pdf
(II.C.5-20) IIC5_20_Student_Planning_Guide_06.21.2021
(II.C.5-21) IIC5_21_Counseling_4year_PR.pdf
(II.C.5-22) IIC5_22 Counseling Retreat.docx.pdf
(II.C.5-23) IIC5_23 Enrollment_Management_Report.pdf
(II.C.5-24) IIC5_24_ProgramMapping.pdf
(II.C.5-25) IIC5_15_Ed_Master_Plan_Goal3.pdf

> II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

II.C. 6. Evidence of Meeting the Standard

Santa Ana College adheres to admission policies that are consistent with its mission and that also specify the qualifications of students appropriate for its programs: BP 5010 Admissions and Concurrent Enrollment and AR 5010 Admissions (*II.C.6-01*; *II.C.6-02*), AR 5011 Admissions and Concurrent Enrollment of High School and Other Young Students (*II.C.6-03*), and BP 5052 Open Enrollment (*II.C.6-04*) establish SAC's requirements for admissions and concurrent enrollment. These requirements are published in the SAC catalog (*II.C.6.-05*) and on the Admissions and Records website (*II.C.6-06*).

As described in II.A.6 and II.C.5, SAC has been undergoing a transformation to design and implement structured academic and career pathways across the institution by utilizing the Guided Pathways framework. Program maps have been in development and the Guided Pathways Core Team continues to refine the process for students (*II.C.6-07*; *II.C.6-08*). In 2019, SAC hosted its first Career and Academic Pathway Exploration Fair which provided students with the opportunity to learn about career options based on their chosen program of interest (*II.C.6-09*).

SAC's Guided Pathways Committee has also developed plans for Advising and Student Support that align with Goal 3 of the SAC Educational Master Plan for SAC to improve the rates of course completion and the completion of requirements for transfer, degrees, and certificates (*II.C.6-10*; *II.C.6-11*).

In addition, SAC's Bachelor of Science in Occupational Studies clearly publishes admission policies in the SAC catalog and on the department website which also includes information pertaining to course requirements and time to completion (*II.C.6-12*; *II.C.6-13*; *II.C.6-14*; *II.C.6-15*).

II.C.6 Analysis and Evaluation

By adhering to established Board Policies and Administrative Regulations SAC has adopted admission policies that are consistent with its mission. This includes admission policies for SAC's Bachelor of Science program in Occupational Studies. Utilizing a Guided Pathway framework, SAC is engaged in work to create clear program maps and the Guided Pathways committee has developed a plan to improve annual rates of course completion and requirements for transfer, degrees and certificates.

II.C.6 Evidence

(II.C.6-01) IIC6_01_BP_5010.pdf
(II.C.6-02) IIC6_02_AR_5010.pdf
(II.C.6-03) IIC6_03_AR 5011.pdf
(II.C.6-04) IIC6_04_BP_5052.pdf
(II.C.6-05) IIC6_05_College_Catalog.pdf
(II.C.6-06) IIC6_06_AR_Policies.pdf
(II.C.6-07) IIC6_07_Program Mapping.pdf
(II.C.6-08) IIC6_08_Core_Team_Minutes_Nov_Dec2020 .pdf
(II.C.6-09) IIC6_09_CAPs_Fair.pdf
(II.C.6-10) IIC6_10_Ed_Master_Plan_Goal3.pdf
(II.C.6-11) IIC6_11_ScaleOfAdoption 19-20-20-21.pdf
(II.C.6-12) IIC6_12_OS_Web.pdf
(II.C.6-13) IIC6_13_OS_Apply_Web.pdf
(II.C.6-14) IIC6_14_OSProgram_Catalog.pdf
(II.C.6-15) IIC6_15_OS_Prog_Brochure.pdf

> II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

II.C.7. Evidence of Meeting the Standard

Prior to the fall of 2018, the Santa Ana College matriculation process adhered to Senate Bill 1456 Student Success Act of 2012 and utilized the following placement testing instruments for English, English as a Second Language, mathematics, and chemistry:

- English and Reading: CTEP tests students in reading comprehension and sentence structure
- ESL: TELD tests students in sentence structure, grammar, and listening
- Math: MDTP tests students on four levels of mathematics
- Chemistry: the California Chemistry Diagnostic Test 1989 can place students in Chemistry 219 rather than beginning in Chemistry 209 (*II.C.7-01*; *II.C.7-02*; *II.C.7-03*; *II.C.7-04*)

INSTITUTIONAL ANALYSIS

As described in Standard II.C.6, RSCCD has established board policies that guide the admissions and assessment practices which are reviewed, validated, and updated on a regular basis, SAC adhered to the following regulations, practices, and guidelines:

- Assessment instruments used in the placement of students were approved by the California Community College Chancellors Office (CCCCO)
- Assessment instruments were evaluated to meet the standards as related to content validity, criterion, minimization of bias, reliability, and disproportionate impact following the guidance of the Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges (*II.C.7-05*)

During the fall of 2018, SAC responded to California Assembly Bill 705 (AB 705) by reducing barriers to access for students by eliminating placement exams for Math, English, and ESL/EMLS. Student access, equity, and successful outcomes was enhanced by implementing a process of multiple measures, which allows students to work with counselors or complete the Guided Self-Placement instrument to receive placement recommendations for English, Math, and/or ESL/EMLS courses, including options for additional support.

- Course placement recommendations are based on multiple measures, including guided self-placement.
- Placement instruments have been developed and are being used, and they are available to all students
- We also instituted a placement challenge process for students that do not agree with their placement recommendations.
- Policies related to testing, preparation, and retesting have been communicated to students (*II.C.7-06*; *II.C.7-07*; *II.C.7-08*)

II.C.7. Analysis and Evaluation

RSCCD's Research Department regularly reviews, evaluates, and validates SAC's placement testing instruments. During the fall of 2018, SAC implemented AB 705, which eliminated the use of the CTEP, MDTP, and the TELD. AB 705 made it mandatory for SAC to use high school coursework, grades, and GPA as the primary indicators for placement into English, ESL, and math courses. Students can utilize alternative measures for placement, such as Advanced Placement scores, Early Assessment Program scores, other placement test scores from accredited community colleges, other college course work, and successfully completing an equivalent course at an accredited colleges or universities. During the 2019-2020 academic year, SAC established the AB 705 Monitoring Group, which provided a forum for faculty, research staff, and management to collect outcome data, implement the ESL/EMLS Adoption Plan, and complete the AB 705 Validation Template. The RSCCD Research Office supports the completion of these reports to the Chancellor's Office.

II.C.7. Evidence

(II.C.7-01) IIC7_01_CTEP.pdf
(II.C.7-02) IIC7_02_TELD.pdf
(II.C.7-03) IIC7_03_MDTP_Sample.pdf
(II.C.7-04) IIC7_04_Chem_Placement.pdf
(II.C.7-05) IIC7_05_BP-AR5010_BP5011.pdf
(II.C.7-06) IIC7_06_Assessment_Center.pdf
(II.C.7-07) IIC7_07_Pre_Core_Challenge-Form.pdf
(II.C.7-08) IIC7_08_AB705_Policies.pdf

> II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

II.C.8. Evidence of Meeting the Standard

The Admissions and Records Office is primarily responsible for the admission and registration of students, the implementation of all academic policies, and the maintenance of student records. These records include permanent records of work taken at SAC, transcripts of work taken at other colleges, test results, college applications, academic petitions, grade and attendance rosters, student programs, graduation records, counseling logs, student certification records, and various correspondence with students. Online transcripts and all scanned documents are stored on a server. The offline hard copy transcripts and microfilms are stored in a secure vault inside the Admissions & Records Office. There is a pending project to convert the microfilms into TIF files to be stored on the server. SAC follows the RSCCD Record Retention BP 3310 (*II.C.8-01*) and AR 3310 (*II.C.8-02*).

The faculty, administration, and clerical staff members have access to these files if such access is necessary for the completion of their official duties. SAC does not release student records without a student's consent unless it is a request from an exception group such as federal or state education officials, judicial or court orders, or subpoenas issued by a judge. Also, information will be released without a student's consent in any emergency where the information is needed to protect the health or safety of the student or other persons. SAC follows the RSCCD Releasing of Student Records BP 5040 (*II.C.8-03*) and AR 5040 (*II.C.8-04*).

II.C.8. Analysis and Evaluation

SAC permanently, securely, and confidentially, maintains student records; provides for the secure backup of files regardless of the form in which those files are maintained and published; and follows established policies for the release of student records.

II.C.8. Evidence

(II.C.8-01) IIC8_01_BP_3310.pdf
(II.C.8-02) IIC8_02_AR_3310.pdf
(II.C.8-03) IIC8_03_BP_5040.pdf
(II.C.8-04) IIC8_04_AR_5040.pdf

Conclusions on Standard II.C. Student Support Services

Santa Ana College (SAC) offers instructional programs, library and learning support services, and student support services aligned with its mission. SAC's programs are conducted at levels of quality and rigor appropriate for higher education. SAC assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. SAC defines and incorporates into all its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are applicable to all instructional programs and student and learning support services offered by SAC.

Evidence List:

(II.C.1-01) IIC1_01_Student_Services.pdf
(II.C.1-02) IIC1_02_Event_Calendar.pdf
(II.C.1-03) IIC1_03_SAC_Annual_Service_Areas_.pdf
(II.C.1-04) IIC1_04_Student_Sat_Survey 2020.pdf
(II.C.1-05) IIC1_05_Student_Sat_Survey_2019.pdf
(II.C.1-06) IIC1_06_SCE_Student_Sat_Survey_2015.pdf
(II.C.1-07) IIC1_07_Graduate_Exit_Survey .pdf
(II.C.1-08) IIC1_08_CC_Minutes_10-14-2020.pdf
(II.C.2-01) IIC2_01_PR_Web.pdf
(II.C.2-02) IIC2_02_Library_4Year_PR_2017.pdf
(II.C.2-03) IIC2_03_Learning Center_4year_PR.pdf
(II.C.2-04) IIC2_04_Counseling_4year_PR.pdf
(II.C.2-05) IIC2_05_ Research_Tools.pdf
(II.C.2-06) IIC2_06_Tableau.pdf
(II.C.2-07) IIC2_07_Nuventive_Improve.pdf
(II.C.2-08) IIC2_08_4YR_PR_Service_Support_Areas.pdf
(II.C.2-09) IIC2_09_SACDAYS_Data.pdf
(II.C.2-10) IIC2_10_Student_Satisfaction_Survey_2018.pdf
(II.C.2-11) IIC2_11_ Events_Activities.pdf
(II.C.3-01) IIC3_01_Online_Drop_In_Counseling.pdf
(II.C.3-02) IIC3_02_HS_Presentations.pdf
(II.C.3-03) IIC3_03_EOPS_Resource_Center.pdf
(II.C.3-04) IIC3_04_Career_Exploration_Resources.pdf
(II.C.3-05) IIC3_05_DSPS_Forms.pdf
(II.C.3-06) IIC3_07_Digital_Don_Form.pdf
(II.C.3-07) IIC3_08_ASG_Application.pdf
(II.C.3-08) IIC3_09_Student Club_Org_Form.pdf
(II.C.3-09) IIC3_10_VUB_Application.pdf
(II.C.4-01) IIC4_01_ASG_ICC.pdf
(II.C.4-02) IIC4_02_ Events_Activities.pdf
(II.C.4-03) IIC4_03_Leadership_Activities.pdf
(II.C.4-04) IIC4_04_ICC_ASG_Min.pdf
(II.C.4-05) IIC4_05_ICC_Web.pdf
(II.C.4-06) IIC4_06_Club Roster.pdf
(II.C.4-07) IIC4_07_ASG_Participatory_Governance.pdf
(II.C.4-08) IIC4_08_ASG_ICC_Constitution.pdf
(II.C.4-09) IIC4_09_ASG_Budget_2018-2019.pdf
(II.C.4-10) IIC4_10_Student_Eligibility_Form1.pdf
(II.C.4-11) IIC4_11_CCCAA_Form2.pdf
(II.C.4-12) IIC4_12_Team_Eligibility_Form_3.pdf
(II.C.4-13) IIC4_13_Email_Weekly_Unit_Check 10_7_19.pdf
(II.C.4-14) IIC4_14_Email_Weekly_Unit_Check 4_19_2021.pdf
(II.C.4-15) IIC4_15_Basebal_Final Form 3.pdf
(II.C.5-01) IIC5_01_BP_5110 Counseling.pdf

(II.C.5-02) IIC5_02_Student_Services.pdf
(II.C.5-03) IIC5_03_2019 Catalog_SS.pdf
(II.C.5-04) IIC5_04 Counseling_Division_Meeting.pdf
(II.C.5-05) IIC5_05 Counseling Retreat.pdf
(II.C.5-06) IIC5_06 Counseling Training_9_05_2019.pdf
(II.C.5-07) IIC5_07 Staff Retreat.pdf
(II.C.5-08) IIC5_08_Counselor_Liaison_List_20-21.pdf
(II.C.5-09) IIC5_09_Counseling_Web.pdf
(II.C.5-10) IIC5_10_Placement_Information.pdf
(II.C.5-11) IIC5_11_Steps_Become_SAC_Student.pdf
(II.C.5-12) IIC5_12 Counseling_Courses.pdf
(II.C.5-13) IIC5_13_Understanding_Course_Recs.pdf
(II.C.5-14) IIC5_14_SS_Career Services.pdf
(II.C.5-15) IIC5_15_Counseling_Web.pdf
(II.C.5-16) IIC5_16_Counseling_Dept_Mission.pdf
(II.C.5-17) IIC5_17_WebAdvisor_Self-Service.pdf
(II.C.5-18) IIC5_18_Grad_Petition_Forms.pdf
(II.C.5-19) IIC5_19_University_Transfer_Center.pdf
(II.C.5-20) IIC5_20_Student_Planning_Guide_06.21.2021
(II.C.5-21) IIC5_21_Counseling_4year_PR.pdf
(II.C.5-22) IIC5_22 Counseling Retreat.docx.pdf
(II.C.5-23) IIC5_23 Enrollment_Management_Report.pdf
(II.C.5-24) IIC5_24_ProgramMapping.pdf
(II.C.5-25) IIC5_15_Ed_Master_Plan_Goal3.pdf
(II.C.6-01) IIC6_01_BP_5010.pdf
(II.C.6-02) IIC6_02_AR_5010.pdf
(II.C.6-03) IIC6_03_AR 5011.pdf
(II.C.6-04) IIC6_04_BP_5052.pdf
(II.C.6-05) IIC6_05_College_Catalog.pdf
(II.C.6-06) IIC6_06_AR_Policies.pdf
(II.C.6-07) IIC6_07_Program Mapping.pdf
(II.C.6-08) IIC6_08_Core_Team_Minutes_Nov_Dec2020 .pdf
(II.C.6-09) IIC6_09_CAPs_Fair.pdf
(II.C.6-10) IIC6_10_Ed_Master_Plan_Goal3.pdf
(II.C.6-11) IIC6_11_ScaleOfAdoption 19-20-20-21.pdf
(II.C.6-12) IIC6_12_OS_Web.pdf
(II.C.6-13) IIC6_13_OS_Apply_Web.pdf
(II.C.6-14) IIC6_14_OSProgram_Catalog.pdf
(II.C.6-15) IIC6_15_OS_Prog_Brochure.pdf
(II.C.7-01) IIC7_01_CTEP.pdf
(II.C.7-02) IIC7_02_TELD.pdf
(II.C.7-03) IIC7_03_MDTP_Sample.pdf
(II.C.7-04) IIC7_04_Chem_Placement.pdf
(II.C.7-05) IIC7_05_BP-AR5010_BP5011.pdf
(II.C.7-06) IIC7_06_Assessment_Center.pdf
(II.C.7-07) IIC7_07_Pre_Core_Challenge-Form.pdf
(II.C.7-08) IIC7_08_AB705_Policies.pdf
(II.C.8-01) IIC8_01_BP_3310.pdf
(II.C.8-02) IIC8_02_AR_3310.pdf
(II.C.8-03) IIC8_03_BP_5040.pdf
(II.C.8-04) IIC8_04_AR_5040.pdf

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited statues of the institution(s).

A. Human Resources

> III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

III.A. 1. Evidence of Meeting the Standard

In keeping with California Education Code sections 87100, 87400, and 88003, Santa Ana College (SAC) employs qualified administrative, academic, and classified personnel in accordance with state and district hiring and evaluation policies and procedures to support its mission. In accordance with Rancho Santiago Community College District (RSCCD) established policies and procedures, SAC ensures that resources are appropriately and ethically utilized to ensure the integrity and quality of its programs and services so that its students receive the best opportunities to meet their educational goals. In addition, working with district Human Resources, SAC determines and approves the positions that are required to provide support for their programs and services.

The RSCCD Human Resources (HR) department administrates all human resources functions for RSCCD and its colleges and centers. For the recruiting and hiring of all personnel, RSCCD has developed and adheres to procedures in the following:

- Board Policy (BP) 7120 (Recruitment and Hiring) (*III.A.1-01*)
- Administrative Regulations (AR) 7120
  - AR 7120.1 (Full-Time Faculty Recruitment and Selection) (*III.A.1-02*)
  - AR 7120.2 (Classified Employee (CSEA Bargaining Unit) Recruitment and Selection) (*III.A.1-03*)
  - AR 7120.3 (Management Recruitment and Selection) (*III.A.1-04*)
  - AR 7120.5 (Employee Transfer) (*III.A.1-05*)
  - AR 7120.6 (Employment Eligibility Verification) (*III.A.1-06*)
  - AR 7120.8 (Verification of Valid Driver's License) (*III.A.1-07*)

- AR 7120.9 (Employment After Conviction of a Sex or Narcotics Offense and Employment of a Rehabilitated Narcotics Offender) (*III.A.1-08*)

Once positions are approved for hiring, all job announcements are established using the approved job descriptions with input from the hiring managers. All job descriptions for classified and management positions are available on the RSCCD website (*III.A.1-09*). Job announcements for faculty positions are established in accordance with state and legal mandates, such as the minimum qualifications as established by the California Community College Chancellor's Office (CCCCO) (*III.A.1-10*). Prior to posting, each faculty job announcement is reviewed and can be amended by the hiring manager and the faculty department chair in conjunction with HR to meet the specifics of the position.

All policies and administrative regulations are aligned with the legal requirements of Title 5, Education Code, and union contracts. This ensures a consistent, fair, and equitable process and that all personnel have the qualifications required in specific job descriptions and/or meet the minimum qualifications to provide and support the educational programs and services of RSCCD and its colleges and centers. These policies and procedures provide a structure for ensuring that employees contribute to the institutional mission of RSCCD and its colleges and centers. Hiring for faculty, classified, and administrative positions are established by Title 5 Regulations sections 53000 et seq. and identified in BP 7120 Recruitment and Hiring, which includes ensuring all persons nominated for employment meet all minimum qualifications established by law, the Board of Trustees, and/or the CCCCO. Once hiring needs have been identified and approved, the detailed hiring procedures for administrative, faculty, classified, and supervisory/ confidential staff created through the administrative regulations are utilized. HR assists with each step of the hiring process. Additionally, to ensure consistency throughout the hiring process there is a hiring manager and an Equal Employment Opportunity (EEO) monitor who are responsible and empowered for monitoring the hiring process. Their responsibilities are set out in respective Administrative Regulations (*III.A.1-11*; *III.A.1-12*; *III.A.1-13*).

The RSCCD HR department will post and advertise job announcements in a variety of locations: the RSCCD website, the California Community Colleges Registry, and a variety of agencies, organizations, publications, and websites. All job postings for permanent positions, whether full-time or part-time, are advertised for a minimum of twenty working days on RSCCD's Career Pages. If there is a limited pool of candidates after the twenty days, the Equal Opportunity officer may extend the recruitment period and use additional recruitment efforts to improve the hiring pool. To support RSCCD's commitment to hiring a diverse workforce, all job postings are advertised across various agencies, organizations, publications, and websites. Additional specialized publications may be utilized in consultation with the hiring manager, especially in hard to reach or specialized positions. Additionally, all screening committees' memberships are reviewed for diversity to ensure there is appropriate diversity on the committee to reflect the diversity spectrum of SAC.

RSCCD utilizes a consistent multi-step process across all recruitment processes as set out in the various ARs:

- A screening committee reviews the job announcements to establish screening criteria, creates timelines for interviews, and develops interview questions and any other job-related tests prior to viewing any applications.
- HR reviews and approves the screening criteria, interview questions, and job-related tests to ensure they are appropriate and meet the legal requirements for a given position.

- The screening committee reviews and scores all completed applications.
- The screening committee meets to review its scoring and analysis of the completed applications.
- HR organizes the first level interviews.
- The screening committee selects finalists to be interviewed.
- The hiring manager facilitates final interviews; for faculty positions, this includes an interview with the president of SAC.

All the job descriptions are available on RSCCD's website (*III.A.1-14*). These descriptions include a summary of the position, the representative duties of the position, the organizational relationships, and a desirable qualifications guide. These job descriptions are used as the basis of all job announcements and are written to meet the needs of RSCCD and its colleges and centers in serving its student population.

Through RSCCD's participatory governance structure, specifically the Human Resources Committee (HRC), all ARs, in relation to recruitment, are developed and reviewed on a regular basis. The ARs are reviewed to ensure consistency, equal opportunity, and employee diversity related to RSCCD's, its colleges', and its centers' missions and goals.

III.A.1. Analysis and Evaluation

In accordance with established RSCCD board policies pertaining to hiring, and in collaboration with the RSCCD Human Resource department, Santa Ana College has policies and procedures in place to hire the qualified personnel necessary to support its programs and services. RSCCD's multi-step process guides SAC's internal processes for screening and hiring. The criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated on the RSCCD website, in addition to external locations such as the California Community College Registry. As demonstrated by evidence provided, job descriptions are directly related to institutional mission and goals and accurately reflect the positions duties, responsibilities, and authority.

III.A.1 Evidence

(III.A.1-01) IIIA1_01BP_7120_Recruitment_and_Hiring.pdf
(III.A.1-02) IIIA1_02_FT_Faculty_Recruitment_and_Selection.pdf
(III.A.1-03) IIIA1_03_Classified_Recruitment_and_Selection.pdf
(III.A.1-04) IIIA1_04_MGT_Recruitment_and_Selection.pdf
(III.A.1-05) IIIA1_05_AR7120.5_Employee_Transfer.pdf
(III.A.1-06) IIIA1_06_AR7120.6_Employee_ELG_Verification.pdf
(III.A.1-07) IIIA1_07_Verification_of_Valid_DL.pdf
(III.A.1-08) IIIA1_08_AR7120.9_Employee_Vertification_After_Conviction.pdf
(III.A.1-09) IIIA1_09_Classified_MGT_Staff_Job_Opportunities.pdf
(III.A.1-10) IIIA1_10_Mini_Qualifications_Faculty_Admin.pdf
(III.A.1-11) IIIA1_11_AR7120.1_Recruitment_Selection_Faculty.pdf
(III.A.1-12) IIIA1_12_AR7120.2_Recruitment_Selection_Classified.pdf
(III.A.1-13) IIIA1_13_AR7120.3_Recruitment_Selection_MGT.pdf
(III.A.1-14) IIIA1_14_RSCCD_Job_Bulletin.pdf

> III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

III.A.2. Evidence of Meeting the Standard

SAC places an emphasis on hiring highly qualified and capable faculty, both full-time and part-time, and ensuring that the faculty have knowledge of the subject matter and requisite skills needed to ensure student success. To this end, SAC follows procedures outlined in both RSCCD BP 7120 Recruitment and Hiring and AR 7210.1 Full-Time Faculty Recruitment and Selection in its hiring practices (*III.A.2-01*; *III.A.2-02*).

As noted in Standard III.A.1, RSCCD engages in a comprehensive hiring process for all positions. Specifically, for its faculty positions, the job announcements, including teaching, non-teaching, and those disciplines in which a master's degree is not available, include language on required education and experience as well as the minimum qualifications established by the CCCCO's handbook Minimum Qualifications for Faculty and Administrators in California Community Colleges *(III.A.2-03*). Furthermore, the job announcements list the responsibilities and desirable qualifications and request evidence related to student learning outcomes, assessment, and curriculum development (*III.A.2-04*)

For all faculty positions, applicants can review and apply through RSCCD's Career Pages (*III.A.2-05*). In consultation with an academic department, the job announcements also include—if applicable—the equivalences or an equivalency process for the applicants who do not meet the minimum qualifications (*III.A.2-06*). Once closed and if there is a sufficient pool of applicants, the applications are reviewed by the HR recruitment staff to ensure that the applicants have completed the requirements of the application process. RSCCD ensures that there are a suitable applicant numbers for a given position and does, on occasion, extend the recruitment period to increase the number of applicants for a position. The screening and selection criteria, as established in RSCCD AR 7120.1 Full-Time Faculty, includes the necessary educational experience and necessary requisite skills required for the services to be performed. The interview process usually includes a practicable component, such as a writing sample and/or a teaching demonstration. The screening committee has the responsibility to select the finalists for interview by the president of SAC. Prior to final interviews with SAC's president and the appropriate vice-president, the co-chairs of the screening committee are responsible for conducting reference checks on all finalists. (*III.A.2-07*)

RSCCD and the faculty union recognize the importance of having qualified faculty. Article 10 of the Collective Bargaining Agreement FARSCCD Contract supports RSCCD's and SAC's commitment to having suitably qualified faculty. Article 10 establishes a Faculty Service Area (FSA) should faculty members meet the minimum qualifications pursuant to Section 87356 of the Education Code. If faculty members believe that they meet the minimum qualifications in another area, there is an established procedure for them to petition for an additional FSA (*III.A.2-08*).

Faculty teaching upper division courses and general education courses for the baccalaureate degree in Occupational Studies (OS) hold a master's degree. In addition, all faculty teaching OS courses are licensed to practice Occupational Therapy by the California State Board of Occupational Therapy. Current OS faculty all have a minimum of ten years of industry experience.

III.A.2. Analysis and Evaluation

In accordance with RSCCD BP 7210 Recruitment and Hiring and AR 7210.1 Full-Time Faculty, the legal requirements in Title 5 Regulations, and in collaboration with RSCCD Human Resources, SAC has formalized hiring procedures in place. As outlined in AR 7210.1 Full-Time Faculty and as established in each job description, knowledge of subject matter and the requisite skills required to perform the services are included as part of the necessary faculty qualifications. Factors of qualification also include required degrees, discipline expertise, level of assignment, teaching skills, scholarly activities, and the potential to contribute to the mission of RSCCD and its colleges and centers. Faculty job descriptions also include evidence of the development and review of curriculum as well as assessment of learning. HR verifies that all applicants forwarded to the screening committees meet the minimum qualifications for the position. Through this standardized process, screening committees select finalists based on the established criteria, satisfactory verbal interviews, and practical demonstration(s) of skills. This process ensures that the finalists for faculty positions have the required minimum qualifications, knowledge, and skills—including student learning outcomes and curriculum development—needed by RSCCD and SAC to strengthen student success.

III.A.2. Evidence

(III.A.2-01) IIIA2_01_BP7120RecruitmentHiring.pdf
(III.A.2-02) IIIA2_02_AR_7120.1_FT_Faculty_Recruitment_Selection.pdf
(III.A.2-03) IIIA2_03_Minimum_Qualifications_Faculty_Admin.pdf
(III.A.2-04) IIIA2_04_Teaching_Faculty_Job_Annoucement.pdf
(III.A.2-05) IIIA2_05_RSCCD_Career_Pages.pdf
(III.A.2-06) IIIA2_06_RSCCD_Request_For_Equivalency_MQ.pdf
(III.A.2-07) IIIA2_07_AR_7120.1_FT_Recruitment_and_Selection.pdf
(III.A.2-08) IIIA2_08_FARSCCDContractAgreement_July_1_2019_Through_June_30_2022.pdf

> III.A. 3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

III.A.3. Evidence of Meeting the Standard

The process for hiring administrators and employees involved in educational programs and services is an equitable, impartial, and thorough formal process, which is overseen by HR in accordance with AR 7120.2 Classified Employee (CSEA Bargaining Unit) Recruitment and Selection, AR 7120.3 Management Recruitment and Selection, (*III.A.3-01*; *III.A.3-02*) and current Title 5 Regulations. As outlined in Standard III A 2, based on a rigorous and thorough hiring process, administrators and employees responsible for educational programs

and services at SAC are professionally qualified and possess the necessary qualifications to perform the duties required to sustain institutional effectiveness and academic quality. Job descriptions include language pertaining to experience relevant to a specific job, including the minimum qualifications that are aligned with the Title 5 Regulations and the CCCCO's handbook Minimum Qualification for Faculty and Administrators in California Community Colleges (*III.A.3-03*).

A screening committee consists of all constituent groups—such as students, faculty, classified staff, and managers—who are nominated by their respective leadership. The screening committee is reviewed by the Equal Employment Opportunity (EEO) officer for appropriate diversity and potential conflicts of interest. The hiring process can include interviews, presentations to the committee, and writing exercises. For RSCCD chancellor cabinet positions, such as college presidents, the hiring process can include "Town Hall" meetings to allow constituent groups to address questions directly to the candidates. This multi-step process ensures that the administrators or other employees for educational programs and services possess the qualifications necessary to perform the duties required to sustain institutional effectiveness and academic quality and that their abilities match the requirements of the position and the needs of SAC students.

Applicants apply through RSCCD's Career Pages website (*III.A.3-04*), and HR manages the applications, making sure that the applicants have the correct credentials, transcripts, and experience per the job announcement. Additionally, HR reviews all applications for completeness by verifying the application form, resume, transcripts, and all supplemental materials. Then, the screening committee, under the direction of the chair and co-chair, manages the process through screening, interviews, reference checks, final interview, and the selection of a successful candidate (*III.A.3-05*).

III.A.3. Analysis and Evaluation

In accordance with RSCCD policy for hiring and evaluation, SAC ensures that administrators and other employees responsible for educational programs and services possess the necessary qualifications to perform the duties required to sustain both institutional effectiveness and academic quality.

III.A.3. Evidence

(III.A.3-01) IIIA3_01_AR_71202.2_Classified_Employee_Recruitment_and_Selection.pdf

(III.A.3-02) IIIA3_02_AR_7120.3_MGT_Recruitment_and_Selection.pdf

(III.A.3-03) IIIA3_03_2018_MQ_Faculty_Admin.pdf

(III.A.3-04) IIIA3_04_RSCCD_Career_Page.pdf

(III.A.3-05) IIIA3_05_AR_7120.3_Recruitment_Selection_MGT.pdf

> III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

III.A.4. Evidence of Meeting the Standard

As mandated by the CCCCO's handbook Minimum Qualifications for Faculty and Administrators in Community Colleges (*III.A.4-01*) and established in BP 7120 Recruitment and Hiring; AR 7120.1 Full-Time Faculty Recruitment and Selection, AR 7120.2 Classified Employee (CSEA Bargaining Unit) Recruitment and Selection, AR 7120.3 Management Recruitment and Selection (*III.A.4-02*; *III.A.4-03*; *III.A.4-04*; *III.A.4-05*), RSCCD, as part of the hiring process, requires official transcripts or equivalency to U.S. degree(s) prior to being hired.

All RSCCD job postings include a statement indicating that required degrees must be from an accredited college or university or equivalent (*III.A.4-06*; *III.A.4-07*; *III.A.4-08*; *III.A.4-09*). Potential employees may petition for equivalency to the minimum qualifications, as determined by Education Code and the CCCCO, using five developed equivalency forms (*III.A.4-10*; *III.A.4-11*). Degrees from non-U.S. institutions are recognized if the transcripts provided have been evaluated by an agency certified by the National Association of Credential Evaluation Services (NACES) and are verified to be equivalent to U.S. degrees.

RSCCD only recognizes degrees held by faculty and administrators if the degrees have been awarded from accredited institutions. Successful finalists who possess degrees from non-accredited or foreign institutions must establish equivalence by providing RSCCD with conclusive evidence, which would include transcript evaluations conducted by an approved agency, such as NACES.

III.A.4. Analysis and Evaluation

SAC requires that degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

III.A.4. Evidence

(III.A.4-01) IIIA4_01_MQ_Faculty_Admin.pdf
(III.A.4-02) IIIA4_02_BP7120_Recruitment_and_Hiring.pdf
(III.A.4-03) IIIA4_03_AR_7120.0_FT_Faculty_Recruitment_and_Selection.pdf
(III.A.4-04) IIIA4_04_AR_7120.2_Classified_Employee_Recruitment_and_Selection.pdf
(III.A.4-05) IIIA4_05_AR_7120.3_MGT_Recruitment_and_Selection.pdf
(III.A.4-06) IIIA4_06_Teaching_Faculty_Job_Announcement_Below_Masters.pdf
(III.A.4-07) IIIA4_07_Non_Teaching_Faculty_Job_Annoucement.pdf
(III.A.4-08) IIIA4_08_Teaching_Faculty_Job_Annoucement.pdf
(III.A.4-09) IIIA4_09_AC19_0790_Associate_Dean_Fire_Tech.pdf
(III.A.4-10) IIIA4_10_Equivalency_FormI_Blank.pdf
(III.A.4-11) IIIA4_11_Equivalency_FormII_Blank.pdf

> III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

III.A.5. Evidence of Meeting the Standard

In following RSCCD's established policies and procedures regarding evaluation, SAC assures the effectiveness of its personnel. The systematic employee evaluation procedures for all personnel are outlined in their respective collective bargaining units and in RSCCD board policy (*III.A.5-01*; *III.A.5-02*). The collective bargaining units negotiate the evaluation processes and are reflected in collective bargaining unit agreements (CBA). Confidential employees and management employees who are not represented by collective bargaining units have administrative regulations that establish their evaluation process for each of these employee groups.

Faculty

Probationary full-time faculty are evaluated annually in their first four years. Once tenure is successfully received, full-time faculty are evaluated every three years thereafter. Part-time faculty are evaluated in their first two semesters of employment and every three semesters thereafter. All faculty are evaluated in accordance with Article 8 of the Collective Bargaining Agreement (CBA) with the Faculty Association of Rancho Santiago Community College District (FARSCCD). All faculty are evaluated in accordance with the criteria and forms in Appendix O of the CBA. Each faculty employee group is subject to different criteria, and the evaluations are carried out either by administrators and/or tenured faculty when necessary. The evaluation process includes self-evaluation, student surveys, peer observations, colleague surveys, and administrative reviews, which evaluate the employee's effectiveness, performance of assigned duties, and participation in institutional responsibilities. Once the evaluation is completed, it is reviewed with the employee and signed by all the parties involved; it is then forwarded to HR for inclusion in the personnel file of the employee (*III.A.5-03*; *III.A.5-04*).

Classified

All the timelines, criteria, and procedures involved in evaluating California School Employees Association (CSEA) employees is established in Article 8 of the CBA. Probationary employees are evaluated at the completion of the third, seventh, and eleventh month of their first year. Permanent employees are evaluated every third year thereafter, and those who are promoted to a higher classification are evaluated at the completion of their third and sixth month of their probationary period in the higher classification. The CBA does allow for employees to be evaluated more frequently as determined by RSCCD but not more frequently than every six months. If an employee is evaluated below standard, the evaluating manager must provide a specific plan for improvement to assist the employee to meet the standard (*III.A.5-05*; *III.A.5-06*).

Confidential Employees, Managers and Administrators

All managers and administrators are evaluated in accordance with AR 7150.2 Management Evaluation Procedure. They are evaluated annually in their first two years working in a new position and every two

years thereafter. Additional evaluations may be made at the request of their supervising cabinet member. The evaluation of the manager involves a comprehensive approach, including a self-evaluation, a survey of subordinates and colleagues, and a summary report from the employee's supervisor. The evaluation focuses on leadership/supervision skills, professional performance/job duties, and knowledge base. The supervising administrator, based on the evaluation, can make one of the following determinations: continue in the position, manager reassignment, manager termination, or manager reevaluation (*III.A.5-07*; *III.A.5-08*).

While the evaluation process varies amongst different employee groups within RSCCD, each process is aimed to equitably provide valuable feedback for the improvement of job performance. HR ensures and monitors the proper notifications of evaluation timelines, submissions, and follow up.

III.A.5. Analysis and Evaluation

Per RSCCD's established policies and procedures, SAC ensures that its personnel are evaluated in a systematic manner, ensuring the effectiveness of its human resources. HR provides guidance and support through the establishment of relevant board policy, collective bargaining agreements, and associated administrative regulations. HR ensures that the required documentation and established criteria for all evaluations are accurate and up to date. This includes a monitoring system which ensures that supervisors are notified of employee evaluations and deadlines.

Written forms and checklists have been developed and are used to ensure effective evaluation processes. Overall evaluation processes include an evaluation of an employee's performance of assigned duties and opportunities for improvement through established improvement plans, when necessary.

