Standard IV: Leadership and Governance

**The institution recognizes and uses the contributions of leadership throughout the organization for promoting studentsuccess, sustaining academic quality, integrity, fiscal stability,
and continuous improvement of the institution.  Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief
executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students, work together for the good of the institution.**

**In multi-college districts or systems, the roles within the district/system are clearly
delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.**

**IV.A. Decision-Making Roles and Processes**

**IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence.  They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications,  systematic participative processes are used to assure effective planning and implementation.**

**IV.A. 1. Evidence of Meeting the Standard**

In line with the institutions mission to *Inspire, Transform and Empower a diverse community of learners,* the institutional leaders of Santa Ana College have had a history of creating and encouraging innovation leading to institutional excellence in instructional programs, support services and the overall practices of the institution. SAC’s Participatory Governance Handbook (Evidence\*\*) outlines the framework by which its councils, committees, ad hoc groups, and task forces operate in accordance with AB 1725. The structure is designed to ensure that all constituent groups have the right to participate effectively in the governance process, the opportunity to express their ideas and opinions and assurance that opinions are given every reasonable consideration. SAC’s current committee structure drives innovation in their respective areas for institutional excellence and supports the faculty, staff, and students involved in taking initiative for institutional improvement, no matter their official titles. RSCCD Board Policy & Administrative Regulation 4020 Program, Curriculum and Course Development (\*insert evidence link) provides guidelines regarding the designated responsibility and authority for the initiation, review, and approval for all courses and programs.

Santa Ana College has frequently been recognized for its academic programs and student services. In 2016 Santa Ana College was named one of the top community colleges in the nation (\*\* ([*Santa Ana College Named One of Top Community Colleges in Nation*](https://rsccd.edu/NewsRoom/Pages/Santa-Ana-College-Named-One-of-Top-Community-Colleges-in-Nation.aspx)) and in 2019, with only 15% of community colleges nationwide invited to apply, the Aspen Institute College Excellence Program named Santa Ana College eligible to compete for the $1 million dollar Aspen Prize for Community College Excellence, the nation's signature recognition of high achievement and performance among America’s community colleges. ( \*\*[*Aspen Institute Names Santa Ana College and Santiago Canyon College as Two of the Top 150 U.S. Community Colleges Eligible for 2021 Aspen Prize*](https://rsccd.edu/NewsRoom/Pages/Aspen-Institute-Names-Santa-Ana-College-and-Santiago-Canyon-College-As-Two-of-Top-150-U.S.-Community-Colleges.aspx)

To empower its diverse community of learners, Santa Ana College offers 273 degrees and certificates in credit programs, including 36 Career Education Departments, 28 Associate degrees for Transfer, and was selected as one of the pilot colleges to develop and offer a Bachelor's degree (\*\**SAC Catalog-degrees &Certificates;* [*Bachelor’s Degree*](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Baccalaureate-Degree-Pilot-Program?utm_source=Misfit_Paid_Search&utm_medium=cpc&utm_term=&utm_campaign=Dynamic_Ad&gclid=CjwKCAjw34n5BRA9EiwA2u9k3-yReX3IvD1g2DZ00-bzbPY78vYnvKk0mYcIo33Jrx0EuP7HpHwZyRoC2k0QAvD_BwE)*;* 2020-2021 College Catalog). Santa Ana College follows Board Policy and Administrative Regulation 4020 Program, Curriculum and Course Development, *“programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency”.*
In 2017, due in part to the leadership and Vision of SAC’s President, and approval from SAC’s Academic Senate, Santa Ana College applied for and was selected as one of the 20 community colleges to participate in the California Guided Pathways Project. (\*\*Senate Minutes) Through the [Guided Pathways](https://www.caguidedpathways.org/) initiative, beginning in Fall 2019, all incoming freshmen were assigned to a Career and Academic Pathway based on their chosen program of study. Success teams were implemented for each career and academic pathway beginning in fall of 2020. The success teams consist currently consist of a CAP Coordinator, Faculty Lead, Counselor Liaison, financial aid expert, and a success coach. Program maps have been created by academic faculty to better guide students through their individual academic journeys and posted on the college website. Maps contain a description of the program, career information about careers attaining with program completion, and a sequence of courses needed to complete the program. The guided pathways work was designed with a cross-functional team approach. The Core and implementation teams were compressed of administrators, faculty, staff (and when appropriate, students). The approach was working on the belief that the success of the Guided Pathways works would be dependent on a campus-wide effort.
Through the implementation of Guided Pathways Santa Ana College is working towards its Vision and Equity goals (\*\* insert goals as evidence) to create structured educational experiences that support each student from point of entry to attainment of their career and academic goals.

Further examples of SAC’s commitment to innovation includes innovative programs such as its Pathway to Law School ([https://sac.edu/AcademicProgs/Business/Pages/Pathway-to-Law-School.aspx/](https://sac.edu/AcademicProgs/Business/Pages/Pathway-to-Law-School.aspx)) which provides a trajectory for students to enter some of the finest law schools in the nation and provides students a smoother pathway to six of California’s top law schools. SAC’S International Business program is the largest Community College program in the country. It has been recognized as a model program around the word. In 2015 SAC’s Global Business and Entrepreneurship Department created an articulation agreement for International Business with the University of Norther Iowa’s College of Business Administration. This agreement was the first IB articulation agreement conducted with an out-of-state university, it is first agreement established with local Cal Poly Pomona. \*\*[Articulation Agreement for International Business with the University of Northern Iowa](https://rsccd.edu/NewsRoom/Pages/Santa-Ana-College-Announces-Articulation-Agreement-for-International-Business-with-the-University-of-Northern-Iowa.aspx). (<https://sac.edu/AcademicProgs/Business/Documents/Pathway%20to%20LS%20Flyer%202015.pdf>)

Santa Ana College takes pride in meeting the needs of its diverse learners by offering courses in multiple modalities. SAC’s distance education program is one of the most progressive programs currently offering a fully online degree pathway in the areas of Business Administration, Liberal Arts, and Psychology. (SAC Catalog/website) In the spring of 2015, SAC was 1 of 23 colleges chosen to participate in the pilot phase of the CVC-OEI Consortium and in 2019 SAC was one of the first colleges to receive designation as a Certified Peer Online Course Review Campus, entrusted by the California Virtual Campus-Online Education Initiative (CVC-OEI) to review its own online courses for quality (<https://cvc.edu/about-the-oei/college-participation>).

SAC has been ranked #20 Best Online Community College in California according to Guide to Online Schools. Factors included retention rate, graduation rate, percentage of online enrollment data, and number of online associate degrees offered ([SAC Ranks As One of California’s Best Online Community Colleges](https://rsccd.edu/NewsRoom/Pages/SAC-Ranks-As-One-of-California%E2%80%99s-Best-Online-Community-Colleges.aspx)).

SAC has a Program Review process that has been specifically designed to provide faculty and staff the opportunity to reflect upon their alignment with the college’s mission statement, to engage in dialogue with colleagues across the institution to discuss the programs or service areas strengths and/or opportunities for growth and development and ways to improve programs and service areas as it relates to student learning outcomes and assistance. (\*Program review)

SAC’s student support programs and services have also been recognized for their innovative thinking. In 2016 SAC instituted the Digital Dons offering qualified students the free loan of a new HP laptop for the entire academic year. 1,100 laptops were made available to students for checkout ([Santa Ana College Launches Digital Dons Laptop Loan Program ITT Tech Students Enrolling at SAC Offered Year-Long Laptop Loan](https://rsccd.edu/NewsRoom/Pages/Santa-Ana-College-Launches-Digital-Dons-Laptop-Loan-Program.aspx)). Santa Ana college was one of 32 campuses across California to receive funding from the California Campus Catalyst Funds. The grant was founded to increase support for undocumented students and their families. ( [Santa Ana College To Better Serve Undocumented Students and Families Through New Grant](https://rsccd.edu/NewsRoom/Pages/Santa-Ana-College-To-Better-Serve-Undocumented-Students-and-Families-Through-New-Grant.aspx)) and Santa Ana College was named the only Orange County community college to be granted $5 million in Awards for Innovation in Higher Education funds. The award supports the Santa Ana Partnership, a collaboration that has been working to support student achievement and close equity gaps in education since 1983.

