PEER REVIEW TEAM REPORT

Santa Ana College
1530 W. 17th Street
Santa Ana, CA 92706

This report represents the findings of the Peer Review Team that conducted a virtual visit to Santa Ana College from March 8, 2022 to March 9, 2022. The Commission acted on the accredited status of the institution during its June 2022 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Whitney Yamamura
Team Chair

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Santa Ana College
Peer Review Team Roster
TEAM ISER REVIEW

Dr. Brian King, Chair of Chairs*
Los Rios Community College District
Chancellor

Dr. Whitney Yamamura, Team Chair*
Folsom Lake College
President

Dr. Seher Awan, Vice Chair*
Los Angeles Southwest College
President

ACADEMIC MEMBERS
Ms. Stephanie Joy Collier*
College of the Sequoias
Math Faculty

Mr. Raymond Hernandez
Skyline College
Dean - Science, Math, and Technology

Ms. Melissa Reeve
Solano Community College
Instructor, English and ESL

Mr. Jeffrey Sabol
Long Beach City College
Librarian/Assistant Professor

Dr. Kurt Sterling
West Hills College Lemoore
Dean of Educational Services

ADMINISTRATIVE MEMBERS
Dr. Erik Cooper
Sierra College
Dean of Planning, Research, and Resource Development

Mr. Tim Flood*
MiraCosta College
Vice President, Administrative Services

Ms. Heather Ostash
Cerro Coso Community College
Vice President of Student Services

Dr. Jennifer Zellet*
Modesto Junior College
Vice President of Instruction

ACCJC STAFF LIAISON
Dr. Catherine Webb
Vice President, ACCJC

*Persons who served as participants on the district review team are noted with an asterisk.

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Santa Ana College
Peer Review Team Roster
FOCUSED SITE VISIT

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Dr. Whitney Yamamura, Team Chair
Folsom Lake College
President

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Los Angeles Southwest College
President

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Solano Community College
Interim Dean of Research and Planning

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Sierra College
Dean of Planning, Research, and Resource Development

Mr. Tim Flood
MiraCosta College
Vice President, Administrative Services

ACCJC STAFF LIAISON

Dr. Catherine Webb
Vice President

Summary of Focused Site Visit

INSTITUTION: Santa Ana College

DATES OF VISIT: 03/08/22 to 03/09/22

TEAM CHAIR: Dr. Whitney Yamamura, President, Folsom Lake College

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In October 2021, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) though Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A focus group of six members of the eleven-member accreditation team conducted a virtual visit to Santa Ana College on Tuesday, March 8, 2022 and Wednesday, March 9, 2022 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations.

ACCJC's decision to conduct virtual visits for the Spring 2022 comprehensive reviews was based upon state mandated health guidelines, and the Commission's authority to implement flexibilities to accreditation processes and practices afforded by the federal government in response to the COVID-19 pandemic. Specifically, the U.S. Department of Education's March 17, 2020 guidance, as well as all updates, permitted accreditors to perform virtual site visits for institutions as long as the accreditor follows up with an onsite visit in a reasonable amount of time to meet the statutory and regulatory requirements (though not necessarily a full peer-review site visit).

Consistent with on-site visits, and in accordance with the Guide for Conducting Virtual Visits: An Addendum for Peer Review Team Chairs, Team Members, and Colleges that ACCJC provided to team chairs, peer reviewers, and colleges being reviewed, the virtual peer review team visit to Santa Ana College relied on an engaged and interactive format, conducting multiple interviews with college representatives, participating in team meetings to discuss findings, and conducting the required campus forums. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement.

The team chair and vice chair held a pre-Focused Site Visit meeting with the college CEO on February 25, 2022 to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit on March 8-9, 2022, team members spent the afternoon discussing their initial observations and their preliminary review of the written materials and evidence provided by the College. During the visit, team members met with approximately sixty faculty, administrators, classified professionals and students in formal meetings, group interviews and individual interviews. The team held two open forums, which were well-attended, and provided the College community and others to share their thoughts with members of the evaluation team.

The visiting team found it noteworthy that its sustainability efforts include many aspects of the College and seem to be on a path toward institutionalization as part of the ethos of the College.

The visiting team was impressed with the continuing work of the College to implement its new processes and systems for assessment and program review that support resource allocation. The College is encouraged to continue to implement its new processes, gather data to help inform assessment of the new process, to engage in continuous quality improvement.

The team thanks the College staff for coordinating and hosting the virtual visit meetings and interviews, and ensuring a smooth process which held high standards for the integrity of the peer review process.

Major Findings and Recommendations of the Peer Review Team Report

College Recommendations

Recommendations to Meet Standards
None.

Recommendations to Improve Quality
None

District Recommendations

Recommendations to Meet Standards
None.

Recommendations to Improve Quality
None.

Introduction

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. 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 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. 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

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, the 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. Finally, the recent adoption of Guided Pathways and the long-standing program's such as EOPS, ¡Adelante! Program and Upward Bound for veterans demonstrate the College's commitment to developing new pathways for students and serving new populations.

Despite the COVID-19 pandemic, Santa Ana College continued to grow, supporting its students and surrounding communities. 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.

Throughout the ISER review, core inquiries development, and virtual site visit, the peer review team was impressed with the College's demonstrable integrated planning efforts. The college community presented itself as an institution with pride and a "can do" attitude, exemplifying

academic excellence and a continued effort to pursue improved student outcomes with a dedicated equity lens. The team was also impressed with the campus-wide commitment to sustainability and creating a culture of sustainable practices as evidenced by the Student Environmental Club's planning and events, inclusion of environmental sustainability into new and existing curriculum, and the implementation of best practices for conserving resources and reducing waste. The peer review team appreciated the warm welcome and hospitality of the campus community during the virtual site visit and encourages the College to stay the course in their planning and outcomes assessment activities.

Eligibility Requirements

1. Authority

Santa Ana College, as part of the Rancho Santiago Canyon Community College District (RSCCD), has a duly elected Board of Trustees. Pursuant to California Education Code 70902, the elected board establishes rules and regulations consistent with state regulation.

The College meets the Eligibility Requirement.

2. Operational Status

Santa Ana College served 35,196 unduplicated students in Fall 2019 and 17,420 in the Spring 2021. The data was reported to the California Community College Chancellor's Office (CCCCO) and published on the CCCCO DataMart. The institution is operational and has students actively pursuing degrees and certificates.

The College meets the 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. Santa Ana College offers 255 degrees and certificates and 29 Associate Degrees for transfer. The ISER cites 26,217 full- and part-time students taking classes at a variety of times and dates and for variable durations (e.g. four weeks to full 16-week semester). All information regarding degrees and certificates as well as a schedule of classes is published each semester both in print and online for constituent use.

The College meets the Eligibility Requirement.

4. Chief Executive Officer

The team confirmed that the RSCCD Board of Trustees employs a Chancellor as the chief executive officer and has direct oversight of the Santa Ana College President. The President of Santa Ana College serves as the chief executive officer of the College and was appointed by the Board of Trustees in December of 2021. The CEO does not serve as a member of the Board of Trustees nor as the board president. The team found that the Board of Trustees delegates authority to the Chancellor and College President to administer board policies and implement administrative procedures.

The College meets the Eligibility Requirement.

5. Financial Accountability

The team reviewed evidence that supports the institution uses a qualified external auditor to conduct audits of all financial records. The audit includes an assessment of compliance with Title IV federal requirements. All audits are certified and explanations of findings are documented appropriately. There have been no material findings or internal control weaknesses in the past four years. Any findings prior to that time were resolved without recurrence. Audit reports are made available to the public at board meetings and the District website.

The College meets the Eligibility Requirement.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third-Party Comment
Evaluation Items:

☒	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
☒	The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.
☒	The institution demonstrates compliance with the Commission *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College posted a link to the third-party comment form maintained by ACCJC on its accreditation webpage. The College presented the Institutional Self Evaluation Report (ISER) to the Board of Trustees in a public meeting and on the campus website. ACCJC did not receive third-party comment in advance of the site visit. The College demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

Standards and Performance with Respect to Student Achievement
Evaluation Items:

☒	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
☒	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
☒	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
☒	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College has defined institution-set standards and stretch goals that are relevant to the institution for course completion, degree and certificate completion, and transfer. Job placement rates and licensure exam pass rates are established for relevant CTE programs. These standards are

evaluated annually by the Accreditation Standing Committee and documented in the ACCJC Annual Report. The goals in the College's Educational Master Plan are aligned with the College's institution-set standards. All programs work toward accomplishment of the Educational Master Plan goals through the Annual Update and Comprehensive Program Review processes. Course success rate, completion, and transfer data are analyzed through these processes to inform improvements and identify resources needed to support student achievement and learning.

Credits, Program Length, and Tuition
Evaluation Items:

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
☒	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
☒	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
☒	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team reviewed the College Catalog, website, and policy and determined that the College applies good practice in higher education when assigning credit hours and determining program lengths. This is applicable to classroom, lab, distance education classes and courses that involve clinical practice. Tuition is consistent across degree programs and clock hour conversions to credit hours align to the Department of Education's conversion formula. Finally, College practices align with the Commission Policy on Institutional Degrees and Credits.

Transfer Policies
Evaluation Items:

☒	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
☒	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
☒	The institution complies with the Commission *Policy on Transfer of Credit*.

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Transfer-of-credit policies are made available to students through multiple sources including the College website, the catalog, the schedule, and in individual student appointments with counselors and advisors. The information contained in the policies explains transfer requirements to four-year public and private colleges and universities. The transfer tool used to offer customized transfer of credit information or information on articulation agreements to students is accurate and current. The transfer policies comply with the Commission's policy on transfer of credit.

Distance Education and Correspondence Education
Evaluation Items:

For Distance Education:	
☒	The institution demonstrates regular and substantive interaction between students and the instructor.
☒	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)

☒	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.

For Correspondence Education:

☐	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
☐	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.

Overall:

☒	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
☒	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
☐	The college does not offer Distance Education or Correspondence Education.

Narrative:
The team reviewed a sample of regularly scheduled online courses, as well as a sample of classes scheduled for remote instruction and found that the institution meets the Commission's requirements. The team found evidence of regular and substantive interaction between students and instructor, as well as evidence that comparable learning support and student support services are available for distance education students. Overall, the team found that the institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education. It was noted that Santa Ana College no longer utilizes the modality of Correspondence Education, due to low success and retention of students. The team observed that the success rates in online courses was the same or higher than that of traditional face-to-face delivery. In addition to these three modalities, the college utilized the following methods to respond to instructional needs during the COVID pandemic: Remote Live, Remote Blended, and a new definition of Hybrid that allows for a combination of remote live and online.