III.A.5. Evidence

(III.A.5-01) IIIA5_01_BP7150_Employee_Evaluation.pdf
(III.A.5-02) IIIA5_02_AR7150_Employee_Evaluation.pdf
(III.A.5-03) IIIA5_03_RSCCD_FARSCCD_Faculty_Evaluation.pdf
(III.A.5-04) IIIA5_04_CEFA_Article6_Evaluation.pdf
(III.A.5-05) IIIA5_05_CSEA_579_Article8_Evaluation.pdf
(III.A.5-06) IIIA5_06_ CSEA_888_AppendixE_Evaluation.pdf
(III.A.5-07) IIIA5_07_AR7150.1_Confidential_Employee_Evaluation.pdf
(III.A.5-08) IIIA5_08_AR7150.2_MGT_Evaluation.pdf

> III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)

III.A.6. Standard Not Applicable

III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

III.A.7. Evidence of Meeting the Standard

SAC is guided by RSCCD policies and state laws and regulations to establish and determine a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of SAC's educational programs and services and to achieve its mission and purpose. California Education Code section 84362 (d), known as the 50% law, requires districts to have at least 50% of their expenses be associated with the direct costs of instructing students in the classroom (*III.A.7-01*). Additionally, RSCCD adheres to the California Code of Regulations Title 5, section 51205 that requires districts to adjust the number of full-time faculty from the prior year's number in proportion to the amount of growth in funded credit full-time equivalent students (*III.A.7-02*). Annually, the CCCCO sets the Faculty Obligation Number (FON) for RSCCD. To maintain a sufficient number of qualified faculty, RSCCD maintains the required number of full-time faculty higher than required by California Education Code section 84362(d). Though the Board of Trustees is the ultimate authority regarding human resource matters, the District's resource allocation model provides Santa Ana College with the authority to determine its appropriate staffing levels. The 2021-2024 RSCCD EEO Plan highlights Santa Ana College's Full-time faculty numbers over a five-year period. (*III.A.7-03*)

Annually, SAC's Academic Senate reviews faculty hiring requests and prioritizes them based on the needs of SAC and the student body to achieve its unique mission and purpose (*III.A.7-04*). The prioritization process contains both qualitative and quantitative information, such as program review, enrollment, and retirements. SAC's administration strongly depends on the recommendations provided by the Academic Senate as part of collegial participatory governance and to assure the fulfillment of faculty responsibilities and quality educational programs. The decision of which faculty to hire lies primarily with the SAC president in consultation with the President's Cabinet. At the RSCCD level, the Chancellor's Cabinet affirms the recommendation of the colleges and its centers and considers the budget impact of the requests, including the long-term impact of recruiting additional full-time faculty.

III.A.7. Analysis and Evaluation

Based on the guidelines of the "50% Law" and the FON, SAC and RSCCD have internal processes that allow for the hiring of a sufficient number of qualified faculty.

III.A.7. Evidence

(III.A.7-01) IIIA7_01_50_Percent_Law_and_FON_Update_Proposal.pdf

(III.A.7-02) IIIA7_02_RSCCD_FON_Obligation.pdf

(III.A.7-03) IIIA7_03_RSCCD_EEO_Plan_2021_2024.pdf

(III.A.7-04) IIIA7_04_Faculty_Hiring_Request_Form.pdf

> III.A.8. An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

III.A.8. Evidence of Meeting the Standard

SAC supports its part-time and adjunct faculty as outlined in BP 7009 Staff Development and BP/AR 7160 Professional Development (*III.A.8-01*; *III.A.8-02*; *III.A.8-03*). All part-time faculty have a flex obligation of one and a half hours to fulfill for each Lecture Hour Equivalent (LHE) they are assigned to teach (*III.A.8-04*; *III.A.8-05*). To meet this obligation, part-time faculty attend division/department meetings held prior to the start of the semester or can attend various scheduled professional development opportunities during SAC's professional development week, which occurs the week prior to the start of the semester, or opportunities offered throughout the semester. These opportunities are circulated to all employees, including part-time faculty, by email with a brief description of the training along with an online registration process (*III.A.8-06*; *III.A.8-07*).

SAC offers numerous opportunities for the part-time faculty to become involved in the life of the campus. Part-time faculty are encouraged to participate in campus events, departmental activities, as well as in the governance of the college. There is no policy that prohibits SAC's part-time faculty from serving on committees. The SAC Academic Senate membership specifically includes 2 part-time faculty positions as well as SAC's Professional Development Committee (*III.A.8-08*; *III.A.8-09*).

In addition, SAC's annual Awards for Excellence program recognizes classified employees and faculty who reflect leadership, collaboration, dedication, and professionalism. Individuals can be nominated by peers and/or students. Among the awards are two awards specifically dedicated to adjunct faculty, one for a part-time faculty member in credit programs and one for a part-time faculty member in the School of Continuing Education (*III.A.8-10*).

Regarding evaluations, SAC adheres to negotiated practices between FARSCCD, the Continuing Education Faculty Association (CEFA), and RSCCD. The evaluation and oversight of the part-time faculty is set out in Article 8 of the CBA's (*III.A.8-11*; *III.A.8-12*). As described in IIIA.5, all part-time faculty are regularly evaluated to ensure that they are meeting the expectations of SAC. These evaluations are a vital component of employment preference rights that start in the fall of 2021. Part-time evaluations consist of a classroom observation by a faculty peer, student surveys, and—when necessary—an opportunity for improvement through an established improvement plan.

III.A.8. Analysis and Evaluation

Santa Ana College through its established policies and practices support its part-time/adjunct faculty in matters related to employment policies and practices, which include orientation to the campus, evaluation and oversight, professional development, and opportunities for part-time/ adjunct faculty to integrate into the life of the institution.

III.A.8. Evidence

(III.A.8-01) IIIA8_01_BP7009_Staff_Development.pdf
(III.A.8-02) IIIA8_02_BP7160_Professional_Development.pdf
(III.A.8-03) IIIA8_03_AR7160_Professional_Development.pdf
(III.A.8-04) IIIA8_04_FARSCCD_Contract_Article8.1_Evaluation.pdf
(III.A.8-05) IIIA8_05_CEFAContract_07-01-18_to_06-30-20_Re_Evaluation_Timelines.pdf
(III.A.8-06) IIIA8_06_Articles_6.5_FARSCCD_CBA.pdf
(III.A.8-07) IIIA8_07_CEFA_CBA_Article_11.5_Flex.pdf
(III.A.8-08) IIIA8_08_AS_Senator_Roster.pdf
(III.A.8-09) IIIA8_09_Adjunct_PDMember.pdf
(III.A.8-10) IIIA8_10_SAC_Faculty_and_Staff_Awards_for_Excellence_Ceremony.pdf
(III.A.8-11) IIIA8_11_CEFA_Contract_05-01-18_to_06-30-20_Re_Evaluation_Timelines.pdf
(III.A.8-12) IIIA8_12_FARSCCD_Contract_Article8.1_Evaluation.pdf

> III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

III.A.9. Evidence of Meeting the Standard

The RSCCD's Equal Employment Opportunity and Human Resources Plan outlines not only the regulatory framework, board policies, and procedures to maintaining a diverse workforce but also the committee structures, data analysis, and planning framework to ensure that RSCCD maintains a sufficient number of staff to support the effective education, technological, physical, and administrative operations of RSCCD and SAC (*III.A.9-01*). Furthermore, SAC relies on its administrative personnel and integrated planning processes to evaluate and recommend the hiring of classified staff. Any change in organizational structure is originated at the area level and reviewed by President's Cabinet before submission to the College Council. These recommendations are reviewed through SAC governance structures before passing through the Chancellor's Cabinet and RSCCD governance structures before final approval by the Board of Trustees.

BP 7120 Requirement and Hiring and BP 7230 Classified Employees provide direction as to the qualifications for classified staff (*III.A.9-02*; *III.A.9-03*). CSEA reviews and ratifies classified staff job descriptions according to its constitution. The HRC has the responsibility to review data on the demographics and levels of classified staff and the authority to make recommendations to the District Council on this topic (*III.A.9-04*).

III.A.9. Analysis and Evaluation

SAC has processes and procedures that are in line with Board of Trustee policies and regulations in addition to district planning documents to ensure that there are a sufficient number of staff members with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of SAC.

III.A.9. Evidence

(III.A.9-01) IIIA9_01_RSCCD_EEO_Plan_2021_2021.pdf

(III.A.9-02) IIIA9_02_BP7210_Academic_Employees.pdf

(III.A.9-03) IIIA9_03_BP7230_Classified_Employees.pdf

(III.A.9-04) IIIA9_04_RSCCD_HRC.pdf

> III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

III.A.10. Evidence of Meeting the Standard

The District Human Resources Committee is charged with reviewing and revising the Rancho Community College District Equal Employment Opportunity (EEO Plan). This plan includes information about the number and demographic make-up of all employee groups. (*III.A.10-01*) In order to hire an administrator, the position is submitted and approved at the College and District level through the NeoGov system. Santa Ana College recognizes the need to have administrators who are suitably prepared and have the expertise to provide effective administrative leadership and services that support its mission and purpose. SAC adheres to AR 7120.3 Management Recruitment and Selection when hiring administrators for various programs (*III.A.10-02*), and it sets out procedures to ensure that SAC selects the best administrators in terms of their education, experience, and skills as discussed in Standard III.A.3. This is not the end of the process as each new administrator is evaluated as discussed in Standard III.A.5.

During the hiring process, the hiring screening committee establishes the criteria using the established minimum qualifications in the job description; this involves a discussion of the experience and skills required for the specific job description. These screening criteria are designed to find the best qualified individual for the position to provide effective administrative leadership and services to SAC and its students. In accordance with AR 7150.2 Management Evaluation Procedure, once hired, the administrator is evaluated annually for the first two years and then every two years thereafter (*III.A.10-03*).

III.A.10. Analysis and Evaluation

Santa Ana College adheres to AR 7120.3 Management Recruitment and Selection and is informed by the Rancho Santiago Community College District Equal Employment Opportunity Plan. Requests for positions are vetted and approved at the College and District level. The College follows AR 7120.3 in order to recruit, screen, interview, and hire qualified administrators to provide effective leadership. Once hired, administrators are regularly evaluated.

III.A.10. Evidence

(III.A.10-01) IIIA10_01_IRSCCD_EEO_Plan_2021_2024.pdf

(III.A.10-02) IIIA10_02_AR7120.3_Management_Recruitment_and_Selection.pdf

(III.A.10-03) IIIA10_03_AR7150.2_Management_Evaluation_Procedure.pdf

> III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

III.A.11. Evidence of Meeting the Standard

RSCCD makes its personnel policies and procedures available via its publication on the RSCCD website, where they are easily accessible to the public (*III.A.11-01*). As evidenced in SAC's response to Standard I.C.5, the review and any necessary revision of RSCCD's policies are conducted regularly to establish best in practices and to ensure compliance with all state and federal regulations.

Under the umbrella of RSCCD, SAC contracts with several human resource-related agencies to receive the most contemporary guidance to ensure fairness, equity, and consistent oversight regarding written personnel policies and procedures. SAC subscribes to the Community College League of California's (CCLC's) policy and procedure service. This provides recommended language and two updates per year, enabling RSCCD to ensure that all personnel policies and procedures are current and align with personnel legislation. (*III.A.11-02*)

Similarly, SAC contracts with Liebert, Cassidy, and Whitmore (LCW) for outside counsel that specializes in the legal aspects of human resources. LCW regularly sends out communications and updates on personnel issues, provides two updates per year to ensure compliance with state and federal regulations, and provides training to SAC faculty and staff on personnel issues. (*III.A.11-03*)

RSCCD policy is such that all members of screening committees are required to be trained in appropriate, non-biased hiring procedures. This EEO training is conducted by LCW on a regular basis and throughout the different campuses within RSCCD. Additionally, LCW provides training opportunities to faculty and staff members in the arenas of personnel discipline and best practices. (*III.A.11-04*)

Finally, SAC also contracts with the Alliance of Schools for Cooperative Insurance Programs (ASCIP). ASCIP provides a learning management system which helps conduct and oversee the assignment of training to various employee groups and to track its completion of training, for example, sexual harassment training for managers and faculty members. These training opportunities are offered equitably to all managers and faculty members

within RSCCD with certifications lasting for set periods of time (two years for sexual harassment training, for example) thus demonstrating they are consistently administered. (*III.A.11-05*)

Communication and information via SAC's participatory governance process lends itself to reviews of personnel policies and procedures. Prior to all policies and procedures being submitted for board approval, they are vetted by numerous personnel-related committees, such as HRC, the Planning and Organizational Effectiveness Committee (POE), and the Fiscal Resources Committee (FRC).

HR regularly collaborates with representatives from various associations, such as CSEA and the Employer Employee Relations Committee (EERC), which is a representative body of the CSEA. These groups meet up to two times a month to discuss personnel issues and to address relevant and contentious personnel matters. Furthermore, union representatives from FARSCCD meet with the vice-chancellor of HRs and the assistant vice-chancellor of HR to discuss faculty issues. These meetings and discussions present all parties an opportunity to monitor, identify, and review personnel policies and procedures.

III.A.11. Analysis and Evaluation

Ultimately, the publishing of personnel policies and procedures for public consumption, the accountability demonstrated via the various avenues of the participatory governance process, and the oversight of policies and procedures by trained staff members demonstrate transparency and a commitment to the fair, equitable, and consistent administration of all policies and procedures encapsulating personnel.

III.A.11. Evidence

(III.A.11-01) IIIA11_01_RSCCD_Board_Policies_and_Admin_Regulations_Web_page.pdf

(III.A.11-02) IIIA11_02_CCLC_Membership_Invoice_2021.2021.pdf

(III.A.11-03) IIIA11_03_LCW_2021.2021_Workshop_Schedule_SCCCD.pdf

(III.A.11-04) IIIA11_04_EEO_Training.pdf

(III.A.11-05) IIIA11_05_ASCIP_Training_Program.pdf

> III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

III.A.12. Evidence of Meeting the Standard

Through its policies and practices, RSCCD creates and maintains appropriate programs, practices, and services to support its diverse personnel. In supporting diversity, equity, opportunities, and training for all administrators, faculty, and staff, RSCCD adheres to several board policies and administrative regulations, including BP 3410 and AR 3410 for Nondiscrimination, BP 3420 and AR 3420 for Equal Employment Opportunities, BP 7100 and AR 7100 for Commitment to Diversity, and BP 7160 and AR 7160 for Professional Development (*III.A.12-01*; *III.A.12-02*; *III.A.12-03*; *III.A.12-04*; *III.A.12-05*; *III.A.12-06*; *III.A.12-07*; *III.A.12-08*).

INSTITUTIONAL ANALYSIS

As part of its commitment to diversity, RSCCD recently hired an interim chief advisor to the chancellor for academic and diversity programs. SAC has an equity coordinator to lead, plan, organize, and manage student equity efforts to close the achievement gaps for under-represented student groups and advance SAC's mission.

RSCCD has practices and provides professional development opportunities that are consistent with its commitment to diversity. To serve on a screening committee, all faculty and staff must have had EEO training within the last two years as established in AR 7120.1 Recruitment and Hiring of Full-Time Faculty, AR 7120.2 Recruitment and Hiring of Classified, and AR 7120.3 Recruitment and Hiring of Management (*III.A.12-09*; *III.A.12-10*; *III.A.12-11*). In 2015, RSCCD met the CCCCO's EEO program criteria and received $50,000 to assist in EEO training and resources that promoted innovative strategies in recruiting diverse administration, staff, and faculty. In 2018, RSCCD met the EEO program criteria and received $45,000. EEO training that outlines statutory regulations and addresses implicit biases is provided to RSCCD administration, staff, and faculty at least twice a year. Along with this targeted compliance training, there are multiple workshops, webinars, and conferences provided throughout the year on topics such as diversity and inclusion. Examples of these workshops include: Meeting the Unique Needs of the LGBTQIA Student Population, ACPA (CCPA) Spring Institute: Intersectionality and Inclusion, Poetic (Social) Justice: Dismantling Gender Violence, Lunch and Learn: Why Pride? Celebrating Asian and Pacific and Pacific Islander Heritage, Building Support for Formerly Incarcerated Students at SCC, Umoja Conference XIV, and Real #114 Housing and Food Insecurities Conference (*III.A.12-12*).

RSCCD regularly assesses its record in employment equity and diversity consistent with its mission as set out in BP 1200 District Mission (*III.A.12-13*). The HRC is a participatory governance committee that is charged with planning, evaluating, and assessing issues related to human resources. As such, this committee serves an evaluative and advisory role to the administration and the Board of Trustees regarding human resources. The HRC also serves as the RSCCD EEO Advisory Committee. The HRC annually reviews and updates the RSCCD Diversity Report (*III.A.12-14*; *III.A.12-15*).

The RSCCD Diversity Report is a collection of data and an analysis of recruitment and hiring trends. It provides information that is a crucial component to ensure that RSCCD's EEO policies and procedures support a diverse workforce and to ensure the ability to identify and eliminate barriers to employment. Every three years, the HRC reviews and updates the RSCCD Equal Employment Opportunity and Human Resources Plan (*III.A.12-16*; *III.A.12-17*).

This plan is evidence of RSCCD's commitment to EEO and diversity in recruitment and hiring. It contains detailed descriptions of the plan's regulatory framework, relevant board policies and administrative regulations on EEO, the delegation of responsibilities of addressing EEO compliance issues with relevant laws and regulations, the HRC, processes for handling complaints, notifications to RSCCD employees, training for screening committees, annual written notice to community organizations, analysis of district workforce and applicant pool, other measures necessary to further EEO, and data summarizing district trends in staffing, hiring, and diversity.

III.A.12. Analysis and Evaluation

Based on the evidence above, RSCCD's policies and practices align with Standard III.A.12. It is evident that RSCCD—through its board policies, administrative regulations, practices, and participatory governance

processes—creates and maintains appropriate programs, practices, and services that support its diverse personnel. In collaboration with the HRC, RSCCD regularly assesses its record in employment equity and diversity consistent with its mission.

III.A.12. Evidence

(III.A.12-01) IIIA12_01_BP3410_Nondiscrimination.pdf
(III.A.12-02) IIIA12_02_AR7120.2_Classified_Employee_Recruitment_and_Selection.pdf
(III.A.12-03) IIIA12_03_AR3410_Nondiscrimination.pdf
(III.A.12-04) IIIA12_04_AR3420_Equal_Employment_Opportunity.pdf
(III.A.12-05) IIIA12_05_BP7100_Commitment_to_Diversity.pdf
(III.A.12-06) IIIA12_06_AR7100_Commitment_to_Diversity.pdf
(III.A.12-07) IIIA12_07_BP7160_Professional_Development.pdf
(III.A.12-08) IIIA12_08_AR7160_Professional_Development.pdf
(III.A.12-09) IIIA12_09_BP1200_District_Mission.pdf
(III.A.12-10) IIIA12_10_AR7120.2_Classified_Employee_Recruitment_and_Selection.pdf
(III.A.12-11) IIIA12_11_AR7120.3_MGT_Recruitment_and_Selection.pdf
(III.A.12-12) IIIA12_12_Diversity_and_EEO_Report.pdf
(III.A.12-13) IIIA12_13_Annual_Fall_Diversity_Report.pdf
(III.A.12-14) IIIA12_14_Annual_Fall_Diversity_Report.pdf
(III.A.12-15) IIIA12_15_HRC_Agenda.pdf
(III.A.12-16) IIIA12_16_RSCCD_EED_Plan_Approved_03052018.pdf
(III.A.12-17) IIIA12_17_RSCCD-EEO_Plan_2021_2024.pdf

> III.A.13. The institution upholds a written code of professional ethics for all its personnel, including consequences for violation.

IV.A.13. Evidence of Meeting the standard

Integrity is the cornerstone of ethical behavior and is vital in the professional life and culture of SAC. SAC supports and adheres to RSCCD's Code of Ethics as set out in BP 7001 Code of Ethics and BP 7002 Civility (*III.A.13-01*; *III.A.13-02*). These policies establish standards of ethical and professional behavior, describing what behaviors are expected from everyone hired and/or paid by RSCCCD. The consequences for violation of policy are established in BP 7360 Discipline and Dismissal-Academic Employees (*III.A.13-03*) and BP and AR 7365 Discipline and Dismissal-Classified Employees (*III.A.13-04*; *III.A.13-05*)

III.A.13. Analysis and Evaluation

RSCCD has a Board of Trustees approved ethics policy for all its employees, and it sets out the consequences for violations of that policy. All employees can anonymously report any complaints of ethical misconduct that may violate the policy via the incident reporting form. All reports of alleged misconduct are forwarded to HR to be investigated promptly.

III.A.13. Evidence

(III.A.13-01) IIIA13_01_BP7001.pdf
(III.A.13-02) IIIA13_02_BP7002.pdf
(III.A.13-03) IIIA13_03_BP7360.pdf
(III.A.13-04) IIIA13_04_BP7365.pdf
(III.A.13-05) IIIA13_05_AR7365.pdf

> III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

III.A.14. Evidence of Meeting the Standard

Through adherence to BP 7160 and AR 7160 Professional Development and BP 7009 Staff Development, SAC supports the professional development of all its employees (*III.A.14-01*) (*III.A.14-02*) (*III.A.14-03*).

RSCCD provides professional development opportunities (various training offerings and flex calendars) throughout the year for staff, faculty, and administrators. A variety of trainings are offered and are tied directly to the mission of RSCCD, including intellectual and personal growth, diversity training, and EEO compliance (*III.A.14-04*; *III.A.14-05*; *III.A.14-06*; *III.A.14-07*). In addition to providing training to meet its mission, RSCCD offers training required by law, such as mandatory sexual harassment training (*III.A.14-08*). Additionally, all employees are invited to attend a bi-annual convocation on each campus with a keynote speaker on a current relevant topic such as racial justice, guided pathways, or student equity (*III.A.14-09*)

SAC has a professional development coordinator and a Professional Development Committee (PDC) made up of faculty, staff, and administrators. The committee plans an annual calendar of professional development offerings, including a bi-annual flex calendar of activities, which is on the SAC website (*III.A.14-10*; *III.A.14-11*; *III.A.14-12*; *III.A.14-13*). Analysis is done regularly to determine training needs, and feedback is gathered at all on-campus trainings and workshops (*III.A.14-14*; *III.A.14-15*). The results of these surveys are used to determine the efficacy of the training as well as to develop future trainings. In addition to the PDC, SAC has a Distance Education Office, which develops a calendar of ongoing training opportunities for faculty and staff to develop their digital literacy, including certification programs on remote teaching and distance education (*III.A.14-16*; *III.A.14-17*). In an effort to recognize and encourage continuing professional growth, RSCCD has stated that its staff and faculty are eligible for salary advancement for completing college units and approved continued professional development (*III.A.14-18*; *III.A.14-19*).

III.A.14. Analysis and Evaluation

RSCCD provides a robust professional development program to support the professional and personal growth of its employees and to develop its employees to better meet the needs of students.

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PDCs made up of faculty, staff, and administration at each campus work to provide professional development activities to faculty and staff with the goal of improving how RSCCD serves its students to better help them succeed with their goals. The committees identify training needs based on institutional objectives, program requirements, and faculty/staff needs. Additionally, faculty are invited to submit ideas and proposals for professional development activities. Professional development weeks are offered bi-annually at each campus, one in the fall and one in the spring, to provide a full calendar of professional development opportunities for faculty.

In addition, ongoing opportunities are offered to management, faculty, and staff for training throughout the year, including professional memberships and conferences. In-house training is also provided as needed to address current technology updates, best teaching practices, mandated laws and procedures, and employee needs. The Distance Education Office at SAC also provides regular, ongoing training on technology related to teaching as well as certification programs for Distance Education and Remote Learning modalities.

Evaluations of all in-house professional development activities are completed by faculty and staff to ensure that the training is meeting the professional growth needs of SAC employees. The PDCs review the data gathered to provide feedback and response. This information is then used to plan and prepare for future professional development activities.

III.A.14. Evidence

(III.A.14-01) IIIA14_01_BP7160_Professional_Development.pdf
(III.A.14-02) IIIA14_02_AR7160_Professional_Development.pdf
(III.A.14-03) IIIA14_03_BP7009_Staff_Development.pdf
(III.A.14-04) IIIA14_04_Diversity_Training_Initiative.pdf
(III.A.14-05) IIIA14_05_Diversity_in_Action.pdf
(III.A.14-06) IIIA14_06_MGT_and_Leadership_Training_Initiative.pdf
(III.A.14-07) IIIA14_07_Rancho_Academy_Initiative.pdf
(III.A.14-08) IIIA14_08_ASCIP_Log_In.pdf
(III.A.14-09) IIIA14_09_GP_Convocation2019.pdf
(III.A.14-10) IIIA14_10_PDCmmt_PG_HB.pdf
(III.A.14-11) IIIA14_11_2020SPPD_Week_Schedule.pdf
(III.A.14-12) IIIA14_12_2021fall_PD_Week_Workshop.pdf
(III.A.14-13) IIIA14_13_SAC_Professional_Development_Website.pdf
(III.A.14-14) IIIA14_14_Convocation_Survey_2019_Outcomes.pdf
(III.A.14-15) IIIA14_15_PD_Survey_2019_Outcomes.pdf
(III.A.14-16) IIIA14_16_Fall_2021_DE_Professional_Development_Training_Schedule.pdf
(III.A.14-17) IIIA14_17_2020PPD_Week_Schedule.pdf
(III.A.14-18) IIIA14_18_CSEA_Contract_Article_22.pdf
(III.A.14-19) IIIA14_19_FARSCCD_Contract_7.1.4A.pdf

> III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

III.A.15. Evidence of Meeting the Standard

HR provides for the security and confidentiality of all personal records and provides access for all employees and supervisors on request and when appropriate.

Board Policy 7005 Personnel Files (*III.A.15-01*) establishes policy regarding personnel files. HR maintains all personnel files and medical files on all current and past employees. These personnel files and medical files are retained separately in locked cabinets in a secure room within HR. This room is secured with a separate key system that is different from the rest of the RSCCD offices. Access to this secure room is limited to HR staff and administrators. Administrative regulation 7005 Personnel Files (*III.A.15-02*) establishes the procedures for all employees or supervisors to access their own personnel files and for supervisors to review an employee's personnel file as appropriate. Additionally, the collective bargaining agreement for classified personnel enables classified personnel to access their own personnel files (*III.A-15-03*; *III.A.15-04*; *III.A.15-05*).

III.A.15. Analysis and Evaluation

In accordance with board policy 7005, HR maintains all personnel records and keep the files in a secure room at the RSCCD office. Files are stored in accordance with RSCCD record retention policies. All requests for review of personnel files shall be in writing and require an appointment with HR. All records of reviews shall be recorded on the Personnel Access Record Log in the personnel file.

III.A.15. Evidence

(III.A.15-01) IIIA15_01_BP7005_Personnel_Files.pdf

(III.A.15-02) IIIA15_02_AR7005_Personnel_Files.pdf

(III.A-15-03) IIIA15_03_CEFA_Article13_Personnel_Files.pdf

(III.A.15-04) IIIA15_04_CSEA579_Article9_Personnel_Files.pdf

(III.A.15-05) IIIA15_05_HR_Personnel_Record_Access_Log_Form.pdf

Conclusions on Standard III.A. Human Resources

The employment of qualified administrators, faculty, and staff ensure that SAC maintains the integrity and quality of its programs and services. Employment criteria, qualifications, procedures, and job descriptions are aligned with the college mission and the students served. The college adheres to appropriate hiring practices that are thorough and equitable. Personnel policies and procedures are clearly defined and publicly available to ensure consistent and ethical hiring and evaluation of all employees.

Evidence List

(III.A.1-01) IIIA1_01BP_7120_Recruitment_and_Hiring.pdf
(III.A.1-02) IIIA1_02_FT_Faculty_Recruitment_and_Selection.pdf
(III.A.1-03) IIIA1_03_Classified_Recruitment_and_Selection.pdf
(III.A.1-04) IIIA1_04_MGT_Recruitment_and_Selection.pdf
(III.A.1-05) IIIA1_05_AR7120.5_Employee_Transfer.pdf
(III.A.1-06) IIIA1_06_AR7120.6_Employee_ELG_Verification.pdf
(III.A.1-07) IIIA1_07_Verification_of_Valid_DL.pdf
(III.A.1-08) IIIA1_08_AR7120.9_Employee_Vertification_After_Conviction.pdf
(III.A.1-09) IIIA1_09_Classified_MGT_Staff_Job_Opportunities.pdf
(III.A.1-10) IIIA1_10_Mini_Qualifications_Faculty_Admin.pdf
(III.A.1-11) IIIA1_11_AR7120.1_Recruitment_Selection_Faculty.pdf
(III.A.1-12) IIIA1_12_AR7120.2_Recruitment_Selection_Classified.pdf
(III.A.1-13) IIIA1_13_AR7120.3_Recruitment_Selection_MGT.pdf
(III.A.1-14) IIIA1_14_RSCCD_Job_Bulletin.pdf
(III.A.2-01) IIIA2_01_BP7120RecruitmentHiring.pdf
(III.A.2-02) IIIA2_02_AR_7120.1_FT_Faculty_Recruitment_Selection.pdf
(III.A.2-03) IIIA2_03_Minimum_Qualifications_Faculty_Admin.pdf
(III.A.2-04) IIIA2_04_Teaching_Faculty_Job_Annoucement.pdf
(III.A.2-05) IIIA2_05_RSCCD_Career_Pages.pdf
(III.A.2-06) IIIA2_06_RSCCD_Request_For_Equivalency_MQ.pdf
(III.A.2-07) IIIA2_07_AR_7120.1_FT_Recruitment_and_Selection.pdf
(III.A.2-08) IIIA2_08_FARSCCDContractAgreement_July_1_2019_Through_June_30_2022.pdf
(III.A.3-01) IIIA3_01_AR_71202.2_Classified_Employee_Recruitment_and_Selection.pdf
(III.A.3-02) IIIA3_02_AR_7120.3_MGT_Recruitment_and_Selection.pdf
(III.A.3-03) IIIA3_03_2018_MQ_Faculty_Admin.pdf
(III.A.3-04) IIIA3_04_RSCCD_Career_Page.pdf
(III.A.3-05) IIIA3_05_AR_7120.3_Recruitment_Selection_MGT.pdf
(III.A.4-01) IIIA4_01_MQ_Faculty_Admin.pdf
(III.A.4-02) IIIA4_02_BP7120_Recruitment_and_Hiring.pdf
(III.A.4-03) IIIA4_03_AR_7120.0_FT_Faculty_Recruitment_and_Selection.pdf
(III.A.4-04) IIIA4_04_AR_7120.2_Classified_Employee_Recruitment_and_Selection.pdf
(III.A.4-05) IIIA4_05_AR_7120.3_MGT_Recruitment_and_Selection.pdf
(III.A.4-06) IIIA4_06_Teaching_Faculty_Job_Announcement_Below_Masters.pdf
(III.A.4-07) IIIA4_07_Non_Teaching_Faculty_Job_Annoucement.pdf
(III.A.4-08) IIIA4_08_Teaching_Faculty_Job_Annoucement.pdf
(III.A.4-09) IIIA4_09_AC19_0790_Associate_Dean_Fire_Tech.pdf
(III.A.4-10) IIIA4_10_Equivalency_FormI_Blank.pdf
(III.A.4-11) IIIA4_11_Equivalency_FormII_Blank.pdf
(III.A.5-01) IIIA5_01_BP7150_Employee_Evaluation.pdf
(III.A.5-02) IIIA5_02_AR7150_Employee_Evaluation.pdf
(III.A.5-03) IIIA5_03_RSCCD_FARSCCD_Faculty_Evaluation.pdf
(III.A.5-04) IIIA5_04_CEFA_Article6_Evaluation.pdf
(III.A.5-05) IIIA5_05_CSEA_579_Article8_Evaluation.pdf
(III.A.5-06) IIIA5_06_ CSEA_888_AppendixE_Evaluation.pdf
(III.A.5-07) IIIA5_07_AR7150.1_Confidential_Employee_Evaluation.pdf
(III.A.5-08) IIIA5_08_AR7150.2_MGT_Evaluation.pdf
(III.A.7-01) IIIA7_01_50_Percent_Law_and_FON_Update_Proposal.pdf
(III.A.7-02) IIIA7_02_RSCCD_FON_Obligation.pdf
(III.A.7-03) IIIA7_03_RSCCD_EEO_Plan_2021_2024.pdf
(III.A.7-04) IIIA7_04_Faculty_Hiring_Request_Form.pdf
(III.A.8-01) IIIA8_01_BP7009_Staff_Development.pdf
(III.A.8-02) IIIA8_02_BP7160_Professional_Development.pdf
(III.A.8-03) IIIA8_03_AR7160_Professional_Development.pdf
(III.A.8-04) IIIA8_04_FARSCCD_Contract_Article8.1_Evaluation.pdf
(III.A.8-05) IIIA8_05_CEFAContract_07-01-18_to_06-30-20_Re_Evaluation_Timelines.pdf
(III.A.8-06) IIIA8_06_Articles_6.5_FARSCCD_CBA.pdf
(III.A.8-07) IIIA8_07_CEFA_CBA_Article_11.5_Flex.pdf
(III.A.8-08) IIIA8_08_AS_Senator_Roster.pdf
(III.A.8-09) IIIA8_09_Adjunct_PDMember.pdf
(III.A.8-10) IIIA8_10_SAC_Faculty_and_Staff_Awards_for_Excellence_Ceremony.pdf
(III.A.8-11) IIIA8_11_CEFA_Contract_05-01-18_to_06-30-20_Re_Evaluation_Timelines.pdf

(III.A.8-12) IIIA8_12_FARSCCD_Contract_Article8.1_Evaluation.pdf
(III.A.9-01) IIIA9_01_RSCCD_EEO_Plan_2021_2021.pdf
(III.A.9-02) IIIA9_02_BP7210_Academic_Employees.pdf
(III.A.9-03) IIIA9_03_BP7230_Classified_Employees.pdf
(III.A.9-04) IIIA9_04_RSCCD_HRC.pdf
(III.A.10-01) IIIA10_01_IRSCCD_EEO_Plan_2021_2024.pdf
(III.A.10-02) IIIA10_02_AR7120.3_Management_Recruitment_and_Selection.pdf
(III.A.10-03) IIIA10_03_AR7150.2_Management_Evaluation_Procedure.pdf
(III.A.11-01) IIIA11_01_RSCCD_Board_Policies_and_Admin_Regulations_Web_page.pdf
(III.A.11-02) IIIA11_02_CCLC_Membership_Invoice_2021.2021.pdf
(III.A.11-03) IIIA11_03_LCW_2021.2021_Workshop_Schedule_SCCCD.pdf
(III.A.11-04) IIIA11_04_EEO_Training.pdf
(III.A.11-05) IIIA11_05_ASCIP_Training_Program.pdf
(III.A.12-01 IIIA12_01_BP3410_Nondiscrimination.pdf
(III.A.12-02) IIIA12_02_AR7120.2_Classified_Employee_Recruitment_and_Selection.pdf
(III.A.12-03) IIIA12_03_AR3410_Nondiscrimination.pdf
(III.A.12-04) IIIA12_04_AR3420_Equal_Employment_Opportunity.pdf
(III.A.12-05) IIIA12_05_BP7100_Commitment_to_Diversity.pdf
(III.A.12-06) IIIA12_06_AR7100_Commitment_to_Diversity.pdf
(III.A.12-07) IIIA12_07_BP7160_Professional_Development.pdf
(III.A.12-08) IIIA12_08_AR7160_Professional_Development.pdf
(III.A.12-09) IIIA12_09_BP1200_District_Mission.pdf
(III.A.12-10) IIIA12_10_AR7120.2_Classified_Employee_Recruitment_and_Selection.pdf
(III.A.12-11) IIIA12_11_AR7120.3_MGT_Recruitment_and_Selection.pdf
(III.A.12-12) IIIA12_12_Diversity_and_EEO_Report.pdf
(III.A.12-13) IIIA12_13_Annual_Fall_Diversity_Report.pdf
(III.A.12-14) IIIA12_14_Annual_Fall_Diversity_Report.pdf
(III.A.12-15) IIIA12_15_HRC_Agenda.pdf
(III.A.12-16) IIIA12_16_RSCCD_EED_Plan_Approved_03052018.pdf
(III.A.12-17) IIIA12_17_RSCCD-EEO_Plan_2021_2024.pdf
(III.A.13-01) IIIA13_01_BP7001.pdf
(III.A.13-02) IIIA13_02_BP7002.pdf
(III.A.13-03) IIIA13_03_BP7360.pdf
(III.A.13-04) IIIA13_04_BP7365.pdf
(III.A.13-05) IIIA13_05_AR7365.pdf
(III.A.14-01) IIIA14_01_BP7160_Professional_Development.pdf
(III.A.14-02) IIIA14_02_AR7160_Professional_Development.pdf
(III.A.14-03) IIIA14_03_BP7009_Staff_Development.pdf
(III.A.14-04) IIIA14_04_Diversity_Training_Initiative.pdf
(III.A.14-05) IIIA14_05_Diversity_in_Action.pdf
(III.A.14-06) IIIA14_06_MGT_and_Leadership_Training_Initiative.pdf
(III.A.14-07) IIIA14_07_Rancho_Academy_Initiative.pdf
(III.A.14-08) IIIA14_08_ASCIP_Log_In.pdf
(III.A.14-09) IIIA14_09_GP_Convocation2019.pdf
(III.A.14-10) IIIA14_10_PDCmmt_PG_HB.pdf
(III.A.14-11) IIIA14_11_2020SPPD_Week_Schedule.pdf
(III.A.14-12) IIIA14_12_2021fall_PD_Week_Workshop.pdf
(III.A.14-13) IIIA14_13_SAC_Professional_Development_Website.pdf
(III.A.14-14) IIIA14_14_Convocation_Survey_2019_Outcomes.pdf
(III.A.14-15) IIIA14_15_PD_Survey_2019_Outcomes.pdf
(III.A.14-16) IIIA14_16_Fall_2021_DE_Professional_Development_Training_Schedule.pdf
(III.A.14-17) IIIA14_17_2020PPD_Week_Schedule.pdf
(III.A.14-18) IIIA14_18_CSEA_Contract_Article_22.pdf
(III.A.14-19) IIIA14_19_FARSCCD_Contract_7.1.4A.pdf
(III.A.15-01) IIIA15_01_BP7005_Personnel_Files.pdf
(III.A.15-02) IIIA15_02_AR7005_Personnel_Files.pdf
(III.A-15-03) IIIA15_03_CEFA_Article13_Personnel_Files.pdf
(III.A.15-04) IIIA15_04_CSEA579_Article9_Personnel_Files.pdf
(III.A.15-05) IIIA15_05_HR_Personnel_Record_Access_Log_Form.pdf

B. Physical Resources

> III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

III.B.1 Evidence of Meeting the Standard

Through collaborative processes, guided by established board policy and administrative regulations, the District Offices of the Public Safety & Security and Facilities Planning, District Construction & Support Services (DO Facilities), and Santa Ana College (SAC) Maintenance & Operations Department (M&O) assure safe and sufficient physical resources at all locations where it offers courses, programs and learning support services. (*III.B.1-01*; *III.B.1-02*; *III.B.1-03*; *III.B.1-04*) Locations include the SAC main campus, Centennial Education Center, Criminal Justice Academies Tustin facility, and Gothard/Huntington Beach Fire Academy. Participatory governance committees work to ensure physical resources are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Physical resources discussions and recommendations are a function of the SAC Facilities Committee. This participatory governance committee is responsible for identifying scheduled and other maintenance projects to ensure a safe and aesthetic environment (*III.B.1-05*; *III.B.1-06*). The Committee serves as a forum for DO Facilities to provide status of capital construction projects that generally require architectural and engineering services as well as review and approval by the Division of the State Architect (DSA), the agency that oversees facilities governed by the Field Act.