Santa Ana College along with educational partners was name the recipient of a $1.3 million dollar grant from the California Education Learning Lab created in the effort to improve outcomes for science, technology, engineering, and mathematics (STEM) learners by deploying an improving open, adaptive courseware in targeted courses. Santa Ana College used the funds to increase equity and bridge achievement gaps in undergraduate STEM education. [Santa Ana College and Partners Receive $1.3M Grant for STEM Education](https://rsccd.edu/NewsRoom/Pages/Santa-Ana-College-and-Partners-Receive-%241.3M-Grant-for-STEM-Education.aspx)

The leadership of Santa Ana College has also been highly supportive for the long-standing Annual Awards of Excellence program. SAC’s annual program recognizes both classified and faculty (both full and part-time employees) and the awards reflect the true essence of leadership, collaboration, dedication, positive attitude, and professionalism, in addition to innovation, creativity, and professional achievement as recommended and voted on by staff, faculty and students.

Another example of Santa Ana College’s transformation includes activities such as the Integrated planning Retreat (April 2016) which brought together members of SAC’s governance to discuss core planning concepts, planning values, and creation of next steps and timelines for the completion of SAC’s integrated Planning & Design Manual, Master Plan, and Strategic plan.

When ideas for improvement have policy or significant institution-wide implications, SAC relies on its policies and procedures as outlined in its’ Participatory Governance framework, which outlines participation of all constituent groups: administration, faculty, staff, and students, for campus-wide decision making. **(\*Participatory Governance Handbook)** (Minutes Academic Senate/College Council).

**IV.A.1. Analysis and Evaluation**

The institutional leaders of Santa Ana College create and encourage innovation that leads to institutional excellence and demonstrates ongoing support for administrators, faculty, staff, and student despite official titles for taking an initiative for institutional improvements. Through SAC’s participatory governance structure, all constituency groups have the mechanism to bring forward innovative ideas related to institutional effectiveness.

**IV.A.1. Evidence**

**IV.A.2. The institution establishes and implements policy and procedures authorizing
administrator, faculty, and staff participation in decision- making processes.**
**The policy makes provisions for student participation and consideration of student
views in those matters in which students have a direct and reasonable interest.**
**Policy specifies the manner in which individuals bring forward ideas and work
together on appropriate policy, planning, and special-purpose committees.**

**IV.A.2. Evidence of Meeting the Standard**

In accordance with AB 1725 participatory governance regulations, the Rancho Santiago Community College District and Santa Ana College both have established and implemented policies and procedures that authorize faculty, staff, administration and students in the decision-making process as per the [RSCCD Planning Design Manual 2013](https://www.rsccd.edu/Departments/Educational-Services/POE-Committee/Documents/RSCCD-Planning-Design-Manual%202013.pdf#search=RSCCD%20Planning%20Manual), SAC’s [Participatory Governance Handbook](https://www.sac.edu/committees/Documents/Participatory-Governance-Approved-Signed-2015.pdf) , and the [Constitution and Bylaws](https://drive.google.com/file/d/1Y6Q3tCZ9XJxD8tybN52r2Ule465O8RKL/view?usp=sharing) of the Associated Student Government.

As stated in our Participatory Governance Handbook, which is approved by all constituent groups as members of SAC’s College Council, (SAC’s [Participatory Governance Handbook)](https://www.sac.edu/committees/Documents/Participatory-Governance-Approved-Signed-2015.pdf), Santa Ana College, ‘*in a spirit of collegiality’ has developed a structure of councils, committees, ad hoc groups, and task forces that include all constituent groups. The overall structure that Santa Ana College has designed ensures that all constituent groups have the right to participate effectively in both the district and campus Governance, the opportunity to express their opinions and assure that these opinions are given reasonable consideration. Principles developed: (1) All members of the college constituency groups are allowed equal and ample opportunity to participate fully in governance activities. (2). All members of the college constituency groups are encouraged to participate in the governance activities*.”

RSCCD also has developed planning processes to ensure broad participation in district-level planning as documented in the RSCCD Planning Manual (2013/2018). In addition, RSCCD student board of trustees **BP2015 Student Member**, is direct policy regarding student engagement at the district level. At SAC, internal governance structures make provisions specific to student participation and for consideration of student views as evidenced by student membership in all SAC’s participatory governance committees: College Council, Planning & Budget, Facilities, Student Success & Equity, in addition to Academic Senate, Curriculum & Instruction Council, Technology Advisory Task Force (SACTAC) and SAC’s Campus Cleanliness and Maintenance Work Group. (evidence of committee minutes) (handbook) In addition, SAC has a strong student engagement as noted by the associated student government (ASG) regular calendar meetings, Interclub council meetings, Community, and campus events.

**IV.A.2. Analysis and Evaluation**

Santa Ana College has established and implements policies and procedures authorizing administrators, faculty, staff in decision-making processes and the provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. SAC’s participatory governance handbook highlights the purpose and membership of all constituent groups and is currently being updated to include newly formed subcommittees and organizational chart.

**IV.A.2. Evidence**

**IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and**

**clearly defined role in institutional governance and exercise a substantial voice in**

**institutional policies, planning, and budget that relate to their areas of responsibilityand expertise.**

**IV.A.3. Evidence of Meeting the Standard**

RSCCD BP 2510 and AR 2510 Participation in Local Decision Making provides district wide direction regarding our participatory decision-making process and the roles and responsibilities of faculty, staff, and students at both the district and college levels. Documents that further describe district and college process include the RSCCD District-wide participatory Governance Structure, RSCCD Planning Design Manual and the SAC Participatory Governance Structure Handbook. (\*insert evidence links here).

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies that relate to their areas of responsibility and expertise. In a spirit of collegiality, Santa Ana College has developed a structure of councils, committees, ad hoc groups, and task forces. As indicated on the Shared Governance Committees webpage, (evidence link) and in accordance with the current SAC Participatory Governance Structure Handbook, SAC has five Participatory Governance Committees in conjunction with other working Committees to move forward the college's agenda in line with the college’s mission and goals. The college’s participatory governance committees have representation from each of the college’s constituent groups. The college President appoints administrative representation while the President of the Academic Senate appoints faculty representation and classified representative's area appointed by the Classified School Employees Association (CSEA) as the legal representative of the classified employees. The Associated Student Government (ASG) is responsible for the appointment of all student representation.

The five main participatory governance committees include College Council, Institutional Effectiveness & Assessment, Planning and Budget, Facilities, and Student Success and Equity Committee. The constituent groups are the Faculty (Academic Senate), Administration, Classified (CSEA), and Students (ASG). The councils and committees are charged with gathering information, deliberating, formulating recommendations regarding policies and procedures, which will be forwarded to the Academic Senate, the President of Santa Ana College, and the Board of Trustees, and reporting information to fellow constituents.

SAC’s College Council is the participatory governance communication tool for all constituent groups. The council provides advice to the college president pertaining to college issues and reviews and considers recommendations made from other governance bodies. The council meets regularly, on the 2nd and 4th Wednesday of each month.

SAC’s Planning and Budget Committee is the participatory governance committee responsible for recommending budget priorities, procedures, and processes to the College Council. The Planning and Budget Committee also functions as a community liaison for fiscal affairs with the college community.

The goals of the Planning and Budget Committee are to:

* Clarify, communicate, and train the planning and budgeting process within the committee, divisions and across the campus.
* End the fiscal year with a positive balance and a contingency reserve.
* Perform an annual institution-wide evaluation of the effectiveness of the Resource Allocation Process and analyze the results to enable for continuous improvement.
* Implement a more robust total cost of ownership program and utilize it as a budgeting tool for technology upgrades and physical facilities.
* Evaluate how budget process ties into program review and how to use technology to automate the process.