Student Complaints

Evaluation Items:

☒	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
☒	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
☒	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
☒	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
☒	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The team reviewed a sample of student complaints and found that they are handled in a timely manner, issues are typical of institutions of higher education and not out of compliance with accreditation standards. Policies and procedures are accessible in the catalog and online and information regarding all accrediting organizations are listed on the website. College practices align with the Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

Institutional Disclosure and Advertising and Recruitment Materials
Evaluation Items:

☒	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
☒	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment*, and *Policy on Representation of Accredited Status*.
☒	The institution provides required information concerning its accredited status. (Standard I.C.12)

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The team reviewed all elements of the institutional disclosure and advertising and recruitment materials and found that the institution meets the Commission's policy requirements. The institution provides accurate and timely information to students and the public about its programs, locations, policies, and accreditation status.

Title IV Compliance
Evaluation Items:

☒	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
☒	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)

☒	If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
☒	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
☒	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[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.]

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College demonstrates compliance with Federal Title IV regulations and US ED requirements. The College has no Department of Education findings and the student loan default rate is within the acceptable range. The Team examined the report of the independent auditor and confirmed that there are no audit findings related to compliance with Title IV regulations.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

<u>General Observations:</u>

Santa Ana College's (SAC) mission statement, vision statement, cornerstones, and related documents, such as the Education Master Plan, demonstrate SAC's commitment to ensuring student learning and achievement. The college uses data systematically to evaluate its progress in meeting its goals, develops plans for improvement, and ensures that its programs and services are aligned to its community's needs. The college's published documents, such as the college catalog, policies, and website, clearly represent the college's mission, programs, and efficacy to the community.

<u>Findings and Evidence:</u>

In examining SAC's mission statement, the team found a clear commitment to serving the local community, supporting students, and closing achievement gaps. In examining related documents, such as the catalog, Education Master Plan, and Student Equity and Achievement Plan, the team found evidence that SAC clearly communicates its intended population, the types of educational programs it offers including its baccalaureate program, and its commitment to student achievement. The commitment to the mission begins with the Rancho Santiago Community College Board and permeates to all levels of the college. (I.A.1)

The team found that Santa Ana College regularly uses data to determine its effectiveness in meeting its mission. The team noted the extensive use of data dashboards, surveys, and other forms of information to inform conversations and develop priorities in participatory governance committees such as the College Council, Academic Senate, Guided Pathways Steering Committee, and the Student Success and Equity Committee. The team also confirmed that Santa Ana College effectively used degree achievement at the associate and baccalaureate levels to measure the accomplishment of its mission. (I.A.2)

The team found that SAC's educational programs and student support services are aligned with its mission. The team took particular note of how the College was supporting a "diverse community of learners" and demonstrated alignment to district priorities. SAC demonstrated that they are supporting the college mission through clearly articulated planning and governance structures, aligning resources to college plans, and establishing goals. The college provided evidence that decision-making bodies were monitoring progress in achieving goals related to learning and achievement as appropriate for all educational levels. (I.A.3)

Santa Ana College clearly articulates its mission statement in a document that is regularly reviewed and approved by the governing board. The mission statement is broadly published in places, such as the catalog, website, and Participatory Governance Handbook. (I.A.4)

<u>Conclusions:</u>

The College meets the standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Santa Ana College assures academic quality and institutional effectiveness through a participatory governance process that supports collegial dialogue about student learning, academic quality, and student equity, while empowering groups to improve institutional effectiveness, student learning, and achievement. While SAC has recently adopted new practices related to program review and resource allocation, the College has demonstrated its commitment to institutional effectiveness throughout the adoption of this new model and has developed a clear understanding of how the changes will improve academic quality.

Findings and Evidence:

Santa Ana College demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, and institutional effectiveness. The team found that the college has a participatory governance structure that encourages accountability and supports improvement in these key areas. Specifically, the evidence provided shows SAC has engaged in a thoughtful conversation of how participatory governance can be refined to better support the mission of the college. Further, committee agendas and minutes have shown that the College is serious about improving outcomes and achievement. (I.B.1)

The team found that SAC uses its program review process to help define and assess student learning outcomes for instructional programs and student support services. While the current process of program review is relatively new, the template provided and the early results of the program review process demonstrate the College's commitment to assessing learning. The Occupational Studies bachelor's degree program faculty developed course and program level outcomes following college procedures. Student learning outcomes and program learning outcomes reflect higher levels of depth and rigor to the Occupational Therapy Assistant program and are assessed through recently updated integrated outcomes assessment, program review, and resource allocation processes. In alignment with college assessment cycles, annual reviews of the program's performance are conducted to help department faculty, administrators, and staff to achieve the college's established course and program outcomes and success rates. The program's first quadrennial report was completed in Fall 2021. (I.B.2)

The team found that SAC has institution set standards for student achievement that are appropriate to its mission. The College has set institution standards for bachelor's degree completion and assesses performance related to those standards in alignment with the College's mission and vision. The team found evidence that the College consistently monitors and evaluates the program's course and program completion rates, job placement rates, and transfer rates to Masters programs. SAC demonstrated that it incorporates those standards into publicly available sources, such as the Fact Book, and has incorporated progress in meeting those standards into multiple iterations of College plans, such as the Integrated Plan, Educational Master Plan, and Equity Plan. (I.B.3)

The team found that SAC uses assessment and achievement data and organizes its institutional processes to support student learning and achievement. As noted in Standard I.A.2, SAC has a large amount of data available to inform decision making, such as in reports, dashboards, and through presentations. By reviewing meeting agendas and minutes, as well as supporting documentation from institutional planning, resource allocation processes, and program reviews, the

team found that SAC has sufficiently organized its processes to support student learning and achievement. (I.B.4)

After reviewing documents related to the Santa Ana College program review process and working with the college to better understand a newly developed program review process, the team found that SAC assesses the accomplishment of its mission and is making changes to better ensure that program reviews are sufficient to help the college understand how well it is achieving its goals. The college has sufficient data, which is disaggregated by mode of delivery and program type in order to understand program quality and efficacy. The visiting team encourages the college continue its plans to improve its program review process and to develop training for new managers and faculty. (I.B.5)

The team found that SAC uses disaggregated data to identify and understand achievement gaps or differences in learning outcomes for different sub-populations of students. Further, based on the review of the Student Equity and Achievement Plan, Student Equity and Achievement Program Committee agendas and minutes, program review documents, and resource allocation processes, the college has processes and plans in place to mitigate identified gaps and evaluate the efficacy of interventions. (I.B.6)

Based on the Institutional Self-Evaluation Report narrative and the provided evidence, the team found SAC has gone through a recent reorganization of its governance processes to better ensure the effectiveness of academic quality and accomplishment of its mission. The Participatory Governance Handbook and related documentation help establish how SAC will continue to evaluate and review these policies and practices in the future. Further, the college provided evidence that it regularly evaluates policies and practices to ensure alignment across all aspects of the college. (I.B.7)

The team found that SAC broadly communicates the results of its assessment and evaluation activities through its participatory governance structure. The participatory governance structure, as described in the Participatory Governance Handbook, shows the mechanism by which the college maintains a shared understanding across constituencies and provides a mechanism to set institutional priorities. (I.B.8)

After reviewing the relevant policies, college plans, the newly developed program review process, and the resource allocation process, the team found that the college had a well thought out process for broad based, systematic evaluation and planning. After working with the college to better understand how the new processes align resources to support the college's mission and reviewing additional evidence showing the new process in action, the team finds there is sufficient evidence that SAC integrates program review, planning, and resource allocation into a comprehensive process and supports the College in continuing to implement the new process. (I.B.9)

Conclusions:

The College meets the standard.

I.C. Institutional Integrity
General Observations:

Santa Ana College assures institutional integrity by broadly disseminating accurate information regarding the quality of its academic programs, student learning and support services, and its

ability to meet its mission. SAC has policies and procedures in place in order to ensure clear communication to students, internal stakeholders, and the community it serves. SAC uses a variety of mechanisms to communicate its programs, courses, and services, such as the college catalog, class schedule, and the college website. The college regularly reviews those programs, services, policies, and procedures to ensure it is meeting its mission. SAC has appropriate policies and procedures in place to ensure academic freedom, personal integrity, and compliance with relevant eligibility requirements, commission policies, and other accreditation requirements.

Findings and Evidence:

SAC provides accurate information through online and printed materials. For example, the mission statement is included in the catalog, planning documents, official emails, social media posts, as well as printed material. Learning outcomes at the course, program and institutional level are included in the Course Outline of Record, the catalog and program websites. Student achievement data is published by the SAC Research department in an annual Fact Book. Finally, accreditation reports and responses are available on the college website. The institution provides in clear language to all its constituents and the local and regional community information regarding its mission statement, learning outcomes, and programs. The team confirmed that SAC provides information about its bachelor's degree in Occupational Studies in multiple locations, including the college catalog and website. A review of the college catalog and website revealed that information about the program learning outcomes and curriculum, program tuition and fees, access to financial aid, and services that support students enrolled in the program is accurate and clear. (I.C.1)

The team found the SAC catalog is published after a college-wide process ensures all departments, offices and programs have provided input for updates and revisions as evidenced through the "2021-2022 Catalog Timelines". The catalog is also published online. The annual catalog published online and in print is thorough, complete and provides all required policies, procedures and requirements. (I.C.2)

The team found SAC publishes an annual Fact Book as well as Fact Sheet infographics, which include data such as enrollments, programs and services, and outcomes. SAC communicates its academic quality to the local and regional communities, and current and future students through its annual Fact Book. Additionally, outcome data shows persistence, course completion, degrees and certificates awarded and transfer velocity and volume. Student satisfaction data is also included. (I.C.3)

SAC provides detailed information about its degrees and certificates, including its baccalaureate degree, in the college catalog and on department and program websites. The SAC catalog provides detailed descriptions of the college's certificate and degree programs. The descriptions provide the purpose, content course requirements and learning outcomes for the degrees and certificates. Department marketing materials maintained by division staff and faculty include course sequences and prerequisites. Additionally, as part of the Guided Pathway initiative, the college has mapped full program, four semester sequences for many full-time programs. (I.C.4)

Board policies and procedures are reviewed when brought to the Chancellor's Cabinet after the Community College League of California's biannual legal updates. Relevant updates are brought by administrators whose areas are affected by any updates and are within their responsibilities and expertise. Representatives for all four constituencies were present to approve the reviewed document. (I.C.5)