The Facilities Committee has two participatory governance subcommittees that report to it: the Safety and Security Subcommittee (SSS) and the Campus Maintenance Subcommittee (CMS). The SSS (Formerly the Health, Emergency Preparedness, Safety and Security Task Force (HEPSS)) is charged with ensuring the wellbeing of the campus community by reviewing district policies, administrative regulations, emergency management plans, and emergency preparedness training schedules for currency and compliance. (*III.B.1-07*) The purpose of the CMS is to oversee the development and abidance of a five-year Maintenance and Operations Plan with annual measurable outcomes that adheres to evidence-based best practices and supports the mission, vision and key success initiatives of the institution. (*III.B.1-08*) The Chairs of these subcommittees are ex-officio non-voting members of the Facilities Committee.

Presently, the Facilities Committee also serves as a workgroup led by DO Facilities to update the college's 2014 Facilities Master Plan. The 2014 plan was developed through a series of interactive meetings as well as presentations and discussions with a broader audience to expand the perspective and overall acceptance by the college community. Facilities planning priorities included maximizing functional space, eliminating non-functional space and establishing principles to guide the design of facilities that include design for safety, security, and sustainability. (*III.B.1-09*)

Excepting routine, recurring, and preventative maintenance work, any addition to, removal of, or alteration to existing facilities including new construction is subject to Board Policy/ Administrative Regulation (BP/AR) 6601, Facilities Modification and New Construction, and BP/AR 6602, Facility Construction Standards.

(*III.B.1-10*; *III.B.1-11*; *III.B.1-12*; *III.B.1-13*) DO Facilities oversees facilities modifications to ensure project compliance with CCR, Title 24 including accessibility, fire life safety, and structural; applicable Education Codes; district standards; design guidelines; DSA, and/or: the jurisdiction having authority over facilities modifications and new construction. The facilities planning priorities included maximizing functional space, eliminating non-functional space, and establishing principles to guide the design of facilities that include design for safety, security, and sustainability (*III.B.1-14*).

DO Facilities has two districtwide facilities committees: the Physical Resources Committee (PRC) and the Sustainable RSCCD Committee (SRC). In accordance with the District's participatory governance structure, SAC has established membership on both committees. The PRC reviews and assesses the effectiveness of the five-year facilities plan, state capital outlay projects, local bond projects, scheduled maintenance plans and projects, hazardous mitigation programs, facilities master plans and the cost of secondary effects related to new construction (*III.B.1-15*; *III.B.1-16*; *III.B.1-17*; *III.B.1-18*; *III.B.1-19*; *III.B.1-20*; *III.B.1-21*).

In accordance with RSCCD BP/AR 6012 Sustainable Practices, the Sustainable RSCCD Committee (SRC) is responsible for raising awareness and making recommendations concerning the conservation of energy and other resources (*III.B.1-22*; *III.B.1-23*). Its charge includes the development of a climate neutrality plan that was completed in 2015 that includes improving and maintaining a "green infrastructure" at district-owned properties. The Sustainability Plan has spanned 2016-2018 and 2018–2021. Goals of the plan include facilities design and operations. The District is committed to ensuring that all major capital projects and renovations will be designed and constructed to meet LEED Silver "equivalent" standard and operate facilities to meet solid waste, energy, and water use reduction goals (*III.B.1-24*; *III.B.1-25*). As an example, the new Science Center building at SAC is LEED Silver equivalent and is 28% more efficient than required by code. On a final note, SAC typically holds an annual "Sustainapalooza" event in partnership with its Associated Student Government. More recently, the pandemic has led to the postponement of this event.

Operationally, Santa Ana College has a fully staffed Maintenance and Operations Department (*III.B.1-26*) that is charged with the regular maintenance of campus facilities, including landscaping, buildings, classrooms, etc. Outside of this regular maintenance, the college uses a Facilities Maintenance Request process that allows staff to submit a "ticket" of work to be done to keep the campus learning environment at its best (*III.B.1-27*).

Furthermore, to more systematically address campus cleanliness issues, the College established the Campus Cleanliness Committee to discuss and problem solve any concerns regarding campus cleanliness. This subcommittee reports to the Facilities Committee. Any recommendation to improve the campus are funneled through Planning and Budget to College Council and ultimately the President for action. (*III.B.1-28*)

III.B.1. Analysis and Evaluation

In collaboration with DO Facilities and the Public Safety & Security Department, Santa Ana College (SAC) adheres to government codes and district standards to assure safe and sufficient physical resources at all of its locations. SAC Maintenance & Operations Department follows preventative and other maintenance schedules for such resources that prescribe routine work and regular inspection by regulatory agencies. Participatory governance committees ensure that the construction and maintenance of Physical Resources provide access, safety, security, and a healthful learning and working environment.

III.B.1. Evidence

(III.B.1-01) IIIB1_01_BP 3501.pdf
(III.B.1-02) IIIB1_02_AR 3501.pdf
(III.B.1-03) IIIB1_03_BP 6520.pdf
(III.B.1-04) IIIB1_04_AR 6520.pdf
(III.B.1-05) IIIB1_05_BP 6501.pdf
(III.B.1-06) IIIB1_06_Facilities_Minutes_6_10-2019.pdf
(III.B.1-07) IIIB1_07_HEPSS.pdf
(III.B.1-08) IIIB1_08_Cleanliness_Maintenance_WorkGrp.pdf
(III.B.1-09) IIIB1_09_SAC-FMP-2014.pdf
(III.B.1-10) IIIB1_10_BP 6601.pdf
(III.B.1-11) IIIB1_11_AR 6601.pdf
(III.B.1-12) IIIB1_12_BP 6602.pdf
(III.B.1-13) IIIB1_13_AR 6602.pdf
(III.B.1-14) IIIB1_14_FMP_Priorities_2014.pdf
(III.B.1-15) IIIB1_15_RSCCD_Physical Resources Committee.pdf
(III.B.1-16) IIIB1_16_RSCCD_SRC.pdf
(III.B.1-17) IIIB1_17_RSCCD_Facility_Dist_SS
(III.B.1-18) IIIB1_18_BP 6600.pdf
(III.B.1-19) IIIB1_19_AR 6600.pdf
(III.B.1-20) IIIB1_20_BP 6604.pdf
(III.B.1-21) IIIB1_21_AR 6604.pdf
(III.B.1-22) IIIB1_22_BP 6012.pdf
(III.B.1-23) IIIB1_23_AR 6012.pdf
(III.B.1-24) IIIB1_24_SRC_Report_2016_18.pdf
(III.B.1-25) IIIB1_25_RSCCD-SUS-RPT-2018-21.pdf
(III.B.1-26) IIIB1_26_MO_Web.pdf
(III.B.1-27) IIIB1_27_Facilities_Maintenance_Req.pdf
(III.B.1-28) IIIB1_28_Governance_Visual.pdf

> III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

III.B.2 Evidence of Meeting the Standard

The planning of physical resources for SAC is driven by the college's Educational Master Plan (EMP). SAC's mission, vision goals, programs and services as defined in the EMP guide the development of the college's Facilities Master Plan (FMP). The SAC EMP was recently completed and the District Office of Facilities Planning, District Construction & Support Services (DO Facilities) is in the process of updating SAC's FMP with the college's Facilities Committee serving as its FMP Update Workgroup. (*III.B.2-01*; *III.B.2-02*)

In accordance with district policies and regulations, DO Facilities utilizes several planning documents and tools to update the FMP including the California Community College's Facilities Planning Manual, Facilities Utilization Space Inventories Option Net System (FUSION) District Five-Year Capital Outlay Plan, and Resource Allocation Requests that are tied to the college's mission, goals, and program review processes. Such documents and tools also serve as the foundation for determining potential bond-funded projects.

SAC recently completed two Measure Q bond-funded facilities projects: the Johnson Student Center and the Science Center. Both physical resources are replacing antiquated and obsolete facilities that either posed significant health concerns or were ineffective in support of college programs and services. The district recently placed another bond measure on the ballot, Measure L, but it unfortunately did not pass. Nevertheless, this effort affirmed the college's physical resource needs based on the aforementioned planning documents and tools.

In addition to the two bond-funded facilities projects, the college was also successful in obtaining funding from the state for the construction of a new Health Sciences Building. This and the two bond-funded facilities projects were due to the college's planning for the replacement of its physical resources that lacked the quality necessary to support its mission (*III.B.2-03*).

III.B.2 Analysis and Evaluation

Since the last accreditation site visit, Santa Ana College has undertaken several building projects, facilities renovations, and infrastructure upgrades that have enhanced the College's efficiency and support for its students, faculty, and staff. Through the College's planning process, facilities needs are identified and forwarded to appropriate process for prioritization to advance program and college missions.

III.B.2 Evidence

(III.B.2-01) IIIB2_01_Education_Master_Plan.pdf

(III.B.2-02) IIIB2_02_SAC_FMP_2014.pdf

(III.B.2-03) IIIB2_03_Facilities_Presentation.pdf

> III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.3 Evidence of Meeting the Standard

SAC faculty, staff, and administrators engage in shared governance committees related to continual evaluation and planning of physical resources at SAC. A variety of sources of information and data are used by these committees to evaluate the effectiveness of physical resources in supporting SAC's programs and services. SAC's Facilities Committee meets on a regular basis providing the opportunity for dialogue regarding the effectiveness of SAC's physical resources and also providing frequent reports and updates regarding projects (*III.B.3-01*; *III.B.3-02*; *III.B.3-03*). For example, SAC uses AdAstra scheduling software for facilities usage assessment and planning purposes. Specifically, the software is used to help determine course fill rates, room usage, and faculty load (*III.B.3-04*).

In addition to assessing campus facilities from a usage and efficiency perspective, the SAC Research Department assesses campus facilities from students' perspectives. The SAC Research Department analyzes survey data from the annual Student Satisfaction Survey administered by the RSCCD Research Office to gain feedback from students on their experiences at SAC. Survey responses related to students' ratings of their experiences and satisfaction with the appearance and maintenance of campus facilities and grounds are examined. Comparisons of survey results from year to year show how students' perceptions of campus facilities improved over the past five years (*III.B.3-05*).

As a special example of the evidence SAC uses in evaluating its equipment for institutional programs, the faculty, staff, and administrators from the Bachelor of Science Degree Program in Occupational Studies maintains rigorous documentation of its facilities and equipment to ensure the students in the program have

exceptional educational experiences for clinical practice in the field of occupational therapy. Facilities and equipment needs are identified as part of the program review process and prioritized through SAC's Resource Allocation Request process (*III.B.3-06*).

III.B.3 Analysis and Evaluation

Santa Ana College uses the multiple sources of data to monitor and maintain its facilities and equipment as well as to determine areas for improvement. These data are discussed in participatory governance committee meetings and used to inform decision making to ensure the feasibility and effectiveness of the College's physical resources.

III.B.3 Evidence

(III.B.3-01) IIIB3_01_SAC_Facilities_Minutes_10.2018.pdf
(III.B.3-02) IIIB3_02_Facilities_Projects_10.20_ .pdf
(III.B.3-03) IIIB3_03_SAC_Facilities_Update.pdf
(III.B.3-04) IIIB3_04_POE_Minutes.pdf
(III.B.3-05) IIIB3_05_Student_Satisfaction_Facilities.pdf
(III.B.3-06) IIIB3_06_OS_Special_Report.pdf

> III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

III.B.4 Evidence of Meeting the Standard

All long-range capital plans to support institutional improvements begin with the districtwide integrated planning process. The process includes the Rancho Santiago Community College District 2019-2022 Strategic Plan, Facilities Master Plan, Educational Master Plan, Five-Year Construction Plan, 2021-2024 Strategic Technology Plan, and Annual Plans (*III.B.4-01*; *III.B.4-02*; *III.B.4-03*; *III.B.4-04*; *III.B.4-05*). As stated in the District Strategic Plan, the College effectively uses its resources (including human, physical, technology, and financial) to achieve its mission and strategic priorities.

The College maintains a Five-Year Construction Plan (*III.B.4-06*) which is submitted to the State Chancellor's Office, indicating the construction of new and improved facilities to maximize available funds, assuring support of the institution's strategic goals. This plan is used to anticipate needs and develop a means to implement new facilities and modernize existing buildings to comply with all required codes. The five-year plan consists of program needs, costs, and schedules. Also included are the secondary effects of each project, involving temporary relocation of faculty and staff during construction. These and other projected costs are used by the District and College to determine Total Cost of Ownership (TCO) for new facilities and equipment.

TCO projections are derived from various sources of information: new facility construction cost estimates; Custodial, Landscape, and Maintenance Services Reports; District Sustainability Report, California Community Colleges Facility Utilization Space Inventory Option Net (FUSION), and preventative maintenance (PM) spreadsheets. These sources of information allow the College to estimate the initial asset cost, maintenance costs, and operating costs including utilities and labor.

While the construction of new buildings at Santa Ana College (SAC) has put a strain on our current staffing levels to maintain these new facilities, the College has worked to hire new staff, and continues to prioritize more. SAC management and its participatory governance committees continue to discuss and plan for future liabilities. SAC has a Health Science building project on the near horizon. The state has approved funding for this project to the tune of $20,475,000. Unfortunately, the building is now estimated to cost $58,000,000. SAC will be responsible for this unfunded liability. To prepare for this future liability, SAC has—over the last several years—been setting aside part of its general fund ending balance to help offset those costs. In fiscal year 2019-2020, SAC set aside $2.5 million dollars for this project, and to date, it has set aside roughly $26,447,309 to help balance the health science building's new estimated cost. (*III.B.4-07*)

III.B.4 Analysis and Evaluation

Long-range capital projects are linked to institutional planning through the RSCCD strategic plan, Santa Ana College strategic plan, Five-Year Construction Plan, 2013 Facilities Master Plan, 2012 Educational Master Plan, and Technology Plan. When making decisions about facilities and equipment, SAC considers "total cost of ownership" in order to function in a fiscally responsible manner. The College further assesses the effectiveness of long-range capital planning in advancing the College's improvement goals through the facilities planning process.

III.B.4 Evidence

(III.B.4-01) IIIB4_01_RSCCD_Strategic_Plan.pdf

(III.B.4-02) IIIB4_02_FMP_2014.pdf

(III.B.4-03) IIIB4_03_Educational_Master_Plan.pdf

(III.B.4-04) IIIB4_04_Five_Year_Construction_Plan.pdf

(III.B.4-05) IIIB4_05_RSCCD-Strategic_Tech_Plan2021.pdf

(III.B.4-06) IIIB4_06_Five_Year_Construction_Plan.pdf

(III.B.4-07) IIIB4_07_Five_Year_Construction_Plan_Docket.pdf

Conclusions on Standard III.B. Physical Resources

SAC assures safe, sufficient, and well-maintained physical resources at its many service locations to ensures a healthful learning environment for its students and working environment for its employees. Facilities is a major component of the college's governance structure which provides all constituencies the opportunity to contribute to the planning, budgeting, and maintenance of the college's physical resources. Evaluation of physical resources is ongoing to assure continual support of institutional programs and services.

INSTITUTIONAL ANALYSIS

Evidence List

(III.B.1-01) IIIB1_01_BP 3501.pdf
(III.B.1-02) IIIB1_02_AR 3501.pdf
(III.B.1-03) IIIB1_03_BP 6520.pdf
(III.B.1-04) IIIB1_04_AR 6520.pdf
(III.B.1-05) IIIB1_05_BP 6501.pdf
(III.B.1-06) IIIB1_06_Facilities_Minutes_6_10-2019.pdf
(III.B.1-07) IIIB1_07_HEPSS.pdf
(III.B.1-08) IIIB1_08_Cleanliness_Maintenance_WorkGrp.pdf
(III.B.1-09) IIIB1_09_SAC-FMP-2014.pdf
(III.B.1-10) IIIB1_10_BP 6601.pdf
(III.B.1-11) IIIB1_11_AR 6601.pdf
(III.B.1-12) IIIB1_12_BP 6602.pdf
(III.B.1-13) IIIB1_13_AR 6602.pdf
(III.B.1-14) IIIB1_14_FMP_Priorities_2014.pdf
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(III.B.1-16) IIIB1_16_RSCCD_SRC.pdf
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(III.B.1-18) IIIB1_18_BP 6600.pdf
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(III.B.1-20) IIIB1_20_BP 6604.pdf
(III.B.1-21) IIIB1_21_AR 6604.pdf
(III.B.1-22) IIIB1_22_BP 6012.pdf
(III.B.1-23) IIIB1_23_AR 6012.pdf
(III.B.1-24) IIIB1_24_SRC_Report_2016_18.pdf
(III.B.1-25) IIIB1_25_RSCCD-SUS-RPT-2018-21.pdf
(III.B.1-26) IIIB1_26_MO_Web.pdf
(III.B.1-27) IIIB1_27_Facilities_Maintenance_Req.pdf
(III.B.1-28) IIIB1_28_Governance_Visual.pdf
(III.B.2-01) IIIB2_01_Education_Master_Plan.pdf
(III.B.2-02) IIIB2_02_SAC_FMP_2014.pdf
(III.B.2-03) IIIB2_03_Facilities_Presentation.pdf
(III.B.3-01) IIIB3_01_SAC_Facilities_Minutes_10.2018.pdf
(III.B.3-02) IIIB3_02_Facilities_Projects_10.20_ .pdf
(III.B.3-03) IIIB3_03_SAC_Facilities_Update.pdf
(III.B.3-04) IIIB3_04_POE_Minutes.pdf
(III.B.3-05) IIIB3_05_Student_Satisfaction_Facilities.pdf
(III.B.3-06) IIIB3_06_OS_Special_Report.pdf
(III.B.4-01) IIIB4_01_RSCCD_Strategic_Plan.pdf
(III.B.4-02) IIIB4_02_FMP_2014.pdf
(III.B.4-03) IIIB4_03_Educational_Master_Plan.pdf
(III.B.4-04) IIIB4_04_Five_Year_Construction_Plan.pdf
(III.B.4-05) IIIB4_05_RSCCD-Strategic_Tech_Plan2021.pdf
(III.B.4-06) IIIB4_06_Five_Year_Construction_Plan.pdf
(III.B.4-07) IIIB4_07_Five_Year_Construction_Plan_Docket.pdf

C. Technology Resources

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

III.C.1. Evidence of Meeting the Standard

Santa Ana College's technology services are appropriate and adequate to support the College. Rancho Santiago Community College District's (RSCCD) information technology governance structure (*III.C.1-01*) guides technology planning and operational execution to ensure that technology is delivered in support of the strategy for RSCCD and its colleges and centers. This governance structure creates a feedback loop between technology committees, which are constituency based as part of participatory governance, and operational workgroups, which are skills based as part of the organizational structure. Technology committees oversee planning and developing policies while operational workgroups are responsible for executing the plans and policies produced by the technology committees. The governance structure supports RSCCD's management functions by allowing SAC and RSCCD administrators to come together to decide on the prioritization of technology projects and services as evidenced by the October meeting minutes from the Technology Operational Workgroup (TOW). In addition, TOW supports the management functions by sponsoring discussions and workshops on critical institutional topics, such as data governance (*III.C.1-02*) and data integrity (*III.C.1-03*).

Technology services support operational and support services functions through the execution of technology projects aligned with RSCCD's mission. The performance of technology services in support of operational and support services functions is evaluated biannually to ensure adherence to accreditation standards and strategic technology goals as evidenced by the 2019-2020 annual report (*III.C.1-04*),which is presented to both RSCCD's Technology Advisory Group (TAG) and TOW.

The SAC library services platform (*III.C.1-05*) allows students and faculty to access the library book repository online, contact a librarian, register for research workshops, and provide virtual group study spaces. These technology services effectively support SAC's academic programs, teaching, and learning.

SAC's professional support is appropriate and adequate to support SAC. Management and operational functions, academic programs, and teaching and learning and support services are supported by the Information Technology Services Help Desk (*III.C.1-06*). The Help Desk provides multiple tiers of technology support for SAC faculty and staff both onsite and remotely. In addition, academic programs and teaching and learning and support services are also supported by the Distance Education department (*III.C.1-07*). Distance Education provides support and training resources for both faculty and students on SAC's learning management system as well as all applications used for online teaching. Lastly, the Student Help Desk (*III.C.1-08*) provides technical support to students focused on student technology both onsite and remotely via web chat.

SAC's facilities are appropriate and adequate to support SAC. Management and operational functions, academic programs, teaching and learning and support services use facilities that have adequate technology

for student and employee needs. This includes proper connectivity and support. For example, SAC's main campus alone has over 604 wireless access points that provide indoor and outdoor Wi-Fi connectivity (*III.C.1-09*; *III.C.1-10*), two different connection paths to the Internet, and a redundant mesh network for connectivity across sites (*III.C.1-11*).

In addition, SAC has hundreds of video surveillance cameras (*III.C.1-12*) used by the Safety department to ensure the security of students, employees, and visitors to SAC and its sites. Lastly, academic programs and teaching and learning facilities are also supported by academic computer laboratories, such as the Academic Computing Center (*III.C.1-13*), that provide students access to technology outside of their class schedule. Audiovisual and media equipment that supports teaching both inside and outside the classroom is also provided and is available for checkout as evidenced by the equipment list (*III.C.1-14*) from the Media Systems department.

SAC's hardware is appropriate and adequate to support SAC. Management and operational functions, academic programs, and teaching and learning and support services follow technology hardware standards established by TAG for computers (*III.C.1-15*), printers, copiers (*III.C.1-16*), and audiovisual technology (*III.C.1-17*). These hardware technologies are regularly reviewed, tested, and updated to ensure that they meet SAC's needs. In addition, academic programs, teaching and learning and support services are further enhanced by SAC's Digital Dons laptop loan program (*III.C.1-18*). This program allows eligible students to borrow a laptop and keep it for the entire semester.

SAC's software is appropriate and adequate to support SAC. Management and operational functions and support services use a list of technology software standards *(III.C.1-19*) established by TAG. These software technologies are regularly reviewed, tested, and updated to ensure that they meet institutional needs. Management and operational functions, academic programs, and teaching and learning and support services are guided by a system list of applications (*III.C.1-20*) that directs them to all available systems, including the student information system, reporting and enrollment management applications, SAC's learning management system, curriculum applications, and student success systems, among others. Teaching and learning and support services are also served by several software solutions that support distance learning (*III.C.1-21*). This includes communication platforms, screen capture solutions, proctoring and tutoring software, business productivity tools, and remote lecture platforms, among others.

SAC is using software and hardware effectively. The Information Technology Services (ITS) Employee Satisfaction Survey (*III.C.1-22*) shows that over 65% of individuals surveyed expressed the highest satisfaction level when it comes to their software and hardware technology needs. SAC is also effective at analyzing current needs and updating hardware or software standards as needed. The minutes from the October 2020 TAG meeting (*III.C.1-23*) show that the committee approved lowering the warranty purchased for computer monitors because of a cost analysis.

III.C.1 Analysis and Evaluation

SAC has three departments that help oversee technology services: ITS, Distance Education and Student Information Support. These departments participate within both the planning and operational information technology governance structure for RSCCD and SAC. This governance structure includes participatory governance committees such as the SAC Technology Advisory Committee (SACTAC) and TAG. The

governance structure also includes operational workgroups, like TOW. These groups meet regularly to make decisions on technology services, professional support, technology in facilities, hardware, and software as evidenced by meeting minutes for SACTAC, TAG, and TOW. The participatory committees produce technology plans like the RSCCD Strategic Technology Plan (RSCCD STP). Workshops in topics such as data governance and data integrity support SAC's management and support of operational functions and support services. The RSCCD STP is evaluated biannually as evidenced by the 2019-2020 annual report. Technology services available to support academic programs, teaching, and learning include several online resources available through SAC's library system.

Professional support is offered by the ITS Help Desk, Distance Education, and the Student Help Desk. SAC facilities are outfitted with technology that includes Wi-Fi access both outdoors and indoors, Internet and inter-site connectivity, video surveillance for safety, computing labs for student use, and audiovisual equipment. SAC hardware is standardized and available to students for loan. SAC software is standardized and available in central repository lists for both non-academic and academic applications. The effective use of software and hardware is evaluated through surveys and discussed and updated at TAG.

III.C.1 Evidence

(III.C.1-01) IIIC1_01_IT_Governance_Structure.pdf
(III.C.1-02) IIIC1_02_Ellucian_Data_Governance_Report.pdf
(III.C.1-03) IIIC1_03_CWP_Data_Integrity_Report.pdf
(III.C.1-04) IIIC1_04_2019-2020_ITS_Annual Report.pdf
(III.C.1-05) IIIC1_05_NealleyLibrary.pdf
(III.C.1-06) IIIC1_06_ITS Helpdesk.pdf
(III.C.1-07) IIIC1_07_DE_SupportandSoftware.pdf
(III.C.1-08) IIIC1_08_StudentHelpDesk.pdf
(III.C.1-09) IIIC1_09_SAC_External_WAP_Map.pdf
(III.C.1-10) IIIC1_10_Total Access Point Installed.pdf
(III.C.1-11) IIIC1_11_RSCCD_WAN_Connectivity.pdf
(III.C.1-12) IIIC1_12_SAC_Campus_cameras.pdf
(III.C.1-13) IIIC1_13_ACC.pdf
(III.C.1-14) IIIC1_14_AV_Equipment_for_Checkout_Services.pdf
(III.C.1-15) IIIC1_15_Computing_Standards.pdf
(III.C.1-16) IIIC1_16_Printer_Copier_ Standards.pdf
(III.C.1-17) IIIC1_17_AV_Standards.pdf
(III.C.1-18) IIIC1_18_Digital_Dons.pdf
(III.C.1-19) IIIC1_19_Software_Standards.pdf
(III.C.1-20) IIIC1_20_ProductionApps.pdf
(III.C.1-21) IIIC1_21_DE_Software.pdf
(III.C.1-22) IIIC1_22_ITS Employee Satisfaction Survey.pdf
(III.C.1-23) IIIC1_33_TAG_Min_10-01-2020.pdf

> III.C.2 The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.

III.C.2. Evidence of Meeting the Standard

SAC continuously plans for the quality and capacity of technological infrastructure through the RSCCD Strategic Technology Plan (STP) (*III.C.2-01*) and Santa Ana College's Technology Advisory Committee (SACTAC) annual computer replacement plans. Each year, SACTAC establishes a proposed computer replacement plan and refers the plan to the Planning & Budget Committee for funding. SACTAC agendas from the 2020 cycle (*III.C.2-02*) and the 2019 cycle (*III.C.2-03*) as well as an agenda from the Planning & Budget Committee (*III.C.2-04*) demonstrate this work.

These plans ensure quality, capacity, and adequacy by following replacement cycles for technology inventory established in the RSCCD STP (*III.C.2-05*). Planning cycles incorporate an evaluation of warranty status and a comprehensive review of the inventory. A 2019-2020 Computer Replacement Plan report (*III.C.2-06*) shows a summary of these needs while a 2018-2019 Computer Replacement Plan report (*III.C.2-07*) demonstrates the details behind the plan for that cycle, such as the inventory and warranty status.

These plans support SAC's mission, operations, programs, and services by considering special needs relative to each division and by allocating computers with differing operating systems and hardware configurations depending on those needs. Implementation of these plans is demonstrated by a 2018-2019 Computer Replacement Implementation report (*III.C.2-08*) that shows the replacement status by type and area. These numbers are incorporated into the larger status report included in RSCCD's 2017-2021 Technology Infrastructure Objective 4a (*III.C.2-09*), which shows a summary of replacements and updates across multiple years.

Plans for updating and replacing technology infrastructure are implemented in accordance with established goals. For example, the ITS 2019-2020 Mid-Year Report (*III.C.2-10*) shows a breakdown of 71 previously planned infrastructure projects that were completed in the first six six months of the 2019-2020 fiscal year. The report demonstrates alignment with the previous planning of Districtwide Goals as shown by each "DW Goal #" indicator. Those Districtwide Goals were previously established as part of the planning process that created the RSCCD STP (*III.C.2-11*). Likewise, the Infrastructure Upgrade List (*III.C.2-12*) demonstrates how staff assignments are in alignment with these goals such that daily operations are guided by established plans.

SAC also ensures adequate support of its mission, operations, programs, and services by conducting annual satisfaction surveys of end users. For example, support provided by SAC End User Support achieved satisfaction levels for quality of service averaging 4.1 out of 5 as seen on the District Satisfaction Survey (*III.C.2-13*). This incorporates a 4.5 rating, indicating that services fit the need. Likewise, Technology Infrastructure and Support Services scored 4.28 on a 5-point scale.

III.C.2. Analysis and Evaluation

Planning is conducted on an annual basis, incorporates quality and capacity checks, and is data driven. Technology upgrades and replacements are monitored and reported, and surveys are used to ensure that

feedback from stakeholders is collected. This feedback demonstrates that these practices are effectively meeting the needs of SAC.

III.C.2. Evidence

(III.C.2-01) IIIC2_01_District_Technology_Plan.pdf
(III.C.2-02) IIIC2_02_SACTAC_Agenda.pdf
(III.C.2-03) IIIC2_03_SACTAC_Agenda2.pdf
(III.C.2-04) IIIC2_04_PB_Agenda.pdf
(III.C.2-05) IIIC2_05_District_Technology_Plan.pdf
(III.C.2-06) IIIC2_06_2019-2020_Computer_Replacement_Plan.pdf
(III.C.2-07) IIIC2_07_2018-2019_Computer_Replacement_Plan.pdf
(III.C.2-08) IIIC2_08_Replacement_Implementation_Report.pdf
(III.C.2-09) IIIC2_09_2017-2021_Technology_Infrastructure_Objective_4a.pdf
(III.C.2-10) IIIC2_10_2019-2020_Mid_Year_Report.pdf
(III.C.2-11) IIIC2_11_District_Technology_Plan.pdf
(III.C.2-12) IIIC2_12_Infrastructure_Upgrade_List.pdf
(III.C.2-13) IIIC2_13_2019_District_Satisfaction_Survey.pdf

> III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

III.C.3 Evidence of Meeting the Standard

SAC ensures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access. SAC follows BP 6521 Security for District Property (*III.C.3-01*), which prescribes the need to ensure that critical data and information technologies can be sustained during a disaster. SAC addresses the requirements of this policy by establishing redundant connectivity methods to the Internet and across its sites as shown in the Wide Area Network diagram (*III.C.3-02*), consistently upgrading technology infrastructure as evidenced in the year one progress report (*III.C.3-03*) for the District's Strategic Plan, performing regular data backups as shown on the server backup job schedule (*III.C.3-04*), and leveraging the higher availability offered by cloud technologies for its most critical systems, such as its Student Information System. Cloud hosting offers specific levels of system availability, backup, and disaster recovery for SAC's Student Information System as evidenced in the Ellucian Service Agreement for Cloud Hosting (*III.C.3-05*). These levels would be difficult to accomplish through an on-premises setting. All these initiatives combined assure a reliable level of access for technology resources, which are implemented and maintained to be resilient to system failures.

SAC implements and maintains technology resources to assure safety at all locations where it offers courses, programs, and services. The safety of SAC employees and students is supported through resources such as emergency notification systems that generate alerts that are sent via text and email (*III.C.3-06*). SAC

also deploys emergency phone devices that are placed throughout SAC's main campus and its various locations (*III.C.3-07*) and configures panic buttons on regular desk phones (*III.C.3-08*) to ensure that students, employees, and visitors have a quick and easy way to contact Safety department personnel when a threatening condition arises. Lastly, the institution has installed hundreds of video surveillance cameras (*III.C.3-09*) that are used by the Safety department to monitor campus activities on a 24/7 basis, conduct investigations, and ensure the overall safety of the SAC community.

SAC implements and maintains technology resources to assure information security at all locations where it offers courses, programs, and services. SAC's information security efforts are guided by BP 3730 Information Security - Logging and Monitoring (*III.C.3-10*), which provides overall guidance and requirements for SAC to implement technology, processes, and training in support of information security practices. SAC performs an ongoing number of cybersecurity initiatives that include conducting security risk assessments against established security frameworks such as the CIS-20 or NIST security standards (*III.C.3-11*). These assessments help SAC identify gaps in security controls and determine mitigation steps to be implemented. SAC also conducts vulnerability scans (*III.C.3-12*) on its technology resources on a regular basis. These scans show potential vulnerabilities present on SAC's computing devices that can be exploited. SAC assigns the responsibility to address these vulnerabilities to appropriate Information Technology staff and tracks progress on their resolution, which is discussed during cybersecurity meetings with Information Technology leadership. In addition, in accordance with AR 3730.1 Information Security - Logging and Monitoring (*III.C.3-13*), SAC performs 24/7 system log monitoring to identify potential unauthorized access or suspicious activities in its network. Appropriate resources are notified when suspicious activity is identified in system logs to ensure that prompt action is taken to mitigate potential threats. Lastly, SAC contracts with a data cybersecurity organization (*III.C.3-14*) for assistance with overall security strategy, completion of security projects, threat advisory information notifications, and overall support of SAC's cybersecurity program.

III.C.3 Analysis and Evaluation

SAC assures reliable access to technology resources at all locations in accordance with BP 6521 Disaster Recovery. Reliability is accomplished through network redundancy, regular technology upgrades, data backups, and the use of cloud technologies that guarantee system availability.

SAC implements and maintains technology resources to assure the safety of the campus community, including emergency alerting systems as evidenced in the sample email alert, emergency phones, panic buttons on desk phones, and video surveillance cameras.

SAC implements and maintains technology resources to assure security at all locations in accordance with board policies and conducts security risk assessments, vulnerability scans, and 24/7 system log monitoring. The institution also conducts employee cybersecurity training including email phishing training, as shown within substandard four, and leverages cybersecurity organizations to support its cybersecurity program.

III.C.3 Evidence

(III.C.3-01) IIIC3_ 01_BP6521.pdf
(III.C.3-02) IIIC3_02_WAN_Network_Diagram.pdf
(III.C.3-03) IIIC3_03_Year1_Progress_Rep_19-22_StrategicPlan.pdf
(III.C.3-04) IIIC3_04_Server_Backup_Job_Schedule.pdf
(III.C.3-05) IIIC3_05_Ellucian Cloud Hosting Backup_ DR_Availability.pdf
(III.C.3-06) IIIC3_06_Emergency_Alert_Sample.pdf
(III.C.3-07) IIIC3_07_SAC_Emergency_Phone_Locations.pdf
(III.C.3-08) IIIC3_08_Panic_Button_Programming_SAC.pdf
(III.C.3-09) IIIC3_09_SAC_Campus_cameras.pdf
(III.C.3-10) IIIC3_10_BP3730.pdf
(III.C.3-11) IIIC3_11_CIS_Top_20_Risk_Assessment_Redacted.pdf
(III.C.3-12) IIIC3_12_Vulnerability_Assessment_Report_Redacted.pdf
(III.C.3-13) IIIC3_13_AR 3730.1.pdf
(III.C.3-14) IIIC3_14_TylerTech_CyberSecurity_Advisory_Contract.pdf

> III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

III.C.4. Evidence of Meeting the Standard

A variety of programs support faculty, staff, students, and administrators. Students and faculty alike are provided access to Canvas training courses *(III.C.4-01)* to provide the best online learning environment. SAC also offers a distance education teaching certification on its learning management system (*III.C.4-02*). Attaining this certificate allows faculty to provide appropriate instruction more effectively via online learning. Internal email phishing training campaigns are conducted (*III.C.4-03*) to determine the likelihood of employees falling for email scams (*III.C.4-04*) that could lead to a security compromise. This data is developed into a risk score (*III.C.4-05*) that allows SAC to conduct tailored employee training to improve collective cybersecurity knowledge, which helps protect SAC from cyber-attacks.

SAC also provides support to its employees and students through a variety of programs and services. RSCCD has a districtwide ITS Help Desk (*III.C.4-06*) that supports SAC faculty and staff with all their technology needs and requests. In addition, SAC has a Student Help Desk (*III.C.4.-07*) that is staffed with experienced students who support others with their technology needs and questions. The Distance Education department supports the entire campus by providing hybrid and online learning support for students and faculty. The Technology Updates Website (*III.C.4-08*) offers a place for the entire campus to see the latest tech news and provides answers to frequently asked questions along with training documentation for faculty, staff, and administrators. SAC has also established a Digital Dons program (*III.C.4-09*) designed to meet student technology needs and to achieve more equitable course completion. The program provides laptops as well as instruction on how to access SAC-provided software by using the provided computers.

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SAC has a variety of operations that support the campus. Faculty FLEX activities (*III.C.4-10*) focus on improving faculty skills in technology as well as supporting students through technology in the classroom. Students can also participate in SAC Days (*III.C.4-11*), which helps students become more aware of technology services and programs on campus. The Management Information Systems (MIS) (*III.C.4-12*) report is sent to the state, and it shows student demographics, degree and certificate awards, and other relevant data for the campus. The MIS Manual standardizes the process of entering, reviewing, and managing data properly. The Technology Decision Making Chart (*III.C.4-13*) guides the implementation of technology on campus. ITS Standard Operating Procedures (SOPs) (*III.C.4-14*) are used to assist faculty, staff, students, and administrators to ensure that tech support is provided in a consistent and effective way throughout the campus. Security Memos (*III.C.4-15*) and Phishing Training Campaigns (*III.C.4-16*) are produced by SAC's ITS department to provide additional security while using technology on campus. The 2018-2019 review document for the Student Information Support department (*III.C.4-17*) includes a list of subjects that shows technical support and training made available to staff and administrators on campus. The Data Governance Workshop trained administrators on interpreting SAC data. The Data Integrity Assessment report (*III.C.4-18*) shows existing gaps and opportunities for improving technology support on campus.