SAC’s Facilities Committee is the participatory governance committee responsible for identifying and prioritizing capital projects including scheduled maintenance projects. It serves as an information and exchange body on facilities projects that are in construction or that are being planned. Goals of the Facilities Committee are to:

* Identify and prioritize projects including potential hazards, operational effectiveness, and appearance.
* Communicate through its members, with the college community on facilities issues, the committee’s work, and recommendations.
* Identify potential secondary effects due to the construction of new facilities or the remodeling of existing ones.
* Convene and coordinate the Health, Emergency Preparedness, Safety & Security Task Force (HEPSS) regularly. HEPSS reports to the Facilities Committee, discusses college-centered safety and security issues while determining plans of action and makes recommendations to Facilities Committee.

The purpose of SAC’s Student Success and Equity Committee is to positively impact the academic achievement and success of SAC students by linking matriculation, student equity, and related student success initiatives at the college. In addition, the SAC Basic Skills Task Force is linked to the Student Success and Equity Committee. The goals of the committee are to:

* coordinate and plan implementation activities related to student success initiatives.
* to review success, equity, and achievement data and set goals for improvement on an annual basis;
* plan enhancements and interventions with the potential to address achievement/outcome gaps, assist students, and strengthen the institution;
* develop, review, and strengthen related policies, as well as monitor implementation efforts underway;
* communicate results of committee work to the college at large and create incentives for broad involvement in implementation activities as appropriate; and
* support related resource development.

The committee is composed of representatives from the college administration, faculty, classified, and student body and is led by representatives from each core initiative meeting on a regular basis to handle the operational business of the committee.

**IV.A.3 Analysis and Evaluation**

Through its established policies and procedures, Santa Ana College provides, the faculty, classified, administrators and students have clearly defined roles in the governance of the institution and can exercise their voice in the areas of institutional planning, policies, and budget as related to their areas of responsibility and expertise.

**IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures,**

**have responsibility for recommendations about curriculum and**
**student learning programs and services.**

**IV.A.4. Evidence of Meeting the Standard**

SAC follows established district Board Policy and Administrative regulation that outlines the responsibility of faculty for recommendations regarding curriculum and student learning programs and services. Santa Ana College (SAC) galvanizes a group of faculty, academic administrators, and the Academic Senate to make recommendations and share responsibilities regarding curriculum and student learning programs. Per BP 2510 (Participation in Local Decision Making) which delineates the role of the Academic Senate in decision making, BP/AR 4020 (Program Curriculum and Course Development) and BP/AR 4022 (Course Approval) in conjunction SAC’s curriculum and instruction handbook (handbook link) drive Curriculum practices. SAC follows a well-defined structure for all groups involved in the process to analyze, review, update, and approve course curriculum items, as well as degrees, certificates, and academic programs. Every academic division has at least one curriculum committee with faculty representatives from every department within that division and an academic dean. For example, the minutes of the Humanities Curriculum Committee for April 15, 2020 illustrate the courses, SLOs, distance education addenda, and degrees that the committee collectively reviewed and approved (IVA-1). The committee then sends their recommendations to the college-wide Curriculum and Instruction Council (CIC) for review and approval, which then codifies them in a more formal manner. The Academic Senate President appoints a faculty member as the chair of the CIC. Membership of SAC’s CIC includes faculty representatives from each academic division on campus, as represented on the Academic Senate, an academic dean, the Vice President of Academic Affairs, an At Large representative, and a student. For reference purposes, the CIC maintains an updated repository of agendas and minutes on the SAC website. It also posts reference documents to support all representatives on the work they undertake, such as the SAC Curriculum and Instruction Handbook (IVA-2). In addition, the Chair of the CIC reports regularly to the Academic Senate at their scheduled meetings.

SAC periodically evaluates its committees, policies, and procedures to maximize their effectiveness, especially when it relates to student programs and services. For example, in 2019, SAC recognized that the former Teaching and Learning Committee (TLC) covered too many tasks. Consequently, SAC reinstituted the Institutional Effectiveness and Assessment Committee, and it took over some of the processes usually covered by the TLC by creating two new independent committees with a more focused view and membership: The Program Review Committee, and the Outcomes Assessment Committee. The Program Review Committee serves as the oversight body for academic program review. It includes faculty and administrative representatives from both academic affairs and student services. Every academic department participates in a program assessment process both annually and on a four-year cycle. The process includes a review of the programs and services offered to students, degrees, certificates, as well as assessment of student learning outcomes (SLOs) for courses and programs (PLOs). All departments post their SLOs on their department website. Every four years, academic departments and student services areas report the results of the quadrennial review to the Program Review Committee. For example, the minutes from the February 24, 2020 meeting lists all the departments scheduled to present their results in Spring 2020 and Fall 2020 (IVA-3). The Program Review Committee posts all its meeting agendas and minutes on its website.

The [Distance Education Advisory Group](https://sac.edu/AcademicAffairs/DistanceEd/Pages/DistanceEducationAdvisoryGroup.aspx) is an Academic Senate work group consisting of faculty from all divisions. This faculty work group advises the Distance Education Department and Academic Senate on areas pertaining to faculty training, Canvas templates, Online Degree Pathways, and online student support needs.

Since we are a multi-college district, it is extremely important that the SAC Academic Senate President (or a designee) be included on the agenda for a report at every Board of Trustees meeting. These regularly scheduled reports provide the faculty with direct access to the Board of Trustees to keep them informed and updated on academic and professional matters. The Board of Trustees agenda for March 23, 2020 offers evidence of the academic Senate reports from both colleges to the Board of Trustees (IVA-4).

**IV.A.4. Analysis and Evaluation**

Through established policies, procedures, SAC’s governance structures, and the roles and responsibilities of SAC’s Curriculum and Instruction Council, SAC demonstrates its reliance on the role of the faculty, and administrators in providing recommendations to the Board of Trustees pertaining to curricular matters.

**IV.A.5. Through its system of board and institutional governance, the institution ensures
the appropriate consideration of relevant perspectives; decision-making aligned withexpertiseand responsibility; and timely action on institutional plans, policies,
curricular change, and other key considerations.**

**IV.A.5. Evidence of Meeting the Standard**

By means of both board and institutional governance structure, SAC ensures appropriate consideration of relevant perspectives. Policies include BP & AR 2510 (Participation in Local Decision Making); BP 2200 (Board Duties and Responsibilities); and BP 2105 (Student Member). SAC’s Participatory Handbook also delineates the membership and roles and responsibilities of all constituent groups as members of governance committees. Both the district and SAC’s participatory governance structure has been designed to ensure the broad participation of all constituent groups. RSCCD’s Planning Design Manual along with SAC’s Participatory Governance handbook identify the ways in which constituent groups participate and contribute to district and college planning. RSCCD also has in place a systematized way to govern and implement policies that is thorough and well thought out. The policies that are in place ensure a voice from all stakeholders which includes students. Ensuring feedback from students is a keyway to remain informed of the needs and expectations of the student body. To allow for timely action on institutional plans, policies, and curricular change governance committees, in addition to the RSCCD Board of Trustees (BP 2310 Regular Meetings of the Board), meet on a regular cycle, most meeting on a bi-monthly schedule.

**\*need more information regarding timely action on institutional plans/policies,**

**IV.A.5. Analysis and Evaluation**

 The structure of RSCCD and SAC’s participatory governance has been designed to ensure that each constituent group is given the opportunity to effectively participate in both district and college governance and that their options will be given every reasonable consideration for all recommendations toward institutional improvement.

**IV.A.5. Evidence**

**IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

**IV.A.6. Evidence of Meeting the Standard**

Santa Ana College maintains many sources of information regarding committees to serve as both a public record and dissemination tool for decisions made throughout the college. Almost every committee at the college has a designated webpage housed within the larger SAC website. The committees that update these pages include financial and infrastructural (Planning and Budget Committee), institutional processes (Academic Senate), and student outcome (Student Success and Equity). These pages are updated frequently. The most common types of updates to these pages include meeting times, agenda, minutes. These are hyperlinked and accessible by anyone who navigates to these pages. These committee webpages also contain links and subpages for subcommittees and other related bodies of governance within the college.