The team found that SAC publishes both a catalog and schedule of courses that include the cost of tuition and fees, textbooks, and instructional materials. This includes detailed cost information for non-residents. To reduce student costs SAC uses Open Educational Resources (OER) and Zero Textbook Cost (ZTC) textbooks. OER and ZTC courses are designated through Webadvisor for student selection and enrollment. (I.C.6)

The team found that SAC assures institutional and academic integrity through Board Policy and Administrative Regulation 4030 that states the District's academic freedom policy is in alignment with AAUP best practices. The policy is published in the catalog, schedule of courses and the Faculty Handbook. (I.C.7)

The team found that SAC ensures honesty, responsibility and academic integrity through Board Policy and Administrative Regulation 4030 (see I.C.7) as well as their grade change policy in Board Policy and Administrative Regulation 4231. These are included in the catalog, schedule of classes, and Faculty Handbook. Academic integrity and honesty are also maintained by Board Policy 5500, which outlines the District's student conduct code that is also included in the catalog, the Associated Students Government (ASG) Handbook, the schedule of classes and is required for inclusion in all course syllabi per the Faculty Handbook. (I.C.8)

By reviewing relevant policies and practices, Board Policy and Administrative Regulation 4030 on Academic Freedom, the team found the college has policies in place that define the rights and responsibilities of a faculty members' academic freedom and to distinguish professionally accepted views within a discipline from personal conviction. (I.C.9)

The team found that the Rancho Santiago Community College District, and by extension Santa Ana College, provides expected codes of conduct for staff, faculty, administrators and students through the policies and procedures such as Academic Freedom (4030), Standards of Student Conduct (5500), Code of Ethics (7001) published in the annual catalog, ASG Student Handbook, and the Equal Employment Plan. (I.C.10)

Santa Ana College does not operate foreign locations. (I.C.11)

The team found SAC complies with ACCJC eligibility requirements, standards, guidelines and Commission policies. Previous accreditation reports, follow-up reports and ACCJC responses are published on the SAC "Accreditation" website. (I.C.12)

Through review of department and program websites, the team found SAC complies with regulations and statutes for the regulatory agencies that oversee programs such as Automotive Technology, Nursing, Paralegal, and the Fire Academy. Information for the regulatory agencies is provided on program websites. Changes in SAC's status with accrediting agencies is provided on the colleges "Accreditation" page on the campus website. (I.C.13)

Through review of the relevant policies and procedures, the team found that as a California Community College, SAC has no investor interests, parent organizations or other external interest groups. More broadly, RSCCD states it will provide "quality educational programs and services that address the needs of our diverse students and communities." Additionally, the district holds to Board Policy and Administrative Regulation 2710 - Conflict of Interest, Administrative Regulation 2712 - Conflict of Interest Codes, and Board Policy 7001 - Code of Ethics. The College's primary objective is to achieve its mission statement, "SAC inspires, transforms and empowers a diverse community of learners." (I.C.14)

<u>Conclusions:</u>

The College meets the standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Santa Ana College is working diligently to improve the processes that support student learning. The college offers multiple degrees and certificates and is one of the fifteen California Community Colleges approved to offer a baccalaureate. Courses offered are of sufficient rigor, depth and breadth to reflect a collegiate level, lower division course. Learning Outcomes dovetail from course to program to Institutional, and there are systems in place to review and assess learning outcomes.

Findings and Evidence:

Santa Ana College takes necessary measures to ensure that instructional programs, regardless of location or modality are in fields of study consistent with the Institution's mission. Board Policy, campus processes, including Curriculum and Instruction Council, the Academic Senate, and Program Review Subcommittee, work to ensure that the offerings are both appropriate to higher education and culminate in student attainment of identified learning outcomes. Not only are associate degrees awarded, but also Santa Ana College is one of the fifteen Community Colleges in California offering a baccalaureate degree. Processes for course and program development, review, and update are documented and designed to ensure rigor and transferability. Consistent with the stated mission of the college, the Bachelor of Science in Occupational Studies (BSOS) is appropriate to the needs of the profession and the needs of the community. The BSOS program identifies both program and course-level outcomes and monitors course and program completion rates, job placement rates, and transfer to Master's Degree programs. (II.A.1)

Processes are clearly delineated to engage all faculty in curriculum development and maintenance. The Institutional Effectiveness & Assessment Committee oversees Program Review and Outcomes Assessment, and this group has developed many helpful resources for guiding faculty through the processes. Content and Methods of Instruction for courses are designed and reviewed by faculty, and through the CORs, demonstrate that discussion and evaluation of these curriculum components occur. (II.A.2)

A faculty Outcomes and Assessment Coordinator position was established in 2019 to ensure that continuous training occurs to facilitate the processes laid out by the subcommittee. Courses and programs at all levels have learning outcomes, and the Bachelor of Science PLOs are listed in the course catalog. CORs have Learning Outcomes listed on the approved document, and they are accessible for review. Through a program review process on both an annual and quadrennial cycle, the BSOS program is reviewed using student learning outcome and achievement data. Achievement data is disaggregated for review by the department to review progress of students from diverse backgrounds and the program review specifically prompts the department about equity gaps. All students enrolled in the BSOS program are given a course syllabus that helps students understand the learning outcomes, learning objectives, and goals, assignments, grading criteria and methodology for determining final grades. (II.A.3)

The college distinguishes pre-collegiate level curriculum from college-level curriculum through the catalog, the schedule of classes, and the course descriptions. Credit type, modality and location are all determined by what best meets student learning needs. While there may be pre-collegiate courses offered, the team notes the ISER clearly explains adherence to AB705 and the opening of access to college transfer-level English, math, and ESL. The AB705 Monitoring Committee is designed to oversee continual improvement in these critical skill areas. (II.A.4)

Through the curriculum review and approval process and the practices established in Santa Ana College's Curriculum and Instruction Handbook, guarantee adherence to Title V, the ASCCC Program, and Course Approval Handbook, which align with the Standard. The curriculum process involves all required constituents, ending in board approval for all curriculum origination and modification that requires state reporting. The college uses an industry recognized internet software-based application for its Curriculum Management System. The required elements of curriculum approval and compliance are structurally integrated into this system. As required by regulation, associate degree programs require 60 units, 12 of which must be locally earned. In addition, 24 of the units in the associate degree are general education units and 18 units are in the concentration or major. The team reviewed the BSOS degree in the college catalog and department website and validated that Santa Ana College has established a baccalaureate program that follows practices common to regionally accredited higher education. The length, breadth and depth, course sequencing, and time to completion are appropriate. A review of the curriculum confirmed that the program requires at least 120 semester units and at least 40 of those units are in upper division relevant to occupational studies (30 units) and general education (10 units). (II.A.5)

Consistent with the practices of a Guided Pathways College, SAC utilizes methods and tools to ensure that courses are scheduled in a manner that students are able to complete their educational goals in a period of time consistent with established expectations. Pathways are designed with flexibility such that students may enter the program of study on different rotations, but still complete in a timely manner. The team noted the adoption of successful practices, such as creating patterns for one-semester certificates to meet market demand for short-term training, resulting in certificates. Recent revising of the block schedule allowed for maximum scheduling in the day for student access. Course scheduling patterns for the baccalaureate degree reflect the college's commitment to offer courses in a manner to facilitate the progression of students through program completion and in hybrid format to support student access. All bachelor's degree pathways have published academic maps. (II.A.6)

To successfully serve its diverse student population, SAC provides flexibility in delivery modes, utilizing online, hybrid, and face to face modalities. The ISER notes that SAC no longer utilizes the modality of Correspondence Education, due to low success and retention of students. Also noted, the success rates in online courses is the same or higher than that of traditional face-to-face delivery. In addition to these three modalities, the college utilized the following methods to respond to instructional needs during the COVID pandemic: Remote Live, Remote Blended, and a new definition of Hybrid that allows for a combination of remote live and online. (II.A.7)

Santa Ana College validates its math and English placements well, ensuring students can self-place, encouraging direct access to college level courses. The team notes that Board Policy and Administrative Regulation 4235 extend beyond credit-by-exam to credit for prior learning, and processes are publicly available for students to access. While examples are offered from Chemistry and Mathematics to exemplify the institution's commitment to bias-free examinations, the college offers many more subjects and has opportunity to broaden this effort. (II.A.8)

Santa Ana College has Board Policies and Administrative Regulations that define the credit hour and its application in curriculum. Related to the credit hour are the outcomes that a student must attain in order to successfully complete the course, and the college exemplifies that Learning Outcomes, for both Baccalaureate and lower division courses, are listed on the Course Outline of Record and are measured. The team found that program and course-level outcomes in the BSOS program are consistent with the expected norms of higher education and upper division course requirements. These SLOs build upon the knowledge obtained upon completion of lower division requirements. Course-level outcomes at the lower division and upper division levels have been differentiated by their depth and breadth; upper division outcomes have more focus compared to the lower division. (II.A.9)

The team observed clearly stated transfer policies in the college catalog and on the website. SAC has developed C-IDs for applicable courses. Transfer is facilitated through articulation when Associate Degrees for Transfer (ADTs) are unavailable. Assistance for students can be found in the Transfer Center and through Counseling. (II.A.10)

The institution has developed Institutional Learning Outcomes and all programs follow a process to map its course and program learning outcomes to the ILOs. While this process was established in 2014-2015, it is currently under review to ensure it aligns with the new software chosen for curriculum management. Program SLOs integrate concepts of advanced problem solving, clinical reasoning skills, and critical thinking. (II.A.11)

The Team determined that there are institutional processes to vet and determine courses for inclusion in a General Education area. Faculty also create the Learning Outcomes for these General Education courses and are responsible for their alignment with Institutional Learning Outcomes. The BSOS program was verified to ensure a general education pattern consistent with coursework at lower and upper divisions. (II.A.12)

The Team found evidence that faculty lead the development, maintenance, and assessment of program requirements to ensure that all courses are of appropriate content and rigor to the specific area of study. The College curriculum approval process vets and approves these courses and programs to support faculty efforts. Program requirements are communicated with students through the college website, catalog, and marketing materials. (II.A.13)

General Education philosophy and requirements have been developed for SAC students that apply to Associate, Associate Degrees for Transfer, and Baccalaureate degrees. SAC provides a broad array of CTE programs and certificates that prepare students for the workforce. Institutional processes for program review and quadrennial curricular review, while robust, did not suffice to meet the expectation for biannual curriculum review in CTE areas. The college has self-identified an area for improvement and has approved a revised process in Spring 2021 to address timelines for compliance, and to ensure that CTE programs and certificates maintain efficacy for students and applicability in the workforce. The team noted the college's self-improvement plan related to quadrennial curricular review and the need for biannual review in CTE areas, and the team strongly encourages the college to follow the revised process. The BSOS program graduated its first cohort in 2019. Students graduating with a baccalaureate degree broaden their current practice in specialty areas and with a variety of populations to be advanced practitioners, take on leadership positions, teach in Occupational Therapy Assistant programs, and qualify to apply to master's level Occupational Therapy programs. The program has an active advisory committee that provides consultation and feedback to strengthen the program and support student learning outcomes. (II.A.14)

The college has established procedures for both substantial change to program requirements and elimination or discontinuance of a program. During curricular review, the department chair has the opportunity to approve course substitutions to ensure that students have few barriers to completion. (II.A.15)

To ensure regular and systematic evaluation of curriculum, the College adheres to a comprehensive curriculum review process. The Curriculum and Instruction Council (CIC) operates based on a handbook, which is being updated to reflect current language from the Program and Course Approval Handbook that details a streamlined approval process. A small group from CIC is working to develop a similar handbook for CTE programs to ensure relevance and compliance. (II.A.16)

Conclusions:

The College meets the standard.