III.C.4. Analysis and Evaluation

SAC aligns with the Standard. SAC's programs, services, and operations provide faculty, staff, students, and administrators with instruction and support for the effective use of technology and technology systems on campus. The effectiveness of support services and programs is evaluated through surveys such as the ITS Employee Satisfaction Survey and the Digital Dons program survey. The Digital Dons program survey indicates a high level of satisfaction among those served. The ITS Employee Satisfaction Survey shows that over 91% of respondents rank the services they receive from ITS at the highest level.

III.C.4 Evidence

(III.C.4-01) IIIC4_01_Canvas_Training_Courses.pdf

(III.C.4-02) IIIC4_02_OnlineInstructorCert.pdf

(III.C.4-03) IIIC4_03_Training_Emails_Sent.pdf

(III.C.4-04) IIIC4_04_Overall Phish_Prone_Percentage.pdf

(III.C.4-05) IIIC4_05_Risk_Score_by_Group.pdf

(III.C.4-06) IIIC4_06_Information_Technology_Services_Help_Desk.pdf

(III.C.4-07) IIIC4_07_Student_Help_Desk.pdf

(III.C.4-08) IIIC4_08_Technology_Updates_Website.pdf

(III.C.4-09) IIIC4_09_Digital_Dons.pdf

(III.C.4-10) IIIC4_10_Fall_2020_PD_Week_Workshops.pdf

(III.C.4-11) IIIC4_11_SAC_DAYS_Success_At_College_2021.pdf

(III.C.4-12) IIIC4_12_MIS_CB_Processing_Manual.pdf

(III.C.4-13) IIIC4_13_IT_Decision_Making_Governance_Structure.pdf

(III.C.4-14) IIIC4_14_SOP_Helpdesk_Ticketing_Workflow.pdf

(III.C.4-15) IIIC4_15_Security_Memo.pdf

(III.C.4-16) IIIC4_16_ITS_Phishing.pdf

(III.C.4-17) IIIC4_17_2018-2019 Dept_ Rev_Student_Info_Support.pdf

(III.C.4-18) IIIC4_18_Ellucian_Data_Governance_Report.pdf

INSTITUTIONAL ANALYSIS

> III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

III.C.5 Evidence of Meeting the Standard

SAC has board policies and administrative regulations that guide the appropriate use of technology in both the teaching and learning processes. In accordance with BP and AR 3411 Accessibility of Electronic and Information Technology (*III.C.5-01*; *III.C.5-02*), SAC ensures accessibility to all members of the community, including individuals with disabilities. SAC also conforms to BP and AR 3720 Computer and Network Use (*III.C.5-03*; *III.C.5-04*) regarding computer hardware, software, and Internet access for SAC's students, faculty, staff, and administrators. SAC complies with BP 3730 Information Security Standards (*III.C.5-05*) and AR 3730.1 Information Security–Logging and Monitoring (*III.C.5-06*) and is committed to the highest levels of information security and privacy. In addition, SAC follows BP 5500 Standards of Student Conduct (*III.C.5-07*), which governs student conduct as it relates to multiple areas, including computer use.

SAC has various procedures and committees that guide the appropriate use of technology in both the teaching and learning processes. The Technology Advisory Group (TAG) (*III.C.5-08*) is a participatory governance committee composed of faculty, classified staff, and administrators from SAC and RSCCD. TAG has created the RSCCD STP (*III.C.5-09*) that establishes guidelines and standards that guide SAC's use of technology in the teaching and learning processes. The RSCCD STP calls for a computer replacement plan (*III.C.5-10*) that includes refreshing computing technology at SAC, both academic and administrative, following established hardware standards. SACTAC (*III.C.5-11*) is an additional participatory governance committee that evaluates, analyzes, and recommends technology solutions that support student success and development needs specific to the institution. SACTAC's Technology Initiatives (*III.C.5-12*) outline the technology goals for SAC.

The SAC Student Handbook (*III.C.5-13*) also refers to BP 5500 Standards of Student Conduct and has a Computer Code of Conduct for Classrooms and Labs regarding student use of computers and the network.

III.C.5. Analysis and Evaluation

SAC's policies, processes, and practices are accepted and executed to ensure the appropriate use of technology in the teaching and learning processes.

III.C.5 Evidence

(III.C.5-01) IIIC5_01_BP_3411.pdf
(III.C.5-02) IIIC5_02_AR_3411.pdf
(III.C.5-03) IIIC5_03_BP_3720.pdf
(III.C.5-04) IIIC5_04_AR_3720.pdf
(III.C.5-05) IIIC5_05_BP_3730.pdf
(III.C.5-06) IIIC5_06_AR_3730.1.pdf
(III.C.5-07) IIIC5_07_BP_5500.pdf
(III.C.5-08) IIIC5_08_Technology_Advisory_Group.pdf
(III.C.5-09) IIIC5_09_2017_2020_RSCCD_Strategic_Technology_Plan.pdf
(III.C.5-10) IIIC5_10_Computer_Replacement_Plan_02-12- 2020.pdf
(III.C.5-11) IIIC5_11_SAC_Technology_Advisory_Committee.pdf
(III.C.5-12) IIIC5_12_2019_2020_SACTAC_Technology_Initiatives.pdf
(III.C.5-13) IIIC5_13_SAC_Student_Handbook_2018_2019.pdf

Conclusions on Standard III.C. Technology Resources

SAC aligns with the Standard by effectively using its human, physical, technological, and financial resources to achieve its mission and to improve academic quality and its effectiveness. Further, RSCCD is organized in such a way that administration and governance is tightly coordinated between SAC and RSCCD and that both share responsibility for resource allocation and planning. Planning is integrated, implementations are monitored and evaluated, and effectiveness is measured with complete and regular feedback from stakeholders.

III.C Evidence List

(III.C.1-01) IIIC1_01_IT_Governance_Structure.pdf
(III.C.1-02) IIIC1_02_Ellucian_Data_Governance_Report.pdf
(III.C.1-03) IIIC1_03_CWP_Data_Integrity_Report.pdf
(III.C.1-04) IIIC1_04_2019-2020_ITS_Annual Report.pdf
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(III.C.1-07) IIIC1_07_DE_SupportandSoftware.pdf
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(III.C.1-11) IIIC1_11_RSCCD_WAN_Connectivity.pdf
(III.C.1-12) IIIC1_12_SAC_Campus_cameras.pdf
(III.C.1-13) IIIC1_13_ACC.pdf
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(III.C.1-21) IIIC1_21_DE_Software.pdf
(III.C.1-22) IIIC1_22_ITS Employee Satisfaction Survey.pdf
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(III.C.2-09) IIIC2_09_2017-2021_Technology_Infrastructure_Objective_4a.pdf
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(III.C.2-13) IIIC2_13_2019_District_Satisfaction_Survey.pdf
(III.C.3-01) IIIC3_ 01_BP6521.pdf
(III.C.3-02) IIIC3_02_WAN_Network_Diagram.pdf
(III.C.3-03) IIIC3_03_Year1_Progress_Rep_19-22_StrategicPlan.pdf
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(III.C.3-08) IIIC3_08_Panic_Button_Programming_SAC.pdf
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(III.C.3-12) IIIC3_12_Vulnerability_Assessment_Report_Redacted.pdf
(III.C.3-13) IIIC3_13_AR 3730.1.pdf
(III.C.3-14) IIIC3_14_TylerTech_CyberSecurity_Advisory_Contract.pdf
III.C.4-01) IIIC4_01_Canvas_Training_Courses.pdf
(III.C.4-02) IIIC4_02_OnlineInstructorCert.pdf
(III.C.4-03) IIIC4_03_Training_Emails_Sent.pdf
(III.C.4-04) IIIC4_04_Overall Phish_Prone_Percentage.pdf

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(III.C.4-07) IIIC4_07_Student_Help_Desk.pdf

(III.C.4-08) IIIC4_08_Technology_Updates_Website.pdf

(III.C.4-09) IIIC4_09_Digital_Dons.pdf

(III.C.4-10) IIIC4_10_Fall_2020_PD_Week_Workshops.pdf

(III.C.4-11) IIIC4_11_SAC_DAYS_Success_At_College_2021.pdf

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(III.C.5-02) IIIC5_02_AR_3411.pdf

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(III.C.5-04) IIIC5_04_AR_3720.pdf

(III.C.5-05) IIIC5_05_BP_3730.pdf

(III.C.5-06) IIIC5_06_AR_3730.1.pdf

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(III.C.5-10) IIIC5_10_Computer_Replacement_Plan_02-12- 2020.pdf

(III.C.5-11) IIIC5_11_SAC_Technology_Advisory_Committee.pdf

(III.C.5-12) IIIC5_12_2019_2020_SACTAC_Technology_Initiatives.pdf

(III.C.5-13) IIIC5_13_SAC_Student_Handbook_2018_2019.pdf

D. Financial Resources Planning

> III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

III.D.1. Evidence of Meeting the Standard

Santa Ana College (SAC) ensures that financial resources are sufficient to support program needs by assessing current available financial resources and then aligning those resources to program review, college budget priorities (*III.D.1-01*), and the strategic plan set forth by SAC's mission and goals (*III.D.1-02*). Rancho Santiago Community College District's (RSCCD) annual budget is developed utilizing information within the state budget and from documents prepared by the California Community College Chancellors Office (CCCCO). RSCCD then estimates annual revenue from the state and allocates this revenue to SAC, Santiago Canyon College, and RSCCD District Services using a Budget Allocation Model (BAM) based on the Student Center Funding Formula (SCFF) metrics (*III.D.1-03*).

The BAM distributes revenues rather than dictating expenditure allocations. SAC then allocates funds to support its goals by investing in course offerings to capture growth/access/restoration, technology, facilities, and targeted personnel hiring. SAC utilizes the Resource Allocation Request (RAR) (*III.D.1-04*) process to distribute available financial resources to help enhance programs and services. Understanding program needs starts at the department level during outcomes assessment and the program review cycle. Needs are assessed first with the department chairs, faculty, and staff. These needs are then discussed and prioritized with division deans. Division deans then discuss and prioritize with area vice-presidents. Vice-presidents then discuss and approve the requests in Presidents Cabinet. Approvals are based on SAC's mission and Strategic Goals and its budget priorities. Additionally, SAC ensures that programs receive needed funds to enhance programs and services through the annual review of Student Equity and Achievement Program (SEAP) and Strong Workforce Program (SWP) requests. Departments can annually submit proposals for each program based on available funds, historical outcomes, and plans, which must align to SAC's goals and mission. Requests are then reviewed and approved by individual panels, respectively.

The use of the RAR process ensures transparency in budget allocations and promotes cooperative sharing and the use of those resources. Funds are allocated for approved requests using an approved portion of SAC's rollover funds (Fund 13) (*III.D.1-05*). SAC ensures its financial stability through this budget allocation process by maintaining a fiscally responsible SAC reserve (contingency) that is equal to 20% of its rollover balance. The reserve equated to $1,342,965 in FY19/20 and $1,257,404 in FY20/21, respectively (*III.D.1-06*).

III.D.1 Analysis and Evaluation

SAC adheres to well-defined processes to ensure that programs and services receive sufficient funds to sustain and support student success and to improve its effectiveness. These processes are demonstrated though RSCCD's annual BAM and SAC's annual RAR process. These processes are open and transparent, and

opportunities exist for participation by all SAC constituents. SAC continues to ensure its financial stability by maintaining its required contingency reserve (*III.D.1-07*).

III.D.1 Evidence

(III.D.1-01) IIID1_01_Plan_ Budget Priorities 2020-2021.pdf
(III.D.1-02) IIID1_02_Strategic Plan Update_2014-2016 .pdf
(III.D.1-03) IIID1_03_FRC_Agenda_7-3-19.pdf pg27
(III.D.1-04) IIID1_04_ResourceAllctn_Procd.pdf
(III.D.1-05) IIID1_05_ Fund 13 Spend_Plan_FY20.21.pdf
(III.D.1-06) IIID1_06_Plan Budget_ Budget Update_9.1.20.pdf
(III.D.1-07) IIID1_07_ Fund 13 Spend_Plan_FY20.21.pdf

> III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

III.D.2. Evidence of Meeting the Standard

The missions of both RSCCD and SAC drive their financial planning. In addition, financial planning is integrated and supports all institutional planning (*III.D.2-01*).The following RSCCD policies and procedures identify its mission and goals as the foundation for financial planning and the integration of financial planning with its planning:

- BP and AR 6200 Budget Preparation
- BP/AR 6250 Budget Management
- BP/AR 6300 Fiscal Management
- BP/AR 6303 Fiscal Accountability
- AR 6305 Reserves
- BP/AR 6400 Financial Audits

Every year, the Board of Trustees reviews the RSCCD's mission statement (*III.D.2-02*) and goals. While there has been consistency in these goals over the years, adjustments are made based on new challenges and directions RSCCD wishes to pursue. These goals then become an important basis for the development of annual budget assumptions before the start of each fiscal year and budget cycle. Budget assumptions (*III.D.2-03*) (pg 52) reflect both short-range and long-range goals as well as direction for RSCCD. RSCCD's Fiscal Review Committee (FRC) is a participatory governance committee with representation from all constituencies (faculty, staff, students, and administrators) in conjunction with the chancellor, Chancellor's Cabinet, and District Council. The FRC uses the budget assumptions to develop the RSCCD budget for both credit and non-credit programs. An annual budget calendar is also prepared (*III.D.2-04*) (pg 64).

INSTITUTIONAL ANALYSIS

Since FY 12-13, RSCCD has been using the Budget Allocation Model (BAM) (*III.D.2-05*) to distribute earned revenue from the state to its colleges and centers. The goal of the BAM is to create a documented revenue allocation process that provides financial stability and encourages fiscal accountability at all levels in times of either increasing or decreasing revenue streams. The BAM is also intended to be simple, transparent, easy to understand, fair, predictable, and consistent using quantitative, verifiable factors with performance incentives. This revenue allocation model is intended to allocate most funds after reserving a portion to RSCCD for its services and other costs to the colleges and centers in providing educational services. Currently, the state is experiencing financial hardship due to COVID-19. The college districts will feel this hardship in the form of deferrals set to begin in February of 2021. RSCCD has a sound board policy contingency of $24,830,326 for fiscal year 2020-2021 to help offset these deferrals, and it will be able to continue to pay its current liabilities. On top of the board's contingency, RSCCD also approved and implemented a supplemental retirement program that is estimated to save the district over $2 million dollars in its first year, fiscal year 2020-2021.

At SAC, an established RAR process is utilized (*III.D.2-06*). This process links budget resources to SAC's mission statement, department and division goals, SAC's strategic plan, student learning outcomes for academic departments, service area outcomes for administrative and support departments, and the Planning and Budget Committee's established budgeting priorities. SAC continues to disseminate financial information in a timely manner, which is evident in its quarterly financial statements presented to President's Cabinet and the Planning & Budget Committee (*III.D.2-07*) at the end of every quarter during the fiscal year. One recent example of SAC's planning process was the approval of additional funds to remote instruction in fiscal year 2020-2021 due to the recent COVID-19 pandemic. These additional funds will be used to train and educate faculty and staff. This plan for remote instruction was vetted and approved through SAC's participatory governance structure where the recommendation was made from the Planning and Budget Committee and subsequently approved in President's Cabinet (*III.D.2-08*).

III.D.2. Analysis and Evaluation

SAC continues to prove it has the proper processes and procedures in place to ensure financial stability. This is evident in the use of its BAM and the recently implemented Supplemental Retirement Program. SAC continues to tie planning to budget and to ensure its mission and goals are considered throughout the funding process as evident in its RAR processes.

III.D.2. Evidence

(III.D.2-01) IIID2_01_MissionWeb.pdf

(III.D.2-02) IIID2_02_RSCCD_Mission.pdf

(III.D.2-03) IIID2_03_Budget_Assump_Agenda 09-16-2020.pdf pg52

(III.D.2-04) IIID2_04_FRC_Agenda_09-16- 2020.pdf pg 64

(III.D.2-05) IIID2_05_BAM.pdf

(III.D.2-06) IIID2_06_RAR_Procd.pdf

(III.D.2-07) IIID2_07_PB_Min_11.05.19.pdf

(III.D.2-08) IIID2_08_PB_Min_09-01-20.pdf

> III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

III.D.3. Evidence of Meeting the Standard

SAC adheres to well-defined guidelines and processes for financial planning and budget development based upon its mission and Strategic Goals (*III.D.3-01*). These guidelines and processes are on display in the form of SAC's Resource Allocation Request (RAR) process (*III.D.3-02*) and Budget Development Workbooks. In preparation for the new fiscal year's budget, SAC's Budget Office sends out Budget Development Workbooks to every division. The workbooks help the Budget Office better understand the needs and anticipate any new or increases to current vendor costs for the upcoming year. These budget workbooks (*III.D.3-03*) demonstrate how SAC links planning to budget. SAC also uses the RAR process for planning and budget development. Planning begins within the departments in establishing needs and priorities through the program review process. The plans and priorities are submitted to the dean in an academic area or a director in a support services division. All needs are prioritized, aggregated, and analyzed. These prioritized needs are submitted to the area vice-president for area-level priorities; then, those priorities are submitted to President's Cabinet. At President's Cabinet, each vice-president's priorities are analyzed in relation to SAC's priorities and goals of the Strategic Plan, taking into consideration SAC's other budget priorities.

At the district level, the budget is developed using information from the CCCCO. RSCCD uses this information (*III.D.3-04*) pg 52, which includes estimated revenues, increases and decreases to PERS and STRS rates, cost of living adjustments, and growth to develop budget assumptions. These findings establish a foundation for the upcoming budget year.

SAC ensures constituencies have the appropriate opportunities to participate in the development of the budget. The RAR process begins with faculty and department chairs, moves to division deans, and then to area vice-presidents. Following this procedure, the RAR then moves to final review and discussion from President's Cabinet and Planning and Budget Committee. The District Fiscal Resource Committee is the participatory governance-based committee charged with reviewing and evaluating the BAM, monitoring state budget development, recommending budget adjustments, developing assumptions for the tentative and adopted budgets, developing the district budget calendar, assessing effective use of financial resources, and reviewing and evaluating financial management processes. The committee is chaired by the Vice-Chancellor of Business Operations and Fiscal Services and includes participation of faculty, classified staff, and management representatives from both colleges and District Operations.

III.D.3. Analysis and Evaluation

SAC clearly defines and follows its guidelines and processes for financial planning and budget development. In addition, SAC ensures that the procedures in place garner information from all departments across the campus, that these processes are open, and that opportunities exist for participation in the process by all of SAC's constituents.

III.D.3. Evidence

(III.D.3-01) IIID3_01_MissionWeb.pdf

(III.D.3-02) IIID3_02_RAR_Procd.pdf

(III.D.3-03) IIID3_03_Bus_Div_ Budget Workbook.pdf

(III.D.3-04) IIID3_04_FRC_Agenda_09-16- 2020.pdf pg52

> III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

III.D.4. Evidence of Meeting the Standard

Santa Ana College continues to effectively link its planning efforts with a realistic assessment of available financial resources. SAC leadership recognizes the importance of aligning resource allocation to its Strategic Goals and budget priorities (*III.D.4-01*) developing and maintaining its required institutional contingency reserve available to use in emergency situations. SAC understands how important partnerships are for financial stability and for the good of its students and community. One example of this is in the partnership effort with its School of Continuing Education (SCE) for fiscal year 2020-2021. SAC understands noncredit FTES made up 3,738.67 of its total 18,175 FTES for FY 19/20 (*III.D.4-02*). To boost enrollment and increase apportionment revenue, SAC approved $212,500 for a marketing campaign specifically for SCE. (*III.D.4-03*)

SAC is also successful in applying for and receiving state and federal grants. Special projects play an important role in the programs offered at SAC. Beyond the federal and state entitlements, SAC receives substantial awards from competitive grants. The revenue from grants, for example $8,810,142 in Student Equity and Achievement Program (SEAP) (*III.D.4-04*) funding, enables SAC to develop and institutionalize unique programs and services that serve SAC's diverse student population by keeping SAC on the forefront of technology, curriculum, and other services.

SAC understands the importance the different portions of the SCFF are to generating new revenue (*III.D.4-05*) pg29. Although FTES makes up 70% of the funding model, 20% come from supplemental, and 10% come from student success. To boost revenue and increase available funds to its students, SAC's Planning & Budget Committee consistently receives updates from its Financial Aid associate dean. (*III.D.4-06)* SAC's goal is to increase Pell Grant recipients (4,331 in fiscal year 2019-2020) to be in better alignment with its California Promise receipts (14,027 in fiscal year 2019-2020), where a 3,000-recipient increase could increase potential revenue by $2,844,000 ($948 funding rate for fiscal year 2019-2020).

SAC management and its participatory governance committees continue to discuss and plan for future liabilities. SAC has a health science building project on the near horizon. The state has approved funding for this project to the tune of $20,475,000. Unfortunately, the building is now estimated to cost $58,000,000. SAC will be responsible for this unfunded liability. To prepare for this future liability, SAC has—over the last several years—been setting aside part of its general fund ending balance to help offset those costs. In fiscal year 2019-2020, SAC set aside $2.5 million dollars (*III.D.4-07*) for this project, and to date, it has set aside roughly $26,447,309 to help balance the health science building's new estimated cost.

RSCCD utilizes the revenue allocation model to distribute earned revenue from the state. RSCCD continues to use a conservative approach and only budgets for and approves expenditures that are in line with expected revenue. Planning for unexpected situations continues to be of utmost importance to SAC, especially in the current uncertain financial environment it is in now. SAC maintains its required institutional contingency reserve (*III.D.4-08*) balance for emergency needs. In fiscal year 2020-2021, this equated to $1,257,404. The district maintains a board approved contingency for emergency needs in fiscal year 2020-2021. This equated to $24,830,326 (*III.D.4-09*).

III.D.4. Analysis and Evaluation

SAC makes every effort to establish funding priorities through the collaboration of faculty and staff to help divisions and departments achieve their educational and financial goals. Institutional planning ensures that SAC has adequate funding to meet the expectations and needs of its faculty, staff, and students. SAC continues to form close partnerships to ensure financial stability. SAC continues to plan by exploring new revenue sources such as Pell Grants and ensuring that it has funding in place for unfunded liabilities such as its new Health Science Center.

III.D.4. Evidence

(III.D.4-01) IIID4_01_Plan_ Budget Priorities 2020-2021.pdf
(III.D.4-02) IIID4_02_SCFFY2019-20.pdf
(III.D.4-03) IIID4_03_PB_Min_09-01-20.pdf
(III.D.4-04) IIID4_04_SEAP_Requests.pdf
(III.D.4-05) IIID4_05_Budget_Workshop_2018.pdf pg29
(III.D.4-06) IIID4_06_PB_Min_10-01-19.pdf
(III.D.4-07) IIID4_07_PB_Min_09-03-19.pdf
(III.D.4-08) IIID4_08_PB_Min_09-01-20.pdf
(III.D.4-09) IIID4-09_Adopt_Budget_2021.pdf pg4

> III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

III.D.5. Evidence of Meeting the Standard

Financial documents prepared by RSCCD and SAC are a result of a collaborative effort due to the participatory governance process. As a result of this collaboration, financial resources are allocated to support student success. RSCCD's annual budget is developed using information from the state budget and documents prepared by the CCCCO. RSCCD utilizes its BAM (*III.D.5-01*) to distribute funds to its colleges and centers, and the colleges and centers determine their respective allocation of resources through their local planning processes (*III.D.5-02*).

INSTITUTIONAL ANALYSIS

To assure its financial integrity and to be responsible with the use of its financial resources, SAC uses a uniform process for resource allocation requests. The allocation of resources has been implemented through the RAR process (*III.D.5-03*). The intent of this process is to allocate resources to achieve the divisions' goals, SAC's mission, the strategic goals, budget priorities, student learning outcomes, and service area outcomes. This process starts during the previous fiscal year with the submission of division requests which tie to student learning outcomes. Before the RAR process begins and requests are submitted, the SAC Planning and Budget Committee discusses, determines, and approves institutional budget priorities for the upcoming fiscal year (*III.D.5-04*). President's Cabinet reviews and finalizes the approvals. The Budget Office then allocates the funds for all approved requests and posts to the Administrative Services website for campus-wide review.

SAC's internal control structure has appropriate control mechanisms in place to ensure appropriate approvals and a separation of duties for all general ledger activities. SAC follows standard procedures for new accounts, budget changes, the transfer of expenditures, and purchase requisitions (*III.D.5-05*). Internal control systems have been established to analyze the effective use of financial resources to continue making improvements and maintaining the integrity of SAC. The process for the new accounts, budget changes, and the transfer of expenditures is similar. The process originates at the department level. After the requests have all the corresponding approvals, they are forwarded to the SAC Budget Office for final review before being forwarding to the RSCCD office. All the requests require approvals at the RSCCD office before they are processed and completed. The purchase requisition process begins at the department level following district purchasing guidelines. After being approved and having the required documentation, they go directly to Purchasing which then verifies all the information, including the general ledger account used, and it completes the procurement process. RSCCD undergoes annual audits (*III.D.5-06*) from outside audit agencies to ensure the dependability of SAC's financial documents and that internal controls are in place regarding the preparation and fair presentation of financial statements free from material misstatements due to fraud or error.

SAC disseminates dependable and timely information for sound financial decision making in quarterly financial statements presented to President's Cabinet, the Planning and Budget Committee (*III.D.5-07*), the District Fiscal Services website (*III.D.5-08*), and—most recently—quarterly meetings between RSCCD and its colleges. RSCCD develops fiscal year calendars for the development of the budget with time sensitive deadlines to ensure that both the tentative budget and the adopted budget can be reviewed and approved annually by the Board of Trustees (*III.D.5-09*). SAC also complies with RSCCD's fiscal year-end calendars for closing the current fiscal year's budgets and to prepare the budgets for the upcoming fiscal year. SAC regularly evaluates its financial management practices and financial goals through the Planning & Budget Committee. The committee does an annual review of goals and budget priorities to analyze and evaluate current fiscal processes to suggest improvements where needed. The committee's ongoing goals are to communicate the budget process across campus for the best financial outcomes of SAC, close fiscal years with a positive balance, and perform evaluations of the RAR process.

III.D.5. Analysis and Evaluation

SAC and RSCCD have established procedures to ensure the appropriate use of financial resources in a timely manner. Financial information is readily available from RSCCD's website and throughout RSCCD through a variety of sources, such as committees and President's Cabinet. Faculty, staff, students, and administrators have ample opportunities to be notified of budget happenings. The annual, independent audit

validates RSCCD's and SAC's internal accounting practices as having followed applicable practices, including generally accepted auditing practices, the California Community Colleges Budget and Accounting Manual, Governmental Accounting Standards Board (GASB), and applicable regulatory compliance. This is evident in the most recent external audit from fiscal year 2018-2019, where SAC's statements presented "fairly" (*III.D.5-10*)

III.D.5. Evidence

(III.D.5-01) IIID5_01_BAM.pdf
(III.D.5-02) IIID5_02_RAR_Procd.pdf
(III.D.5-03) IIID5_03_RAR_Procd.pdf
(III.D.5-04) IIID5_04_Plan_ Budget Priorities 2020-2021.pdf
(III.D.5-05) IIID5_05_Forms_Procedures.pdf
(III.D.5-06) IIID5_06_RSCCD_Audit.pdf
(III.D.5-07) IIID5_07_PB_Min_11.05.19.pdf
(III.D.5-08) IIID5_08_RSCCD_Fiscal_Web.pdf
(III.D.5-09) IIID5_09_RSCCD_Board_Agenda.pdf
(III.D.5-10) IIID5_10_RSCCD_Audit.pdf

> III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

III.D.6. Evidence of Meeting the Standard

SAC's financial documents are credible and accurate and reflect appropriate allocation and use of financial resources to support its student programs and services. The financial documents of SAC undergo a series of review and approvals to ensure accuracy before being posted to the general ledger. This review process (*III.D.6-01*) includes the Initiator, Approver 1, Campus Budget Checker, Vice-President of Administrative Services, and fiscal approval at RSCCD. Financial transparency is of the utmost importance for SAC. Financial statements are produced on a quarterly basis by the Director of Budgeting Accounting for review by the Vice-President of Administrative Services, President's Cabinet, and the Planning and Budget Committee (*III.D.6-02*). These financial statements generate discussion on SAC operations during the given fiscal year and whether funds need to be allocated and/or redirected to meet budget priorities, student outcomes, and/or FTES targets.

RSCCD utilizes BAM (*III.D.6-03*) to allocate state apportionment revenue to its colleges and centers based on the Student Center Funding Formula (SCFF). The SCFF (*III.D.6-04*) pg29 is made up of three parts:

1. Base allocation—based largely on enrollment.
1. Supplemental Allocation—based on the number of students receiving a College Promise Grant, students receiving a Pell Grant, and students covered by AB 540.

1. Student Success Allocation—based on outcomes that include the number of students earning associate degrees and credit certificates, the number of students transferring to four-year colleges and universities, the number of students who complete transfer-level math and English within their first year, the number of students who complete nine or more career education units, and the number of students who have attained the regional living wage.

Additionally, SAC allocates funds to ensure support of its goals and targets in course offerings to capture growth, access, restoration, technology improvements, facility preventative maintenance requests, and targeted personnel hiring. Annually, SAC reviews categorical grant resource requests and funds prioritize requests based on student outcomes. An example of this categorical request approval process can be seen in SEA Program (*III.D.6-05*) and Strong Work Force committee approval review. The mission of the SAC Student Equity and Achievement Committee is to boost achievement for all students with an emphasis on eliminating opportunity gaps. To do this, the committee makes recommendations on how equity funding is allocated, evaluates the use of that funding, and explores strategic ideas grounded in institutional research to support an education free from racism, sexism, homophobia, and any other assumptions and prejudices. Annually, faculty and staff submit funding requests to support students, and a panel then reviews and approves a request with the available funds.

SAC continues to ensure the accuracy and integrity of its financial documents through a variety of separate reviews and approvals. This accuracy is on display annually as part of an annual independent audit (*III.D.6-06*). The audit validates that RSCCD's and SAC's internal accounting practices have followed applicable practices, including generally accepted auditing practices, the California Community Colleges Budget and Accounting Manual, GASB, and applicable regulatory compliance. The 2018-2019 Annual External Financial Audit was completed with the following comments from the auditors to RSCCD's Board of Trustees:

"The financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate remaining fund information of the district as of June 30, 2019, and the respective changes in financial position and, where applicable, cash flows thereof for the year that ended in accordance with accounting principles generally accepted in the United States of America."

III.D.6. Analysis and Evaluation

Santa Ana College's financial documents have a high degree of credibility and accuracy because of the internal review and approval processes. These processes have resulted in positive audit findings from external auditors. Additionally, the College financial documents reflect appropriate allocation and use of financial resources to support student learning programs and services. The District's Budget Allocation Model allocates resources and the Colleges have a clear internal Resource Allocation Process that relies on the college's mission, Strategic Goals, and integrated planning.

III.D.6. Evidence

(III.D.6-01) IIID6_01_Forms_Procedures.pdf

(III.D.6-02) IIID6_02_PB_Min_11.05.19.pdf

(III.D.6-03) IIID6_03_BAM.pdf

(III.D.6-04) IIID6_04_Budget_Workshop.pdf pg29

(III.D.6-05) IIID6_05_Equity_Fund_Form.pdf

(III.D.6-06) IIID6_06_RSCCD_Audit.pdf

> III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

III.D.7. Evidence of Meeting the Standard

RSCCD annually undergoes an independent audit, and audits are conducted for each of its colleges' and RSCCD's foundations (*III.D.7-01*), auxiliary operations, and bond programs. The audits provide an opinion on the adequacy of financial statements based upon materiality and internal controls. These audits also assess several federal and state compliance areas and report on any issue found. The auditors have issued clean opinions and have not identified any deficiencies in internal control over financial reporting that they would consider material weaknesses. Any identified audit findings are included in the audit, and RSCCD's responses to the findings are also included. (*III.D.7-02*) RSCCD has had minimal audit findings and has regularly corrected any issues prior to the following year's audit. Audit results are used to improve the management of RSCCD and SAC's financial procedures and policies. To ensure appropriate institutional response, the Fiscal Audit Committee of the Board of Trustees oversees the audit process and meets annually with the independent certified public accounting firm to discuss the audit and any findings. Once the audits have been board approved, they are posted to RSCCD's website for all constituents to view. Fiscal budgets and audit reports (*III.D.7-03*) are shared with the public during Board of Trustees meetings and on the district website for existing and previous fiscal years. Audit findings are included in the budget report and are shared with the public.

III.D.7. Analysis and Evaluation

RSCCD's and SAC's responses to any external audit findings are comprehensive, timely, and communicated as appropriate. RSCCD's adopted budgets and financial statements are reviewed annually by independent auditors. During this reporting period, the audits have resulted in unqualified reports related to the financial statements. There have been few findings, and none of them have been related to internal controls.

III.D.7. Evidence

(III.D.7-01) IIID7_01_Foundation _Audit.pdf

(III.D.7-02) IIID7_02_RSCCD_Audit.pdf

(III.D.7-03) IIID7_03_RSCCD_Audit.pdf

> III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

III.D.8. Evidence of Meeting the Standard

RSCCD's financial statements are audited annually by external auditors. RSCCD's management, in collaboration with SAC, is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatements due to fraud or error. The external auditor's responsibility is to obtain sufficient and appropriate audit evidence as a basis to issue an opinion on these financial statements (*III.D.8-01*).

For fiscal year 2018/19, the auditors issued the following opinion:

> "In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate remaining fund information of the District as of June 30, 2019, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America."

III.D.8. Analysis and Evaluation

RSCCD's external auditors have issued clean opinions during this reporting period and have not identified any deficiencies in internal control over financial reporting that they would consider material weaknesses (*III.D.8-02*). RSCCD has had minimal audit findings and has regularly corrected any issues prior to the following year's audit. Audit results are used to improve the management of RSCCD and SAC's financial procedures and policies.

III.D.8 Evidence

(III.D.8-01) IIID8_01_RSCCD_Audit.pdf

(III.D.8-02) IIID8_02_RSCCD_Audit.pdf

> III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

IV.D.9. Evidence of Meeting the Standard

Through careful planning and fiscal management over the past five years, SAC has maintained a sufficient ending balance to meet financial emergencies and unforeseen needs.

INSTITUTIONAL ANALYSIS

SAC's 5-year Fund 13 (carryover balance) ending balance is as follows:

FY 20/21	$6,159,792
FY 19/20	$6,714,823
FY 18/19	$6,808,035
FY 17/18	$6,156,301
FY 16/17	$4,902,843

This ending balance is the result of SAC's and RSCCD's conservative approach to spending. SAC has also followed a hiring strategy in which vacant positions left by retirees and resignations are fully evaluated and, in some cases, not fully replaced. This conservative approach will be of great benefit to SAC given its current financial situation due to COVID-19. Starting February of 2021, the state will begin to defer monthly payments to colleges (*III.D.9-01*) pg9. RSCCD is still responsible to pay for current obligations. This will most likely be paid with district reserves. Luckily, the district has a significant board approved contingency balance and will be able to fund these obligations for the foreseeable future (*III.D.9-02*) pg 4. Also, RSCCD has recently implemented a Supplemental Retirement Program I & II where 124 employees took advantage of this early retirement option. This will also improve expenditure savings soon. RSCCD is currently implementing a hiring freeze and will only fill positions on an as needed basis in the hopes to save $2,671,791 for the current fiscal year 2020-2021, and it could potentially save the district $8,637,818 over the next three years.

To date, cash balances have been sufficient to support RSCCD's operations. The Board of Trustees has a policy of a minimum reserve equal to 12.5% of the general fund budget (*III.D.9-03*) pg4. RSCCD's fiscal team continuously reviews financial conditions and state funding levels and provides timely, ongoing assessments of potential risks and opportunities. As of June 30, 2019, RSCCD's Unrestricted General Fund Balance was $41,412,351 (*III.D.9-04*) pg 8. RSCCD possesses sufficient insurance to cover potential risk exposure. It has established separate Self-Insurance Funds for two types of self-insurance activity: Workers' Compensation and property and liability insurance. RSCCD has a Risk Management department to ensure that the risk management program meets all legal requirements and provides protection and/or insurance against loss, damage, or disability in accordance with the California Education Code. RSCCD funds two Internal Service Funds—one for Workers' Compensation (Fund 62) and one for property and liability (Fund 61)—based on estimated amounts needed to pay prior year claims and current year premiums. The combined assets in these two funds as of June 30, 2019, amounted to $8,528,595 (*III.D.9-05*) pg. 67 and 70.

SAC continues to plan for emergency or unforeseen needs. This planning process is evident in the annual Fund 13 planning process. This process begins once the year end close-out process is complete, and an accurate ending balance is known. Once this balance is known, SAC begins drafting a plan to allocate funds to reflect its budget priorities and strategic goals. This includes (*III.D.9-06*) line items such as its required institutional contingency reserve (for fiscal year 2020-2012, $1,257,404), facility emergencies and unforeseen needs (for fiscal year 2020-2012, $258,000), legal expenses (for fiscal year 2020-2012, $50,000), and an investment in distance education brought about by COVID-19 (for fiscal year 2020-2012, $237,357). Once this plan is drafted by Administrative Services, it is then discussed and revised—if necessary—in President's Cabinet and the Planning and Budget Committee.

III.D.9. Analysis and Evaluation

SAC has processes in place to help mitigate potential unforeseen and/or emergency financial needs demonstrated in its ending balance history and contingency and/or emergency budget allocations. Although these are uncertain financial times due to COVID-19, to date, SAC and RSCCD have been able to fund all payroll and other financial obligations on time without the need to borrow.