 Planning and budget (<https://sac.edu/AdminServices/budget/Pages/default.aspx>)

Academic Senate (<https://sac.edu/President/AcademicSenate/Pages/default.aspx>)

Student Success and Equity (<https://sac.edu/committees/StudentSuccess/Pages/default.aspx>)

By maintaining a public record of meetings with detailed notes on the discussions and decisions made during them, SAC can keep the community of stakeholders up to date with the changes occurring. The individual websites for committees and organizations with the college enable information to be disseminated both in the context of the meetings but also framing it in the overarching priorities and goals of the college. Maintaining an active source of information through the webpages is an effective means to allow interested stakeholders to access this content when needed and to check in on the workings of the college and its various components. It should be noted, however, that these webpages serve as effective means of communication so long as interested parties are aware of their existence, notified when they are updated, and the updates happen frequently. Many committee webpages at SAC are not kept completely up to date with the information regarding current meetings. Some of them, including two of the three listed above, have not been updated in one or two months. This is an opportunity for improvement with greater turnaround time on updated agenda and minutes. Additionally, sending out notifications of updates to these committee webpages monthly to interested parties including the college President, Vice Presidents, Deans, and Department Chairs would enable the information generated at these meetings to be broadcast to a wider audience than those who are already aware of the information and where to find it.

**IV.A. 6 Analysis and Evaluation**

Santa Ana college utilizes a variety of ways to document and disseminate information pertaining to decision making and to communicate this information across the institution.

 ***Note: Involvement of reporting out through Academic senate/ use of emails by committees/meeting minutes/use of committee members to disseminate information to relevant audience/***

**IV.A.7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness.**

**The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

**IV.A.7 Evidence of Meeting the Standard** (input needed)

1. Are leadership roles regularly evaluated to assure their integrity and effectiveness?
2. Are the institution’s governance and decision-making policies, procedures, and processes regularly evaluated to assure their integrity and effectiveness?
3. Does the institution widely communicate the results of these evaluations and use them as the basis for improvement?

**IV.A.7. Analysis and Evaluation**

[Note: this item is not about individual committee’s goals]

Challenges we are working to improve regularity of evaluation, limited meeting time with urgent items to address.

**IV.B. Chief Executive Officer**

**IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for**

**the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness.**

**IV.B.1. Evidence of Meeting the Standard**

 Per RSCCD job description, (\*\*) the President of the college serves as the chief executive officer with overall responsibility to the Chancellor for all aspects of the leadership, planning, funding, staffing, facilities, and delivery of all educational programs and institutional services of the college.  In addition, the CEO holds responsibility for personnel services and employer-employee relations, student services and activities, student performance and conduct in the service area as well as safety, security, and preservation of human and fiscal resources.

The President demonstrates their effective leadership through participation in the institutions shared governance processes.  As part of SAC’s governance structure, the College President chairs the College Council. College Council serves as the participatory governance communication tool for all campus constituent groups.  The council provides advice to the president on college issues, and the forum by which all other campus committees can provide the president with recommendations.  In addition, the council reviews district board policies and administrative regulations as needed.  The college council meetings are regularly scheduled on the 2nd and 4th Wednesday of each month.

*Information regarding President’s cabinet??*

*Convocation*

**IV.B.1. Analysis and Evaluation**

*Will be written once all input has been provided*

**IV.B.1 Evidence**

**IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity.  The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

**IV.B.2. Evidence of Meeting the Standard**

The Santa Ana College Administration Organization Chart and the Santa Ana College Staff Profile illustrate the size and complexity of the administrative structure overseen by the president.  These documents provide the number of staff, faculty and administrators and illustrate the distribution of the major functional areas of the college, each led by a vice president: Academic Affairs, Administrative Services, Continuing Education, and Student Services.  The California Community Colleges Chancellor’s Office (CCCCO) Headcount by College report allows comparison of the size of the College’s staffing to similar sized institutions as a demonstration of an administration structure that is properly sized.

The president regularly evaluates the administrative structure through informal and formal processes and direct feedback from staff.  Evaluation occurs through consultation with Cabinet (executive heads of the four divisions of the College), Management Council, College Council, and other participatory governance committees.  Since 2019, the Employee Engagement Survey has provided the president with anonymously provided direct feedback from all employee groups. This Employee Engagement Survey contributes to the evaluation of the administrative structure by soliciting feedback on topics such as the effectiveness and competency of administration, distribution of resources and adherence to policies.  Committees review their purpose, membership, and effectiveness on a regular basis.

The attached sample of minutes from a Management Council and a College Council (the central participatory governance committee for the college) meeting provide examples of the college’s many formal structures that afford opportunity for the College President to delegate authority.  The attached presidential job description describes \*\*\*president’s job description not available as of 12-17-2020\*\*\*

**IV.B.2. Analysis and Evaluation**

The California Community Colleges Chancellor’s Office (CCCCO) Headcount by College report displays staffing levels, with administrator counts, for the College are equivalent or larger than most other similarly sized California community colleges.  An example of comparable or larger administration size compared to another large California Community college is East Los Angeles Community College with 24 educational administrators and 4 classified administrators compared to the College’s 24 educational administrators and 15 classified administrators (fall 2019).  Examination of the appropriate the organization and size of staffing is in process as the district administration has recently embarked on process to determine if its colleges are appropriately staffed.

The attached sample of minutes from Management Council and College Council (the central participatory governance committee for the college) are evidence of Santa Ana College’s many formal structures that afford opportunity for the college President to delegate authority and communicate important issues and pass responsibility for action to senior staff, administrators, managers, faculty, Classified School Employees Association (CSEA) union representatives, Academic Senate leaders, Associated Student Government leaders, and others. At these meetings, the president delegates authority to address issues related to student success, budget administration, facilities management, human resource requirements and other important topics.

\*\*include statement about how president’s job description directs them to delegate- copy of the job description required\*\*

**IV.B.3. Through established policies and procedures, the CEO guides institutional**

**improvement of the teaching and learning environment by:**

**IV.B.3. Evidence of Meeting the Standard**

The President establish collegial processes by centering the mission of the College as the guiding source of council meetings, publishing the catalog which is an official document that holds the college's policies, regulations, degrees & certificates, and curricular content; and publishing class schedules three months prior to the semester start date.

The President sets institutional performance standards for student achievement by facilitating faculty and staff to implement the California Community College’s Chancellor’s Office, Guided Pathways framework by attending trainings and hosting workshops for employees to engage and contribute to our students’ future success. The President also fosters and supports the mission of the College by inspiring colleagues to grow professionally, encourages collaborations and offer Professional Development opportunities to support student success and trainings such as Strength Quest to highlight employee strengths in the workplace.

The Colleges strategic plans, student engagement efforts and the delivery of instruction is strategically lead by high quality Data Driven Research provided by the Office of Research that analysis external and internal conditions. The office prepares the annual College Fact Book and past data was used to position the College to offer the bachelor’s degree Program Occupational Studies and highlight the advancements of the Occupational Therapy Assistant program.

The President encouraged the College and community members to participate in a public forum as part of the development of the District’s ADA Transition Plan update and self-evaluation. The President further ensured that the College align with the District for the educational planning efforts to integrate with resource planning and allocation to support student achievement and learning, that is essential to the Student Equity. The College also proactively offered COVID-19 Excused Withdrawal to offer students during these unprecedented times, to be aware that the College understand the challenges and concerns they may experience during the transition to Temporary Remote Instruction.

The President collaborates with the executive managers to monitor the administrative resources to support and improve student learning and achievement in the Colleges departments, divisions, and programs by providing prompt, reliable budget, and accounting services. The College strives to upholds ethical professional standards and provide exemplary customer service; while ensuring regulatory requirements associated with various government entities, auditors, and the district office are met i.e., the Career Education and Workforce Development partnerships, programs and pathways that assist students to successfully reach their education and employment goals.