II.B. Library and Learning Support Services

General Observations:
The Library and learning support services provided are of sufficient quantity, currency, depth, and variety to support Santa Ana College educational programs and students. The library and learning resources provide services for both on-campus and distance education students, which are evaluated through the college's annual review process that culminates every four years with the Quadrennial Capstone Report. The Library is part of the Community College League of California for consortium electronic collections, participates in the Statewide Library Services Project (LSP) and maintains several agreements with outside vendors to provide essential resources and services to students both in-person and online that meets this standard.

Finding and Evidence:
The College provides sufficient Library and learning support services aligned with its mission. The majority of support services include the Nealley Library and a wide range of services provided through primary academic support centers including the Academic Computing Center (ACC), the Learning Center, the Math Center, the School of Continuing Education English Language Lab (SCE ELL), and the Science and Health Science Centers. In the most recent survey for the 2019 academic year, the library was ranked first among all services and programs with 91% of students rating the Library "good" or "excellent," and the Learning centers and ACC received a "good" or "excellent" rating by 89% of students showing that the majority of students are satisfied with the services provided by the Library and support centers

The Library's multidisciplinary print reference, circulating collection and online research databases are sufficient in depth and variety to support the college's educational programs. The library also provides 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, course reserves, circulation services, individual and group study spaces, including group study rooms, laptop check-out, computer workstations, and printing, photocopying, and scanning services. The team was impressed by the library's efforts to provide current textbooks for course reserves. The Academic Computing Center transitioned to online tutoring. The Library created a "Virtual Group Study Spaces" page for students that included technical support links, links to free software and tools. The Library also

created a "Free Online Resources" page featuring freely accessible resources and tools, which ensure that regardless of location or means of delivery the students have access to these resources.

The library and learning support services for the College's Bachelor of Science in Occupational Studies (BSOS) are the same as for all students. Print and digital library materials for the bachelor's degree are added to the collection by librarians in consultation with program faculty and the advisory committee. The team's review of the library's catalog and database searches confirm that sufficient materials at appropriate levels are available to the baccalaureate students. The online Occupational Therapy LibGuide (research guide) makes these resources readily available. The team also verified that upper division students benefit from tutoring support by dedicated faculty and staff. (II.B.1)

The Library Collection Development Policy in conjunction with the library liaisons ensures that the librarians and discipline faculty collaborate to ensure that library resources and other materials are supportive of the college's mission and support student learning. The internal committee of faculty librarians convened to review the Collection Development Policy and the Database Review Committee ensure that resources and the policies that govern the Library collections are routinely reviewed to ensure that they are meeting the needs of the students and academic programs of the College. The Faculty librarians serve on numerous committees and workgroups to ensure that the expertise from administrators, staff, and faculty are collected about equipment and materials the library and learning resources provide to continue to support student learning. Of particular note, Faculty Librarians serve on the OER Faculty Work Group whose mission is "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." To ensure that the equipment needs of the library and learning resources are met and up to date the annual Resource Allocation Request process is in place along with the computers being overseen by the Director of Academic and End User Support from Information Technology Services and replaced according to the Computer Replacement Plan. (II.B.2)

The evaluation of library and other learning support services is conducted through the college's annual review process that culminates every four years with the Quadrennial Capstone Report. This allows the Library and learning resources to evaluate all of their services and resources to ensure that they are meeting students' needs. The process also allows for the Library and learning resources to support the institutional learning outcome of information competency. Surveys of students who complete library research workshops and additional data on service usage inform collection needs and the development of FAQ reference content. Learning Center's Program Review ensures that the learning resources of the college are continuously evaluated and updated to improve services for students. (II.B.3)

The college maintains documentation of formal agreements and takes responsibility for and assures the security, maintenance, and reliability of services provided through contractual arrangements. The Library is a member of the California Community Colleges Council of Chief Librarians, is a participant of the statewide Library Services Platform (LSP) initiative and has documented these instances with formal agreements ensuring that the contractual arrangements assure the security, maintenance, and reliability of the provided services. (II.B.4)

Conclusion:

The College meets the Standard.

II.C. Student Support Services

General Observations:

Santa Ana College provides comprehensive and accessible student support services that align with the College's Strategic Plan, Student Equity Plan and Mission to enhance student learning, support achievement and advance equity. Student support services are available to students in person and in a number of areas online, with some services, like counseling, at other campus locations for both credit and continuing education programs. The college has transitioned to an annual program review with a capstone quadrennial review, which is too new to have evidence at this time. Student services engaged to some degree in the prior 4-year program review process, as well as reports submitted to fulfill state and federal mandates. Assessment of Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) is reflected in the completed program reviews and used to improve student support programs and services. Program review is the primary link between student services and college planning and funding. SAC offers a wide variety of co-curricular activities and athletics programs consistent with and in support of the College mission. Santa Ana College maintains the accuracy, integrity and accessibility of records and information.

Finding and Evidence:

The college demonstrates its commitment to providing services to address student needs. The program review process described in the ISER is relatively new for the college. Templates are provided of both the annual and quadrennial program reviews currently used by the College, but completed program reviews provided in evidence since the College's last accreditation is limited to Counseling (comprehensive), EOPS, Citizenship and Counseling (instruction). Administration of the Student Satisfaction Survey is consistent and largely demonstrates satisfaction with support services. Going forward, the College's self-evaluation describes a new, regular evaluation cycle of the quality and effectiveness of student support services through an annual and quadrennial program review that addresses regular evaluation.

The program reviews in evidence include some usage data related to the unit under review and disaggregation of this data leading to an area of gap analysis for equity. Program Reviews are reviewed, feedback provided through the Program Review sub-committee. Elements of assessment and evaluation leading to program improvement are present in these processes. Since the last self-evaluation, 4 student support service units have completed program reviews. Of those program reviews completed, student services programs are employing a variety of strategies for assessment and evaluation. Some of the units are reviewing student achievement data relative to the program, such as DSPS and counseling. Program Reviews drives planning and includes resource requests. (II.C.1)

There is evidence of SLO assessment for instruction related to counseling. SAO identification and assessment is present in completed program reviews in student service programs. The new annual and quadrennial program review templates reflect regular assessment and analysis of outcomes data. Student Satisfaction Surveys, along with a Graduate Exit Survey, are consistently conducted, providing a primary source of service evaluation. (II.C.2)

The College offers comprehensive and appropriate student support services on campus. The college has worked to address student needs by making additional services available online and by employing technology to increase efficiency and access, e.g. CCCApply, WebAdvisor, and online orientation. The College provides access to information on all support services and some forms online. Meeting as well as some access to assistance with processes. (II.C.3)

The College provides co-curricular and athletic programs to support its mission and contribute to the social and cultural dimensions of students' educational experience. The Associated Students of Santa Ana College (ASG) is active and effective. Students have opportunities to participate in leadership roles and to engage and affect the work of the institution. The College supports an active and diverse number of clubs ranging from Santa Ana College. In the area of athletics, the College operates men's programs in football, basketball, baseball, swimming and diving, track and field, and water polo. Women's competitive sports include basketball, softball, track and field, swimming and diving, volleyball, and water polo. The college complies with the Commission on Athletics (COA) policies and procedures and CCCAA By-laws. (II.C.4)

Counseling is available by appointment and via drop-in. Counseling is available five days a week for 46 hours during fall, spring summer and intersession terms. Orientation and counseling support are provided through a wide-variety of programs across campus. The last program review of counseling and advising services (not instructional) was completed in 2016, making current assessment difficult. Education planning is provided within counseling, through education planning workshops and through Web Advisor, both a student and counselor tool. Students have ongoing access to semester by semester plans that map out completion of the identified educational goal, along with registration for appropriate classes. Counseling participates in bi-monthly meetings and trainings, as well as participating in annual strategic planning retreats to align counseling goals with College mission and the goals of the Enrollment Management Committee and the College's Educational Master Plan. (II.C. 5)

The college has adopted and adheres to admission policies consistent with its mission. The College outlines these policies in the Admission Policies section of the Catalog, which is available to prospective students on the College's website. In addition, information about degree, certificate and transfer requirements are all available on the College's website and in the catalog. The Bachelor of Science in Occupational Studies (BSOS) requires specific admission requirements. Admission requires completion of an Occupational Therapy Assistant associate degree program and certification and licensure to practice. The program has developed pathways maps that provide clear direction for students matriculating from the Occupational Therapy Assistant to the Occupational Studies program. Services to assist students in the bachelor's degree program are the same offerings as other students. These policies are consistent with the College mission and the institution provides academic pathways for the bachelor's degree and specialized, complementary certificates. (II.C.6)

Prior to the fall of 2018, the College utilized only California Community College Chancellor Office approved placement instruments for English, ESL, mathematics and chemistry and adhered to RSCCD board policy on the review, validation and validation of assessment practices, including content validity, criterion, minimization of bias, reliability and disproportionate impact. As of fall 2018, the College eliminated placement exams and adopted the multiple measures and Guided Self-placement, which is assessed according to student achievement data. (II.C.7)

Electronic records are stored on a secure server and hardcopy records are stored in a secure vault in Admissions and Records. Records are stored securely until they are destroyed in compliance with Title 5 and Board Policy. The College publishes its policy for Privacy of Records and standards for release of directory information in the College catalog. The College follows the RSCCD Board Policy on the Releasing of Student Records. (II.C.8)

Conclusions:

The College meets the standard.