III.D.9. Evidence

(III.D.9-01) IIID9_01_State_Budget_Update.pdf pg9

(III.D.9-02) IIID9_02_Adopt_Budget.pdf pg4

(III.D.9-03) IIID9_03_Adopt_Budget.pdf pg4

(III.D.9-04) IIID9_04_Adopt_Budget.pdf pg8

(III.D.9-05) IIID9_05_Adopt_Budget.pdf pg67&70

(III.D.9-06) IIID9_06_PB_Min_09-01-20.pdf

> III.D.10. The institution practices effective oversight of finances including management of finances, management of financial aid grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

III.D.10. Evidence of Meeting the Standard

SAC practices effective oversight of the finances of auxiliary organizations and/or foundations by engaging with external independent auditors to conduct annual audits, including internal control over financial reporting, compliance, and other matters based on an audit of financial statements performed in accordance with government auditing standards. On January 23, 2020, auditors from Eide Bailly presented the Audit Report as of June 30, 2019 (*III.D.10-01*). The management letter noted no issues or corrections were necessary at this time.

The SAC Foundation is audited annually by independent auditors as part of RSCCD's annual external audit (*III.D.10-02*). The funds are managed by the SAC Foundation director and reviewed by the SAC Foundation Board of Directors. All SAC Foundation investments are accounted for and documented by SAC's Budget Office to ensure proper internal controls. RSCCD's Financial Aid Fund, categorical grants, and district auxiliary funds are included in its annual audit report. RSCCD's Resource Development Office has direct oversight of all the grants' applications, monitoring, and reporting.

The SAC Foundation receives and manages funds to be used in furtherance of SAC's purposes and goals. The Investment Policy Statement addresses the fund's management functions within the SAC Foundation and specifies the goals of the SAC Foundation in managing those funds (*III.D.10-03*). The policy sets forth the procedures to follow in managing the SAC Foundation's investments. The purpose of this investment policy is to establish a clear understanding of the financial goals and objectives of the SAC Foundation's financial assets. The SAC Foundation Board of Directors delegates investment management functions to the Finance and Investment Committee, the director, and one or more investment managers. On a quarterly basis, the board monitors the strategies of the Finance and Investment Committee and performance of the SAC's Foundation's investments. The Finance and Investment Committee is composed of members from the

SAC Foundation Board of Directors, appointed by the board on the recommendation of the president. The committee may also include non-board members with expertise in investment matters.

Investment managing firms send investment advisors to present updates of investment results and current market environments at quarterly Finance Committee Meetings. The SAC Foundation has interpreted the California Uniform Prudent Management of Institutional Funds Act to require the preservation of the fair value of the original gift as of the date of the donor-restricted endowment funds. The SAC Foundation has adopted an investment policy (*III.D.10-04*) that actively safeguards the assets while maintaining some growth to ensure that donations will provide a benefit to SAC and its student population. As approved by the board of directors, the endowment assets are invested in a manner that is intended to prudently invest in financial instruments which provide a reasonable measure of principal stability.

SAC Auxiliary Services oversees the accounting and disbursement of all auxiliary funds for the campus through the Student Business Office to help support the non-instructional needs of the student body. To ensure fiscal accountability, Auxiliary Services aligns its practices and processes with RSCCD's Fiscal Services guidelines as well as the CCCCO's Auxiliary Manual, GASB, BAM, and the Fiscal Crisis Management Assistance Team's ASB Manual.

The Associate Dean of Financial Aid at Santa Ana College is responsible for managing financial aid grants. Santa Ana College participates in the following grant programs for student financial aid:

- Pell Grants
- FSEOG (Federal Supplemental Educational Opportunity Grant)
- Cal Grants

Below is a description of the steps taken to ensure each grant has appropriate oversight.

Pell Grants: The Financial Aid Office works with the district Accounting Office to reconcile student Pell awards on a monthly basis. At the end of each year, the U.S. Department of Education's Common Origination and Disbursement Department (COD) requires a final reconciliation to verify funds provided by the U.S. Department of Education were all disbursed to students. Finally, the Santa Ana College Financial Aid Office participates in an annual audit by an outside firm to ensure policies and procedures are being followed and that the funds are disbursed within federal guidelines. Pell Grants are also reported to the state via MIS reporting and then shared with the Integrated Postsecondary Education Data System (IPEDS) where further analysis is done.

FSEOG: The FSEOG grants are part of the campus-based financial aid program. The College reports the details of FSEOG grants in the annual Fiscal Operations Report and Application to Participate (FISAP) as required by the Department of Education. FSEOG is also subject to the annual audit conducted by an outside audit firm. FSEOGs are also reported to the state via MIS reporting and then shared with the Integrated Postsecondary Education Data System (IPEDS) where further analysis is done.

Cal Grants: Cal Grants are awarded by the California Student Aid Commission and verified and disbursed by Santa Ana College. Santa Ana College follows the state procedures for disbursing and managing Cal Grant funds through the WebGrants data system. The Financial Aid Office reconciles disbursements with the California Student Aid Commission multiple times per semester. At the end of the year, there is a final reconciliation with the California Student Aid Commission and any unspent funds are returned.

III.D.10. Analysis and Evaluation

SAC regularly assesses its use of financial resources. SAC demonstrates compliance with Federal Title IV regulations and requirements by completing an annual independent audit of its processes and transactions. The annual SAC audit reviews all programs and services, which include all special fund programs such as financial aid, grants, contracts, the SAC Foundation, and the Associated Student Government. Special fund programs also go through additional monitoring from state and federal grantors to ensure compliance with program rules and guidelines. No findings have been made to indicate mismanagement of these resources.

III.D.10. Evidence

(III.D.10-01) IIID10_01_Foundation _Audit.pdf

(III.D.10-02) IIID10_02_Foundation _Audit.pdf

(III.D.10-03) IIID10_03_Foundation_Investment Policy.pdf

(III.D.10-04) IIID10_04_Foundation_Investment Policy.pdf

> III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

III.D.11. Evidence of Meeting the Standard

RSCCD's economic position is closely tied to that of the State of California. RSCCD management closely monitors the state budget information and carefully evaluates resources to effectively address both internal and external issues. When making short-range financial plans, RSCCD considers how these immediate plans will impact long-term fiscal planning and priorities. RSCCD regularly prepares multi-year projections, which are discussed at RSCCD Fiscal Resources Committee meetings (*III.D.11-01*). RSCCD's plans for payments of long-term liabilities and obligations exist in the annual budget and the budget assumptions (*III.D.11-02*). SAC continues to work with RSCCD to ensure that SAC will live up to its financial obligations, including all fixed costs, which includes insurance payments, payroll obligations, health benefits, etc.

RSCCD has ensured that the entire Actuarially Required Contribution/Actuarially Determined Contribution has been made for over ten years toward its Retiree Health Benefits OPEB liability (*III.D.11-03*). RSCCD has accumulated over $80 million towards a current liability of $149 million, with approximately half of the amount accumulated deposited to an irrevocable trust and the other half in a separate fund (*III.D.11-04*)

III.D.11. Analysis and Evaluation

SAC and RSCCD have taken steps to make sure that its short-range financial plans are aligned completely with its long-range financial priorities. SAC and RSCCD have demonstrated that they effectively plan for payments of long-term liabilities within the framework of their planning processes and their annual operating budgets.

III.D.11. Evidence

(III.D.11-01) IIID11_01_FRC_MultiYear_10-21-2020.pdf

(III.D.11-02) IIID11_02_FRC_Budget_Assumptions_09-16-2020.pdf

(III.D.11-03) IIID11_03_RSCCD_OPEB_Actuarial_Valuation.pdf

(III.D.11-04) IIID11_04_RSCCD_Audit.pdf

> III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is currently prepared as required by appropriate accounting standards.

III.D.12. Evidence of Meeting the Standard

RSCCD analyzes its financial obligations annually and seeks to fund all current and long-term financial obligations fully, following generally accepted accounting principles. RSCCD has for many years funded at least its full Actuarially Required Contribution/Actuarially Determined Contribution into a separate fund set aside for Retiree Health Benefits. In June 2019, the RSCCD transferred $40 million to open an Irrevocable Trust. As of June 30, 2020, between both funds, RSCCD has set aside over $80 million for this liability. RSCCD contracts for an annual actuarial study as required (*III.D.12-01*).

III.D.12 Analysis and Evaluation

SAC meets this Standard.

III.D.12 Evidence

(III.D.12-01) IIID12_01_RSCCD_OPEB_Actuarial_Valuation.pdf

> III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

III.D.13. Evidence of Meeting the Standard

RSCCD has a healthy fund balance (*III.D.13-01*) pg. 8 and has not incurred any debt in the general fund. RSCCD has no debt other than general obligation bonds for capital construction, which are secured and paid by local resident property taxes.

IIID.13. Analysis and Evaluation

SAC meets this standard.

III.D.13. Evidence

(III.D.13-01) IIID13_01_Adopt_Budget_Revised10-6-20.pdf

> III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

III.D.14. Evidence of Meeting the Standard

SAC utilizes funds with integrity and in a manner consistent with the intended purpose of the funding source. The SAC Foundation is committed to ensuring that no student is denied educational opportunities due to financial constraint. Therefore, the SAC Foundation's mission is to maintain, expand, and enhance the educational opportunities of SAC by linking community organizations, businesses, funding sources, alumni, and staff. This is evident in a variety of ways, but two examples would be through fundraising and grant distribution to SAC students. In addition, all allocation decisions and activities occur in accordance with state law, GASB, and BAM. RSCCD also conducts internal audits to assess processes and uses the results of those audits to make improvements to financial and information systems.

The SAC Foundation continues to partner with groups specifically to raise money to support SAC and its programs for its students. The annual Ed Arnold Golf Classic tournament (*III.D.14-01*) for example, raises funds to aid students who are looking to continue their education at SAC or transfer to the universities of their choices to continue their athletic and scholastic endeavors. Each year, the SAC Foundation office prepares a Golf Summary Report that is available to external auditors, who provides a detail summary of funds received. (*III.D.14-02*) In 2017, $83,710 was raised. The following year, 2018, $95,940 was raised, and in 2019, $100,800 was raised for the benefit of SAC's scholar athletes.

The SAC Foundation has also received grant money from The California Endowment to work on improving community health through health workforce diversity. The purpose of the grant is to strengthen SAC health career pathways through student outreach and mentoring and by convening a local health careers roundtable. As required, SAC makes interim written reports to The California Endowment according to a schedule. The

funds were used in a manner consistent with the grant. SAC submitted the required reports prior to its annual deadline. The California Endowment sent an e-mail stating that it reviewed and approved of the final report.

SAC Auxiliary Services oversees the accounting and disbursement of all auxiliary funds for the campus through the Student Business Office to help support the non-instructional needs of the student body. To ensure fiscal accountability, Auxiliary Services aligns its practices and processes with RSCCD's Fiscal Services guidelines as well as the CCCCO's Auxiliary Manual, GASB, BAM, and the Fiscal Crisis Management Assistance Team's ASB Manual.

III.D.14. Analysis and Evaluation

SAC aligns with the Standard. The SAC Foundation abides by the grant guidelines and fundraising policies. Financial resources, including fund-raising efforts and grants, are used with integrity in a manner consistent with the intended purpose of the funding sources. The annual independent audit of budgets, procedures, and documentation affirms RSCCD's continued focus on presenting and reporting financial records with integrity in accordance with federal and state guidelines.

III.D.14. Evidence

(III.D.14-01) IIID14_01_Ed_Arnold_News.pdf

(III.D.14-02) IIID14_02_2019 Golf Summary.pdf

> III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the higher Education Act, and comes into compliance when the federal government identifies deficiencies.

III.D.15. Evidence of Meeting the Standard

Student loan default rates are monitored annually by SAC's Financial Aid Office. SAC's default rate is an acceptable 7.5 percent (*III.D.15-01*). Less than 30 percent is considered acceptable by the CCCCO. SAC complies with federal regulations regarding student loans by fulfilling the requirement to reconcile federal student loans monthly. Reconciliation documents are kept in SAC's Financial Aid Office. SAC does not offer institutional loans and, therefore, collects no revenue.

III.D.15. Analysis and Evaluation

SAC meets this Standard.

III.D.15. Evidence

(III.D.15-01) IIID15_01_Default_Rates.pdf

> III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

III.D.16. Evidence of Meeting the Standard

Contractual agreements with external entities are consistent with SAC's mission and goals (*III.D.16-01*). Proper oversight is provided both at SAC and RSCCD to ensure that SAC maintains its integrity in all contractual agreements. This oversight is demonstrated in AR 6150 (*III.D.16-02*) Designation of Authorized Signatures and AR 6330 (*III.D.16-03*) Delegation and Approval Limits.

All contracts must be reviewed by the appropriate Chancellor's Cabinet member, approved or ratified by the Board of Trustees, and signed by the Vice-Chancellor of Business Operations and Fiscal Services. SAC recently implemented contractual standard operating procedures (*III.D.16-04*) available via its employee intranet, which covers topics such as:

1. The responsibilities of managers seeking approval of contracts, agreements, or MOUs.
2. How managers and/or administrator support staff can record contracts and obtain approval of contracts, agreements, or MOUs.
3. Where a manager can find the Contracts Workbook, Contracts Repository, contract templates, and other helpful resources relating to RSCCD contracts.
4. The considerations managers should have when reading technology contracts.

SAC's Purchasing, Risk Management (*III.D.16-05*) and employee intranet websites provide detailed and transparent guidelines with helpful information for all personnel to follow.

III.D.16. Analysis and Evaluation

SAC continues to meet this Standard. There are proper approvals and oversight in place to ensure it follows the Education Code and state regulations for all contractual agreements.

III.D.16. Evidence

(III.D.16-01) IIID16_01_MissionWeb.pdf

(III.D.16-02) IIID16_02_AR 6150.pdf

(III.D.16-03) IIID16_03_AR_6330.pdf

(III.D.16-04) IIID16_04_Admin_Services.pdf

(III.D.16-05) IIID16_05_Purchasing_Web.pdf

Conclusions on Standard III.D. Financial Resources

SAC meets this standard by providing sufficient financial resources to support and sustain student learning programs and services and improve institutional effectiveness as evidenced by its resource allocation process emphasizing program improvement through the annual program review process. Institutional financial resources are planned and budgeted in accordance with the mission and goals of the institution, engaging all

constituencies opportunities to participate in its allocation processes. SAC regularly evaluates its financial management practices with the goal of improving its internal control systems, ensuring financial stability, integrity, and accountability.

Evidence List

(III.D.1-01) IIID1_01_Plan_ Budget Priorities 2020-2021.pdf
(III.D.1-02) IIID1_02_Strategic Plan Update_2014-2016 .pdf
(III.D.1-03) IIID1_03_FRC_Agenda_7-3-19.pdf pg27
(III.D.1-04) IIID1_04_ResourceAllctn_Procd.pdf
(III.D.1-05) IIID1_05_ Fund 13 Spend_Plan_FY20.21.pdf
(III.D.1-06) IIID1_06_Plan Budget_ Budget Update_9.1.20.pdf
(III.D.1-07) IIID1_07_ Fund 13 Spend_Plan_FY20.21.pdf
(III.D.2-01) IIID2_01_MissionWeb.pdf
(III.D.2-02) IIID2_02_RSCCD_Mission.pdf
(III.D.2-03) IIID2_03_Budget_Assump_Agenda 09-16-2020.pdf pg52
(III.D.2-04) IIID2_04_FRC_Agenda_09-16- 2020.pdf pg 64
(III.D.2-05) IIID2_05_BAM.pdf
(III.D.2-06) IIID2_06_RAR_Procd.pdf
(III.D.2-07) IIID2_07_PB_Min_11.05.19.pdf
(III.D.2-08) IIID2_08_PB_Min_09-01-20.pdf
(III.D.3-01) IIID3_01_MissionWeb.pdf
(III.D.3-02) IIID3_02_RAR_Procd.pdf
(III.D.3-03) IIID3_03_Bus_Div_ Budget Workbook.pdf
(III.D.3-04) IIID3_04_FRC_Agenda_09-16- 2020.pdf pg52
(III.D.4-01) IIID4_01_Plan_ Budget Priorities 2020-2021.pdf
(III.D.4-02) IIID4_02_SCFFY2019-20.pdf
(III.D.4-03) IIID4_03_PB_Min_09-01-20.pdf
(III.D.4-04) IIID4_04_SEAP_Requests.pdf
(III.D.4-05) IIID4_05_Budget_Workshop_2018.pdf pg29
(III.D.4-06) IIID4_06_PB_Min_10-01-19.pdf
(III.D.4-07) IIID4_07_PB_Min_09-03-19.pdf
(III.D.4-08) IIID4_08_PB_Min_09-01-20.pdf
(III.D.4-09) IIID4-09_Adopt_Budget_2021.pdf pg4
(III.D.5-01) IIID5_01_BAM.pdf
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(III.D.5-03) IIID5_03_RAR_Procd.pdf
(III.D.5-04) IIID5_04_Plan_ Budget Priorities 2020-2021.pdf
(III.D.5-05) IIID5_05_Forms_Procedures.pdf
(III.D.5-06) IIID5_06_RSCCD_Audit.pdf
(III.D.5-07) IIID5_07_PB_Min_11.05.19.pdf
(III.D.5-08) IIID5_08_RSCCD_Fiscal_Web.pdf
(III.D.5-09) IIID5_09_RSCCD_Board_Agenda.pdf
(III.D.5-10) IIID5_10_RSCCD_Audit.pdf
(III.D.6-01) IIID6_01_Forms_Procedures.pdf
(III.D.6-02) IIID6_02_PB_Min_11.05.19.pdf
(III.D.6-03) IIID6_03_BAM.pdf
(III.D.6-04) IIID6_04_Budget_Workshop.pdf pg29
(III.D.6-05) IIID6_05_Equity_Fund_Form.pdf
(III.D.6-06) IIID6_06_RSCCD_Audit.pdf
(III.D.7-01) IIID7_01_Foundation _Audit.pdf
(III.D.7-02) IIID7_02_RSCCD_Audit.pdf
(III.D.7-03) IIID7_03_RSCCD_Audit.pdf
(III.D.8-01) IIID8_01_RSCCD_Audit.pdf
(III.D.8-02) IIID8_02_RSCCD_Audit.pdf
(III.D.9-01) IIID9_01_State_Budget_Update.pdf pg9
(III.D.9-02) IIID9_02_Adopt_Budget.pdf pg4
(III.D.9-03) IIID9_03_Adopt_Budget.pdf pg4
(III.D.9-04) IIID9_04_Adopt_Budget.pdf pg8
(III.D.9-05) IIID9_05_Adopt_Budget.pdf pg67&70
(III.D.9-06) IIID9_06_PB_Min_09-01-20.pdf
(III.D.10-01) IIID10_01_Foundation _Audit.pdf
(III.D.10-02) IIID10_02_Foundation _Audit.pdf
(III.D.10-03) IIID10_03_Foundation_Investment Policy.pdf
(III.D.10-04) IIID10_04_Foundation_Investment Policy.pdf
(III.D.11-01) IIID11_01_FRC_MultiYear_10-21-2020.pdf
(III.D.11-02) IIID11_02_FRC_Budget_Assumptions_09-16-2020.pdf
(III.D.11-03) IIID11_03_RSCCD_OPEB_Actuarial_Valuation.pdf
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(III.D.13-01) IIID13_01_Adopt_Budget_Revised10-6-20.pdf
(III.D.14-01) IIID14_01_Ed_Arnold_News.pdf

INSTITUTIONAL ANALYSIS

(III.D.14-02) IIID14_02_2019 Golf Summary.pdf

(III.D.15-01) IIID15_01_Default_Rates.pdf

(III.D.16-01) IIID16_01_MissionWeb.pdf

(III.D.16-02) IIID16_02_AR 6150.pdf

(III.D.16-03) IIID16_03_AR_6330.pdf

(III.D.16-04) IIID16_04_Admin_Services.pdf

(III.D.16-05) IIID16_05_Purchasing_Web.pdf

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/ system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

> IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implication, systematic participative processes are used to assure effective planning and implementation.

IV.A. 1. Evidence of Meeting the Standard

In line with college's mission to "inspire, transform and empower a diverse community of learners," the institutional leaders of Santa Ana College (SAC) maintain a history of creating and encouraging innovation leading to institutional excellence in instructional programs, support services and the overall practices of the institution. SAC's Participatory Governance Handbook *(IV.A.1-01)* outlines the framework by which its councils, committees, ad hoc groups, and task forces operate in accordance with AB 1725. This structure is designed to ensure all constituent groups have the right to participate effectively in the governance process; the opportunity to express their ideas and opinions; and the assurance those opinions are given every reasonable consideration. SAC's current committee structure drives innovation in their respective areas for institutional excellence and supports the faculty, classified staff, and students involved in taking the initiative for institutional improvement, no matter their official titles.

The Rancho Santiago Community College District (RSCCD) Board Policy and Administrative Regulation (BP and AR) 4020 Program, Curriculum and Course Development (*IV.A.1-02*; *IV.A.1-03*) provides guidelines regarding the designated responsibility and authority for the initiation, review, and approval for all courses and programs. SAC follows BP and AR 4020 Program, Curriculum and Course Development that states, "programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency." To empower its diverse community of learners, SAC offers 273 degrees and certificates in credit programs including 36 Career Education Departments, 29 associate degrees for transfer, and the bachelor's degree in Occupational Studies (*IV.A.1-04*; *IV.A.1-05*).

INSTITUTIONAL ANALYSIS

SAC has frequently been recognized for its academic programs and student services. In 2016, SAC was named one of the top community colleges in the nation (*IV.A.1-06*), and in 2019, with only 15% of community colleges nationwide invited to apply, the Aspen Institute College Excellence Program named Santa Ana College eligible to compete for the one-million-dollar Aspen Prize for Community College Excellence, the nation's signature recognition of high achievement and performance among America's community colleges (*IV.A.1-07*).

Other examples of SAC's commitment to innovation include initiatives such as the Pathway to Law School program which provides a direct trajectory for students to enter some of the finest law schools in the nation and a smoother pathway to six of California's top law schools

(*IV.A.1-08*; *IV.A.1-09*). The International Business Program at SAC is the largest community college program in the country. It has been recognized as a model program around the word. In 2015, SAC's Global Business and Entrepreneurship Department created an articulation agreement for International Business with the University of Northern Iowa's College of Business Administration. This agreement was the first IB articulation agreement conducted with an out-of-state university. The original articulation agreement was established locally with Cal Poly Pomona (*IV.A.1-10*).

In 2017, due in part to the leadership and vision of SAC's President, and approval from Academic Senate, SAC applied for and was selected as one of the twenty community colleges to participate in the California Guided Pathways Project (*IV.A.1-11*; *IV.A.1-12*; *IV.A.1-13*). The Guided Pathways work was designed with a cross-functional team approach. The Core and Implementation teams were comprised of administrators, faculty, staff, and when appropriate, students. The approach worked under the belief that the success of Guided Pathways would be dependent on a campus-wide effort. Through the implementation of Guided Pathways, SAC is working towards its vision and equity goals (*IV.A.1-14*) to create structured educational experiences that support each student from point of entry to attainment of their academic and career aspirations.

SAC takes pride in meeting the needs of its diverse learners by offering courses in multiple modalities. SAC's Distance Education Program is one of the most progressive programs, currently offering fully online degree pathways in Business Administration, Liberal Arts, Sociology, and Psychology (*IV.A.1-15*). In spring 2018, SAC was chosen to participate in the Online Equity Cohort of the CVC-OEI Consortium, and in 2019, SAC was one of the first colleges to receive designation as a Certified Peer Online Course Review Campus, entrusted by the California Virtual Campus-Online Education Initiative (CVC-OEI) to review its own online courses for quality (*IV.A.1-16*). SAC has also been ranked 20th in Best Online Community College in California according to Guide to Online Schools. Factors included retention rate, graduation rate, percentage of online enrollment data, and number of online associate degrees offered (*IV.A.1-17*).

SAC's Program Review process has been specifically designed to provide faculty and staff the opportunity to reflect upon their alignment with SAC's mission statement. Also incorporated into the process is the opportunity for faculty and staff to engage in dialogue with colleagues across the institution. Through the submission process, faculty and staff present the report to the Program Review committee before sharing the strengths and/or opportunities they found. This affords both faculty and staff the opportunity to receive feedback from colleagues on ways to improve the program or service area as it relates to student outcomes (*IV.A.1-18*).

SAC's student support programs and services have also been recognized for their innovative thinking. In 2016, SAC instituted the Digital Dons Program offering qualified students the free loan of a new HP laptop for the entire academic year. At that time, 1,100 laptops were made available to students for checkout (*IV.A.1-19*). SAC was one of 32 campuses across California to receive funding from the California Campus Catalyst Funds. The grant was founded to increase support for undocumented students and their families. Furthermore, SAC was named the only Orange County community college to be granted $5 million for Innovation in Higher Education funds. The award supports the Santa Ana Partnership a collaboration working to support student achievement and close equity gaps in education since 1983 (*IV.A.1-20*).

In addition, SAC along with its educational partners was named the recipient of a $1.3 million dollar grant from the California Education Learning Lab created to improve outcomes for science, technology, engineering, and mathematics (STEM) learners by deploying an improving open, adaptive courseware in targeted courses. SAC used the funds to increase equity and bridge achievement gaps in undergraduate STEM education (*IV.A.1-21*). SAC leadership has been fully supportive of the institution's long-standing Annual Awards of Excellence program. Recognizing both classified staff and faculty (including full and part-time employees), the award categories reflect the true essence of leadership, collaboration, and dedication, among other criteria, as recommended and voted on by staff, faculty and students (*IV.A.1-22*).

When ideas for improvement have policy or significant institution-wide implications, SAC relies on its policies and procedures as outlined in its Participatory Governance framework, which outlines participation of all constituent groups for campus-wide decision making: administration, faculty, staff, and students. (*IV.A.1-23*).

IV.A.1. Analysis and Evaluation

The institutional leaders of SAC create and encourage innovation that leads to institutional excellence and demonstrates ongoing support for administrators, faculty, staff, and students despite official titles for taking an initiative for institutional improvements. Through SAC's participatory governance structure, all constituency groups have a mechanism to bring forward innovative ideas related to institutional effectiveness.

IV.A.1. Evidence

(IV.A.1-01) IVA1_01_ParticipGov_2021.pdf
(IV.A.1-02) IVA1_02_BP 4020.pdf
(IV.A.1-03) IVA1_03_AR_4020.pdf
(IV.A.1-04) IVA1_04_SAC-20-21-Catalog_10-28-20.pdf
(IV.A.1-05) IVA1_05_CCCCOBachelorsDegreePilotProgram.pdf
(IV.A.1-06) IVA1_06_RSCCDNewsTopCCinNation03-02-16.pdf
(IV.A.1-07) IVA1_07_RSCCDNewsAspenPrize11-6-19.pdf
(IV.A.1-08) IVA1_08_SACPathwaytoLawSchoolWebsite.pdf
(IV.A.1-09) IVA1_09_PathwaystoLSFlyer2015.pdf
(IV.A.1-10) IVA1_10_RSCCDNewsIBAgmtUnivNIowa2-23-15.pdf
(IV.A.1-11) IVA1_11_ASMinGPPres5-23-2017.pdf
(IV.A.1-12) IVA1_12_ASMeetingGPSelfAssess11-14-17.pdf
(IV.A.1-13) IVA1_13_SACPressChosenGPProject.pdf
(IV.A.1-14) IVA1_14_SACEdMasterPlan.pdf
(IV.A.1-15) IVA1_15_ODPWebsite.pdf
(IV.A.1-16) IVA1_16_CVCOEIConsortiumSite.pdf
(IV.A.1-17) IVA1_17_RSCCDNewsCABestOnlineCollege6-25-20.pdf
(IV.A.1-18) IVA1_18_ProgramReviewWebsite.pdf
(IV.A.1-19) IVA1_19_RSCCDNewsDigitalDonsProgram9-14-16.pdf
(IV.A.1-20) IVA1_20_RSCCDNewsCatalystGrant10-16-18.pdf
(IV.A.1-21) IVA1_21_RSCCDNewsSTEMGrant05-02-19.pdf
(IV.A.1-22) IVA1_22_AwardsExcellenceWebsite.pdf
(IV.A.1-23) IVA1_23_ParticipGov_2021.pdf

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision- making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

IV.A.2. Evidence of Meeting the Standard

In accordance with AB 1725 participatory governance regulations, BP and AR 2510 Participation in Local Decision Making (*IV.A.2-01*; *IV.A.2-02*), SAC has established and implemented policies and procedures that authorize faculty, staff, administration, and students in the decision-making process. Further evidence of implementation can be seen in district and college documents such as the RSCCD Planning Design Manual 2013, SAC's Participatory Governance Handbook, and the Constitution and Bylaws of the Associated Student Government (*IV.A.2-03*; *IV.A.2-04*; *IV.A.2-05*).

As stated in our Participatory Governance Handbook, which is approved by all constituent groups as members of SAC's College Council, Santa Ana College, "'in a spirit of collegiality' has developed a structure of councils, committees, ad hoc groups, and task forces that include all constituent groups. The overall structure that Santa Ana College has designed ensures that all constituent groups have the right to participate effectively in both the district and campus governance, the opportunity to express their opinions and assure that these opinions are given reasonable consideration. Principles developed: (1) All members of the college constituency groups are allowed equal and ample opportunity to participate fully in governance activities. (2). All members of the college constituency groups are encouraged to participate in the governance activities."

INSTITUTIONAL ANALYSIS

RSCCD also has developed planning processes to ensure broad participation in district-level planning as documented in the RSCCD Planning Manual (2013) (*IV.A.2-06*). In addition, Board Policy (BP) 2015 Student Member is direct policy regarding student engagement at the district level (*IV.A.2-07*). At SAC, internal governance structures make provisions specific to student participation and viewable for student consideration as evidenced by student membership in all SAC's participatory governance committees: College Council, Planning and Budget, Facilities, Student Success and Equity, Academic Senate, Curriculum and Instruction Council, the Technology Advisory Task Force (SACTAC), and SAC's Campus Cleanliness and Maintenance Work Group (*IV.A.2-08*). In addition, SAC demonstrates strong student engagement as shown through Associated Student Government (ASG) regular calendar meetings, interclub council meetings, and community and campus events (*IV.A.2_09*).

IV.A.2. Analysis and Evaluation

SAC has established and implements policies and procedures authorizing administrators, faculty, and staff in decision-making processes and the provisions for student participation and viewable consideration in those matters which students have a direct and reasonable interest. SAC's participatory governance handbook highlights the purpose and membership of all constituent groups and is currently being updated to include newly formed subcommittees and organizational chart.

IV.A.2. Evidence

(IV.A.2-01) IVA2_01_BP2510.pdf
(IV.A.2-02) IVA2_02_AR2510.pdf
(IV.A.2-03) IVA2_03_RSCCDPlanningManual2013.pdf
(IV.A.2-04) IVA2_04_ParticipGov_2021.pdf
(IV.A.2-05) IVA2_05_ASGConstitution07-23-19.pdf
(IV.A.2-06) IVA2_06_RSCCDPlanningManual2013.pdf
(IV.A.2-07) IVA2_07_BP2015StudentMember.pdf
(IV.A.2-08) IVA2_08_ParticipGov_2021pg13.pdf
(IV.A.2-09) IVA2_09_ASGEventCalendar.pdf

> IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

IV.A.3. Evidence of Meeting the Standard

BP and AR 2510 Participation in Local Decision Making provides district-wide direction regarding processes related to participatory decision-making and the roles and responsibilities of faculty, classified staff, and students at both the district and college levels (*IV.A.3-01*; *IV.A.3-02*). Documents that further describe District and college process include the RSCCD Planning Design Manual and the SAC Participatory Governance Handbook (I*V.A.3-03*; *IV.A.3-04*).

INSTITUTIONAL ANALYSIS

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies that relate to their areas of responsibility and expertise. In a spirit of collegiality, SAC has developed a structure of councils, committees, ad hoc groups, and task forces. As indicated on the Participatory Governance Committees webpage (*IV.A.3-05*), and in accordance with the current SAC Participatory Governance Handbook, SAC has five Participatory Governance Committees, in conjunction with other working committees, to move SAC's agenda forward in line with the institution's mission and goals. SAC's participatory governance committees have representation from each constituent group. The SAC President appoints administrative representation while the President of the Academic Senate appoints faculty representation and classified representatives are appointed by the Classified School Employees Association (CSEA) as the legal representative of the classified employees. The Associated Student Government (ASG) is responsible for the appointment of all student representation (*IV.A.3-06*)

The five main participatory governance committees include College Council, Institutional Effectiveness and Assessment, Planning and Budget, Facilities, and Student Success and Equity Committee (*IV.A.3-07*). The constituent groups are Students (ASG), Classified Staff (CSEA), Faculty (Academic Senate), and Administrators. The councils and committees are charged with gathering information, deliberating, and formulating recommendations regarding policies and procedures. Recommendations are then forwarded to the SAC President and ultimately the Board of Trustees for final approval.

SAC's College Council is the participatory governance communication tool for all college constituent groups. The council provides advice to the President pertaining to college issues and reviews and considers recommendations made from other governance bodies. The council meets regularly, on the second and fourth Wednesday of each month (*IV.A.3-08*).

SAC's Institutional Effectiveness and Assessment Committee will be the governance committee responsible for reviewing all college planning efforts and making recommendations to College Council regarding systematic and integrated planning (*IV.A.3-09*).

SAC's Planning and Budget Committee is the participatory governance committee responsible for recommending budget priorities, procedures, and processes to the College Council. The Planning and Budget Committee also functions as a community liaison for fiscal affairs with the college community (*IV.A.3-10*).

SAC's Facilities Committee is the participatory governance committee responsible for identifying and prioritizing capital projects including scheduled maintenance projects. It serves as an information and exchange body on facilities projects that are in construction or that are being planned (*IV.A.3-11*).

The purpose of SAC's Student Success and Equity Committee is to positively impact the academic achievement and success of SAC students by linking matriculation, student equity, and related student success initiatives at the college. The committee is composed of representatives from administration, faculty, classified, and the student body and led by representatives from each core initiative. Meetings occur on a regular basis to handle the operational business of the committee (*IV.A.3-12*).

IV.A.3 Analysis and Evaluation

Through established policies and procedures, SAC provides faculty, classified staff, administrators, and students with clearly defined roles in the governance of the institution and the ability to exercise their respective voices in the areas of institutional planning, policies, and budget related to their areas of responsibility and expertise.

IV.A.3 Evidence

(IV.A.3-01) IVA3_01_BP2510.pdf
(IV.A.3-02) IVA3_02_AR2510.pdf
(IV.A.3-03) IVA3_03_RSCCDPlanningManual2013.pdf
(IV.A.3-04) IVA3_04_ParticipGov_2021.pdf
(IV.A.3-05) IVA3_05_PGCommWebsite.pdf
(IV.A.3-06) IVA3_06_ ParticipGov_2021pg17.pdf
(IV.A.3-07) IVA3_07_ ParticipGov_2021pg13.pdf
(IV.A.3-08) IVA3_08_CollCouncilWebsite.pdf
(IV.A.3-09) IVA3_09_IE&ACommWebsite.pdf
(IV.A.3-10) IVA3_10_P&BCommWebsite.pdf
(IV.A.3-11) IVA3_11_FacilitiesCommWebsite.pdf
(IV.A.3-12) IVA3_12_StudSucc&EqCommWebsite.pdf

> IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

IV.A.4. Evidence of Meeting the Standard

SAC follows established District Board Policy and Administrative Regulations that outline the responsibility of faculty and academic administrators for recommendations regarding curriculum and student learning programs and services. BP and AR 2510 Participation in Local Decision Making (*IV.A.4-01*; *IV.A.4-02*) delineates the roles and responsibilities of faculty and administration in overall decision making, BP and AR 4020 Program Curriculum and Course Development (*IV.A.4-03*; *IV.A.4-04*) and BP and AR 4022 Course Approval (*IV.A.4-05*; *IV.A.4-06*) in conjunction with SAC's curriculum and instruction handbook (*IV.A.4-07*) drive curriculum practices and documents the role and responsibility of faculty and administration in the curriculum process. SAC follows a well-defined structure for the groups involved in the process to analyze, review, update, and approve course curriculum items, as well as degrees, certificates, and academic programs. Every academic division has at least one curriculum committee with faculty representatives from every department within that division and an academic dean. For example, the minutes of the Humanities Curriculum Committee for April 15, 2020, illustrates the courses, SLOs, distance education addenda, and degrees the committee collectively reviewed and approved (*IV.A.4-08*). The department/division committee then sends their recommendations to the college-wide Curriculum and Instruction Council (CIC). Curriculum is first reviewed at the CIC Technical Review Committee and then put on the agenda for CIC. If approved at CIC, all curriculum is moved forward

to the RSCCD Board of Trustees for final approval (*IV.A.4-09*). At SAC, the Chair of CIC is a faculty member appointed by the Academic Senate President with approval of the Academic Senate. Membership of SAC's CIC includes faculty representatives from each academic division on campus as represented in the Academic Senate, an academic dean, the Vice President of Academic Affairs, an At Large representative, and a student representative (*IV.A.4-10*). For reference purposes, the CIC maintains an updated repository of agendas and minutes on the CIC website (*IV.A.4-11*). It also posts reference documents to support all representatives on the work they undertake, such as the SAC Curriculum and Instruction Handbook, current PCAH, and COR Reference Guide (*IV.A.4-12*). Additionally, the Chair of the CIC reports regularly to the Academic Senate at their scheduled meetings (*IV.A.4-13*).

SAC periodically evaluates its committees, policies, and procedures to maximize their effectiveness, especially when they relate to student programs and services. For example, in 2019, SAC recognized the former Teaching and Learning Committee (TLC) covered too many tasks. The TLC covered policies and practices for Program Review, Outcomes Assessment and Accreditation. Consequently, through collegial dialogue between Academic Affairs and the Academic Senate, it was decided to reinstitute an Institutional Effectiveness and Assessment Committee, and to create independent subcommittees that would focus on program review (Program Review Subcommittee) and outcomes assessment (Outcomes Assessment Subcommittee).