The President collaborates with the executive managers to monitor the administrative resources to support and improve student learning and achievement in the Colleges departments, divisions, and programs by providing prompt, reliable budget, and accounting services. The College strives to upholds ethical professional standards and provide exemplary customer service; while ensuring regulatory requirements associated with various government entities, auditors, and the district office are met i.e., the Career Education and Workforce Development partnerships, programs and pathways that assist students to successfully reach their education and employment goals.

**IV.B.3. Analysis and Evaluation**

The President established procedures to evaluate the institutional planning and implementation efforts in a collegiate manner to sustain the mission of the institution, during the management and college council meetings, and during shared governance events such as the College Council Retreat

* establishing a collegial process that sets values, goals, and priorities;
* ensuringthe college sets institutional performance standards for student achievement;
* ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
* ensuring that educational planning is integrated with resource planning and allocation to

 support student achievement and learning;

* ensuring that the allocation of resources supports and improves learning and achievement; and
* establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

**IV.B.3. Evidence**

**IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that**

**the institution meets or exceeds Eligibility Requirements, Accreditation Standards,
and Commission policies at all times.  Faculty, staff, and administrative leaders of the
institution also have responsibility for assuring compliance with accreditation
requirements.**

**IV.B.4. Evidence of Meeting the Standard**

The President administers accreditation compliance at Santa Ana College by conducting a comprehensive self-study every six years and facilitating an accreditation team visit and submitting ACCJA midterm reports in the third year of each six-year cycle. This collaborative work, within prescribed timelines, ensures the institution meets or exceeds ACCJC Eligibility Requirements, Accreditation Standards, and Commission policies, at all times. (AR 3200)

Accreditation management items are discussed regularly at cabinet meetings and the President provides direction to the executive team to continue the related conversations, including supporting ACCJC trainings and workshops as well as campus training sessions.  Under the President’s leadership, accreditation standard expectations have been incorporated effectively into participatory governance processes, including instruction, student services, staffing, facilities, planning, assessment, budgeting, and financial management. This work has been summarized on the SAC Accreditation site, professional development links, and the Accreditation Organizational Chart. (evidence ????)

SAC utilizes a shared governance model (participatory governance handbook described on the College site) to fulfill the participatory governance requirements of AB 1725 and its accreditation responsibilities. In the spirit of collegiality, the institution uses a structure of councils, committees, ad hoc groups, and task forces. These groups gather information, deliberate, report, and formulate recommendations regarding policies and procedures, including those related to accreditation compliance, which are forwarded to the Academic Senate, the President, and the Board of Trustees for implementation.

Similarly, constituent groups include the Administration, Faculty (Academic Senate), Classified (CSEA), and Students (ASG). The structure is designed to ensure these groups the right to participate effectively in the RSCCD and SAC governance and accreditation compliance processes, by expressing their opinions at the College level, and the assurance that their opinions are given reasonable consideration.  In sum, these governance conversations ensure accreditation expectations, topics, and issues remain connected meaningfully to convocation, professional development, and division discussions.

**IV.B.4. Analysis and Evaluation**

*Will be written following input*

**IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board \policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

**IV.B.5. Evidence of Meeting the Standard**

The President assures the timely implementation of statutes, regulations, and Board of Trustee policies across Santa Ana College campuses, functions, responsibilities, and work areas. To do so, she meets regularly with the Chancellor’s Cabinet, which involves the Vice Chancellors of Business Operations and Fiscal Services, Educational Services, and Human Resources.

At SAC, the President ensures all institutional practices are consistent with the College mission to inspire, transform, and empower a diverse group of learners through focus on seven core competencies and student learning outcomes: communication skills; thinking and reasoning; information competency; diversity; civic responsibility; life skills; and careers. She meets regularly with her cabinet, which includes the Vice Presidents of Administrative Services, Academic Affairs, Support Services, and Continuing Education. She also makes certain all campus mangers meet regularly at the District and Campus Management Councils to make certain all leadership and management initiatives align with these values.

The College Council serves as the primary participatory governance body for all constituent groups.  Its institutional representative membership offers the President advice on college issues, including recommendations from other committees, and Board of Trustee policies and administrative regulations. The Council meets each second and fourth Wednesday of the month.

Through Council collaboration and participatory committee, ad hoc group, and task force engagement, all institutional initiatives are aligned with the College mission, policies, and goals.

The President maintains College legal compliance and campus practices alignment through effective control of the institutional budget and expenditures.  These responsibilities are undertaken in collaboration with the Planning and Budget Committee and with the advice and counsel of the Administrative Services Division. SAC budget priorities are forged through shared governance practices in combination with planning priorities.  Faculty use grant and resource allocation requests to help address instructional technology and equipment needs, which have been integrated into institutional effectiveness analyses through the outcome’s assessment and program review processes.

**IV.B.5. Analysis and Evaluation**

***Will be written following input***

**IV.B.5. Evidence**

**IV.B.6. The CEO works and communicates effectively with the communities served
by the** **institution.**

**IV.B.6. Evidence of Meeting the Standard**

The President of Santa Ana College is strategic in working to communicate effectively with external and internal constituencies at the local, regional, and statewide levels.  The President reaches out, meets, and presents to external groups which include: Chamber of Commerce, Neighborhood Associations, Unified School Districts, Civic Leaders, Elected Officials, Business, Industry, Nonprofit Organizations, Unions, and other Stakeholders. Communication methods include social media, emails, e-newsletters, features in local publications such as StayConnected community e-newsletter, *Para Todos Magazine, Orange County Business Jo*urnal, and other publications.  [document Santa Ana Chamber of Commerce Board and GROW Conference (including PRESENTER), Kiwanis, NHBWA, Los Amigos of Orange County AND Los Amigos of O.C. Education Committee, Unified, Coffee w/S.A. Chamber...]

The President ensures that the college campus is open to organizations that provide important support to students, staff, and community members.  For example, U.S. Customs and Immigration Service, COVID-19 Free Testing, Orange County Registrar of Voters Voting Site and Red Cross Blood Drive.  These services have been well-received by the community, especially during the pandemic.  In addition, the college has received positive reviews and visibility by local, statewide, and national media [document sources...]

In addition, the President ensures that there are multiple educational events and opportunities on campus to promote diversity and inclusion, such as Indigenous Heritage, Black History, Hispanic Heritage, LQBTQ+ and other events [document source...]

The President consistently communicates with internal groups on campus with include: Convocation, Flex Days, SAC Cabinet, College Council, Management Council, Bachelor’s Degree, Equity, Guided Pathways, and CTE.  Communication methods include emails, texts, social media, videos, e*l Don* student newspaper, small group, and large group gatherings, such as professional development sessions with staff, faculty and managers, informal coffee gatherings, and book clubs.  [document sources....] Inclusion of bi-annual Convocation???

The President is aware of external factors that affect students, staff and community members and works to address these issues in a timely manner.  Examples include, immigration, racial protests, COVID 19 and other important issues. [document...]

The President formally reports to the Board of Trustees at every board meeting.  This report includes the work of the colleges while also providing updates on internal and external communication to all communities served.  [document sources...]

The President meets regularly with the SAC Foundation Board of Directors, the standing committees, and is also directly involved in work associated with current and future donors.  SAC Foundation events and activities include President’s Circle, Centennial, Central Mall Grand Opening, SAC Inspires Campaign, Annual Report, Raising the Game Campaign.  [document...]

The President is a regional and statewide leader as a representative of Santa Ana College, and community. Examples include: Consul de Mexico, Community College League of California, Association of California Community College Administrators, Los Angeles/Orange County Regional Consortium Governance Council, A2Mend Education Task Force, California Community College Colegas, Bachelor’s Degree Program Steering Committee, and Community College Leaders.

The President delegates communication effectively by directing the Public Affairs unit to support all communication efforts, ensures the Research unit is monitoring, tracking, and reporting out on student issues.   [document...]

Also, the Outreach units are encouraged to participate in all community events, such as *Fiestas Patrias*, Garden Grove Strawberry Festival, TET Festival, Black Chamber, Hispanic Chamber, and other annual large gatherings.