Standard III

Resources

III.A. Human Resources

General Observations:

The college has provided sufficient evidence of effective human resources practices relevant to the Standards. The District has established Board Policies, Administrative Regulations, and collective bargaining unit contracts governing all aspects of human resources. The college maintains adequate staffing for faculty, staff, and administrators and ensures qualifications for employment are appropriate to the position and include relevant degrees and expertise. Established participatory governance processes, policies and regulations assure the quality of personnel practices, assessment, and general compliance security, confidentiality, professional development, evaluation, and training.

Findings and Evidence:

The institution has policies, procedures and hiring criteria which support integrity and quality of programs and services in alignment with equal opportunity requirements. The team reviewed job descriptions that delineate representative duties, desirable qualifications and knowledge and abilities, and educational requirements appropriate to each position, including those connected to the baccalaureate program. Job descriptions are available on the district website (excluding faculty) and job announcements are posted in a variety of locations including the District Website and CCC Registry to ensure broad access. BP/AR 7120 (Recruitment and Hiring) further describe hiring and posting processes and minimum qualifications for all employee groups and is regularly reviewed through participatory governance structure at the Human Resources Committee. Hiring practices are tied to the mission of providing quality educational experiences, and a clear review process is established to provide hiring oversight. (III.A.1).

The college ensures that faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. The team reviewed established policies, procedures and hiring processes which help assure qualified faculty are selected for hire. Job descriptions for faculty include required experience in learning assessment and participation in curriculum development. Full-time faculty announcements are tailored to current departmental and college needs, and specifications regarding subject matter knowledge, training, skills, and experience are made publicly available. Faculty teaching Bachelor of Science in Occupational Studies (BSOS) meet minimum qualifications to teach upper division courses (III.A.2).

The team found evidence that the institution has established and implemented policies and regulations for the hiring of administrators and employees involved in educational programs and services. AR 7120 and its various subsections clearly delineate announcement, recruitment, and selection processes and requirements that the college implements. Position job descriptions also include clear minimum qualifications as well as preferred qualifications which are validated during the hiring process and designed to ensure appropriate skill and experience needed for the area. The College has a defined process for evaluating faculty, including in online instruction (III.A.3).

Job descriptions also clearly define the required degrees for faculty, administrators, and staff according to recognized accreditation agencies, including equivalencies, with Human Resources verifying transcripts of personnel (III.A.4)

The institution implements established procedures for performance evaluations of all faculty, classified staff, and managers. BP/AR 7150 and collective bargaining agreements have established employee evaluations, evaluation cycles, and evaluation instruments to measure effectiveness and to provide feedback for the improvement of job performance. The timeline and review criteria for these evaluations is well documented and clearly communicated. College managers and District HR are responsible for monitoring evaluation deadlines (III.A.5).

Standard III.A.6 is no longer included.

The team reviewed evidence which demonstrates that the College maintains a sufficient number of qualified faculty to assure educational quality and meet its stated mission and goals. The College Academic Senate (AS) reviews and prioritizes faculty hiring requests. Hiring decisions are made by the CEO based on the recommendations of the AS and the needs of the college programs, student body, and education code requirements. In 2019 the institution had 366.3 full time faculty FTE, which exceeded the Faculty Obligation Number (FON) required by the state, demonstrating one way to measure that the College has sufficient faculty. Part-time staffing varies according to institutional needs each semester. The team verified that there is at least one full-time faculty member assigned to the BSOS program. (III.A.7).

The team found evidence that the College provides comprehensive orientation materials to its part-time faculty, and includes part-time faculty members in various campus events, college functions, and professional development activities. The collective bargaining agreement addresses evaluation and Flex hours for professional development. Academic Senate and Professional Development Committee meeting minutes provide evidence of part-time faculty participation in key participatory governance processes (III.A.8).

College staffing needs are identified through their integrated planning processes and administrative personnel. The District Human Resources Committee has the responsibility to review data on the demographics and levels of classified staff and the authority to make recommendations to the District Council regarding personnel hiring and qualifications (III.A.9).

The college appears to have a sufficient number of administrators. The team was able to review Board Policy and Administrative regulation such as 7120.3, the District EEO Plan, and Human Resources Committee meeting minutes to verify processes are in place to assure the appropriate number, qualifications, and organization of administrators at the college. (III.A.10).

The Team verified that the institution establishes, publishes, and adheres to Board Policy and Administrative regulations which are vetted by numerous personnel-related collegial consultation committees, approved by the board of trustees, and available for information and review on the District's public website. Regular trainings regarding diversity and equity and other sessions designed to improve organizational functionality are provided by various professional consultants. (III.A.11).

The team was able to verify that the institution has established policies, administrative regulations, practices, and participatory governance processes which create and maintain appropriate programs, practices, and services to support its diverse employees. The team reviewed evidence including the Equal Employment Opportunity (EEO) Plan and the EEO Human Resources Plan which include an

analysis of employee demographics, a procedure for complaints of discrimination, and goals to further support equal employment opportunities. EEO training and workshops are provided by the human resources department, professional consultants, and web-based training modules. The institution's policies, regulations and practices promote an understanding of equity and diversity. (III.A.12)

The Team verified that board policies and administrative regulations include a code of ethics and civility requirements. These policies and administrative regulations are readily available to employees. The human resources department is responsible for complaint investigation processes, and consequences for violation are included in discipline and dismissal BP/AR (III.A.13).

The team verified that the College provides all personnel with sufficient opportunities for professional development and training. The college has established on-campus and online offerings which include professional and personal growth, diversity, and compliance training. Offerings are based on institutional objectives, program requirements, and faculty/staff needs. The Professional Development Committee, and institutional surveys provide a voice for the college community regarding PD offerings and provide a mechanism for feedback and quality improvement. The institution has established appropriate Professional Development and Staff Development board policies and administrative regulation. (III.A.14).

The Office of Human Resources maintains the security and confidentiality of all medical and personnel records. Records are kept in secured cabinets. Employees are allowed access to their individual employee records as outlined in Board Policy, Administrative Regulations, and collective bargaining unit contracts. (III.A.15)

Conclusions:

The College meets the Standard.

III.B. Physical Resources

General Observations:

The college has sufficient physical resources to meet their mission, and support student learning and support services. The college collects and analyses data to develop its short term and long-term physical resource needs. These needs are incorporated into college planning processes (RAR) and planning documents (EMP, FMP, Space Plan, and 5yr Construction Plan) and the plans are shared throughout the college community. The 2021-24 Education master Plan (EMP), the 2014 Facilities Master Plan (FMP) and the 2018-21 Sustainability Plan guide capital improvement and maintenance needs regarding campus safety, modernization, expansion, and compliance. Facilities Committee and subcommittee meeting minutes, the FMP, and Board Policy and Administrative Regulations were provided as evidence to support that information is shared throughout the college. Student enrollment data are utilized for effective planning.

Findings and Evidence:

The College used the 2014 FMP and District/College participatory governance structure to prioritize and implement facility projects such as construction, renovations and maintenance as evidenced by RSCCD Physical Resources Committee and College Facilities Committee meeting minutes. Maintenance requests are tracked and responded to adequately, and college maintenance

and operations staff systematically inspect areas and address issues. The college established participatory governance committees such as the College Facility Committee and Campus Cleanliness Committee to assist in facility and equipment planning and safety. A review of the Facility Committee and Campus Cleanliness committees meeting minutes show they are meeting regularly and addressing planning and operational issues The Division State Architect (DSA) ensures buildings are constructed safely and in accordance with code regulations. The college reported staffing level concerns with regards to new buildings. However, the team verified that processes for staffing new buildings are included in overall planning processes. (III.B.1)

Guided by the recently updated 2021-24 Educational Master Plan and 2014 FMP, Program Review, resource allocation request process, and participatory governance committees the college has ensured that the needs of programs and services are considered as well as the institutional mission during physical resource planning. Two recently completed FMP prioritized projects: the Johnson Student Center and the Science Center provide evidence the college continues to construct and improve physical resources to meet their identified institutional mission and goals. The college continues to plan and implement scheduled maintenance and Architectural barrier removal projects as evidenced by the September 20, 2020 Physical Resources Committee (PRC) meeting. The team was impressed with the campus-wide commitment to sustainability and creating a culture of sustainable practices as evidenced by the Student Environmental Club's planning and events, inclusion of environmental sustainability into new and existing curriculum, and the implementation of best practices for conserving resources and reducing waste. (III.B.2)

The college regularly assesses the use and sufficiency of its facilities through their participatory governance committees guide. College program review and the resource allocation request process provide the mechanism for college constituents to participate. Instructional and non-instructional programs participate in the program review and updates to gauge the sufficiency and effectiveness of their physical resource, equipment, and spaces in meeting the college mission and goals. The Bachelor of Science in Occupational Studies (BSOS) benefits from master planning related to facilities and on-going maintenance at sites where coursework is offered. A new Health Sciences Building, which will house new OS facilities, is slated for completion in 2022. AdAsta scheduling software and FUSION program data are examples of the evaluative use of data to implement facilities use improvements. The college has also utilized surveys of students regarding the safety and appearance of the college physical resources and to inform recommendations for improvements. (III.B.3)

The Facilities Master Plan, Space Plan, Sustainability Plan, 5-Year Capital Outlay plan, and the Strategic Technology Plan driven by the recently updated Education Master Plan, provide evidence that the college is engaged in long-term planning and the effective utilization of its physical resources. The college institutional goals are reflected in the Educational Master Plan and supporting Facilities Master Plan. The College discusses total cost of ownership (TCO) during the facility planning processes and the college has established realistic projections of its physical plant, technology, and equipment replacement needs. Total cost of ownership planning is also incorporated in the 2016 Sustainability Plan. The college uses theses institutional planning documents to link long-term capital projects and equipment needs to institutional planning and evaluation, and each of these plans are in alignment with the College's mission and goals. The plans were created and completed using a collaborate process that included the campus community and with constituent groups. The college has long range capital plans that align with this standard. (III.B.4)

Conclusion:

The College meets the Standard.