IV.A.4. Analysis and Evaluation

Through established policies, procedures, SAC's governance structures, and the roles and responsibilities of SAC's Curriculum and Instruction Council, SAC demonstrates its reliance on the role of the faculty and administrators in providing recommendations to the Board of Trustees pertaining to curricular matters.

IV.A.4. Evidence

(IV.A.4-01) IVA4_01_BP2510.pdf
(IV.A.4-02) IVA4_02_AR2510.pdf
(IV.A.4-03) IVA4_03_BP4020.pdf
(IV.A.4-04) IVA4_04_AR4020.pdf
(IV.A.4-05) IVA4_05_BP4022.pdf
(IV.A.4-06) IVA4_06_AR4022.pdf
(IV.A.4-07) IVA4_07_CurrInstrHandbook2014.pdf
(IV.A.4-08) IVA4_08_HumCurrMinutes04-15-20.pdf
(IV.A.4-09) IVA4_09_05-24-21BOTDocketpg76.pdf
(IV.A.4-10) IVA4_10_CurrInstrHandbook2014pg11.pdf
(IV.A.4-11) IVA4_11_CICWebsite.pdf
(IV.A.4-12) IVA4_12_CICWebsiteResources.pdf
(IV.A.4-13) IVA4_13_ASMinutes04-13-21.pdf

> IV.A.5. Through its system of board and institutional governance, the institution ensures the approriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

IV.A.5. Evidence of Meeting the Standard

By means of both board and institutional governance structure, SAC ensures appropriate consideration of relevant perspectives. Policies include BP and AR 2510 Participation in Local Decision Making (*IV.A.5-01*; *IV.A.5-02*); BP 2200 Board Duties and Responsibilities (*IV.A.5-03*); and BP 2015 Student Member (*IV.A.5-04*). SAC's Participatory Handbook also delineates the membership and roles and responsibilities of all constituent groups as members of governance committees. Both District and SAC's participatory governance structure has been designed to ensure the broad participation of all constituent groups. RSCCD's Planning Design Manual along with SAC's Participatory Governance handbook identify the ways in which constituent groups participate and contribute to district and college planning (*IV.A.5-05*; *IV.A.5-06*).

RSCCD also has in place a systematized way to govern and implement policies that is thorough and well thought out. These policies ensure a voice from all stakeholders, including students. Ensuring feedback from students is a significant way to remain informed of the needs and expectations of the student body. To allow for timely action on institutional plans, policies, and curricular changes, the RSCCD Board of Trustees meet on a regular bi-monthly cycle in accordance with BP 2310 Regular Meetings of the Board (*IV.A.5-07*; *IV.A.5-08*).

Participatory Governance Committees are tacitly and directly linked to the review, evaluation, and/or implementation of different College Plans. These committees also meet on a regular basis. For example, College Council was instrumental in the development of the Educational Master Plan. The Technology Advisory Council reviews and evaluates the implementation of the College Technology Plan and the Student Equity and Achievement Committee is responsible for the Student Equity Plan. Moreover, the newly formed Institutional Effectiveness and Assessment Committee is responsible for the articulation, review, and integration of all College Plans. By having regular committee meetings, committees are able to ensure timely action on institutional plans and policies.

IV.A.5. Analysis and Evaluation

The structure of RSCCD and SAC's participatory governance has been designed to ensure that each constituent group is given the opportunity to effectively participate in both district and college governance and that their options will be given every reasonable consideration for all recommendations toward institutional improvement. Participatory Governance Committees are scheduled to meet on a regular basis, usually no less than one time per month which allows for timely action on college initiatives.

IV.A.5. Evidence

(IV.A.5-01) IVA5_01_BP2510.pdf
(IV.A.5-02) IVA5_02_AR2510.pdf
(IV.A.5-03) IVA5_03_BP2200.pdf
(IV.A.5-04) IVA5_04_BP2015.pdf
(IV.A.5-05) IVA5_05_ParticipGov_2021.pdf
(IV.A.5-06) IVA5_06_RSCCDPlanningManual2013.pdf
(IV.A.5-07) IVA5_07_BP2310.pdf
(IV.A.5-08) IVA5_08_BOTMtgCalendarWebsite.pdf

> IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

IV.A.6. Evidence of Meeting the Standard

To fully implement AB 1725, and in accordance with agreement made between the RSCCD Board of Trustees and the Academic Senate pertaining to primary advice and mutual agreement of Title 5/10+1, SAC has developed a structure of councils, committees, ad hoc groups, and task forces for institutional decision-making. The processes for campus wide decision-making are outlined in SAC's Participatory Governance Handbook. In accordance with the Brown Act, all councils and committees are expected to publish agendas 72 hours prior to each meeting and to distribute its minutes in a timely manner. Copies of current agendas and minutes are also expected to be kept on file through the college website (*IV.A.6-01*; *IV.A.6-02*).

All councils and committees have designated webpages that are maintained to provide updated information to the campus and outside community regarding the business of councils and committees. The webpages provide information regarding the purpose, the schedule, the membership, and the posting of council or committee agendas and minutes. The webpages also contain links and subpages for subcommittees and other related bodies of governance at SAC.

- Planning and Budget (*IV.A.6-03*)
- Academic Senate (*IV.A.6-04*)
- Student Success and Equity (*IV.A.6-05*)

By maintaining a public record of meeting discussions and decisions through minutes, SAC can keep the community of stakeholders up to date with institutional decision-making. The individual websites for committees and organizations within the college enable information to be disseminated both in the context of the meetings but also framing that information within the overarching priorities and goals at SAC. Maintaining an active source of information through the webpages is an effective means to allow interested stakeholders access to content. It should be noted, however, that these webpages serve as effective means of communication so long as interested parties are aware of their existence, notified when webpages are updated, and ensuring webpages are updated frequently. Through the Institutional Self-Evaluation Review process, SAC identified that not all committee webpages were completely up to date with the information

regarding current meetings. This is an opportunity for improvement with greater turnaround time on updated agenda and minutes.

Other avenues for reporting include the process by which faculty committee chairs provide regular reports at Academic Senate meetings, members reporting back to their constituents, and use of email to communicate results of research studies across the institution.

IV.A. 6 Analysis and Evaluation

SAC utilizes a variety of ways to document and disseminate information pertaining to decision making and to communicate this information across the institution.

IV.A.6 Evidence

(IV.A.6-01) IVA6_01_ParticipGov_2021.pdf
(IV.A.6-02) IVA6_02_PGCommWebsite.pdf
(IV.A.6-03) IVA6_03_P&BCommWebsite.pdf
(IV.A.6-04) IVA6_04_ASWebsite.pdf
(IV.A.6-05) IVA6_05_StudSucc&EqCommWebsite.pdf

> IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the result of these evaluations and uses them as the basis for improvement.

IV.A.7. Evidence of Meeting the Standard

To assure the integrity and effectiveness of SAC's leadership roles and governance and decision-making policies, procedures and processes are evaluated. One tool SAC has begun using to evaluate leadership and the institutions governance practices includes an Employment Engagement Survey (EES) (*IV.A.7-01*; *IV.A.7-02*). A collaboration between the SAC Research Department and SAC's College Cabinet leadership, the survey was administered in 2019 and 2020. Results of the EES were published in the 2019-2020 SAC Fact Book.

SAC has also conducted the national Survey of Entering Student Engagement (SENSE). The SENSE survey provides information regarding institutional practices and student behaviors during the earliest weeks of college. The 2020 SENSE report includes results from 2019 and 2020 for comparison and analysis of trends (*IV.A.7-03*). The results of the SENSE survey were shared out in several ways across the campus community. Marketed through SAC's Professional Development Office a campus wide event was held highlighting overall results, takeaways, and next steps (*IV.A.7-04*; *IV.A.7-05*). Results were additionally, shared at College Council and both surveys are posted on the Research website (*IV.A.7-06*; *IV.A.7-07*; *IV.A.7-08*).

During the update process of SAC's Participatory Governance Handbook, committees were asked to review their purpose and membership and make recommendations for change. In many instances, these changes were incorporated in the 2021-2022 Participatory Governance Handbook (*IV.A.7-09*; *IV.A.7-10*; *IV.A.7-11*; *IV.A.7-12*; *IVA7-13*; *IV.A.7-14*). Another means of evaluating decision-making policies, processes, and procedures will begin

in fall 2021. Per the 2020-21 Participatory Governance Handbook, each council and committee will establish and review committee goals annually in relation to SAC's mission. The results of these efforts will be reported out at College Council (*IV.A.7-15*).

Board policies and administrative regulations are evaluated regularly through RSCCD's participatory governance process and Board Policy Committee (*IV.A.7-16*). RSCCD is a member of the Community College League of California (CCLC) policy and procedure service. RSCCD regularly reviews policies based on periodic CCLC updates and will revise policies, as deemed necessary. When developing policy, the Board of Trustees has committed to working within a participatory environment. When developing policies regarding academic and professional matters the RSCCD Board of Trustees has consulted collegially with the faculty by relying primarily on the advice and judgement of the Academic Senate or through the mutual agreement process previously agreed upon on (*IV.A.7-17*). In addition, representatives of staff and student groups are also encouraged to work within the established governance processes to address the issues of RSCCD.

In 2017, the SAC Planning and Budget Committee composed a workgroup to look at the current Resource Allocation Request process. The workgroup created goals, outcomes and best practice guidelines which were presented to the Academic Senate (*IV.A.7-18*). The Planning and Budget committee also conducted a college-wide survey in 2018 to further obtain information regarding the effectiveness of the SAC's Resource Allocation Request process (*IV.A.7-19*). Information obtained from the survey was reported out during a regularly scheduled meeting. A main response identified was a lack of communication during the RAR process. Based on this feedback, a funding rationale was added to the request document so that requestors would be providing further information should their request not be funded (*IV.A.7-20*).

IV.A.7. Analysis and Evaluation

Through SAC's participatory governance structure, policies, procedures and processes are evaluated to ensure integrity and effectiveness. SAC's Participatory Governance Handbook outlines the role and responsibility of each council and committee. Per RSCCD Board Policy 2410 Board Polices and Administrative Regulations, the RSCCD Board of Trustees consults with the faculty by relying primarily on the advice and judgement of the Academic Senate or through mutual agreement when developing policy pertaining to academic and professional matters. SAC frequently uses surveys to gather campus wide feedback and resulting information assists in making improvements.

INSTITUTIONAL ANALYSIS

Conclusions on Standard IV.A. Decision Making Roles and Processes

Rooted in legislative action and manifest through the College's committee structure and guiding plans/documents, Santa Ana College recognizes and uses the contributions of leadership across campus to promote student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Constituent groups roles are defined in AB 1725, board policy, and in the Participatory Governance Handbook. Combined, these rules, regulations, policies, and practices facilitate decisions that support student learning programs and services and improve institutional effectiveness. Members of the Santa Ana College campus community know that all constituent groups have a "seat at the table" and an important role to play in governance. The College is aware that the various governance committees are recommending bodies to the President, who has ultimate authority. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the college and its students to inspire, transform, and empower a diverse community of learners.

Evidence List

(IV.A.7-01) IVA7_01_EmplySurvey_2019.pdf
(IV.A.7-02) IVA7_02_EmplySurvey_2020.pdf
(IV.A.7-03) IVA7_03_SENSEreport_2020.pdf
(IV.A.7-04) IVA7_04_SenseSurveyFlyer.pdf
(IV.A.7-05) IVA7_05_SENSETakeawaysHandout.pdf
(IV.A.7-06) IVA7_06_CCMin02-13-19.pdf
(IV.A.7-07) IVA7_07_CCMin09-25-19.pdf
(IV.A.7-08) IVA7_08_ResearchWebsite.pdf
(IV.A.7-09) IVA7_09_P&BMin05-05-20.pdf
(IV.A.7-10) IVA7_10_CCMin06-09-21PGAppr.pdf
(IV.A.7-11) IVA7_11_ASMinutes_PG_03-09-21.pdf
(IV.A.7-12) IVA7_12_SSECommMtgAgenda12-13-18PG.pdf
(IV.A.7-13) IVA7_13_SSECommMin02-13-19.pdf
(IV.A.7-14) IVA7_14_SSECommMin09-12-19PFAppr.pdf
(IV.A.7-15) IVA7_15_ParticipGov_2021pg19.pdf
(IV.A.7-16) IVA7_16_BPComm05-07-21Agenda.pdf
(IV.A.7-17) IVA7_17_BP2410.pdf
(IV.A.7-18) IVA7_18_RARWorkgroupUpdate2017.pdf
(IV.A.7-19) IVA7_19_RAR2018SurveyResults.pdf
(IV.A.7-20) IVA7_20_P&BMin11-06-18.pdf

B. Chief Executive Officer

> IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.1. Evidence of Meeting the Standard

Per RSCCD job description, (*IV.B.1-01*) the president of SAC serves as the chief executive officer (CEO) with overall responsibility to the chancellor for all aspects of the leadership, planning, funding, staffing, facilities, and delivery of all educational programs and institutional services of the college. In addition, the CEO holds responsibility for personnel services and employer-employee relations, student services and activities, student performance and conduct in the service area as well as safety, security, and preservation of human and fiscal resources.

The president demonstrates their effective leadership through participation in the institutions shared governance processes. As part of SAC's governance structure, the SAC president chairs the College Council. The council is the culminating body of our participatory governance structure, and the primary means for all campus constituent groups to provide input on planning and decision-making. The Council makes recommendation to the president on key college issues and is a way for the president to hear directly about planning, organization, budget, and institutional effectiveness. In addition, the council reviews RSCCD board policies and administrative regulations as needed. The College Council meetings are regularly scheduled on the second and fourth Wednesday of each month (*IV.B.1-02*; *IV.B.1-03*; *IV.B.1-04*; *IV.B.1-05*; *IV.B.1-06*; *IV.B.1-07*; *IV.B.1-08*)

The SAC president meets regularly with campus leadership including the Academic Senate President, CSEA 579 and FARSCCD representatives, and the Associated Student Governance (ASG), as needed (IV.B.1-09; *IV.B.1-10*; *IV.B.1-11*). Also, the president meets weekly with the vice presidents in President's Cabinet to be informed of campus issues and activities and to report on any action items from Chancellor's Cabinet. Lastly, the president communicates regularly through campus-wide emails, campus forums such as Cafecito, and at Convocation (*IV.B.1-12*; *IV.B.1-13*; *IV.B.1-14*).

Through BP 7120 Recruitment and Hiring, the chancellor is charged with the responsibility to determine the personnel needs of RSCCD and to establish procedures for the recruitment and selection of employees. AR 7120.1, Full-Time Faculty Recruitment and Selection further grants authority to the college president. Per AR 7120.1, the Academic Senate will develop faculty hiring priority recommendations annually and submit to the college president for consideration. The college president's recommendations will then be submitted to the chancellor for final approval and recruitment authorization. In the hiring process, the final interview includes the college president, and the president makes the final recommendation to the chancellor. (*IV.B.1-15*; *IV.B.1-16*)

IV.B.1. Analysis and Evaluation

The president, serving as the CEO of Santa Ana College, has the primary responsibility for institutional quality and effectiveness. The president demonstrates their effective leadership through participation in SAC's

shared governance processes. Serving as chair of the institutions College Council, the president participates in collegial dialogue across constituency groups while receiving reports and recommendations. The president is responsible for selecting and developing personnel and overall institutional effectiveness.

IV.B.1 Evidence

(IV.B.1-01) IVB1_01_SACPresSearch.pdf
(IV.B.1-02) IVB1_02_CCWebsite.pdf
(IV.B.1-03) IVB1_03_CCAgenda09-27-17.pdf
(IV.B.1-04) IVB1_04_CCAgenda12-13-17.pdf
(IV.B.1-05) IVB1_05_CCMinutes_06-20-18.pdf
(IV.B.1-06) IVB1_06_CCMinutes_10-24-18.pdf
(IV.B.1-07) IVB1_07_CCMinutes_02-27-19.pdf
(IV.B.1-08) IVB1_08_CCMinutes_03-27-19.pdf
(IV.B.1-09) IVB1_09_AS_PresMonthlyMeeting.pdf
(IV.B.1-10) IVB1_10_CSEA_PresMonthlyMeeting.pdf
(IV.B.1-11) IVB1_11_FARSCCD_PresMonthlyMeeting.pdf
(IV.B.1-12) IVB1_12_President'sPost_05-21.pdf
(IV.B.1-13) IVB1_13_CafecitoFlyer.pdf
(IV.B.1-14) IVB1_14_Invite2021SpConvocation.pdf
(IV.B.1-15) IVB1_15_BP7120.pdf
(IV.B.1-16) IVB1_16_AR7120.1.pdf

> IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

IV.B.2. Evidence of Meeting the Standard

The president oversees and regularly evaluates the complex organizational structure of SAC through informal and formal processes alongside direct feedback from staff. Evaluation occurs through consultation with Cabinet (executive heads of the four divisions of SAC), Management Council, College Council, and other participatory governance committees. The attached sample agenda/minutes from Management Council and College Council - the central participatory governance committee - are evidence of SAC's many formal structures that afford opportunity for the president to delegate authority, communicate important issues, and pass responsibility for action to senior staff, administrators, managers, faculty, Classified School Employees Association (CSEA) union representatives, Academic Senate leaders, Associated Student Government leaders, and others. At these meetings, the President delegates authority to address issues related to student success, budget administration, facilities management, human resource requirements, and other important topics (*IV.B.2-01*; *IV.B.2-02*).

INSTITUTIONAL ANALYSIS

The Santa Ana College Administration Organization Chart and the Santa Ana College Staff Profile illustrate the size and complexity of the administrative structure overseen by the president. These documents provide the number of staff, faculty, and administrators and illustrate the distribution of the major functional areas of the college, each led by a vice president: Academic Affairs, Administrative Services, Continuing Education, and Student Services (*IV.B.2-03*; *IV.B.2-04*). The California Community Colleges Chancellor's Office (CCCCO) Headcount by College report allows comparison of the size of the SAC's staffing to similar sized institutions as a demonstration of a properly sized administration structure (*IV.B.2-05*).

Since 2019, the Employee Engagement Survey (EES) has provided the president with anonymous, direct feedback from all employee groups. This survey contributes to the evaluation of the administrative structure by soliciting feedback on topics such as the effectiveness and competency of administration, distribution of resources, and adherence to policies. Committees review their purpose, membership, and effectiveness on a regular basis. (*IV.B.2-06*)

In the fall of 2020 and spring of 2021, the SAC president led the administrative team in a review and evaluation of the institution's organizational structure, due in part to budget reductions, SRP retirements, and to align the SAC's efforts to support Guided Pathways. The President's Cabinet participated in two retreats and developed draft recommendations for changes to the organizational structure of SAC. (*IV.B.2-07*)

IV.B.2. Analysis and Evaluation

The President of SAC plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. As appropriate, the president delegates authority to administrators and others consistent with their responsibilities.

IV.B.2. Evidence

(IV.B.2-01) IVB2_01_SACMgmtCouncilAgenda_01-22-21.pdf
(IV.B.2-02) IVB2_02_CCMinutes_11-12-20.pdf
(IV.B.2-03) IVB2_03_SACAdminOrgChart_09-20.pdf
(IV.B.2-04) IVB2_04_StaffProfile_10-20.pdf
(IV.B.2-05) IVB2_05_CCCCOHeadcount_by_college_Fall2019.pdf
(IV.B.2-06) IVB2_06_EmplySurvey_2020.pdf
(IV.B.2-07) IVB2_07_PCRetreat_01-15-21.pdf

INSTITUTIONAL ANALYSIS

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves achievement and learning; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

IV.B.3. Evidence of Meeting the Standard

The president leads SAC guided by the mission, vision, and values of the institution and is ultimately responsible for the attainment of institutional performance standards for student achievement. In the fall of 2017, the president lead SAC's review of its Integrated Plan, governance, and Education Master Plan. This review culminated in the spring of 2020 and the adoption of SAC's Strategic Goals. These goals localized the State Chancellor's Office Vision for Success Goals and established clear institutional performance standards. The College strives to integrate planning and resource allocation in function of the Strategic Goals. One example is in the Education Master Plan. This document aligns Strategic Goal metrics to various campus initiatives such as Guided Pathways and Student Equity and Achievement Program. (*IV.B.3-01*)

SAC's strategic plans, student engagement efforts, and delivery of instruction are strategically lead by high quality data driven research provided by the Office of Research that analyzes external and internal conditions. The office prepares the annual College Fact Book, Dashboards, regular data reports on specific topics. The Office of Research strategically reports to the president, allowing for data informed decision-making. (*IV.B.3-02*; *IV.B.3-03*)

As the chair of College Council and CEO, the president is responsible for SAC's Integrated Planning efforts. Each Reporting Committee serves a particular function related to planning and resource allocation. For example, the Planning and Budget Committee sets budgeting priorities and recommendations for resource allocation (*IV.B.3-04*) while the Institutional Effectiveness and Assessment Committee (IEAC) is charged with the integration of resource planning and allocation to support student achievement and learning. The recommendations that Reporting Committees make are discussed in President's Cabinet and implemented through the appropriate vice president's area of responsibility. Through the participatory governance structure, the president guides all planning and decision-making efforts. (*IV.B.3-05*)

IV.B.3. Analysis and Evaluation

The College has established policies and procedures that guide the president to improve the teaching and learning environment. This is accomplished through the participatory governance process that includes integrated planning and budget allocation processes and is informed by data from the Office of Research.

INSTITUTIONAL ANALYSIS

IV.B.3. Evidence

(IV.B.3-01) IVB3_01_SACGoalsGPGoalCrosswalk.pdf

(IV.B.3-02) IVB3_02_ResearchWebsite.pdf

(IV.B.3-03) IVB3_03_SAC2019_FactBook_FINAL.pdf

(IV.B.3-04) IVB3_04_FY21-22_SACBudgetPriorities.pdf

(IV.B.3-05) IVB3_05_ParticipGov_2021.pdf

> IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

IV.B.4. Evidence of Meeting the Standard

In accordance with BP and AR 3200-Accreditation, the president administers accreditation compliance at Santa Ana College by conducting a comprehensive self-evaluation every seven years, facilitating an accreditation team visit, and submitting ACCJC midterm reports in the third year of each cycle. This collaborative work, within prescribed timelines, ensures the institution meets or exceeds ACCJC Eligibility Requirements, Accreditation Standards, and Commission policies. (*IV.B.4-01*; *IV.B.4-02*; *IV.B.4-03*)

Accreditation management items are discussed regularly at cabinet meetings and receives reports at College Council on the College's efforts related to accreditation. (*IV.B.4-04*). The president provides direction to the executive team to continue the related conversations, including supporting Accrediting Commission for Community and Junior Colleges (ACCJC) trainings and workshops as well as campus training sessions. (*IV.B.4-05*)

SAC utilizes a shared governance model described on the institution's participatory governance handbook in addition to the college website to fulfill the participatory governance requirements of AB 1725 and its accreditation responsibilities. In the spirit of collegiality, the institution uses a structure of councils, committees, ad hoc groups, and task forces. These groups gather information, deliberate, report, and formulate recommendations regarding policies and procedures, including those related to accreditation compliance, which are forwarded to the Academic Senate, the president, and the Board of Trustees for implementation (*IV.B.4-06*; *IV.B.4-07*).

Similarly, constituent groups include the administration, faculty (Academic Senate), classified staff (CSEA), and students (ASG). The structure is designed to ensure these groups have the right to participate effectively in RSCCD and SAC governance and accreditation compliance processes by expressing their opinions at the institutional level and the assurance their opinions are given reasonable consideration. In sum, these governance conversations ensure accreditation expectations, topics, and issues remain connected meaningfully to Convocation, professional development, and division discussions.

IV.B.4. Analysis and Evaluation

The president has the primary leadership role for accreditation, ensuring the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies. Faculty, staff, and administrative leaders at SAC also have the responsibility for assuring compliance with accreditation requirements.

IV.B.4. Evidence

(IV.B.4-01) IVB4_01_BP3200.pdf
(IV.B.4-02) IVB4_02_AR3200.pdf
(IV.B.4-03) IVB4_03_AccredWebsite.pdf
(IV.B.4-04) IVB4_04_CCAgenda_04-14-21.pdf
(IV.B.4-05) IVB4_05_AdvISERTraining_10-20.pdf
(IV.B.4-06) IVB4_06_ParticipGov_2021.pdf
(IV.B.4-07) IVB4_07_PGCommWebsite.pdf

> IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

IV.B.5. Evidence of Meeting the Standard

The president assures the timely implementation of statutes, regulations, and Board of Trustee policies across SAC's campuses, functions, responsibilities, and work areas. To do so, the president meets regularly with the Chancellor's Cabinet, which involves the Vice Chancellors of Business Operations and Fiscal Services, Educational Services, and Human Resources (*IV.B.5-01*).

At SAC, the president ensures all institutional practices are consistent with the College's mission to inspire, transform, and empower a diverse group of learners through focus on seven core competencies and student learning outcomes: communication skills; thinking and reasoning; information competency; diversity; civic responsibility; life skills; and careers. The president meets regularly with Cabinet, which includes the Vice Presidents of Administrative Services, Academic Affairs, Support Services, and Continuing Education, and makes certain all campus mangers meet regularly at the District and Campus Management Councils to make certain all leadership and management initiatives align with these values. (*IV.B.5-02*)

The College Council serves as the primary participatory governance body for all constituent groups. Its institutional representative membership offers the president advice on college issues, including recommendations from other committees, and Board of Trustee policies and administrative regulations. The Council meets each second and fourth Wednesday of the month.

Through Council collaboration and participatory committee, ad hoc group, and task force engagement, all institutional initiatives are aligned with SAC's mission, policies, and goals (*IV.B.5-03*).

INSTITUTIONAL ANALYSIS

The president maintains SAC's legal compliance and campus practices alignment through effective control of the institutional budget and expenditures. These responsibilities are undertaken in collaboration with the Planning and Budget Committee and with the advice and counsel of the Administrative Services Division. SAC budget priorities (*IV.B.5-04)* are forged through shared governance practices in combination with planning priorities. Faculty use grant and resource allocation requests to help address instructional technology and equipment needs, which have been integrated into institutional effectiveness analyses through the outcome assessment and program review processes. One clear example of the President's span of control related to the budget is the Resource Allocation Request process. All requests are only recommendations until they are approved by the President through President's Cabinet. (*IV.B.5-05*)

IV.B.5. Analysis and Evaluation

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

IV.B.5. Evidence

(IV.B.5-01) IVB5_01_CCAgenda_06-28-21.pdf
(IV.B.5-02) IVB5_02_PCAgenda_09-22-20.pdf
(IV.B.5-03) IVB5_03_CCWebsite.pdf
(IV.B.5-04) IVB5_04_FY21-22_SACBudgetPriorities.pdf
(IV.B.5-05) IVB5_05_RARProcedures.pdf

> IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

IV.B.6. Evidence of Meeting the Standard

The president of Santa Ana College is strategic in effectively communicating with external and internal constituencies at the local, regional, and statewide levels. The president reaches out, meets, and presents to external groups which include chambers of commerce, neighborhood associations, unified school districts, civic leaders, elected officials, business, industry, nonprofit organizations, unions, and other stakeholders. The president communicates using social media, emails, e-newsletters, features in local publications such as the StayConnected community e-newsletter, Para Todos Magazine, Orange County Business Journal, and other publications (*IV.B.6-01*; *IV.B.6-02*; IV.B.6-03; *IV.B.6-04*).

INSTITUTIONAL ANALYSIS

The president ensures SAC's campus is open to organizations that provide important support to students, staff, and community members. These organizations and means of support include, for example, the U.S. Customs and Immigration Service, an Orange County Registrar of Voters Voting Site, a Red Cross Blood Drive, a free COVID-19 testing site, and a COVID-19 Point of Distribution. These services have been well-received by the community, especially during the pandemic. In addition, SAC has received positive reviews and visibility by local, statewide, and national media (*IV.B.6-05*). Furthermore, the president ensures there are multiple educational events opportunities on campus to promote diversity and inclusion, such as Indigenous Heritage, Black History, Women's History, Hispanic Heritage, LQBTQ+ and other events (*IV.B.6-06*; *IV.B.6-07*; *IV.B.6-08*).

The president consistently communicates with internal groups on campus through Convocation, Flex Days, SAC Cabinet, College Council, Management Council on topics such as equity, the Bachelor's Degree Program, Guided Pathways, and Career Education. Additional communication methods include emails, texts, social media, videos, the el Don student newspaper, small and large group professional development sessions with staff, faculty and managers, informal coffee gatherings, and book clubs (*IV.B.6-09*; *IV.B.6-10*). The president is aware of external factors affecting students, staff, faculty, and community members and works to address these issues in a timely manner. Recent external factors include immigration, racial protests, COVID-19, and other critical issues (*IV.B.6-11*).

The president formally reports to the Board of Trustees at regularly scheduled board meetings. This report includes the work of SAC while also providing updates on internal and external communication to all communities served (*IV.B.6-12*; *IV.B.6-13*).

The president meets regularly with the SAC Foundation Board of Directors, the standing committees, and is also directly involved in work associated with current and future donors. SAC Foundation events and activities include the President's Circle, Centennial Celebration, Central Mall Grand Opening, SAC Inspires Campaign, Raising the Game Campaign, and Annual Report to name a few. (*IV.B.6-14*; *IV.B.6-15*; *IV.B.6-16*; *IV.B.6-17*)

The president is a regional and statewide leader as a representative of SAC and its community. Examples of the president's leadership include participation in Consul de Mexico, the Community College League of California, Association of California Community College Administrators, Los Angeles/Orange County Regional Consortium Governance Council, A2Mend Education Task Force, California Community College Colegas, Bachelor's Degree Program Steering Committee, and Community College Leaders (*IV.B.6-18*; *IV.B.6-19*). The president delegates communication effectively by directing Public Affairs to support all communication efforts, and the president ensures the Office of Research monitors, tracks, and reports on issues affected SAC (*IV.B.6-20*; *IV.B.6-21*).

IV.B.6. Analysis and Evaluation

The president of SAC has developed strong and effective relationships with external and internal communities served by the institution and regularly provides reports to the campus community, the chancellor, and the Board of Trustees.

IV.B.6. Evidence

(IV.B.6-01) IVB6_01_SocialMediaPlatforms.pdf
(IV.B.6-02) IVB6_02_President'sPost_05-21.pdf
(IV.B.6-03) IVB6_03_SCEProfile_StayConnected.pdf
(IV.B.6-04) IVB6_04_CBJArticle_VaccSite_02-17-21.pdf
(IV.B.6-05) IVB6_05_SACNewsroomWebsite.pdf
(IV.B.6-06) IVB6_06_BHM_JoyDeGruyPDEvent_02-25-21.pdf
(IV.B.6-07) IVB6_07_BHMWebsite.pdf
(IV.B.6-08) IVB6_08_Women'sHistoryPDEvent_03-19-21.pdf
(IV.B.6-09) IVB6_09_CafecitoFlyer.pdf
(IV.B.6-10) IVB6_10_BookClubFlyer.pdf
(IV.B.6-11) IVB6_11_President'sPost_04-06-21.pdf
(IV.B.6-12) IVB6_12_05-24-21_BOTAgenda.pdf
(IV.B.6-13) IVB6_13_05-24-21PresReportBOTMtg.pdf
(IV.B.6-14) IVB6_14_SACFBoard_2019-20.pdf
(IV.B.6-15) IVB6_15_SACF_BoardWebsite.pdf
(IV.B.6-16) IVB6_16_PresCircle.pdf
(IV.B.6-17) IVB6_17_RTGCampaignBook.pdf
(IV.B.6-18) IVB6_18_DrMartinezService.pdf
(IV.B.6-19) IVB6_19_DrRoseService.pdf
(IV.B.6-20) IVB6_20_PublicAffairsWebsite.pdf
(IV.B.6-21) IVB6_21_ResearchWebsite.pdf

Conclusions on Standard IV.B. CEO

The president fulfills the leadership and governance responsibilities prescribed by Board policies, regulations, and statutes, as required by the ACCJC Accreditation general provisions and this specific standard. This work takes shape through an integrated leadership system of:

- **New Initiative Implementation** like Vision for Success strategic goals focused on student completion, transfer, unit efficiency, workforce outcomes, and equity as well as specific equity Plan metrics;
- **Managerial Relationships** maintained through the Cabinet, Management, and College Councils;
- **Governance Provisions** in collaboration with the College Council and faculty and staff associations;
- **Programmatic Coordination** across campus;
- **Clear and effective communication** through appropriate and accessible means;
- **Planning Projects** to build a new Health Science Center and Johnson Student Center as well as management of completed renovations of Dunlap Hall, central plant, and campus infrastructure; and
- **Budgetary Oversight** for capital, operational, categorical, and grant funding.

INSTITUTIONAL ANALYSIS

Using information obtained from surveys, focus groups, California Community Colleges Chancellor's Office Reports and committee meetings, the president evaluates the size and effectiveness of administrative structures. Institutional effectiveness assessments in collaboration with the Office of Research provides the means for iterative, data-informed problem solving. In sum, this collaborative work across SAC provides the president the information to communicate effectively with the communities the institution serves.

The most current and relevant example of the president's innovative leadership has been the implementation of Guided Pathways at SAC. As part of the California Guided Pathways pilot, SAC was one of 20 in the state to initiate this systemic change. Many of the leadership qualities and expectations outlined in this accreditation standard are manifest through the work done by the Office of the President at Santa Ana College in support of the transformational Guided Pathways framework.

Evidence List

(IV.B.1-01) IVB1_01_SACPresSearch.pdf
(IV.B.1-02) IVB1_02_CCWebsite.pdf
(IV.B.1-03) IVB1_03_CCAgenda09-27-17.pdf
(IV.B.1-04) IVB1_04_CCAgenda12-13-17.pdf
(IV.B.1-05) IVB1_05_CCMinutes_06-20-18.pdf
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(IV.B.1-07) IVB1_07_CCMinutes_02-27-19.pdf
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(IV.B.1-09) IVB1_09_AS_PresMonthlyMeeting.pdf
(IV.B.1-10) IVB1_10_CSEA_PresMonthlyMeeting.pdf
(IV.B.1-11) IVB1_11_FARSCCD_PresMonthlyMeeting.pdf
(IV.B.1-12) IVB1_12_President'sPost_05-21.pdf
(IV.B.1-13) IVB1_13_CafecitoFlyer.pdf
(IV.B.1-14) IVB1_14_Invite2021SpConvocation.pdf
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(IV.B.5-03) IVB5_03_CCWebsite.pdf
(IV.B.5-04) IVB5_04_FY21-22_SACBudgetPriorities.pdf
(IV.B.5-05) IVB5_05_RARProcedures.pdf
(IV.B.6-01) IVB6_01_SocialMediaPlatforms.pdf
(IV.B.6-02) IVB6_02_President'sPost_05-21.pdf
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(IV.B.6-04) IVB6_04_CBJArticle_VaccSite_02-17-21.pdf
(IV.B.6-05) IVB6_05_SACNewsroomWebsite.pdf
(IV.B.6-06) IVB6_06_BHM_JoyDeGruyPDEvent_02-25-21.pdf
(IV.B.6-07) IVB6_07_BHMWebsite.pdf
(IV.B.6-08) IVB6_08_Women'sHistoryPDEvent_03-19-21.pdf
(IV.B.6-09) IVB6_09_CafecitoFlyer.pdf
(IV.B.6-10) IVB6_10_BookClubFlyer.pdf
(IV.B.6-11) IVB6_11_President'sPost_04-06-21.pdf
(IV.B.6-12) IVB6_12_05-24-21_BOTAgenda.pdf
(IV.B.6-13) IVB6_13_05-24-21PresReportBOTMtg.pdf
(IV.B.6-14) IVB6_14_SACFBoard_2019-20.pdf
(IV.B.6-15) IVB6_15_SACF_BoardWebsite.pdf
(IV.B.6-16) IVB6_16_PresCircle.pdf
(IV.B.6-17) IVB6_17_RTGCampaignBook.pdf
(IV.B.6-18) IVB6_18_DrMartinezService.pdf

(IV.B.6-19) IVB6_19_DrRoseService.pdf
(IV.B.6-20) IVB6_20_PublicAffairsWebsite.pdf
(IV.B.6-21) IVB6_21_ResearchWebsite.pdf

C. Governing Board

> IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Santa Ana College is one of two colleges in the Rancho Santiago Community College District (RSCCD). Per Board Policy (BP) 2010 Board Membership, the Board of Trustees of RSCCD consists of seven members (*IV.C.1-01*) who are elected by the qualified voters of the district and are elected by trustee areas as defined in BP 2100 Board Elections (*IV.C.1-02*). Per BP 2105 Election of Student Member, the Board also includes a Student Trustee who is appointed by the student body enrolled in the district via a general election (*IV.C.1-03*). Per BP 2200 Board Duties and Responsibilities (*IV.C.1-04*), the Board of Trustees governs on behalf of the citizens of the district in accordance with the authority granted and duties defined in Education Code Section 70902. This includes establishing polices that define the institutional mission, the setting of prudent, ethical, and legal standards for college operations, to monitor institutional performance and educational quality, and to assure fiscal health and stability of the district. BP 2410 Board Policies and Administrative Regulations (*IV.C.1-05*) provides the Board of Trustee guidance for the adoption of policies authorized by law or determined by the Board to be necessary for the efficient operation of RSCCD.

Per BP 2510 Participation in Local Decision Making, the Board is the ultimate decision-making body in those areas assigned to it by state and federal laws and regulations (*IV.C.1-06*). All district policies are under the purview of the Board of Trustees; However, any recommendation to revise an existing policy or the adoption of a new policy is reviewed by the RSCCD District Council - part of the Participatory Governance structure within RSCCD – and with recommendations made prior to being submitted to the Board Policy Committee for review and consideration. The policy is then moved to the Board of Trustees for final approval. The Board Policy Committee also has the purview to initiate a review of Board policies and administrative procedures.