**IV.B.6. Analysis and Evaluation**

The President of Santa Ana College (SAC) has developed strong and effective relationships with external and internal communities served by the College and regularly provides reports to the campus community, the Chancellor, and the Board of Trustees.  [document...]

**The College meets Standard IV.B.6.**

**Conclusions on Standard IV.B. CEO**

The President fulfills the leadership and governance responsibilities prescribed by Board policies, regulations, and statutes, as required by the ACCJC Accreditation general provisions and this specific standard. This work takes shape through an integrated leadership system of:

*New Initiative Implementation*like Vision for Success strategic goals focused on student completion, transfer, unit efficiency, workforce outcomes, and equity as well as specific Equity Plan metrics; *Managerial Relationships* maintained through the Cabinet, Management, and College Councils;  *Governance Provisions* in collaboration with the college council and faculty and staff associations;  F*acility Usage* for 19 campus areas, 55 continuing ed sites, five satellite centers, and three high schools;  *Programmatic Coordination* across 104 activities, services, and program leads; *Planning Projects*to build a new Health Science Center and Johnson Student Center as well as management of completed renovations of Dunlap Hall, central plant, and campus infrastructure; and   *$\_\_\_M Budgetary Oversight* for capital, operational, categorical, and grant funding.

Information obtained from surveys, focus groups, California Community Colleges Chancellor’s Office Reports and committee meetings provide the President with the information needed to evaluate the size and effectiveness of administrative structures.

Institutional effectiveness assessments in collaboration with Research Office colleagues provide the means for iterative, data-driven, problem solving. In sum, this collaborative work across the College provides the President the information to communicate effectively with the communities the institution serves.

Perhaps the most contemporaneous example is the President’s leadership of the Guided Pathways implementation at Santa Ana College, as only one of 20 institutions in California to initiate this systemic change.  Termed locally as Career and Academic Pathways, the related leadership and governance issues have been highlighted throughout this standard response.  Further, these contributions are the subject of the College Quality Focus Essay. Our hope is that its elucidation will help the ACCJC disseminate its successes, while simultaneously pointing us toward the innovative approaches utilized by our peer colleagues.

**IV.C. Governing Board**

**IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality integrity, and effectiveness of the student learning programs and services
and the financial stability of the institution. (ER 7)**

Santa Ana College is one of two colleges in the Rancho Santiago Community College District (RSCCD). The Board of Trustees of the Rancho Santiago Community College district consists of 7 members (BP 2010 Board Membership) that are elected by the qualified voters of the district and are elected by trustee areas as defined in Board Policy 2100 (Board Elections). The Board includes a Student Trustee that is chosen by students enrolled in the district per a general election (BP 2105 Election of Student Member). Per BP 2200 Board Duties and Responsibilities, the Board of Trustees governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Education Code Section 70902 which includes establishing polices that define the intuitional mission, the setting of prudent, ethical, and legal standards for college operation, the monitoring of institutional performance and educational quality and to assure fiscal health and stability of the district. BP 2410 Board Policies and Administrative Regulations provides Board of Trustee guidance for the adoption of policies authorized by law or determined by the Board to be necessary for the efficient operation of the District.

Per BP 2510 Participation in Local Decision Making, the Board is the ultimate decision-making body in those areas assigned to it by state and federal laws and regulations. All district policies are the purview of the Board of Trustees. Any recommendation to revise an existing policy or the adoption of a new policy is reviewed by the District Council prior to being submitted to the Board Policy Committee for review and consideration and moved to the Board of Trustees for approval. The Board Policy Committee also has the purview to imitate a review of Board policies and administrative procedures.

The institution’s governing board has the responsibility to assure its policies align with student learning programs and services as evidenced in approval of Item No. 3.5 Approval of Proposed Revisions for the 2019-2020 Santa Ana College Catalog Addendum and Item No.3.7 Approval of the Santa Ana College Community Services Program for Summer 2020 of the [April 13, 2020 Board Meeting](https://rsccd.edu/Trustees/Documents/Dockets/2020%20Dockets/04-13-20%20DOCKET.pdf) minutes. According to [BP 3225](https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapter%203/BP%203225%20Institutional%20Effectiveness.pdf), the Board [of Trustees] “is committed to developing goals that measure the ongoing condition of the District’s operational environment. The Board regularly assesses the District’s institutional effectiveness.” The institution has policies to assure the integrity of student learning programs and services as outlined in the [BP 2200 Board Duties and Responsibilities](https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202200%20Board%20Duties%20and%20Responsibilities.pdf). The institution’s policies assure the effectiveness of student learning programs and services as it pertains to the outlined items of Page 2 of the [BP 2410 Board Policies and Administrative Regulations](https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202410%20Board%20Policies%20and%20Administrative%20Regulations.pdf). This is further evidenced with the Board Members attendance to events at Santa Ana College to assure the integrity of the institution, as evidenced by Mr. Hernandez’ attendance of the Undocu-Scholars Program “Love in Action” conference and the Black History Event – “You Belong Here” in the [March 9, 2020 Board Minutes](https://rsccd.edu/Trustees/Documents/Minutes/2020%20Minutes/03-09-20%20minutes.pdf) Item No 5.0.

Evidence of the Boards role is further evidenced by the action the Board of Trustees (BOT) took in approving the [Special Report Bachelor of Science in Occupational Studies for Accrediting Commission for Community and Junior Colleges (ACCJC)](https://www.rsccd.edu/Trustees/Documents/Dockets/2017%20DOCKETS/12-04-17%20DOCKET.pdf#search=occupational%20studies%20bachelor%27s%20program%20press%20release) (starting on Page 70). Other evidence consists of the BOT’s approval of the 2017-2019 Integrated Plans: Basic Skills Initiative, Student Equity, and Student Success & Support Program to close achievement gaps, as outlined on Item No. 4.7 (details can be viewed on Page 131) on the [December 4, 2017 Board Docket](https://www.rsccd.edu/Trustees/Documents/Dockets/2017%20DOCKETS/12-04-17%20DOCKET.pdf#search=occupational%20studies%20bachelor%27s%20program%20press%20release).

The institution’s governing board has authority over and responsibility to assure its financial stability as evidenced in the [April 13, 2020 Board Docket Summary](https://rsccd.edu/Trustees/Documents/Dockets/2020%20Dockets/04-13-20%20DOCKET.pdf) Item No. 4.2 Approval of Budget Increases/Decreases and Budget Transfers and Item No. 5.1 Approval of Resource Development Items, including acceptance of grants and enter into contractual agreements on behalf of the district. In addition, any agreements that affect budget items, such as payments of bills, purchase orders, bids or Professional Service Agreements with outside organizations, must also be approved by the institution’s governing board as evidenced in the [April 13, 2020 Board Docket Summary](https://rsccd.edu/Trustees/Documents/Dockets/2020%20Dockets/04-13-20%20DOCKET.pdf) Item No. 3.9, 4.1, and 4.3. Furthermore, the Board of Trustees have also approved Resource Development Items, which detail budgets from pages 319-377 described on the [December 4, 2017 Board Docket](https://www.rsccd.edu/Trustees/Documents/Dockets/2017%20DOCKETS/12-04-17%20DOCKET.pdf#search=occupational%20studies%20bachelor%27s%20program%20press%20release) Item 6.1. Their oversight and approvals allow the institution to continue functioning in in its operations to provide the services and support needed for students to be successful.

**IV.C.1. Analysis and Evaluation**

Based on established district policies, the Rancho Community College District Board of Trustees, overseeing both Santa Ana College and Santiago Canyon College, demonstrates that it has full authority over and responsibility for district policies to assure the academic quality, integrity, and effectiveness of the student learning program and services along with the financial stability of the institutions.