III.C. Technology Resources

General Observations:

Santa Ana College (SAC) provides professional support, facilities, hardware, and software adequately to enable the institution to support its operational, academic and student support programs. The District is organized in such a way that administration and governance is coordinated between College and District and that both share responsibility for resource allocation and planning. The College relies on its continuous, integrated planning to ensure the integrity and quality of its technology infrastructure. Planning occurs at various levels of the institution through the District Strategic Technology Plan, Educational Master Plan, Facilities Master Plan, Annual Updates, program reviews, and technology replacement plan. Reliance on appropriate policies and procedures as well as participatory governance committees such as the District Technology Advisory Group (TAG) and the College's Technology Advisory Committee (SACTAC) further ensures transparency and constituent input.

Findings and Evidence:

The College provides sufficient technology services, support and facilities hardware to support operational functions and academic programs of the College. SAC has three departments (ITS, Distance Education and Student Information Support) that help oversee and provide technology services. These departments participate within both the planning and operational information technology governance structure for the district and SAC. The district/college plan is evaluated biannually as evidenced by the 2019-2020 annual report. The current Integrated Technology Plan runs 2015-2018. Technology update plans are in the College's Educational Master Plan. The Information Technology Services (ITS) Employee Satisfaction Survey identifies a high satisfaction level for software and hardware technology needs. The Bachelor of Science in Occupational Studies (BSOS) benefits from college technology and professional student support services. (III.C.1)

The team found that SAC 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. The RSCCD Strategic Technology Plan (STP) and SACTAC make decisions about allocations and prioritization of technology resources. The College utilizes both short- and long-range financial planning to support the College's technology needs and to implement prioritized technology improvements and replacement projects. Examples of annual institutional updates are provided in the 2018-19 and 2019-20 computer update plans and include instructional and non-instructional equipment. Updates and replacements to technology infrastructure are implemented in accordance with established goals as evidenced through the ITS 2019-2020 Mid-Year Report (III.C.2)

The College relies on the RSCCD Strategic Technology Plan (STP) and SACTAC established standards to provide access to technology where programs and services are offered. Reliable access, safety and network security are ensured through standards established for desktop and laptop systems, smart classrooms/presentation systems and centralized network connectivity and identity management systems. Evidence is provided through district and college plans, technology infrastructure reports, and computer replacement plans. (III.C.3)

The College provides technology support to faculty, staff, students, and administrators as well as regular training through: professional development opportunities, in-person and online workshops, security memos and phishing training campaigns through ITS, as well as district and college supported help desks for employees and students. Faculty technology training that includes faculty FLEX activities and a distance education training certification for its learning management system. The district and college supported ITS Helpdesks provide technology support for district employees and students. The ITS Employee Satisfaction Survey confirms high satisfaction that employees receive from ITS for their services and support. (III.C.4)

The College has approved and adheres to appropriate Board Policies and Administrative Regulations that guide the use of technology in the teaching and learning process and college operations. BP & AR 3720 are the primary policy and procedures which the College relies upon for Computer and Network Use applicable to all students, faculty, staff and all other users of College information resources. In addition to these policies, the College also relies on a number of administrative procedures and Administrative Regulations (BP & AR 3411 Accessibility of Electronic and Information Technology, BP 3730 Information Security Standards, AR 3730.1 Information Security–Logging and Monitoring, and BP 5500 Standards of Student Conduct). The RSCCD Strategic Technology Plan (STP) aligns with the policies and regulations to guide and ensure appropriate use of technology. (III.C.5)

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

The College's finances are sufficient and effectively managed to support and sustain learning programs, services, improve effectiveness, and allow for innovation. The College's mission, goals, program review, integrated planning processes, and participatory governance structure provide for effective short-term and long-term financial planning and resource allocation. Integrated District/College participatory governance processes ensure constituent participation and budget transparency. Appropriate board policies, administrative regulations and internal controls are implemented to ensure fiscal stability and regulatory compliance including Title IV of the Higher Education Act. The District and College have established appropriate reserves to maintain fiscal stability, meet long-term liabilities, and address unforeseen issues. Multi-year budget projections are compiled and used to guide long term financial planning and decision making.

Findings and Evidence:

The team verified that institutional needs and goals are analyzed and used for prioritizing and allocating/de-allocating resources to meet the mission, vision and core values of the college and funds are appropriately allocated to support educational improvement and innovation. Annual audits and Fiscal Services department program reviews provide evidence that internal controls are reviewed and appropriate, resources are carefully managed and accounted for. The allocation process is transparent and quantifiable. District and College shared governance Committees process ensures constituent participation and transparency. The district maintains a prudent 12.5% contingency reserve, and the College maintains an internal reserve equal to 20% of the roll over budget to address any unforeseen issues. College roll over funds are allocated to one-time resource allocation requests and align with College mission and goals. The college has taken a prudent

approach by establishing contingency reserves to plan for future college needs and budgetary uncertainty as evidenced by the adopted budget and annual financial audits. The team found that the financial resources allocated to the Bachelor of Science in Occupational Studies (BSOS) program are sufficient to support the program. Additional upper division course tuition collected directly supports the program. (III.D.1)

The College Mission and Goals provide the framework for financial planning and are incorporated into the various College planning documents. The Board annually reviews the District mission statement and goals which become the basis for district budget development. Minutes from the District Financial Review Committee, which includes several members of the College provide district wide budget transparency. Meeting minutes from the College Budget and Planning Committee and adopted budget book provide evidence that the budget aligns with the college mission, institutional goals and that short-term and long-term needs are identified and addressed. Board Policies (BP) and Administrative Regulations (AR) requiring a minimum District level reserve to ensure financial stability have been implemented. Financial information is distributed through regular collegial consultation meetings, the Adopted Budget Book, and quarterly budget reports. (III.D.2.)

The College and District adhere to well-defined guidelines and processes for financial planning and budget development based upon its mission and Strategic Goals. Utilizing the participatory governance-based district Fiscal Resource Committee, College Planning and Budget Committee the college links planning to budget. As evidenced by Adopted Budget Book, Budget Workshop, the budget workbooks, and resource allocation requests, constituent groups are actively engaged in the budget planning, and the processes are understood. (III.D.3)

The team found that the College's planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. BP and AR 6200 require that the annual budget support the District and College master and educational plans and other planning documents. The resource allocation process to the College is a well-defined, utilizing the Student-Centered Funding Formula (SCFF) model, providing a realistic and quantifiable assessment of financial resource availability. Planning and Budget Committee meeting minutes and resource allocation requests provide evidence that resource allocation is informed by college strategic goals and budget priorities. College constituents are involved in financial planning and are provided timely and accurate information. The annual adopted budget provides current and anticipated fiscal information including plans to meet future liabilities. Evidence such as the established college contingency fund for the health science building highlight the college's long-term planning efforts. (III.D.4)

The College and District have appropriate internal control mechanisms as evidenced by clean audits, and adequate separation of duties. Appropriate controls are established by BP and AR, and that internal accounting practices are adhering to generally accepted auditing practices, the California Community Colleges Budget and Accounting Manual, Governmental Accounting Standards Board (GASB), and applicable regulatory compliances. The College Planning & Budget Committee annually reviews goals and budget priorities to analyze and evaluate current fiscal processes and suggest improvements where needed. Information about budget, fiscal conditions, and financial planning are provided throughout the district utilizing the ERP system, district and college committees, Board of Trustee meetings, and websites. Financial documents are accurate as evidenced by the annual independent financial audits. (III.D.5)

The team found that 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 as evidenced by clean audits. Multi-level review and approval processes including college and district fiscal services, and the District internal auditor have been implemented to ensure accuracy and compliance. The District undergoes annual independent financial audits that indicate regulatory compliance and that financial statements are accurate and credible. The District submits required revenue and expenditures reports to the state on a quarterly basis. Quarterly financial reports are compiled by the Director of Budgeting Accounting, reviewed by the Vice President Administrative Services, President's Cabinet, and the college Planning and Budget Committee. (III.D.6)

The team was able to confirm that an independent firm performs annual financial and compliance audits on the District Finances. In reviewing the last 6 years of District financial audits, only the June 30, 20016 audit contained audit findings. The findings for that year were addressed and corrected resulting in no recurring findings. All audits and findings are reported to the Fiscal Audit Committee of the Board of Trustees, at Board of Trustee meetings, and posted to the district website. (III.D.7)

Financial and internal control systems are evaluated and assessed for validity and effectiveness as evidenced by independent financial and compliance audits. The last four audits of the district financials, Bond financials, and College Foundation financials had no findings, indicating the integrity of financial management practices. The Fiscal Services Department conducts regular program review, including evaluation of the effectiveness of internal control processes and recommendations for improvement. (III.D.8)

The College and District maintain sufficient cash flow and reserves to maintain stability and protect against the fiscal uncertainties, and other economic factors. District unrestricted general fund reserves are maintained at a minimum of 12.5% in BP 6250 and AR 6305. Comprehensive insurance requirements to manage risk are stated in BP and AR 6540. The District maintains an internal self-insurance fund with assets exceeding $8.5 million and participates in two JPA's to provide excess insurance coverage above the self-insured retention level. Settled claims have not exceeded the coverage provided by the JPA in any of the past three fiscal years. (III.D.9)

The College practices effective oversight of contracts, finances, management of financial aid grants, externally funded programs, and institutional investments. Board Policy and Administrative Regulations for effective fiscal management and oversight and safeguarding of assets have been established. College Auxiliary Services oversees the accounting and disbursement of all auxiliary funds in alignment with district Fiscal Services guidelines, and regulatory requirements. Student Financial Aid Programs undergo a comprehensive compliance review as part of the annual external audit. The District has not received compliance or internal control findings in the last four previous audits. The College Foundation is a separate nonprofit entity with its own board of directors and external audit. Foundation has an adopted investment policy and funds are managed by the Foundation Director and reviewed by the SAC Foundation Board of Directors. There have been no findings in the last six Foundation audits. (III.D.10)

The College plans and allocates resources for the payment of current liabilities and future obligations as evidenced by their budget assumptions, approved annual budget, multi-year budget planning, and Planning and Budget Committee meeting minutes. Multi-year budget projections address long term goals and commitments. The external financial audit report includes short-term and long-term financial commitments including bond repayment, compensated absences, pension, and other post-employment benefits liabilities. The district and college maintain sufficient reserves to provide financial stability and cover future obligations. (III.D.11)

The District plans for and allocates appropriate resources for the payment of liabilities and future obligations. The District complies with Governmental Accounting Standards Board (GASB) requirements to have an actuarial study completed on post-employment healthcare benefit obligations. The pension and OPEB liabilities of the institution are planned and sufficiently funded. The District deposited $40 million to open an irrevocable OPEB trust with Public Agency Retirement Services (PARS). Actuarially Required Contribution (ARC) have been fully funded each year. (III.D.12)