According to BP and AR3225 Institutional Effectiveness, (*IV.C.1-07*, *IV.C.1-08*) the Board [of Trustees] "is committed to developing goals that measure the ongoing condition of the District's operational environment. The Board regularly assesses the District's institutional effectiveness." The RSCCD Board of Trustees has further demonstrated its commitment to assuring the academic quality, integrity, and effectiveness of the institution's student learning programs and services through the establishment of the Institutional Effectiveness Committee in 2020 (*IV.C.1-09*).

Though the Board has is the ultimate decision-making body in areas assigned by state and federal laws and regulations, it is also committed to its obligation to ensure appropriate members of RSCCD participate in developing recommended policies for Board action and administrative procedures for chancellor action. Per BP and AR 2510 Participation in Local Decision Making (*IV.C.1-10*, *IV.C.1-11*), the Board or its designees will consult collegially with the SAC's Academic Senate with respect to academic and professional matters, provide staff with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff, and for the Associate Student Government (ASG) to be given the opportunity to participate effectively in the formulation and development of RSCCD policies and procedures that have a significant effect on students, as defined by law. Evidence of SAC being given the opportunity to

provide recommendations to Board Policy include updates to AR 4232Pass/No Pass and AR 4110 Honorary Degrees and BP 4240 Academic Renewal (*IV.C.1-12*, *IV.C.1-13*, I*V.C.1-14*). Other evidence consists of the Board of Trustee's approval of SAC's 2017-2019 Integrated Plans: Basic Skills Initiative, Student Equity, and Student Success & Support Program (*IV.C.1-15*).

SAC's governing board has authority over and responsibility to assure its financial stability as evidenced in the April 13, 2020 Board Docket Summary Item No. 4.2 Approval of Budget Increases/Decreases and Budget Transfers and Item No. 5.1 Approval of Resource Development Items, including acceptance of grants and to enter into contractual agreements on behalf of RSCCD (*IV.C.1-16*). In addition, any agreements that affect budget items, such as payments of bills, purchase orders, bids, or Professional Service Agreements with outside organizations, must also be approved by SAC's governing board as evidenced in the April 13, 2020 Board Docket Summary Items 3.9, 4.1, and 4.4 (*IV.C.1-17*). Furthermore, the Board of Trustees have also approved Resource Development Items, described on the December 4, 2017 Board Docket Item 6.1. Their oversight and approvals allow SAC to continue functioning in in its operations to provide the services and support needed for students to be successful. (*IV.C.1-18*)

IV.C.1. Analysis and Evaluation

The Board of Trustees of the RSCCD, overseeing both SAC and Santiago Canyon College (SCC), has full authority over and responsibility for district policies to assure the academic quality, integrity, and effectiveness of the student learning program and services along with the financial stability of the institutions.

IV.C.1 Evidence

(IV.C.1-01) IVC1_01_BP2010.pdf
(IV.C.1-02) IVC1_02_BP2100.pdf
(IV.C.1-03) IVC1_03_BP2105.pdf
(IV.C.1-04) IVC1_04_BP2200.pdf
(IV.C.1-05) IVC1_05_BP2410.pdf
(IV.C.1-06) IVC1_06_BP2510.pdf
(IV.C.1-07) IVC1_07_BP3225.pdf
(IV.C.1-08) IVC1_08_AR3225.pdf
(IV.C.1-09) IVC1_09_09-23-20BIECMinutes.pdf
(IV.C.1-10) IVC1_10_BP2510.pdf
(IV.C.1-11) IVC1_11_AR2510.pdf
(IV.C.1-12) IVC1_12_CICMinutes03-15-21_AR4232.pdf
(IV.C.1-13) IVC1_13_CICMinutes08-26-19_AR4110.pdf
(IV.C.1-14) IVC1_14_CICMinutes03-18-19_BP4240.pdf
(IV.C.1-15) IVC1_15_BOTMinutes12-04-17.pdf
(IV.C.1-16) IVC1_16_BOTMinutes04-13-20_Item 4.2_5.1.pdf
(IV.C.1-17) IVC1_17_BOTMinutes04-13-20_Item 3.9-4.1-4.4.pdf
(IV.C.1-18) IVC1_18_BOTMinutes12-04-17_Item 6.1.pdf

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

IV.C.2 Evidence of Meeting the Standard

The governing board of RSCCD acts as a collective entity. BP 2330 Quorum and Voting (*IV.C.2-01*) indicates that the Board shall act by majority vote or in selected cases two-thirds majority and no action will be taken by secret ballot. BP 2715 Code of Ethics/Standards of Practice (*IV.C.2-02*) holds that Trustees will speak on behalf of the Board only when granted such authority by most of the Board and that Trustees will uphold the letter and spirit of Brown Act making all official decisions and actions in open and public meetings. BP 2720 Communication Among Board Members (*IV.C.2-03*) stipulates Board Members shall not discuss, deliberate, or act on any item of business outside a regularly scheduled meeting. The RSCCD Board of Trustee includes a student trustee who is recognized as a full member of the Board during its meetings except for closed sessions and has the privilege to cast an advisory vote, albeit this vote will not be included in determining the vote required to carry any measure before the Board. The board has frequently been seen to vote in a unanimous fashion, (*IV.C.2-04*; *IV.C.2-05*; *IV.C.2-06*; *IV.C.2-07*). On the rare occasion there has been a vote which has not been unanimous, board members have continued to act in support of the decision (*IV.C.2-08*).

IV.C.2. Analysis and Evaluation

The RSCCD Board of Trustees has demonstrated they act as a collective entity supporting the decisions of the Board.

IV.C.2 Evidence

(IV.C.2-01) IVC2_01_ BP2330.pdf
(IV.C.2-02) IVC2_02_ BP2715.pdf
(IV.C.2-03) IVC2_03_ BP2720 .pdf
(IV.C.2-04) IVC2_04_Resolution17-06_DACA.pdf
(IV.C.2-05) IVC2_05_Resolution20-10.pdf
(IV.C.2-06) IVC2_06_Resolution20-06.pdf
(IV.C.2-07) IVC2_07_BOTMinutes10-12-20.pdf
(IV.C.2-08) IVC2_08_BOTMinutes08-15-16.pdf

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

IV.C.3. Evidence of Meeting the Standard

The governing board of RSCCD has clearly defined policies for selecting and evaluating the Chancellor of the District. As defined in Education Code Section 70902, BP 2200 Board Duties and Responsibilities, BP 2431 Chancellor Selection, and BP 2432 Chancellor Succession board members are granted the authority to hire and evaluate the chancellor of the district (*IV.C.3-01*, *IV.C.3-02*; *IV.C.3-03*)

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The RSCCD governing board adheres to clearly defined policy for the evaluation of the chancellor. BP 2435 Evaluation of the Chancellor states the Board shall conduct the chancellor's evaluation annually. The chancellor's employment contract also indicated the terms of the chancellor's evaluation including that the Board may evaluate the chancellor at any time but at least annually. (*IV.C.3-04*; *IV.C.3-05*)

The RSCCD governing board adheres to a clearly defined policy for selecting the president as evidenced by BP 7120 Recruitment and Hiring. (*IV.C.3-06*) This policy indicates that the "Chancellor shall establish procedures for the recruitment and selection of employees." Administrative Regulation (AR) 7120.3 Management Recruitment and Selection (*IV.C.3-07*) reinforces that new positions will be reviewed by the District Participatory process and recommended to the chancellor. In addition, the minutes of the May 11, 2020 Board meeting demonstrate the Board taking action regarding the hiring plan and process for selection of the new SAC president including the Board consideration of an Interim SAC president (*IV.C.3-08*; *IV.C.3-09*). Also, the RSCCD governing board adheres to a clearly defined policy for evaluating the president. BP 7150 Employee Evaluation and AR 7150.2 Management Evaluation Procedure give the terms of management evaluations. Lastly, per minutes of the May 11, 2020, Board of Trustees meeting, the Board reviewed a performance evaluation of the SAC president (*IV.C.3-10*).

IV.C.3. Analysis and Evaluation

RSCCD has effective process and procedures for the selection of the district Chancellor and college presidents and the RSCCD Board of Trustees and the chancellor have demonstrated that they adhere to the clearly defined policy for the selection and evaluation of the chancellor and president, respectively.

IV.C.3 Evidence

(IV.C.3-01) IVC3_01_BP2200.pdf
(IV.C.3-02) IVC3_02_BP2431.pdf
(IV.C.3-03) IVC3_03_BP2432.pdf
(IV.C.3-04) IVC3_04_BP2435.pdf
(IV.C.3-05) IVC3_05_05-28-19BOTDocket_ChancEmpContpg277.pdf
(IV.C.3-06) IVC3_06_BP7120.pdf
(IV.C.3-07) IVC3_07_AR7120.3.pdf
(IV.C.3-08) IVC3_08_BOTMin_05-11-20_SACPresHiring.pdf
(IV.C.3-09) IVC3_09_BOTMin_05-11-20_InterimPres.pdf
(IV.C.3-10) IVC3_10_BOTMin_05-11-20_PresEval.pdf

> IV.C.4. The governing board is an independent, policy making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

IV.C.4. Evidence of Meeting the Standard

The Board of Trustees advocates and defends the institution and protects it from undue influence or political pressure by following BP 2715 Code of Ethics/Standards of Practice (*IV.C.4-01*) which cites that all Board members are committed to maintaining the highest standard of conduct and ethical behavior. Trustees are non-partisan elected officials who will always put RSCCD and college priorities before their own political or personal priorities. In addition, as outlined in BP 2710 and AR 2710 Conflict of Interest and AR 2712 Exhibit A Conflict of Interest Code, (*IV.C.4-02*; *IV.C.4-03*; *IV.C.4-04*) the Board of Trustees will not engage in the following activities to ensure that they can advocate and defend the institution from undue influence.

- Any activity that is inconsistent with, incompatible with, or in conflict with their Board duties or simultaneously hold two public offices that are incompatible.
- Have a financial interest in any contract made by the Board or in capacity as a Board member or employee, even if it is a remote interest in the contract outlined in Government Code Section 1091(b)
- No employment ties to the district unless the employee resigns to become a Board member.
- Any financial interest in decision is prohibited, but if there is financial interest, a written submittal must be provided to the Board. When the conflict of interest has been identified, it must be publicly identified in detail, and the Board member must also be removed from this voting matter and leave the room for the discussion and vote.
- Gifts shall not be accepted in excess of the prevailing gift limitation specified in law. Further details regarding gifts and gift plan policy are outlined in BP 3820 & 3821. (*IV.C.4-05*; *IV.C.4-06*)
- No participation in selection, award, or administration of a contract(s) supported by federal funds. This not only includes Board members but also includes any members of their immediate family, their partner, or organization in which employee is or will be employed with a financial or other interest or in a tangible personal benefit from a firm considered for the contract.

IV.C.4. Analysis and Evaluation

The governing board of RSCCD is an independent, policy-making body that has demonstrated it reflects the public interest in the institution's educational quality and advocates for and defends the institution and protects it from undue influence and political pressure.

IV.C.4 Evidence

(IV.C.4-01) IVC4_01_BP2715.pdf
(IV.C.4-02) IVC4_02_BP2710.pdf
(IV.C.4-03) IVC4_03_AR2710.pdf
(IV.C.4-04) IVC4_04_AR2712ExhibitA.pdf
(IV.C.4-05) IVC4_05_BP3820.pdf
(IV.C.4-06) IVC4_06_BP3821.pdf

> IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

IV.C.5. Evidence of Meeting the Standard

Per BP 2200 Board Duties and Responsibilities (*IV.C.5-01*), and the authority and duties defined in Education Code Section 70902, the RSCCD Board is committed to fulfilling its responsibility to "establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations." To ensure the quality, integrity, and improvement of student learning programs and services, the RSCCD governing board has established policy regarding - BP 3225 - which directs each institution to develop, adopt, and publicly post challenging and quantifiable goals that address student performance and outcomes and fiscal viability. The policy further instructs institutions to address achievement gaps of underrepresented populations (*IV.C.5-02*). BP 3250 Institutional Planning ensures RSCCD has and implements a broad-based comprehensive, systematic, and integrated system of planning supported by institutional effectiveness research (*IV.C.5-03*). Other policies include BP 4020 Program, Curriculum, and course Development, (*IV.C.5-04*) which addresses the establishment of high-quality programs and curricula relevant to community and student needs and regular evaluation to ensure quality and currency. BP 4022 Course Approval directs that courses are approved by the college Curriculum and Instruction Council (CIC) and submitted to the Board of Trustees for approval on a regular basis (*IV.C.5-05*).

The RSCCD Functions and Mapping of Responsibilities outlines the operational responsibilities and functions delineated to RSCCD and SAC (*IV.C.5-06*). These responsibilities and functions align with RSCCD Strategic Board Plan 2020-2022 where the mission is stated to provide "quality educational programs and services that address the needs of our diverse students and communities." (*IV.C.5-07*)

One board policy that establishes and aligns with the student learning programs and services is the BP 5050 Student Success and Support Program, and BP 5220 Shower Access for Homeless Students (*IV.C.5-08*; *IV.C.5-09*) demonstrates how resources have been provided to support students.

The Board of Trustees is the ultimate decision-maker in areas assigned to state and federal regulations and participates in developing recommended policies for board action and administrative procedures for the chancellor under RSCCD. The Board consults with the Academic Senate regarding academic matters as described in BP 2510 Participation in Local Decision Making *(IV.C.5-10*). The Board will expend monies in the best interest adhering to the BP 2715 Code of Ethics (*IV.C.5-11*) such as performing sufficient and timely planning for purchasing procedures, secure responsible bidders, and vendors, and implement programs in an effort to achieve or exceed targeted volumes of business with minority, women, and disabled veteran-owned enterprises as outlined in BP 6331 Fiduciary and Legal Considerations (*IV.C.5-12*).

The Board also ensures stability of the institution by approving transfers where a two-thirds vote of Board members must approve reserve for contingencies and a simple majority of Board members for transfers made between expenditures, as evidenced in AR 6250 Budget Management (*IV.C.5-13*). Therefore, the legalities and financial stability of the institution are crucial, and the Board of Trustees must have SAC's best interest so that the institution can provide the necessary educational quality, support, and services needed.

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As the governing board has ultimate responsibility for educational quality, legal matters and overall financial integrity and stability, the Board of Trustees regularly requests presentations regarding progress of SAC's goals, enrollment management, and presentations pertaining to the financial stability of RSCCD (*IV.C.5-14*; *IV.C.5-15*). In addition, the board has six established committees: Executive Committee, Facilities Committee, Fiscal/Audit Committee, Institutional Effectiveness Committee, Legislative Committee, and a Board Policy Committee (*IV.C.5-16*).

IV.C.5. Analysis and Evaluation

The RSCCD governing board establishes policies consistent with the college/district/ system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. Per executed policy, the RSCCD governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

IV.C. 5 Evidence

(IV.C.5-01) IVC5_01_BP2200.pdf
(IV.C.5-02) IVC5_02_BP3225.pdf
(IV.C.5-03) IVC5_03_BP3250.pdf
(IV.C.5-04) IVC5_04_BP4020.pdf
(IV.C.5-05) IVC5_05_BP4022.pdf
(IV.C.5-06) IVC5_06_RSCCDFunctionMappingReport10-07-19.pdf
(IV.C.5-07) IVC5_07_RSCCDStrategicPlan2019-22.pdf
(IV.C.5-08) IVC5_08_BP5050.pdf
(IV.C.5-09) IVC5_09_BP5220.pdf
(IV.C.5-10) IVC5_10_BP2510.pdf
(IV.C.5-11) IVC5_11_BP2715.pdf
(IV.C.5-12) IVC5_12_BP6331.pdf
(IV.C.5-13) IVC5_13_AR6250.pdf
(IV.C.5-14) IVC5_14_PlanEnrMgmtPres_BOTAgenda_03-22-21.pdf
(IV.C.5-15) IVC5_15_BOTAgenda_FiscalPres_02-22-21.pdf
(IV.C.5-16) IVC5_16_BOTCommitteeWebsite.pdf

INSTITUTIONAL ANALYSIS

> IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

IV.C.6. Evidence of Meeting the Standard

The RSCCD publishes bylaws and policies online on the RSCCD homepage. There are several board policies and administrative regulations specifying the board's size, duties, responsibilities, structure, and operating procedure. BP 2010 Board Membership indicates there shall be seven members of the Board of Trustees elected by qualified voters of RSCCD and that members will be elected by defined geographical areas as defined in BP 2100 Board Elections. (*IV.C.6-01*; *IV.C.6-02*). The RSCCD website exhibits the board size and structure of the board members under Board of Trustees (*IV.C.6-03*).

Per BP 2210 Officers, the composition of the RSCCD Board of Trustees includes a president, vice president and clerk. Positions will be for a one-year term and the chancellor of RSCCD will serve as the secretary to the Board. (*IV.C.6-04*) BP 2200 Board Duties and Responsibilities states that the "Board of Trustees governs on behalf of the citizens in the District [...]." Some of the board duties include representing the public interest, establishing policies and standards, and the hiring and evaluation of RSCCD's chancellor. (*IV.C.6-05*) The RSCCD website affirms the Board responsibilities (*IV.C.6-06*) as that "The Board of Trustees has full legal authority and responsibility for the college district." Board responsibilities also include assuring the fiscal health and stability of RSCCD, to monitor institutional performance and educational quality, and to advocate and protect RSCCD. Also, during the Annual Organization meeting held each year in December, Trustees are appointed to board committees such as the Bond, Communications, Executive, Facilities, Fiscal/Audit, Legislative, Policy, and Safety & Security. Additionally, the election for board officers also occurs during the Annual Organization meeting as executed by BP 2305 Annual Organization Meeting. (*IV.C.6-07*)

IV.C.6. Analysis and Evaluation

The RSCCD Board of Trustees makes public all RSCCD policies through use of the RSCCD website. Board Policies 2010, 2100, 2210, 2200 and 2305 specify the Board's size, duties, responsibilities, structure, and operating procedures.

IV.C.6 Evidence

(IV.C.6-01) IVC6_01_BP2010.pdf
(IV.C.6-02) IVC6_02_BP2100.pdf
(IV.C.6-03) IVC6_03_BOTMemberWebsite.pdf
(IV.C.6-04) IVC6_04_BP2210.pdf
(IV.C.6-05) IVC6_05_BP2200.pdf
(IV.C.6-06) IVC6_06_BoardRespWebsite.pdf
(IV.C.6-07) IVC6_07_BP2305.pdf

> IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

IV.C.7. Evidence of Meeting the Standard

Per California Education Code Section 70902, BP 2410 Board Policies and Administrative Regulations gives authorization to the Board of Trustees to adopt policies either authorized by law or determined by the Board to be necessary for the efficient operation of the District (*IV.C.7-01*).

When developing policy, the Board of Trustees has committed to working within a participatory environment. When developing policies regarding academic and professional matters the RSCCD Board of Trustees has established they will consult collegially with the faculty by relying primarily on the advice and judgement of the Academic Senate or through the mutual agreement process previously agreed upon on (*IV.C.7-02*) Further, representatives of staff and student groups are encouraged to work within the established governance processes to address the issues of RSCCD.

The Board regularly assess its policies for effectiveness in fulfilling the RSCCD's mission. All documents reviewed or acted upon by the Board are available to the public through the RSCCD website (*IV.C.7-03*). The combined agenda and minutes for a given meeting provide a complete record of the public discussions and actions of the Board as illustrated in the example of the Board of Trustees meeting evidence. (*IV.C.7-04*). The agenda layout and explanation for agenda items ensure that the Board acts in a manner consistent with its policies (*IV.C.7-05*).

A member of the Community College League of California (CCLC) policy and procedure service, the District regularly reviews and revises, as deemed necessary based on periodic CCLC updates. CCLC provides two legal updates per year, one in the spring and one in the fall. When received, the updates are sent to Chancellor's Cabinet members responsible for one of the chapters, in line with the individual members responsibilities and expertise. Any BPs/ARs that impact the colleges are then forwarded for review and recommendations from the college. RSCCD also has a standing Board Policy Committee that meets on a regular basis. The RSCCD Board Policy Committee may also initiate a review of Board Policies and Administrative Procedures and present all recommendations to the Board of Trustees for approval. *(IV.C.7-06*, *IV.C.7-07*, *IV.C.7-08*)

IV.C.7. Analysis and Evaluation

The RSCCD governing board acts in a manner consistent with its policies and bylaws. The Board regularly assesses its policies for their effectiveness as evidenced by established calendar and monthly scheduled meetings of the Board policy committee and revises them as necessary.

IV.C.7. Evidence

(IV.C.7-01) IVC7_01_BP2410.pdf
(IV.C.7-02) IVC7_02_BP2410.pdf
(IV.C.7-03) IVC7_03_BOTAgendaMinutesWebsite.pdf
(IV.C.7-04) IVC7_04_02-03-20_BOTMinutes.pdf
(IV.C.7-05) IVC7_05_02-03-20_BOTAgenda.pdf
(IV.C.7-06) IVC7_06_08-07-2018BoardPolicyAgenda.pdf
(IV.C.7-07) IVC7_07_02-05-21BPAgenda.pdf
(IV.C.7-08) IVC7_08_RSCCD_BoardPolicyMeetingDates.pdf

> IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

IV.C.8. Evidence of Meeting the Standard

The Board of Trustees reviews yearly key indicators of student learning and achievement along with instructional plans to improve academic quality according to the Education Code, Section 84754.5(d). The Board of Trustees indicates the expectation of educational excellence and integrity through goal setting and the review of each college's student success measures, such as the annual review of the Student Success Scorecard of the California Community College Chancellor's Office. The Scorecard report contains a set of metrics that are designed to identify achievement gaps in three primary areas: transfer, basic skills, and career technical education.

Colleges are required by law to report student success indicators to the board annually. Sharing the Scorecard with the Board of Trustees is specified in the Education Code, Section 84754.5(d). The Student Success Scorecard may be replaced by new measures of success. Other reports include an informational report on the adopted Vision for Success Goals (*IV.C.8-01*; *IV.C.8-02*; *IV.C.8-03*; *IV.C.8-04*; *IV.C.8-05*; *IV.C.8-06*; *IV.C.8-07*; *IV.C.8-08*)

IV.C.8. Analysis and Evaluation

The RSCCD Board of Trustees regularly reviews key indicators of student learning and achievement and institutional plans.

IV.C.8. Evidence

(IV.C.8-01) IVC8_01_ScorecardHandout_BOTMtg_09-24-18.pdf
(IV.C.8-02) IVC8_02_ScorecardPresetationBOTMtg_09-24-18.pdf
(IV.C.8-03) IVC8_03_IntlStudPres_BOTDocket_10-28-19.pdf
(IV.C.8-04) IVC8_04_ADTPathwaysPres_BOTAgenda_02-05-18.pdf
(IV.C.8-05) IVC8_05_EconImpactROIPres_BOTAgenda06-11-18.pdf
(IV.C.8-06) IVC8_06_PlanningSession_BOTAgenda_03-22-21.pdf
(IV.C.8-07) IVC8_07_PlanEnrMgmtPres_BOTAgenda_03-22-21.pdf
(IV.C.8-08) IVC8_08_PlanEnrMgmtPres_BOT03-22-21.pdf

INSTITUTIONAL ANALYSIS

> IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

IV.C.9. Evidence of Meeting the Standard

BP 2740 Board Education outlines the ongoing training and education of the Board with participation in study sessions, reading materials, attending conferences, and other related activities. (*IV.C.9-01*)

To assure board members can carry out their duties and responsibilities, the Board of Trustees provides all new members with an orientation and training (*IV.C.9-02*). New board members participate in an internal orientation with the chancellor and cabinet members where they gain insight into job responsibilities and functions. The orientation includes a visit to each campus where board members meet with the college president to provide them with a campus tour, and an overview of the organizational structure along with the programs and services offered at the college (*IV.C.9-03*). In addition, the new trustees have weekly meetings with the chancellor for their first six months to allow new trustees the opportunity to ask questions and to become familiar with RSCCD operations. New board members also participate in training provided by the CCLC (*IV.C.9-04*) which includes the annual trustee conference for both new and seasoned trustees.

The Board of Trustees also participates in ongoing training during regular board meetings. Trainings include Brown Act Training, Conflicts of Interest, Sexual Harassment and Accreditation (*IV.C.9-05*). When board members attend conferences or state and national committee meetings, there is an expectation they will provide a report to the board at the next regularly scheduled board meeting. (*IV.C.9-06*)

BP 2100 Board Elections describes the mechanism for continuity of board membership and staggered terms of office. The term of office for each of the trustees will be four years which commences on the first board meeting of December following the general election which took place in November. Elections are held every two years, in even numbered years. The terms of the trustees are staggered so that one-half of the trustees will be elected at each trustee election by trustee area. (*IV.C.9-07*)

IV.C.9. Analysis and Evaluation

The RSCCD governing board values training for board development and maintains ongoing training during regular board meetings as evidenced by calendar of presentations. Moreover, the chancellor provides new member orientation through regular meetings and further training for new members is provided through participation in conferences sponsored by the CCLC. Per BP 2100 Board Elections, RSCCD has a mechanism for continuing board membership and staggering terms in office.

IV.C.9 Evidence

(IV.C.9-01) IVC9_01_BP2740.pdf

(IV.C.9-02) IVC9_02_NewTrusteeOrientationTraining_05-04-21.pdf

(IV.C.9-03) IVC9_03_SACPres_NewTrusteeOrientation_01-05-21.pdf

(IV.C.9-04) IVC9_04_NewTrusteeOrientationTraining_05-04-21.pdf

(IV.C.9-05) IVC9_05_Presentations_BOT_2018-2021.pdf

(IV.C.9-06) IVC9_06_BOTMinutes_11-18-19.pdf

(IV.C.9-07) IVC9_07_BP2100.pdf

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

IV.C.10. Evidence of Meeting the Standard

Per BP 2745 Board Self-Evaluation, the RSCCD Board of Trustees is committed to assessing its own performance to identify strengths and areas of improvement in carrying out its responsibilities to the citizens of RSCCD (*IV.C.10-01*). The evaluation process, conducted every year, evaluates board members as a whole and not as individuals. The focus on internal board operations and performance. The Board develops goals used in the self-evaluation process each year and implements strategies that are established to improve performance, which are then evaluated the following year (*IV.C.10-02*; *IV.C.10-03*; *IV.C.10-04*). Results of the Board Evaluation are made public at a regularly scheduled board meeting (*IV.C.10-05*; *IV.C.10-06*).

Several goals developed from the self-evaluation process included the efficiency of board meetings and the use of Board Docs to allow trustees to save paper by having all meeting documents available online with the use extending across RSCCD for other committee meetings.

IV.C.10 Analysis and Evaluation

BP 2745 describes the process, and BP 2200 describes the goals of the Board's self-evaluation. The Board initiates their self-evaluation every year in October and reviews the results at their meeting in December. BP 2015 indicates the process of participation for the student trustee, and BP 2105 and AR 2105 outline the election process. BP 2740 provides the educational and training development of board members.

IV.C.10 Evidence

(IV.C.10-01) IVC10-01_BP2745.pdf
(IV.C.10-02) IVC10-02_BOTAgenda_12-10-18.pdf
(IV.C.10-03) IVC10-03_BOTAgenda_12-09-19.pdf
(IV.C.10-04) IVC10-04_BOTAgenda_12-14-20.pdf
(IV.C.10-05) IVC10-05_BOTAgenda_11-18-19 .pdf
(IV.C.10-06) IVC10-06_BOTMinutes_11-18-19.pdf

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member 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. (ER 7)

IV.C.11. Evidence of Meeting the Standard

Board members of RSCCD are committed to maintaining the highest standards of conduct and ethical behavior. BP 2715 Code of Ethics/Standards of Practice outlines the behavior expected of all board members including the student trustee and processes by which the Board will respond should actual or perceived violations occur. (*IV.C.11-01*)

Neither a board member nor an employee shall be financially interested in a contract if his or her interest is limited to those interests defined as remote under Government Code Section 1091 or is limited to interests defined by Government Code Section 1091.5. Board members are obligated to file statements of economic interest with the filing officer identified by administrative procedures. Pursuant to Government Code Section 84224 and the Fair Political Practices Commission (FPPC) regulations section 18215.3, all board members are required to report on FPPC form 803 any payments made at their behest, principally for legislative, governmental, or charitable purposes. (*IV.C.11-02*)

The RSCCD governing board is required to avoid conflicts of interest between their contractual obligations to RSCCD and those to private business or personal commitments. For example, board members will not solicit clients and sell services or products during their regular work at RSCCD, and board members refuse remuneration for services rendered to persons for whom they perform the same services as an employee of RSCCD (*IV.C.11-03*).

IV.C.11. Analysis and Evaluation

BP 2715 Code of Ethics/Standards of Practice identifies the standard of conduct and ethical behavior expected of the Board of Trustees, including the Student Trustee. RSCCD also has clearly defined policy for dealing with behavior that violates the established code. Currently, no board member has employment, family, ownership, or other personal financial interest in the institution and should interests arise, board members are expected to be disclosed and to not interfere with the impartiality of other trustees or outweigh the greater duty to secure and ensure the academic and fiscal integrity of RSCCD.

IV.C.11. Evidence

(IV.C.11-01) IVC11_01_BP2715.pdf

(IV.C.11-02) IVC11_02_BP2710.pdf

(IV.C.11-03) IVC11_03_BP3821.pdf

> IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

IV.C.12. Evidence of Meeting the Standard

The RSCCD governing board delegates full responsibility and authority to the chancellor to implement and administer board policies without board interference and holds the chancellor accountable for the operation of the district/system or college, respectively. BP 2430 Delegation and Authority to the Chancellor indicates that "The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action" (*IV.C.12-01*). In addition, the "Chancellor may delegate any powers and duties entrusted to him or her by the Board (including the administration of colleges and centers) but will be specifically responsible to the Board for the execution of such delegated powers and duties" (*IV.C.12-02*).

Finally, Education Code 70902 reinforces that the governing board "may adopt a rule for delegating the power to the district's chief executive officer or any other employee or committee as the governing board may designate" (*IV.C.12-03*).

IV.C.12. Analysis and Evaluation

The RSCCD governing board delegates full responsibility and authority to the chancellor to implement and administer board policies without board interference. Additionally, the Board holds the chancellor accountable for the operation of the district/system or college, respectively. The chancellor is held accountable through regular reports to the Board at scheduled board meetings as well as through annual evaluation.

IV.C.12. Evidence

(IV.C.12-01) IVC12_01_BP2430.pdf

(IV.C.12-02) IVC12_02_AR2430.pdf

(IV.C.12-03) IVC12_03_EdCode70902.pdf

> IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. Theboard participates in evaluation of governing board roles and functions in the accreditation process.

IV.C.13. Evidence of Meeting the Standard

The RSCCD Board of Trustees is kept informed of Accreditation Eligibility Requirements, Standards, and Commission policies through ongoing reports from the chancellor and SAC president. Board policies have been updated to specifically reference Accreditation Eligibility requirements and ACCJC Accreditation Standards. Per BP 3200 Accreditation, (*IV.C.13-01*) the chancellor is responsible to keep the Board informed of SAC's accreditation status, ensure that RSCCD complies with accreditation processes and standards

as outlined by ACCJC, ensure that the Board is involved in any accreditation process in which the Board participation is required, and to provide the Board with a summary of the accreditation reports and any actions required based on ACCJC recommendations. (*IV.C.13-02; IV.C.13-03*)

AR 3200 Accreditation (*IV.C.13-04*) also indicates that when the college completes its self-evaluation, it will be reviewed and approved by the Board of Trustees prior to submission to the Accrediting Commission. In addition, the SAC president reports directly to the Board at each scheduled Board of Trustees meeting. (*IV.C.13-05; IV.C.13-06*) The chancellor arranged for a presentation from an ACCJC representative on February 8, 2021, to further educate the Board of the accreditation process and the roles and function of the Board in the accreditation process. (*IV.C.13-07*)

Additionally, the Board Institutional Effectiveness Committee requested and received a presentation on Standard IV. This subcommittee of the Board of Trustees asked questions about and provided input for the Institutional Self-Evaluation Report. This same board subcommittee also received a final presentation on June 17, 2021, to learn more about the Quality Focused Essay and any improvement plans resulting from SAC and SCC's self-evaluations. (*IV.C.13-08; IV.C.13-09*)

IV.C.13. Analysis and Evaluation

Through orientation, training, professional development, presentations, and direct interaction with the accrediting process, the Board of Trustees is informed about Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and SAC's accredited status. RSCCD has policies and administrative regulations in place to support SAC's efforts.

IV.C.13. Evidence

(IV.C.13-01) IVC13_01_BP3200.pdf
(IV.C.13-02) IVC13_02_BOTMinutes_05-27-14.pdf
(IV.C.13-03) IVC13_03_BOTAgenda_06-09-14.pdf
(IV.C.13-04) IVC13_04_AR3200.pdf
(IV.C.13-05) IVC13_05_BOTMinutes_01-11-21.pdf
(IV.C.13-06) IVC13_06_BOTMinutes_03-08-21.pdf
(IV.C.13-07) IVC13_07_BOTMinutes_02-08-21.pdf
(IV.C.13-08) IVC13_08_BIECMinutes_03-11-21.pdf
(IV.C.13-09) IVC13_09_BIECAgenda_06-17-21.pdf

Conclusions on Standard IV.C. Governing Board

As defined in policy, the role of the Rancho Santiago Community College District governing board provides guidance to facilitate decisions that support student learning programs and services. The governing board functions independently to ensure policy-making that reflects the public's interest in SAC's educational quality, free of undue influence or political pressure. Policies are consistent with the mission of the College and aligned with the regular review of student learning and achievement indicators. The governing board engages in ongoing training opportunities and evaluation processes to ensure improvement in board performance, academic quality, and institutional effectiveness.

Evidence List

(IV.C.1-01) IVC1_01_BP2010.pdf
(IV.C.1-02) IVC1_02_BP2100.pdf
(IV.C.1-03) IVC1_03_BP2105.pdf
(IV.C.1-04) IVC1_04_BP2200.pdf
(IV.C.1-05) IVC1_05_BP2410.pdf
(IV.C.1-06) IVC1_06_BP2510.pdf
(IV.C.1-07) IVC1_07_BP3225.pdf
(IV.C.1-08) IVC1_08_AR3225.pdf
(IV.C.1-09) IVC1_09_09-23-20BIECMinutes.pdf
(IV.C.1-10) IVC1_10_BP2510.pdf
(IV.C.1-11) IVC1_11_AR2510.pdf
(IV.C.1-12) IVC1_12_CICMinutes03-15-21_AR4232.pdf
(IV.C.1-13) IVC1_13_CICMinutes08-26-19_AR4110.pdf
(IV.C.1-14) IVC1_14_CICMinutes03-18-19_BP4240.pdf
(IV.C.1-15) IVC1_15_BOTMinutes12-04-17.pdf
(IV.C.1-16) IVC1_16_BOTMinutes04-13-20_Item 4.2_5.1.pdf
(IV.C.1-17) IVC1_17_BOTMinutes04-13-20_Item 3.9-4.1-4.4.pdf
(IV.C.1-18) IVC1_18_BOTMinutes12-04-17_Item 6.1.pdf
(IV.C.2-01) IVC2_01_ BP2330.pdf
(IV.C.2-02) IVC2_02_ BP2715.pdf
(IV.C.2-03) IVC2_03_ BP2720 .pdf
(IV.C.2-04) IVC2_04_Resolution17-06_DACA.pdf
(IV.C.2-05) IVC2_05_Resolution20-10.pdf
(IV.C.2-06) IVC2_06_Resolution20-06.pdf
(IV.C.2-07) IVC2_07_BOTMinutes10-12-20.pdf
(IV.C.2-08) IVC2_08_BOTMinutes08-15-16.pdf
(IV.C.3-01) IVC3_01_BP2200.pdf
(IV.C.3-02) IVC3_02_BP2431.pdf
(IV.C.3-03) VC3_03_BP2432.pdf
(IV.C.3-04) IVC3_04_BP2435.pdf
(IV.C.3-05) IVC3_05_05-28-19BOTDocket_ChancEmpContpg277.pdf
(IV.C.3-06) IVC3_06_BP7120.pdf
(IV.C.3-07) IVC3_07_AR7120.3.pdf
(IV.C.3-08) IVC3_08_BOTMin_05-11-20_SACPresHiring.pdf
(IV.C.3-09) IVC3_09_BOTMin_05-11-20_InterimPres.pdf
(IV.C.3-10) IVC3_10_BOTMin_05-11-20_PresEval.pdf
(IV.C.4-01) IVC4_01_BP2715.pdf
(IV.C.4-02) IVC4_02_BP2710.pdf
(IV.C.4-03) IVC4_03_AR2710.pdf
(IV.C.4-04) IVC4_04_AR2712ExhibitA.pdf
(IV.C.4-05) IVC4_05_BP3820.pdf
(IV.C.4-06) IVC4_06_BP3821.pdf
(IV.C.5-01) IVC5_01_BP2200.pdf
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(IV.C.5-03) IVC5_03_BP3250.pdf
(IV.C.5-04) IVC5_04_BP4020.pdf
(IV.C.5-05) IVC5_05_BP4022.pdf
(IV.C.5-06) IVC5_06_RSCCDFunctionMappingReport10-07-19.pdf
(IV.C.5-07) IVC5_07_RSCCDStrategicPlan2019-22.pdf
(IV.C.5-08) IVC5_08_BP5050.pdf
(IV.C.5-09) IVC5_09_BP5220.pdf
(IV.C.5-10) IVC5_10_BP2510.pdf
(IV.C.5-11) IVC5_11_BP2715.pdf
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(IV.C.5-13) IVC5_13_AR6250.pdf
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(IV.C.5-15) IVC5_15_BOTAgenda_FiscalPres_02-22-21.pdf
(IV.C.5-16) IVC5_16_BOTCommitteeWebsite.pdf
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(IV.C.6-04) IVC6_04_BP2210.pdf
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(IV.C.6-06) IVC6_06_BoardRespWebsite.pdf
(IV.C.6-07) IVC6_07_BP2305.pdf
(IV.C.7-01) IVC7_01_BP2410.pdf
(IV.C.7-02) IVC7_02_BP2410.pdf
(IV.C.7-03) IVC7_03_BOTAgendaMinutesWebsite.pdf
(IV.C.7-04) IVC7_04_02-03-20_BOTMinutes.pdf
(IV.C.7-05) IVC7_05_02-03-20_BOTAgenda.pdf
(IV.C.7-06) IVC7_06_08-07-2018BoardPolicyAgenda.pdf
(IV.C.7-07) IVC7_07_02-05-21BPAgenda.pdf
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(IV.C.8-03) IVC8_03_IntlStudPres_BOTDocket_10-28-19.pdf
(IV.C.8-04) IVC8_04_ADTPathwaysPres_BOTAgenda_02-05-18.pdf
(IV.C.8-05) IVC8_05_EconImpactROIPres_BOTAgenda06-11-18.pdf
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(IV.C.9-02) IVC9_02_NewTrusteeOrientationTraining_05-04-21.pdf
(IV.C.9-03) IVC9_03_SACPres_NewTrusteeOrientation_01-05-21.pdf
(IV.C.9-04) IVC9_04_NewTrusteeOrientationTraining_05-04-21.pdf
(IV.C.9-05) IVC9_05_Presentations_BOT_2018-2021.pdf
(IV.C.9-06) IVC9_06_BOTMinutes_11-18-19.pdf
(IV.C.9-07) IVC9_07_BP2100.pdf
(IV.C.10-01) IVC10-01_BP2745.pdf
(IV.C.10-02) IVC10-02_BOTAgenda_12-10-18.pdf
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(IV.C.12-01) IVC12_01_BP2430.pdf
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(IV.C.12-03) IVC12_03_EdCode70902.pdf
(IV.C.13-01) IVC13_01_BP3200.pdf
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(IV.C.13-04) IVC13_04_AR3200.pdf
(IV.C.13-05) IVC13_05_BOTMinutes_01-11-21.pdf
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(IV.C.13-07) IVC13_07_BOTMinutes_02-08-21.pdf
(IV.C.13-08) IVC13_08_BIECMinutes_03-11-21.pdf
(IV.C.13-09) IVC13_09_BIECAgenda_06-17-21.pdf

D Multi-College Districts or Systems

> IV.D.1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

IV.D.1. Evidence of Meeting the Standard

The Chancellor's Cabinet membership consists of the chancellor, vice chancellors of Business Operations and Fiscal Services, Educational Services, and Human Resources, and the presidents of SAC and SCC. The Cabinet meets twice per month and is the means whereby the chancellor provides leadership and sets expectations for educational excellence and integrity for the senior leadership to implement in their respective areas of responsibility to assure effective operation of the colleges. Further, through regularly scheduled Management Council meetings the chancellor provides leadership by addressing key issues and concerns and sharing his plans and policies with the administrators that will be responsible for implementing them. (*IV.D.1-01*)

In addition, RSCCD's participatory governance structure features dedicated committees focused on critical operational areas that impact effective operation of the colleges and district: Fiscal Resources Committee, Human Resources Committee, Physical Resources Committee, Planning and Organizational Effectiveness Committee, and Technology Advisory Group. Membership in these committees include representatives from each college, RSCCD, and staff, faculty, administrators, and students to develop guidance and recommendations to inform the chancellor about key operational issues that affect resource allocation, institutional policies, procedures, and practice. (*IV.D.1-02*)

The feedback from the committees flow through to District Council, led by the chancellor with members representing each of the participatory governance committees. The chancellor reviews and discusses the recommendations for resource allocations and for revisions and changes to policies, procedures and practices from the participatory governance committees. Thus, District Council functions as a forum for the chancellor to communicate expectations of educational excellence and integrity and assure support for the effective operation of the colleges (*IV.D.1-03*).