**IV.C.1 Evidence**

**IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

**IV.C.2 Evidence of Meeting the Standard**

The governing board of the Rancho Santiago Community College district acts as a collective entity. Board Policy 2330 Quorum and Voting indicates that the Board shall act by majority vote or in selected cases two-thirds majority and no action will be taken by secret ballot. Board Policy 2715 Code of Ethics/Standards of Practice holds that Trustees will speak on behalf of the Board only when granted such authority by a majority of the board and that Trustees will uphold the letter and spirit of Brown Act making all official decisions and action in open and public meetings. Board Policy 2720 Communication Among Board Members, stipulates that members of the Board shall not discuss, deliberate, or act on any item of business outside a regularly scheduled meeting. The RSCCD Board of Trustee includes a student trustee who is recognized as a full member of the board during its meetings apart from closed sessions, and has the privilege to cast an advisory vote, albeit this vote will not be included in determining the vote required to carry any measure before the board.

**IV.C.2. Analysis and Evaluation**

The Board of Trustees of RSCCD have demonstrated that they act as a collective entity supporting decision of the Board.

**IV.C.2 Evidence**

**IV.C.3The governing board adheres to a clearly definedpolicy for selecting and
evaluating the CEO of the college and/or the district/system.**

**IV.C.3. Evidence of Meeting the Standard**

The Governing Board of RSCCD has a clearly defined policy for selecting and evaluating the Chancellor of the district. Per BP 2200 Board Duties and Responsibilities Board members are granted the authority to hire and evaluate the Chancellor of the district and Board Policy 2431 Chancellor Selection, states that “In the case of a Chancellor vacancy, the Board shall establish a search process to fill the vacancy.” Also, Administrative Regulation 2431 Chancellor Selection, states “the final authority for hiring the Chancellor rests with the governing Board.” Again, the statement, “final authority for hiring the chancellor rests with the Board” is reinforced in the Chancellor’s appointment and contract found in the minutes from the [May 28, 2019 Board Meeting](https://www.rsccd.edu/Trustees/Documents/Minutes/2019%20Minutes/05-28-19%20minutes.pdf) (Closed Session p. 10 & Human Resources section 6.1 p. 11). In addition, Board Policy 2432 Chancellor Succession, states that the Board shall establish a search process in case of a Chancellor vacancy. The RSCCD Governing Board adheres to clearly defined policy for evaluating the chancellor. Board Policy 2435 Evaluation of the Chancellor states that the Board shall conduct the Chancellor’s evaluation annually. The Chancellor’s employment contract listed in the [May 28, 2019 Board Docket](https://www.rsccd.edu/Trustees/Documents/Dockets/2019%20Dockets/05-28-19%20DOCKET.pdf) p. 279, #19 indicates the terms of the Chancellor evaluation including that the Board may evaluate the Chancellor at any time but at least annually.

The RSCCD Governing Board adheres to a clearly defined policy for selecting the president as evidenced by Board Policy 7120 Recruitment and Hiring. This policy indicates that the “Chancellor shall establish procedures for the recruitment and selection of employees.” Administrative Regulations 7120.3 Management Recruitment and Selection reinforces that new positions will be reviewed by the District Participatory process and recommended to the Chancellor. In addition, the [May 26, 2020 Board Docket/May 11, 2020 Board Meeting Minutes](https://www.rsccd.edu/Trustees/Documents/Dockets/2020%20Dockets/05-26-20%20DOCKET.pdf) section 5.12 and Closed Session 1e indicate board approval of the hiring plan and process for selection of the new Santa Ana College President including the Board consideration of an Interim SAC President. Also, the RSCCD Governing Board adheres to a clearly defined policy for evaluating the president. Board Policy 7150 and Administrative Regulation 7150.2 give the terms of management evaluation. Lastly, the SAC President had a Public Employee Performance Evaluation in a closed session at the [May 26, 2020 RSCCD Board Meeting.](https://www.rsccd.edu/Trustees/Documents/Dockets/2020%20Dockets/05-26-20%20DOCKET.pdf)

**IV.C.3**. **Analysis and Evaluation**

RSCCD has effective process and procedures for the selection of the district Chancellor and college presidents and adheres to clearly defined evaluation procedures.

**IV.C.3 Evidence**

**IV.C.4. The governing board is an independent, policy making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

**IV.C.4. Evidence of Meeting the Standard**

The Rancho Santiago Community College District consists of the two colleges, Santa Ana College and Santiago Canyon College, and 4 educational centers, Santa Ana College Centennial Education Center, Santa Ana College/ Orange County Sheriff’s Regional Training Academy, Santa Ana College Digital Media Center, and Santiago Canyon College Orange Education Center. The Board of Trustees of the Rancho Santiago Community College district consists of 7 members (BP 2010 Board Membership) that are elected by the qualified voters of the district and are elected by 7 trustee areas as defined in Board Policy 2100 (Board Elections). The term of office of each trustee is for 4 years, with elections being held every two years in even numbered years. The Board also includes a Student Trustee that is chosen by students enrolled in the district per a general election (BP 2105 Election of Student Member). The term of office for the student trustee is 1 year.

Per BP 2200 Board Duties and Responsibilities, the Board of Trustees governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Education Code Section 70902. Board responsibilities include representing public interest, establishing polices that define the intuitional mission, the setting of prudent, ethical, and legal standards for college operation, the monitoring of institutional performance and educational quality and to assure fiscal health and stability of the district.

The Board of Trustees reflects public interest in the institution’s educational quality by including 1 student member to be seated and recognized as a Board member for 1 year in accordance with BP 2015, Student Member. In addition, the Board adopted Resolution Number 20-03 – Declaring an Emergency and Authorizing Necessary Actions Regarding Novel Coronavirus (COVID-19). The language included “Authorizes the Chancellor and/or his designee from the date of this Resolution to take all actions necessary to ensure the continuation of public education, and the health and safety of the students and staff at all District sites, in accordance with local, state, and federal law, provided that any expenditure over One Million Dollars ($1,000,000) will require approval of the executive committee and any expenditure over Five Million Dollars ($5,000,000) will require board approval. Additionally, any actions taken shall be agendized for ratification by the Board at the next regularly scheduled Board Meeting.” Board members appreciated the chancellor and staff on their quick response to respond to this pandemic. One board member encouraged colleges to increase enrollment with a strategic plan and another member mentioned to promote and review programs discontinued from the inmate program.

There are different areas that the Board of Trustees must consider when reflecting public interest to prevent conflict of interest as outlined in AR 2710 (Conflict of Interest) in the following activities:

* Incompatible Activities that are not aligned with their Board duties or holding 2 incompatible offices.
* Financial Interest in any contract made by Board or in capacity as a Board member or employee, even if it is a remote interest in the contract outlined in Government Code Section 1091(b)
* No employment ties to the district unless the employee resigns to become a Board member. The only allowed activity is to teach no more than 1 course per semester or quarter as specified in Education Code Section 72130 (b)
* Financial Interest in Decision is prohibited, but if there is financial interest, a written submittal must be provided to the Board. When the conflict of interest has been identified, it must be publicly identified in detail, the Board member must also be removed from this voting matter and leave the room for the discussion and vote.
* Gifts shall not be accepted in excess of the prevailing gift limitation specified in law. Further details regarding gifts and gift plan policy are outlined in BP 3820 & 3821.
* Representation for compensation appearing before a local government agency after leaving their position.
* No participation in selection, award, or administration of a contract(s) supported by federal funds. This not only includes Board members, but also includes any members of his/her immediate family, his/her partner, or organization in which employee is or will be employed with a financial or other interest or in a tangible personal benefit from a firm considered for the contract.
* Training is required on an annual basis, as indicated on BP 2710.

Furthermore, the Board of Trustees reviews Board Policies, such as the Code of Ethics/Standards of Practice as indicated in BP 2715 and Board Member Travel as indicated on the September 19, 2019 Board minutes. BP 2715 states “In all decisions the Board will consider the educational welfare and equality of opportunity of all students in the District. Trustees are non-partisan elected officials and will always put District and college priorities before their own political and personal priorities.”