The District assesses and allocates resources for the repayment of locally incurred debt instruments that can affect the financial condition of the District. The District has not incurred any local debt against general fund revenues as evidenced in the annual financial audit. The institution has established and implemented BP and AR 6307 Debt Issuance and Management to guide long term debt instrument decisions and reporting. General Obligation bonds ad valorem repayment schedule is included in the annual independent financial audit to provide transparency. (III.D. 13)

The team found that the College resources are used with integrity and within the established parameters of the funding source. College Foundation and Auxiliary Services funds maintain internal controls over funding sources and expenditures to meet state guidelines, restricted fund parameters, and Public Contract Code. The Team reviewed District, Foundation, and bond program audit reports for the past 6 years. The District has received clean audit opinions related to bond, foundation, and District finances. There have been no material findings in compliance or record-keeping over the last 4 years. The District has passed two general obligation bond measures, Measure E and Measure Q. Measure E General is fully expended. Measure Q Santa Ana College Facilities Improvement District bond was passed in 2012, with the latest series of Measure Q being sold in August of 2019 for $56.8 million. All expenditures meet institutional goals identified within the college's 2014 Facilities Master Plan as evidenced by CBOC annual report and annual Measure Q financial and performance audit. (III.D.14)

The College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV. The College's Financial Aid department monitors and manages the student loan three-year default rate to ensure it is within federal guidelines. The current default rate is 7.5% (2017), well below the maximum allowable of 30%. Should the default rate increase, the college stated it would implement a default reduction plan. (III.D.15)

The District and College have established appropriate approvals and oversight to ensure that contractual agreements maintain the integrity of the institution and are consistent with the mission and goals of the College. The team confirmed that the District and College have implemented contracting procedures and approval levels. All contracts must be reviewed by the appropriate Chancellor's Cabinet member, approved or ratified by the Board of Trustees, and signed by the Vice-Chancellor of Business Operations and Fiscal Services. The College recently implemented a contractual standard operating procedure (SOP) which provided employees with detailed information on contractual processes, and requirements. Contractual agreements are governed by BP 6340, AR 6330 delegation and approval limits section and AR 6150 Designation of Authorized signatures provide evidence that the college has established appropriate contractual controls. (III.D.16)

Conclusions:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Decision-making roles and processes are clearly delineated for the Institution. Participation in governance complies not only with accreditation standards but also with applicable legislation. The Aspen Institute's recognition of Santa Ana College as an Outstanding School exemplifies the commitment of leadership to innovation and institutional excellence.

Findings and Evidence:

The SAC Participatory Governance Handbook outlines the involvement of all constituencies. Several programs have been created and been highly successful, demonstrating innovation leading to institutional excellence. The Pathway to Law School, and the International Business Program have all been recognized worldwide as model programs. (IV.A.1)

District Board Policy (BP) 2510 outlines participation by staff, faculty, administrators, and students in the local decision-making process. The Participatory Governance manual states constituency involvement in the college governance council. The institution establishes and implements policies and procedures such as BP 2510 Local Decision Making that authorizes administrator, faculty, staff, and student participation in governance groups and their decision-making process. Student participation is specifically outlined and encouraged in the Participatory Governance Handbook and the Associated Student Government constitution and bylaws. (IV.A.2)

SAC Participatory Governance Committees webpage outlines the governance structure and hierarchy of all 5 Participatory Governance committees and their subcommittees. SAC has a clearly delineated participatory governance structure outlined on the Participatory Governance Committees webpage and the Handbook. All four constituencies are included and individual appointments for each committee is determined by constituency leadership. (IV.A.3)

SACs curriculum process is driven by their policy on curriculum and course development (BP /Administrative Regulation 4020), course approval (BP/Administrative Regulation 4022) and the curriculum and instruction handbook. The roles and responsibilities of the faculty and administration are delineated throughout these documents. Faculty experts for the Bachelor of Science in Occupational Studies (BSOS) program indicate that in the development of the curriculum for the baccalaureate program, faculty and administrators had responsibility for the planning, implementation, and assessment of the curriculum, as well as student learning programs and services related to the support of the program. In addition, development and review of curriculum for the bachelor's degree followed the same approval process as other programs. (IV.A.4)

BP and Administrative Regulations (AR) on Local decision-making (2510), Board Duties and Responsibilities (2200) and Student Member (2015) ensure appropriate consideration of relevant

perspectives. The SAC Participatory Governance Manual and the RSCCD Planning Design Manual identify the ways constituency groups participate. (IV.A.5)

Websites for Planning and Budget, Academic Senate and Student Success and Equity were provided as evidence of the public dissemination of decisions resulting from governance groups and committees. The websites included information such as membership, scheduled meetings, and agendas and minutes. The process for decision-making and resulting decisions are documented through committee and council websites such as the Planning and Budget Committee which provides agendas and minutes, as well as membership, scheduled meetings, and purpose. (IV.A.6)

Evidence of regular evaluation is provided from the results of the 2020 Employee Engagement Survey. The Professional Development Office provided results, takeaways, and next steps at a campus wide event. Beginning in 2021 per the PG Handbook Article IV, Section 1 "Goal-setting and Assessment", each council and committee will establish and review annual goals aligned with the Mission statement. SAC utilizes the Employee Engagement Survey and instrument developed by the Research Department and College Cabinet leadership to evaluate leadership and the institution's governance practices. (IV.A.7)

Conclusion:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

The president of Santa Ana College provides regular reports to the campus community, the chancellor, and the Board of Trustees. Strong and effective relationships are built because of these regular reports. The president fulfills the leadership and governance responsibilities as required by the ACCJC. The work of the president takes shape through an integrated leadership system.

Findings and Evidence:

The president of SAC serves as the CEO and demonstrates effective "leadership through participation in the institution's shared governance process." One of the duties of the president is to serve as the chair of the College Council. In the College Council the president "hear(s) directly about planning, organization, budget, and institutional effectiveness." As the final step of the hiring process, the college president conducts the interview and makes recommendations to the chancellor. (IV.B.1)

The president regularly evaluates the organizational structure of SAC. Since 2019, the Employee Engagement Survey has been employed, one aspect of which is the feedback of the administrative structure. Regular review of committees' purpose, membership, and effectiveness is done. Resulting from the regular review is the reconstruction of the Institutional Effectiveness. (IV.B.2)

SAC's president led a review of its Integrated Planning, governance, and Education Master Plan which then culminated in the adoption of the college's Strategic Goals. The president, as chair of College Council, is responsible for all integrated planning efforts. Due to the structure of College Council, integrating planning encapsulates resource planning, budgeting priorities, and making recommendations on resource allocation. (IV.B.3)

The president has the primary leadership role for accreditation. The president regularly discusses accreditation management items at College Council and cabinet meetings. "SAC utilizes a shared governance model described in 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." The governance conversations ensure accreditation topics remain connected to the mission of the college. (IV.B.4)

Regular meetings between the president and the Chancellor's Cabinet, Campus Management Councils, and College Council assure the "timely implementation of statues, regulations, and Board of Trustee policies across SAC's campuses, functions, responsibilities, and work areas." One primary purpose of the College Council is to offer the president advice on policies and administrative regulations. One aspect of budget control relates to the Resource Allocation Request process which are only recommendations until approved by the president. (IV.B.5)

The president works and communicates effectively with the communities served by the college through a variety of ways. The president makes sure that the "campus is open to organizations that provide important support to students, staff, and community members." The president is also a "regional and statewide leader as a representative of SAC and its community". (IV.B.6)

Conclusion:

The College meets the Standard.

IV.C. Governing Board

General Observations:

The Rancho Santiago Community College District governing board operates under clearly defined BP and AR that support decisions to promote student learning and support. Board Policies also provide for regular training, compliance, and succession planning, and they are consistent with the mission of the college. These policies and regulations are designed to ensure improvement in board performance, academic quality, and institutional effectiveness.

Findings and Evidence:

RSCCD's seven-member board is duly elected by the voting members of the district. While the board recognizes its responsibility to establish policies that govern the planning and operations of the district, it also is but one component of the participatory structure. Constituent groups can, by board policy, amend and create board policy in addition to participating in district-wide decisions, though the board is the ultimate decision-making body. (IV.C.1)

The board acts as a collective entity, not only as proven in policy, but also as evidenced by the unanimous passing of the resolutions responding to current social and political crises: Resolution 17-06 (DACA), Resolution 20-10 (Anti-Racism), and Resolution 20-06 (Denouncing Xenophobia and Anti-Asian sentiments). The team noted the proactive advocacy for students and the permissive culture promoted by the creation of such policies. (IV.C.2)

The board has clearly defined policy and administrative regulations that govern the selection and evaluation of both the district chancellor and college presidents. Board minutes provide evidence of the board following those regulations not only to select chancellor and president, but also to appoint an interim president during a time of transition. (IV.C.3)

While the board is an elected body, the board has enacted policy to prevent conflicts of interest and encourage and maintain high ethical standards preventing undue influence from outside political influences or personal convictions. (IV.C.4)

An overall review of RSCCD's board policies show it is consistent with the mission to support student learning and services with needed resources. The governing board has multiple board policies that ensure ultimate responsibility for educational quality, legal matters, and overall financial integrity and stability. (IV.C.5)

Multiple policies exist that define the parameters of the board (e.g. size, duties, responsibilities, structure, and operating procedures). With transparency, these policies and administrative regulations are posted on the publicly accessible website for open access from any constituent. (IV.C.6)

Consistent and regular review of board policy ensures timeliness and compliance with legal mandates. Once each semester, a legal review is carried out in addition to regular meetings of the Board Policy Committee. The district is a member of CCLC, and the regular updates help ensure compliance. (IV.C.7)

The Board of Trustees carries out its duty to review key performance indicators and the Student Success Scorecard in an effort to ensure the institution is accomplishing its goals for student success. Board agendas, minutes, presentations, and handouts evidence consistent review. (IV.C.8)

Board Policy 2740 exemplifies the board's commitment to ongoing training, from orientations to regular training during board meetings. Also in Board Policy is the provision for continuity of membership and staggered terms of office to ensure the smooth and continued operations of the district. (IV.C.9)

The Rancho Santiago Board of Trustees annually performs a self-evaluation, as authorized and laid out in BP 2745 and 2015. Upon reviewing the self-evaluation, the board constructs goals intended to improve performance and service to the district. (IV.C.10)

The team observed distinct Board Policies to address ethics, conflict of interest, and gift ban. Components of these policies deal with "Violations and Enforcement" and lay out what consequential action may be taken if a board member is found in violation of these policies. (IV.C.11)

The RSCCD Board of Trustees delegates full responsibility and authority to the chancellor to implement and administer Board Policies without interference. As a result, the board holds the chancellor accountable for the operations of the district and/or college. Accountability is ensured through annual Chancellor evaluations. (IV.C.12)

The team observed evidence of board training, professional development, presentations, and interaction with the accreditation process. Evidence indicates the board is informed about

Eligibility Requirements, the Accreditation Standards, Commission Policies, and the Accreditation Process. (IV.C.13)

Conclusion:

The College meets the Standard.