The chancellor establishes clearly defined roles, authority and responsibility between the colleges and the district/system by approving the RSCCD Functions/Mapping of Responsibilities. The Planning and Organizational Effectiveness Committee oversees review of the functions map every three years to make updates and revisions. The updated functions map is presented at District Council (*IV.D.1-04*). The chancellor reviews, directs revisions if needed, and approves the functions mapping document. The latest version of the functions map was completed in 2019 and is posted on the RSCCD website. (*IV.D.1-05*)

IV.D.1. Analysis and Evaluation

RSCCD is a multi-college district that includes SAC and SCC and is overseen by a Board of Trustees and chancellor. Through the authority granted by the RSCCD Board of Trustees, the chancellor of RSCCD provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district and through RSCCD's participatory governance structure, assures the support for the effective operations of the colleges. The chancellor establishes clearly defined roles, authority, and responsibility between the colleges and the district through the approval of the RSCCD Functions/Mapping of Responsibilities.

IV.D.1. Evidence

(IV.D.1-01) IVD1_01_2020-21DistMgmtCouncilMeetings.pdf
(IV.D.1-02) IVD1_02_RSCCDGovernanceWebsite.pdf
(IV.D.1-03) IVD1_03_DCMinutes_05-03-2021.pdf
(IV.D.1-04) IVD1_04_DCMinutes_10-07-2019_PGStructure.pdf
(IV.D.1-05) IVD1_05_RSCCDFunctionMappingREPORT10-07-19.pdf

> IV.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

IV.D.2. Evidence of Meeting the Standard

RSCCD's chancellor clearly delineates, documents, and communicates operational responsibilities by reviewing and approving RSCCD Functions/Mapping of Responsibilities and the RSCCD Planning Design Manual. The functions map and planning manual are updated every three years, reviewed annually, and presented to District Council for the chancellor's review, feedback and final approval (*IV.D.2-01*).

Every year, a survey is sent to college staff to provide feedback on the District Services. (*IV.D.2-02*) Survey results are prepared in a report that is presented to the Chancellor's Cabinet for review by the chancellor and vice chancellors who oversee the divisions providing district services. The report consists of quantitative evaluation ratings and qualitative comments from reviewers. The report assists district leaders with determining the effectiveness of services to support the colleges' achievements of their missions to inform adjustments to existing services (*IV.D.2-03*).

The district/system has responsibility for resources, resource allocation, and planning through the Business Operations & Fiscal Services Division administration, policies and procedures; through district committees that make recommendations for resource allocation; through the Planning and Organizational Effectiveness Committee which reviews and updates the RSCCD Planning Design Manual; and through the Planning, Institutional Effectiveness and Research Department in the Educational Services Division, which conducts district-wide surveys and produces the Report on College Assessment of District Services. Policies and

procedures outlined in the RSCCD Planning Design Manual indicate that resource allocations align with the RSCCD Mission Statement and link RSCCD Goals and RSCCD Objectives to the resources needed to accomplish these institutional goals and meet Standards I.B.3., I.B.4., and Standard III.D.3 (*IV.D.2-04*). The Budget Allocation Model (BAM) documents the district/system's and colleges' responsibility for resources, allocation of resources, and planning (*IV.D.2-05*). The annual budget incorporates the resource allocation decisions and represents "the financial plan of the district [...] utilized to implement the district's vision, mission statement, district strategic plan and the technology strategic plan, as well as the colleges' mission statements, educational master plans, facilities master plans and other planning resources."

The chancellor ensures the colleges receive adequate services and support so the colleges can achieve their missions by annually reviewing the proportion of revenue allocated for District Services based on recommendations from the Fiscal Resources Committee and recommended to the District Council and chancellor. Funding recommendations are presented by the five district committees for District Council to review to ensure that resources are allocated to support achievement of RSCCD's Goals and Objectives. District Council uses a funding rubric that prioritizes budget modification recommendations based on alignment with the RSCCD's goals and objectives or is needed to address health or safety issues. The chancellor and his or her cabinet then review the recommendations and identify the funding sources for prioritized recommendations. Afterwards, District Council reviews and acts on the proposals. (*IV.D.2-06*)

IV.D.2. Analysis and Evaluation

Through documents, surveys, district structures and procedures, the chancellor delineates and communicates operational responsibilities and functions. Furthermore, through a defined planning and allocation model, RSCCD can fund and support college services to support the colleges in achieving their missions.

The Function Mapping document delineates the responsibilities of the district office and colleges. More communication about this document to relevant constituents would improve its effectiveness.

IV.D.2. Evidence

(IV.D.2-01) IVD2_01_RSCCDFunctionMappingREPORT10-07-19.pdf
(IV.D.2-02) IVD2_02_2021DistServSurvey.pdf
(IV.D.2-03) IVD2_03_RSCCDPlanningManual2013pg25.pdf
(IV.D.2-04) IVD2_04_RSCCDPlanningManual2013pg16.pdf
(IV.D.2-05) IVD2_05_BudgetAllocModel_03-05-18.pdf
(IV.D.2-06) IVD2_06_RSCCDPlanningManual2013pg16.pdf

> IV.D.3 The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

IV.D.3. Evidence of Meeting the Standard

RSCCD's BAM documents and describes the district's policy for allocation of resources based on a revenue allocation model, in which generated revenue is allocated to the colleges based on state apportionment revenues. The BAM provides the guidelines, formulas, and basic steps for developing an annual budget that allocates budget expenditure responsibilities among three budget centers: SAC, SCC, and District Services.

As a revenue-based model, the total annual revenue is the base funding for each college as defined by Senate Bill 361 and applies the FTES rates for base revenues and restricted revenues earned by each college. The Fiscal Services Resource Committee reviews the revenue allocations for all revenues available to each Budget Center and considers any shortfalls to recommend adjustments to the District Council for submission to the chancellor, if needed. The colleges are required to meet required budget and expenditure responsibilities:

- Allocate resources to achieve state funded level of FTES;
- Requirements of collective bargaining agreement;
- The full-time Faculty Obligation Number must be maintained;
- The 50% law calculation must be considered and funds budgeted accordingly; and
- Cost of physical plant maintenance. (*IV.D.3-01*)

In addition to ensuring compliance legal obligations, resource allocations are based on the following assumptions:

- RSCCD Goals and RSCCD Objectives
- Priorities identified by the district's participatory governance committees that have been vetted and approved by District Council
- Maintenance of appropriate reserves for contingencies and economic uncertainties; and
- Plan for payment of liabilities and future obligations, such as retiree health benefits, STRS and PERS. (*IV.D.3-02*)

As clarified in the BAM, the Board of Trustees has statutory authority and responsibility to make all final budget allocation decisions. The chancellor, under the direction of the Board, is "responsible for the successful operation, reputation, and fiscal integrity of the entire District." (*IV.D.3-03*).

Further, per BP 6300 Fiscal Management, the chancellor shall "establish procedures to assure that the District's fiscal management is in accordance with the principles contained in Title 5 Section 58311, including: Adequate internal controls exist. Fiscal objectives, procedures, and constraints are communicated to the Board and employees. Adjustments to the budget are made in a timely manner, when necessary. The management information system provides timely, accurate, and reliable fiscal information. Responsibility and

accountability for fiscal management are clearly delineated [... and] expenditures shall be limited to the amount budgeted for each major classification of accounts and to the total amount of the budget for each fund." (*IV.D.3-04*)

IV.D.3. Analysis and Evaluation

RSCCD has established policies and procedures for the allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district that allow the chancellor to ensure effective control of expenditures. The RSCCD revenue-based BAM outlines overall guidelines and formulas on how revenues are allocation to the District Office and colleges.

IV.D.3. Evidence

(IV.D.3-01) IVD3_01_BudgetAllocModel_03-05-2018pg4.pdf
(IV.D.3-02) IVD3_02_RSCCDPlanningManual2013pg16.pdf
(IV.D.3-03) IVD3_03_BudgetAllocModel_03-05-2018pg2.pdf
(IV.D.3-04) IVD3_04_BP6300.pdf

> IV.D.4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

V.D.4. Evidence of Meeting the Standard

BP 3100 Organizational Structure indicates the chancellor shall "establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District." (*IV.D.4-01*) In addition, AR 2430 Delegation of Authority states the chancellor "may delegate any powers and duties entrusted to him or her by the Board (including the administration of colleges and centers) but will be specifically responsible to the Board for the execution of such delegated powers and duties." (*IV.D.4-02*) As defined in the job description, the college president has full responsibility and authority to implement and administer delegated district/system policies without interference and is accountable for the operation of the college (*IV.D.4-03*). Consequently, college presidents are responsible for reporting directly to the Board of Trustees on the operation of their colleges at each scheduled board meeting. (*IV.D.4-04*; *IV.D.4-05*) College presidents are evaluated regularly to hold them accountable for the operation of the college (*IV.D.4-06*).

IV.D.4. Analysis and Evaluation

District board policies and college president job descriptions clearly indicate that the CEO of RSCCD has delegated full responsibility and authority the college presidents to implement and administer district policies without interference.

IV.D.4. Evidence

(IV.D.4-01) IVD4_01_BP3100.pdf
(IV.D.4-02) IVD4_02_AR2430.pdf
(IV.D.4-03) IVD4_03_SACPresSearch.pdf
(IV.D.4-04) IVD4_04_05-24-21RSCCDAgenda.pdf
(IV.D.4-05) IVD4_05_05-24-21RSCCDMinutes.pdf
(IV.D.4-06) IVD4_06_AR7150.2.pdf

> IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

IV.D.5. Evidence of Meeting the Standard

RSCCD's Planning Manual is an integrated model for planning and evaluation for institutional effectiveness. Integration of district and college planning and evaluation is addressed through the alignment of district and college goals and objectives in detail through the Comprehensive Master Plan, RSCCD Strategic Plan, and the Colleges' Strategic Goals.

A schematic of the RSCCD Planning Design starts with the district mission, moving to planning, resource allocation, implementation and then to assessment of implementation. The colleges' planning cycles are included as a component within the district cycle that is aligned with the implementation phase of the district cycle. The work of the colleges is the primary means to achieve RSCCD's goals and objectives. At the college level, the cycle is initiated by the college mission, operationalized through district and college goals, and informed by program evaluation and review, which guide planning and resource allocation. (*IV.D.5-01*)

At the college level, the goals are developed through a participatory governance structure. The integration of these goals with the district goals is documented in the Santa Ana College's 2021-2024 Educational Master Plan. (*IV.D.5-02*)

Responsible parties are assigned to oversee objectives in the strategic plans, who are responsible for implementation and collecting evidence of levels of success, and documenting activities and outcomes, which will be included in the Progress Report on RSCCD Comprehensive Master Plan. (*IV.D.5-03*) The Progress Report to assess progress toward meeting RSCCD goals is produced annually by the co-chairs of the Planning and Organizational Effectiveness Committee and presented to District Council. The chancellor then presents the report to the Board, and it is distributed to internal and external constituencies. (*IV.D.5-04*; *IV.D.5-05*)

IV.D.5. Analysis and Evaluation

The RSCCD Planning Manual outlines the relationship between RSCCD and the colleges' planning and evaluation processes that align to support student learning and institutional effectiveness.

INSTITUTIONAL ANALYSIS

IV.D.5. Evidence

(IV.D.5-01) IVD5_01_RSCCDPlanningManual2013pg8.pdf

(IV.D.5-02) IVD5_01_SACEdMasterPlan.pdf

(IV.D.5-03) IVD5_01_RSCCDCompMasterPlan2013-23.pdf

(IV.D.5-04) IVD5_01_BOTAgenda_02-26-18.pdf

(IV.D.5-05) IVD5_01_StrategicPlanningPres_BOTMtg_02-26-18.pdf

> IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

IV.D.6. Evidence of Meeting the Standard

The organizational management structure ensures timely, accurate and complete communication for effective operation of the colleges. Chancellor's Cabinet meetings establish a forum between the chancellor, vice chancellors and the college presidents to discuss operational policies, procedures, issues, and challenges to work toward a common understanding and management approach. Furthermore, the five district committees engage representatives from each college and RSCCD, with representation from administrators, faculty, classified staff and students to work on key operational areas to provide recommendations for District Council and the chancellor to inform decision-making. This participatory governance structure with representatives from each site and from among each employee group including students ensures information is timely (regularly scheduled), accurate (informed by the professional expertise pertaining to each area – Human Resources, IT, Fiscal, etc.), and complete (contributions by committee members captures insight from multiple interests and perspectives). The committees' recommendations on policies, procedures, and resource allocations are presented at District Council. (*IV.D.6-01*; *IV.D.6-02*)

The chancellor has established means to communicate important operational information to the colleges through Chancellor Updates and presentations at regularly scheduled and ad hoc Management Council meetings. (*IV.D.6-03*) The executive assistant to the chancellor sends out notices to the colleges and district on any changes or additions to board policies or administrative regulations after they are approved by the Board. (*IV.D.6-04*; *IV.D.6-05*; *IV.D.6-06*) Each vice chancellor supervises the dissemination of policy and procedure updates in a timely manner to support decision making for their respective areas: Human Resources, Fiscal Services, and Educational Services. These updates occur through email communications, presentations at Management Council, and scheduled training sessions. (*IV.D.6-07*; *IV.D.6-08*; *IV.D.6-09*)

IV.D.6. Analysis and Evaluation

Through such means as Chancellor's Cabinet, District Committees, and email updates, RSCCD ensures regular and accurate communication with SAC and SCC. RSCCD's participatory governance structure allows for two-way communication that informs and facilitates decision making.

IV.D.6. Evidence

(IV.D.6-01) IVD6_01_DCAgenda_01-25-21.pdf
(IV.D.6-02) IVD6_02_21-22GovPropBudgetPres_DC01-25-21.pdf
(IV.D.6-03) IVD6_03_MCAgenda_05-04-21.pdf
(IV.D.6-04) IVD6_04_06-21-21BoardSummaryEmailfmBoardSec.pdf
(IV.D.6-05) IVD6_05_BOTSummary_06-21-21.pdf
(IV.D.6-06) IVD6_06_ARUpdateEmail.pdf
(IV.D.6-07) IVD6_07_PurchasingServicesTraining_01-07-21.pdf
(IV.D.6-08) IVD6_08_20-21FiscalYearEndDeadlines_05-19-21.pdf
(IV.D.6-09) IVD6_09_HRNotificationEmail_05-27-21.pdf

> IV.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

IV.D.7. Evidence of Meeting the Standard

RSCCD's Planning, Institutional Effectiveness and Research Department conducts a survey of the colleges' awareness and evaluation of district planning and decision-making processes. The chancellor reviews the Planning and Decision-Making Processes Assessment Report with District Council and determines if changes should be made to the district-level planning and/or decision-making processes. (*IV.D.7-01*) The chancellor prepares a report describing findings from the assessment and resultant changes and presents it to the Board of Trustees. This report is posted on the RSCCD website to make is accessible district wide. (*IV.D.7-02*)

The established governance and decision-making processes integrate data and evaluation committee recommendations to inform the chancellor's decision-making through District Council. Collection and analysis of data and information are integrated into the scheduled review and update processes for the RSCCD Functions/Mapping of Responsibilities, the RSCCD Planning Manual, and the Progress Report on the RSCCD Comprehensive Master Plan. The chancellor reviews all of these, consults with District Council, and makes the final approval. District Council's meeting schedule, agendas and minutes are posted on the RSCCD website as are the governance and planning documents. (*IV.D.7-03*)

In addition, an annual progress report on district goals summarizes the achievements made by RSCCD and colleges on measurable objectives for each goal. As the RSCCD Strategic Plan is produced through contributions by the Planning and Operational Effectiveness Committee and participation of representatives district-wide, it represents the combined effort of governance and decision-making. (*IV.D.7-04*) The Progress Report documents the viability of the objectives for measuring progress on goals and helps to initiate conversations among the chancellor, the Chancellor's Cabinet, and the other participatory governance committees on what is working effectively and what could be more effective. (*IV.D.7-05*) This document is posted on the RSCCD website. (*IV.D.7-06*)

Further, the chancellor requests data, evaluation, and informational reports to inform his or her evaluation of district/system and college role delineations, governance, and decision-making processes. For example, in 2019, the chancellor directed RSCCD's Educational Services Division to provide weekly enrollment reports that contained prior year comparison data to enable college and district leadership to monitor enrollment trends and inform decision-making for strategic enrollment management. The chancellor also reviews the enrollment and achievement data presented for the colleges presented by college presidents' reports at RSCCD Board meetings. These data and reports are available through posted agendas and minutes for the board meetings and on the RSCCD Research, Planning, and Institutional Effectiveness website. (*IV.D.7-07*)

IV.D.7. Analysis and Evaluation

RSCCD has a process for soliciting feedback and evaluating the effectiveness of its processes and procedures. This feedback is reviewed by the chancellor, communicated with different constituencies and the Board of Trustees, and is the basis for improvement at RSCCD.

IV.D.7. Evidence

(IV.D.7-01) IVD7_01_2020RSCCDPlanningSurveyResults_06-22-20.pdf
(IV.D.7-02) IVD7_02_POEWebsite.pdf
(IV.D.7-03) IVD7_03_DCWebsite.pdf
(IV.D.7-04) IVD7_04_19-22_RSCCD_StrategicPlan_V5.pdf
(IV.D.7-05) IVD7_05_StrategicPlanProgressReport-03-17-21.pdf
(IV.D.7-06) IVD7_06_DistrictPlanningWebsite.pdf
(IV.D.7-07) IVD7_07_ReportsDirectoryWebsite.pdf

Conclusions on Standard IV.D. Multi-College Districts or Systems

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

RSCCD and its colleges have many policies and procedures in place to promote student success, sustain academic quality, continue district-wide integrity. Through policies, procedures, and the participatory governance committee structure, RSCCD recognizes and uses the contributions of all constituent groups to promote student success and completion. This is achieved, in part, through a clear delineation of roles and functions between RSCCD and the colleges. At the same time, RSCCD and colleges can work together for the good of the institution. These same governance structures also ensure that resources are allocated in ways that support and sustain the colleges.

Evidence List

(IV.D.1-01) IVD1_01_2020-21DistMgmtCouncilMeetings.pdf
(IV.D.1-02) IVD1_02_RSCCDGovernanceWebsite.pdf
(IV.D.1-03) IVD1_03_DCMinutes_05-03-2021.pdf
(IV.D.1-04) IVD1_04_DCMinutes_10-07-2019_PGStructure.pdf
(IV.D.1-05) IVD1_05_RSCCDFunctionMappingREPORT10-07-19.pdf
(IV.D.2-01) IVD2_01_RSCCDFunctionMappingREPORT10-07-19.pdf
(IV.D.2-02) IVD2_02_2021DistServSurvey.pdf
(IV.D.2-03) IVD2_03_RSCCDPlanningManual2013pg25.pdf
(IV.D.2-04) IVD2_04_RSCCDPlanningManual2013pg16.pdf
(IV.D.2-05) IVD2_05_BudgetAllocModel_03-05-18.pdf
(IV.D.2-06) IVD2_06_RSCCDPlanningManual2013pg16.pdf
(IV.D.3-01) IVD3_01_BudgetAllocModel_03-05-2018pg4.pdf
(IV.D.3-02) IVD3_02_RSCCDPlanningManual2013pg16.pdf
(IV.D.3-03) IVD3_03_BudgetAllocModel_03-05-2018pg2.pdf
(IV.D.3-04) IVD3_04_BP6300.pdf
(IV.D.4-01) IVD4_01_BP3100.pdf
(IV.D.4-02) IVD4_02_AR2430.pdf
(IV.D.4-03) IVD4_03_SACPresSearch.pdf
(IV.D.4-04) IVD4_04_05-24-21RSCCDAgenda.pdf
(IV.D.4-05) IVD4_05_05-24-21RSCCDMinutes.pdf
(IV.D.4-06) IVD4_06_AR7150.2.pdf
(IV.D.5-01) IVD5_01_RSCCDPlanningManual2013pg8.pdf
(IV.D.5-02) IVD5_01_SACEdMasterPlan.pdf
(IV.D.5-03) IVD5_01_RSCCDCompMasterPlan2013-23.pdf
(IV.D.5-04) IVD5_01_BOTAgenda_02-26-18.pdf
(IV.D.5-05) IVD5_01_StrategicPlanningPres_BOTMtg_02-26-18.pdf
(IV.D.6-01) IVD6_01_DCAgenda_01-25-21.pdf
(IV.D.6-02) IVD6_02_21-22GovPropBudgetPres_DC01-25-21.pdf
(IV.D.6-03) IVD6_03_MCAgenda_05-04-21.pdf
(IV.D.6-04) IVD6_04_06-21-21BoardSummaryEmailfmBoardSec.pdf
(IV.D.6-05) IVD6_05_BOTSummary_06-21-21.pdf
(IV.D.6-06) IVD6_06_ARUpdateEmail.pdf
(IV.D.6-07) IVD6_07_PurchasingServicesTraining_01-07-21.pdf
(IV.D.6-08) IVD6_08_20-21FiscalYearEndDeadlines_05-19-21.pdf
(IV.D.6-09) IVD6_09_HRNotificationEmail_05-27-21.pdf
(IV.D.7-01) IVD7_01_2020RSCCDPlanningSurveyResults_06-22-20.pdf
(IV.D.7-02) IVD7_02_POEWebsite.pdf
(IV.D.7-03) IVD7_03_DCWebsite.pdf
(IV.D.7-04) IVD7_04_19-22_RSCCD_StrategicPlan_V5.pdf
(IV.D.7-05) IVD7_05_StrategicPlanProgressReport-03-17-21.pdf
(IV.D.7-06) IVD7_06_DistrictPlanningWebsite.pdf
(IV.D.7-07) IVD7_07_ReportsDirectoryWebsite.pdf

QUALITY FOCUS ESSAY

QUALITY FOCUS ESSAY

The Quality Focus Essay is the component of the ISER which will provide the opportunity for Santa Ana College to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level.

GUIDED PATHWAYS AT SANTA ANA COLLEGE

As one of twenty demonstration colleges of the California Guided Pathways Project, Santa Ana College has been engaged in a critical transformation of our institution since the fall of 2017. The work began with a plan to implement various projects which are intended to have a positive impact on improving student learning and student achievement over a multi-year period. Our initiation and engagement with the projects described below has relied on Guided Pathways funding from the California Community College Chancellors Office. As Santa Ana College moves beyond the fifth and final year of funding, its challenge will be to institutionalize these efforts, seek further funding, and incorporate the work into its current division, department, and program processes.

Santa Ana College's Guided Pathways effort was grounded in a need to address lagging key performance indicators as reported by the California Community College Chancellor's Office based on 2017 data:

1. Santa Ana College students attempted thirteen credits per year compared to a statewide average of nineteen credits per year,
2. Forty-seven percent of Santa Ana College's students were persisting from term one to term two compared to a statewide average of 68%,
3. Five percent of Santa Ana College students completed both transfer-level English and transfer-level math in year one,
4. Two percent of Santa Ana College students successfully earned fifteen or more credits in their first semester, and
5. Three percent of Santa Ana College students successfully earned thirty or more college credits in year one.

To increase success rates, persistence, and completion, the Guided Pathways team has focused on advancing three major projects as outlined below. Additionally, as Santa Ana College annually evaluates its Guided Pathways initiative utilizing the 22 Essential Practices outlined in the Scale of Adoption Assessment, its goal is to demonstrate continual improvement in these critical areas identified to support student success.

Quality Focus Project #1 - Career and Academic Pathways

Without a clear pathway to completion, students often accumulate up to thirty units beyond their degree requirements. The development of Career and Academic Pathways (Meta-Majors) is a critical piece of the Guided Pathways framework to ensure that students are focused on their academic planning. To increase the clarification of students' paths, Santa Ana College undertook a data-driven approach in the development of eight Meta-Majors. Using cluster analysis of Santa Ana College's 255 programs, its Guided Pathways team created eight unique Meta-Majors. The development of Meta-Majors is designed to encourage students to identify their career and academic pathway early, increase the likelihood of them persisting from semester to semester, and increase the number of students who complete the degree of their choice.

QUALITY FOCUS ESSAY

Upon applying to Santa Ana College, students are provided with the option of identifying a Meta-Major that best aligns with their career interests. Based on best practices from other community colleges, the identification of an undecided major often prolongs the time to the completion of a degree. The Guided Pathways team decided early on to eliminate the undecided major as an option.

Santa Ana College's Meta-Majors were launched in the fall of 2019. Incoming and ongoing students were invited to participate in an introduction to their preferred Mata-Majors during a pre-semester workshop. Evidence shows that students who can identify their paths sooner will complete their degrees in a shorter time, and it will increase the likelihood of persistence.

Based on the fall of 2020 enrolment data for entering first-year students, Santa Ana College's Meta-Majors include:

Career & Academic Pathway	Number of Programs	Number of Students (entering first-year students)
Design, Make & Move (automotive, manufacturing, and engineering technology)	44	190
Creating our World (art, media, and performance)	41	198
Money Matters (business and paralegal)	37	353
STEM (computers, math, and science)	29	297
People, Ideas, and Culture (humanities, social sciences, and languages)	26	397
Helping Others (public health and safety services)	24	1,107
Future Educators (child development, teaching, and library technology)	16	186
Building Bridges (continuing education)	7	2195

Although support services are available throughout Santa Ana College, the concept of bringing support personnel to form a team and provide wrap-around services has been shown to increase student persistence. To this end, Santa Ana College formed Success Teams for each Meta-Major. Each Success Team consists of a coordinator, faculty lead, counselor, and career coach. Each Success Team has been tasked with three goals: 1) ensuring that Pell-grant recipients are receiving their financial aid and have completed their FAFSA/Dream Act applications, 2) ensuring that all students have an electronic education plan, and 3) ensuring that all students are in the right major by participating in career exploration activities.

In addition to the three main goals outlined above, Success Teams also work with the college career center to identify "near completers" (students who have completed 80% of a CTE certificate) and encourage them to return to complete their certificates. The Success Teams' presence at the start of students' academic journey

creates a support structure to ensure that incoming first-year students enroll in and complete a transfer-level math and a transfer-level English course in their first year through follow-ups, check-ins, and nudges via Santa Ana College's new Starfish tracking tool.

The Success Teams were launched in the fall of 2020, and Santa Ana College will be gathering data to track the goals of increased persistence, accelerated completion of transfer-level math and transfer-level English courses, decreased unit accumulation, increased degree/certificate completion, and transfer to a CSU or a UC.

Data was gathered about the students' completion rates of transfer-level math and transfer-level English courses in their first year as well as the number of units they enrolled in, and this data will serve as a baseline for comparison in subsequent semesters.

Activity	Responsible Party	Resources	Timeline
Continue to evaluate programs under each CAP per curriculum changes to programs.	Curriculum Office GP Core Team	Personnel	Yearly, ongoing
Enhance marketing efforts to promote CAPs to all incoming students.	Public Relations Office Dual Enrollment Office Outreach office	Financial resources to support marketing efforts	Yearly, ongoing
Align Santa Ana College CAPs with existing Santa Ana Unified School District pathways so that students can easily transition into college.	Public Relations Office Dual-Enrollment Office	Dual-Enrollment Office SAUSD staff	spring 2021 fall 2021

Guided Pathways Scale of Adoption Assessment Essential Practices Supported by Project #1 - Career and Academic Pathways:

Programs are organized and marketed in broad Meta-Majors. – Currently ***At Scale*** at Santa Ana College.

Every new student is helped to explore career and college options, choose a program of study, and develop a full-time program plan as soon as possible. – Currently ***Scaling in Progress*** at Santa Ana College.

Advisors monitor every student's program and how far along every student is toward completing the program requirements. – Currently ***Planning to Scale*** at Santa Ana College.

Students can easily see how far they have come and what they need to do to complete their program. – Currently ***Planning to Scale*** at Santa Ana College.

Advisors and students are alerted when students are at risk of falling off their program plans, and there are policies and support in place to intervene and help students get back on track. – Currently ***Scaling in Progress*** at Santa Ana College.

Quality Focus Project #2 - Program Mapping

Early in Santa Ana College's Guided Pathways implementation, the development of program maps was identified as integral to advancing student success and achievement goals at Santa Ana College. To initiate the development of program maps, content faculty and counselors collaborated in the development of program maps for local Associate of Arts, Associate of Science, and Associate Degrees for Transfer. Counselors vetted completed maps for accuracy and feasibility.

Currently, Santa Ana College's Guided Pathways team is working to establish a process for the annual maintenance of program maps as part of the established program review process. It is anticipated that personnel and technology resources will be needed to create this process.

Program maps are a fundamental part of the Guided Pathways framework and are designed to increase student completion by providing an articulated plan for students' coursework across semesters. The concept of mapping has begun to influence other areas of Santa Ana College to improve student guidance. There has been an interest in developing a career-oriented map to assist students to develop their professional profiles during their academic journey as well as a rethinking of Santa Ana College's math map to reflect quantitative reasoning as more course options become available to serve students with differing educational goals aligned with their respective Meta-Majors.

Activity	Responsible Party	Resources	Timeline
Update existing program maps for AA degrees.	Department Faculty	Clerical staff to manage program maps	fall 2021
Publishing of all maps to public website.	Digital Media Specialist		fall 2021
Create program maps for remaining certificate programs and ADT degrees.	Department Faculty	Clerical staff to coordinate and manage program maps	fall 2021–spring 2022
Upload program maps to Curriculum Tracks to integrate with electronic educational planning.	Curriculum Office	Personnel (Curriculum Specialist)	spring 2022
Approval process for quadrennial review of program maps.	Program Review Department Chairs		spring 2022–fall 2022

Guided Pathways Scale of Adoption Assessment Essential Practices Supported by Project #2 – Program Mapping:

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key program milestones are clearly identified. All this information is easily accessible on Santa Ana College's website. – ***Currently Scaling in Progress*** at Santa Ana College.

Santa Ana College schedules courses to ensure that students can take the courses they need when they need them, can plan their lives around school from one semester to the next, and can complete their programs in as short a time as possible. – Currently ***Not Systematic*** at Santa Ana College.

Quality Focus Project #3 - Learning & Engagement Equity Team

One of the most challenging aspects of Guided Pathways implementation has been the operationalization of the fourth pillar: ensuring that students are learning. Santa Ana College's Learning & Engagement Team was initiated to address student learning with a focus on student equity. Currently, the Learning & Engagement Team consists of student equity coordinators for credit and noncredit programs, a professional development coordinator, an outcomes assessment coordinator, and Guided Pathways coordinators for credit and noncredit programs.

The Learning & Engagement Team is using the T3 framework to guide the work. The model states:

- *Traditional* approach, which reflects the current approach or status quo and the understanding and acknowledgement of why equity gaps exist at Santa Ana College.
- *Transitional* practice includes modest modifications to the traditional lens.
- *Transformative* consciousness and practice address the historical and sociopolitical causes of inequities and encourages educators to engage in data-informed efforts to repair and restore educational systems.

The goals of this transformative work are to close equity gaps and dismantle systemic racism. To date, Santa Ana College's Learning and Engagement Team has initiated the following projects:

Personal: Reflecting critically, increasing self-awareness, priming foundational language, and acknowledging historical contexts.

- Skyline Equity Institutes: twenty-five faculty and two administrators have participated these two and a half day workshops.
- Coffee with Colleagues is a casual forum open to the Santa Ana College community to discuss issues and concerns as well as celebrate successes in the name of equity.
- Convocations for the fall of 2020 and the spring of 2021 focused on communicating equity practices by renowned speakers Dr. Kevin Kumashiro and Tim Wise, respectively.
- Monthly book club open to all to discuss Ibram X. Kendi's How to be an Anti-Racist.
- Student Life workshops focusing on anti-racism.

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Professional: Reflecting on classroom and curricular processes, equity-minded curriculum delivery, and the creation of a more inclusive classroom environment.

- Participation in the USC Equity Alliance Leadership
- Equity in Action Allies monthly meetings open to faculty and classified personnel.
- Folded many of Santa Ana College's "equity allies" into the CAGP NCII Leadership webinar series.
- New Faculty Institute informing of transformative syllabi, data-driven inquiry, lesson planning, equitable grading, and course content. Twenty faculty have contributed fifteen hours to this training.
- Developing a local culturally responsive curriculum audit program (Anti-racist, Equity Practitioner Data-informed, etc.)
- Exploring a district-wide Faculty Equity Certificate with Santa Ana College's sister institution.
- Collaboration with Professional Development to create meaningful workshops.

Systemic: Reflecting on inequitable campus cultures, planning practices, and policies.

- Ongoing engagement in the California Guided Pathways Project.
- Formation of the Academic Senate Anti-Racism Workgroup.
- Participation in the USC Campus Climate Survey.
- Establishment of reporting portal for bias and microaggressions experienced by students and staff.
- Taskforce created to update Satna Ana College's Equity Plan.
- Establishment and distribution of AB 943 Student Emergency Funds.
- Academic Senate approval of Resolution Committing to Anti-racism, Anti-sexism, and Anti-oppression.

Activity	Responsible Party	Resources	Timeline
Personal: Reflecting critically, increasing self-awareness, priming foundational language, and acknowledging historical contexts.	Learning & Engagement Team Professional Development	Professional Development Equity Funds	Semester basis–ongoing/evolving.
Professional: Reflecting on classroom and curricular processes, equity-minded curriculum delivery, and the creation of a more inclusive classroom environment.	Learning & Engagement Team Professional Development	Professional Development	Semester basis–with annual goals. Planning to launch first equity cohort in fall 2021.
Systemic: Reflecting on inequitable campus cultures, planning practices, and policies.	Learning & Engagement Team Academic Senate College Council Professional Development	Distance Education Office Professional Development	Semester basis–with annual goals.

Guided Pathways Scale of Adoption Assessment Essential Practices Supported by Project #3 – Learning & Engagement Equity Team:

Instruction across programs (especially introductory courses) engages students in active and applied learning and encourages them to think critically, solve meaningful problems, and work and communicate effectively with others. – Currently ***Planning to Scale*** at Santa Ana College.

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential activities that program faculty intentionally embed into coursework. – Currently ***Planning to Scale*** at Santa Ana College.

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. – Currently ***Not Systematic*** at Santa Ana College.

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