IV.D. Multi-College Districts or Systems

General Observations:

Santa Ana College is one of two colleges in the Rancho Santiago Community College District. Throughout Standard IV, the narrative and evidence describing the policies, processes, and actions of the governing board set the context for the discussion in this Standard.

Findings and Evidence:

RSCCD exemplifies a district/system that has mechanisms in place to ensure effective communication, maintenance of high expectations of educational excellence and integrity, and clearly defined roles within the district/system. There is a participatory governance structure at the district level that ensures wide constituent input into critical operational and planning matters. The functional map delineates responsibilities and illustrates relationships between the colleges and the district. (IV.D.1)

The district's Chancellor participates and promotes effective participatory governance, and annually there is a survey sent to college staff to provide feedback on District Services. The survey is both quantitative and qualitative, and the Chancellor's Cabinet reviews the survey results as prepared in an annual report. To ensure strategic and effective allocation of resources, the planning and allocation model is adhered to. (IV.D.2)

RSCCD's Budget and Allocation Manual ensures both compliance to legal obligations and also guides college expenditure expectations and responsibilities. The BAM clarifies that the Board of Trustees has statutory authority and responsibility to make all final budgetary decisions, and the Chancellor, under the direction of the Board, is "responsible for the successful operation, reputation, and fiscal integrity of the entire District." Board policies and procedures underscore these responsibilities and ensure consistent execution of these processes. (IV.D.3)

The organizational structure of the RSCCD, Board Policies, and the job description of the President of the College ensure that the RSCCD Board of Trustees has delegated full responsibility and authority to the college presidents to implement and administer district policies. (IV.D.4)

District/Systems planning and evaluation are integrated with the colleges' efforts by design of the RSCCD Planning Manual. The planning begins in response to the District Mission and moves to planning and resource allocation to the colleges. The college planning cycles are in sync with the district so as to ensure consistent and up to date plans that are aligned to support student learning and institutional effectiveness. (IV.D.5)

Structures such as the Chancellor's Cabinet, District Committees, and emails provide for regular, accurate communication. The Participatory Governance structure also allows for two-way communication to inform and facilitate decision making. (IV.D.6)

The district solicits feedback and has a process for evaluating the efficacy of district-wide processes and procedures. The information is systematically reviewed by the Chancellor and communicated with constituent groups. (IV.D.7)

Conclusion:

The College meets the Standard.

Quality Focus Essay

The ACCJC's Guide to Institutional Self-Evaluation states the function of the Quality Focus Essay (QFE) as "the opportunity for member institutions to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level." Colleges are asked to "identify two or three areas of need or areas of interest that arise out of the institutional self-evaluation and that focus on student learning and student achievement." The Team reviewed the QFE identified in the College's ISER. The College identified three projects all centered on Guided Pathways (GP): #1 Career and Academic Pathway; #2 Program Mapping; #3 Learning & Engagement Equity Team

#1 Career and Academic Pathway

Santa Ana College has developed meta-majors, they have named Career & Academic Pathways (C&AP) in a thoughtful data driven process. The College has created Success Teams to support each C&AP. This QFE has three goals for the Success Teams 1) ensuring Pell-grant recipients have completed their FAFSA/Dream Act applications and are receiving aid 2) ensuring all students have an electronic education plan and 3) ensuring that all students are in the right C&AP by engaging in career exploration activities. The Success Teams were created in the fall of 2020.

#2 Program Mapping

Program maps (maps) are fundamental to implementing GP. The College GP Team has created maps for Associates of Arts, Sciences and Transfer degrees. The QFE has the goal to complete maps for certificates and ADTs, integrate them with electronic education plans (part of QFE #1), maintain a public website for the maps and institutionalize the annual maintenance of maps understanding personnel and technology resources will be required. There is an interest in creating career-oriented maps, and math maps for the different C&APs. To realize the goal of serving students the College is strongly encouraged to schedule courses to enable students to follow the program maps, as of the date of the ISER this activity is not systematic.

#3 Learning & Engagement Equity Team

This team supports the GP fourth pillar, Ensure Learning with a focus on equity. The team's framework, called T3, uses the Tradition approach to understand the equity gap, Transitional practices to support modifications and Transformative consciousness using historical and sociopolitical frame to support data informed efforts to reinvent systems with an equity lens. The College has engaged in Personal initiative to support increasing self-awareness of the faculty, staff and administrators, Professional initiatives with a focus on equity minded curriculum delivery and an inclusive classroom environment and Systemic reflections of inequitable campus cultures, planning practices and policies.

The three QFEs support the College's goal of institutionalizing GP as a systemic commitment to support student success. It is well thought out and planned. Sound, time honored and proven project management principles are being applied with the activities, responsible parties, resources and timelines to achieve these goals specified and the level of scalability noted as progress is made for each aspect of the goals. This supports the work of the College and provides a high degree of transparency. While the College is to be applauded for all three of its QFEs, the QFEs on equity is an outstanding example of its commitment to closing the equity gap as a sustained high-profile effort that many colleges have sought to achieve.

Appendix A: Core Inquiries

ACCJC | ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Formative/Summative Model for Comprehensive Review

CORE INQUIRIES

Santa Ana College
1530 W. 17th Street
Santa Ana, CA 92706

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on October 6, 2021.

Dr. Whitney Yamamura
Team Chair

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Santa Ana College
Peer Review Team Roster
Team ISER Review
Wednesday, October 6, 20201

Dr. Whitney Yamamura, Team Chair Folsom Lake College President	Dr. Seher Awan, Vice Chair Los Angeles Southwest College President
ACADEMIC MEMBERS	
Ms. Stephanie Joy Collier College of the Sequoias Math Faculty	Mr. Raymond Hernandez Skyline College Dean - Science, Math, and Technology
Ms. Melissa Reeve Solano Community College Instructor, English and ESL	Mr. Jeffrey Sabol Long Beach City College Librarian/Assistant Professor
Dr. Kurt Sterling West Hills College Lemoore Dean of Educational Services	
ADMINISTRATIVE MEMBERS	
Dr. Erik Cooper Sierra College Dean of Planning, Research, and Resource Development	Mr. Tim Flood MiraCosta College Vice President, Administrative Services
Ms. Heather Ostash Cerro Coso Community College Vice President of Student Services	Dr. Jennifer Zellet Modesto Junior College Vice President of Instruction
ACCJC STAFF LIAISON	
Dr. Catherine Webb ACCJC Vice President, ACCJC	

Summary of Team ISER Review

INSTITUTION: Santa Ana College

DATE OF TEAM ISER REVIEW: Wednesday, October 6, 2021

TEAM CHAIR: Dr. Whitney Yamamura, President, Folsom Lake College

Santa Ana College is a participating member in the Fall 2021 pilot cohort of colleges in ACCJC's Formative/Summative Model for comprehensive review. An 11-member accreditation peer review team conducted Team ISER Review of Santa Ana College on Wednesday, October 6, 2021.

The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's self-evaluation document (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on August 27, 2021 and held a pre-review meeting with the college CEO on August 31, 2021. The entire peer review team received team training provided by staff from ACCJC on September 2, 2021. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further investigation, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings and developed Core Inquiries to be pursued during the Focused Site Visit, which will occur in March of Spring 2022.

Core Inquiries are a means for communicating questions and potential areas of institutional improvement that arise during the Team ISER Review. Core Inquiries fall into two categories: Additional Information Requests or Interview/Observation Requests. Core Inquiries highlight areas in the ISER that require clarification or expansion and are used to develop both Team recommendations and commendations. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of interest for further clarification.

Core Inquiry 1: The team seeks to better understand the implementation of improvements/redesign to systems for assessment and program review that support resource allocation.

Standards or Policies: I.A.2, I.B.5., I.B.9, II.C.1.

Description:
a. The team has observed significant updates to the program review process, the SLO assessment cycle, and decision-making that impacts resource allocation.
b. The team would like clarification about how these new processes have been implemented and if they have been successful to-date.

Questions:
a. Are the changes the College implemented having the intended results? What are you learning from this implementation?
b. How will your new processes help you close the assessment loop and provide support for your decision-making?
c. What is the progress of the implementation?
d. What improvements do you expect these new systems to lead to?
e. What, if any, concrete examples of improvement have resulted from the implementation of these new systems?
f. How is disaggregated data and mode of delivery being used?

The team recognizes that these are new systems and that Santa Ana College may not have full assessment cycles yet.

Request for Additional Information/Evidence:
a. Example of a student services program review that was completed using the new process
b. Program review and/or other evidence that demonstrate how disaggregated data and mode of delivery are being used to support decision-making and/or improvements

Request for Observations/Interviews:
a. Program Review Subcommittee
b. Student Success Equity Committee
c. Institutional Effectiveness and Assessment Committee

Core Inquiry 2: The team would like to learn more about how the college is implementing/aligning with and District-wide sustainability efforts

Standards or Policies:
II.A.12, II.C.4, III.B.2.

Description:
a. The Team observed and was impressed by significant, longstanding efforts to minimize its impact on the environment by implementing best practices for conserving resources, reducing waste, implementing energy reduction and alternative energy generation strategies, and constructing efficient buildings.
b. The team would like to know more about these sustainability efforts and the degree to which they are embedded at college not only with facilities, but instruction and student services

Questions:
a. To what extent is sustainability integrated into other planning processes?
b. To what extent are sustainability efforts implemented into the entire college communities?
c. To what extent are sustainability activities integrated into instruction and student services?
d. To what extent are sustainability efforts applied to college offsite locations?
e. To what extent does sustainability, if at all, inform conversations about planning across constituent groups?

Request for Additional Information/Evidence:
a. Evidence that speaks to the questions listed above

Request for Observations/Interviews:
a. Interview with College Facilities Team
b. Interview with College Facilities Committee
c. Interview with Student Sustainability Club
d. Interview with Department Chairs and/or Curriculum Committee about embedded sustainability goals within their curriculum
e. Individuals from the Sustainable Building Operations Management AS Program