Members of the Board shall not use District funds, services, supplies, or equipment to support or defeat any ballot measure or candidate, but not limited to, any candidate for election of the governing board as disclosed in BP 2716. They advocate for the institution by approving the Adoption of Resolution No. 19-25 Resolution Ordering an Election to Authorize the Issuance of General Obligation Bonds and Establishing Specifications, which will provide upgrades for Science, Technology, Engineering, Math, Biotech, and trades such as Welding, and Auto Technology as stated in the October 28, 2019 Board Minutes. In addition, there was a “Do’s & Don’t of CA Campaign Law” handout distributed by the SAC Public Affairs office to ensure all employees are aware what is and is not allowed. As a result, the institution will be protected from undue influence or political pressure.

**IV.C.4. Analysis and Evaluation**

The governing board of RSCCD is an independent, policy-making body that has demonstrated that it reflects the public interest in the institution’s educational quality and advocates for and defends the institution and protects it from undue influence and political pressure.

**IV.C.4 Evidence**

**IV.C.5. The governing board establishes policies consistent with the college/district/**

**system mission to ensure the quality, integrity, and improvement of student learning**
**programs and services and the resources necessary to support them.  The governing board has ultimate responsibility for educational quality, legal matters, and
financial integrity and stability.**

**IV.C.5. Evidence of Meeting the Standard**

According to the RSCCD Functions/Mapping of Responsibilities, the District and Santa Ana College have a variety of functions in which the operational responsibilities and functions are delineated, such as the student learning programs and services available. These responsibilities and functions align with the RSCCD Strategic Board Plan 2020-2022, where the mission is stated to provide “quality educational programs and services that address the needs of our diverse students and communities.”

Evidence of policies that are consistent with the districts /colleges mission to ensure quality, integrity, and improvement of student learning programs and services can be seen through the execution of the following:

As directed by BP/AR 3225 Institutional Effectiveness, the Board of Trustees of the Rancho Santiago community college district is committed to developing goals that measure the ongoing condition of the district’s operational environment and to regularly assess the District’s institutional effectiveness.

With execution of BP/AR 3250 Institutional Planning the Chancellor is given the authority to ensure that the district has and implements a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research.

The Governing Board further ensures that all educational programs are of high quality, relevant to community and needs through BP/AR 4020 Program, Curriculum and Course Development and BP/AR 4022 Course approval that directs the Chancellor (an/or designee) to submit course approved by the college Curriculum and Instruction Council to the Board of Trustees on a regular basis for approval. BP/AR 4025B Baccalaureate Degree Programs was established as Santa Ana College became one of the initial 15 colleges selected to offer a BA degree the Board of Trustees, in consultation with college leadership (faculty and administration), for the offering of this program which went through participatory governance approval.

Through BP6100 Delegation of Authority, Business and Fiscal Affairs the Board the Chancellor has been given the authority to supervise the general business procedures of the district. This includes budget/audit & accounting funds/protection of assets and persons. In addition, the chancellor is required to make appropriate periodic reports to the board and keep the board fully advised regarding the financial status of the district. Under BP/AR6100 the Vice Chancellor of Business Operations and Fiscal Services is granted authority by the Chancellor to supervise budget preparation and management and to oversee fiscal management of the district. The Vice Chancellor is also given authority over the development of Internal policies and procedures with Chancellor oversite on some occasions. Under the district governance structure, the Vice Chancellor of Business Operations and Fiscal Services serves as co- chair of the district’s Fiscal Resources Committee (FRC) the district-wide participatory governance committee charged with developing the district budget process calendar, reviewing, and evaluating the district Budget Allocation Model, and developing budget assumptions (AR 6200). In accordance with Title 5 sections 58305 (a) and 58305 (c), the Chancellor submits the districts tentative budget for the ensuing fiscal year by July 1 and the proposed Adopted Budget no later than September 15. In addition, quarterly reports are submitted to the State Chancellors Office.

Per BP6200, the budget and expenditures of RSCCD support and reflect the districts vision and mission statements, district and college master plans and other planning documents as appropriate. The budget is the financial plan for the operation of the district for a fiscal year and developed in accordance with Board-adopted educational goals and objectives and fiscal standards. Budget planning begins early in the calendar year to allow opportunities for all constituency groups and the Board to review. On an annual basis, the Chancellor presents a budget to the Board in accordance with Title 5 and the CCC Budget and Accounting Manual.

The Board of Trustees (BOT) is the ultimate decision-maker in areas assigned to state and federal regulations and participates in developing recommended policies for board action and administrative procedures for the Chancellor under the District. The Board consults with the Academic Senate regarding academic matters as described in BP 2510. The Board expends monies in the best interest of the District adhering to the Code of Ethics, such as performing sufficient and timely planning for purchasing procedures, securing responsible bidders and vendors, implementing programs to achieve or exceed targeted volumes of business with minority, women, and disabled veteran-owned enterprises as outlined in BP 6331. The Board also ensures stability of the institution by approving transfers, in which two-thirds vote of the members of the Board must approve reserve for contingencies and majority of the members for transfers made between expenditures, as evidenced in AR 6250. Therefore, the legalities and financial stability of the institution are crucial, and the BOT must have the best interest so that SAC can provide educational quality necessary and provide the support and services needed.

**IV.C.5. Analysis and Evaluation**

*Will be written following input*

**IV.C. 5 Evidence**

**IV.C.6. The institution or the governing board publishes**

**the board bylaws and policies specifying the board’s size, duties, responsibilities,
structure, and operating procedures.**

**IV.C.6. Evidence of Meeting the Standard**

The RSCCD publishes bylaws and policies online on the RSCCD Homepage. There are several board policies and administrative regulations specifying the board’s size, duties, responsibilities, structure, and operating procedure.

Board Policy 2010 Board Membership indicates that there shall be 7 members of the Board of Trustees elected by qualified voters of the District and that they will be elected by defined geographical areas as defined in Board Policy 2100 (Board Elections). The RSCCD website exhibits the board size and structure of the board members under [Board of Trustees](https://www.rsccd.edu/Trustees/Pages/Board-of-Trustees.aspx). Per Board Policy 2210, the composition of the RSCCD Board of Trustees includes a President, Vice President and Clerk. Positions will be for four-year terms and the Chancellor of the District will serve as the secretary to the Board. In addition, the appointment of the student board of trustee is delineated by Board Policy/ Administrative Regulation 2105. The appointment of the student trustee is for one year. Board Policy 2200 Board Duties and Responsibilities, states that the “Board of Trustees governs on behalf of the citizens in the District...” Some of the board duties include representing the public interest, establish policies and standards, and hire and evaluate the Chancellor. The RSCCD website affirms the [Board responsibilities](https://www.rsccd.edu/Trustees/Pages/Board-Responsibilities.aspx) as that “The Board of Trustees has full legal authority and responsibility for the college district.’ Board responsibilities also include assuring the fiscal health and stability of the district, to monitor institutional performance and educational quality, and to advocate and protect the District. Also, during the Annual Organization meeting held each year in December, Trustees are appointed to [Board Committees](https://www.rsccd.edu/Trustees/Pages/Board-Committees.aspx) such as the Bond, Communications, Executive, Facilities, Fiscal/Audit, Legislative, Policy, and Safety & Security and election for Board Officers takes place (BP 2305 Annual Organization Meeting).

**IV.C.6. Analysis and Evaluation**

The RSCCD Board of Trustees publishes the policies on the district website which specify the boards’ size, duties, responsibilities, structure, and operating procedures.

 **IV.C.6 Evidence**

**IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The
board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them, as necessary.**

**IV.C.7. Evidence of Meeting the Standard**

The RSCCD District utilizes the Community College League of California’s Policy and Procedure Service to assist with updates to existing policies and procedures and for recommendations of adoption of new policies and procedures in response to changes in law, regulations, and/or accreditation standards. All district policies are the purview of the Board of Trustees. Recommendations by staff to revise an existing policy or adopt a new policy is reviewed by the District Council (the primary participatory governance body responsible for district-wide planning activities) prior to submission to the Board Policy Committee. Any policy actions recommended by the Board Policy Committee are presented to the Board of Trustees for final approval. ([BP 2410](https://www.rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202410%20Board%20Policies%20and%20Administrative%20Regulations.pdf) Board Policies and Administrative Regulations). The Board of Trustees of the Rancho Santiago Community College District is committed to following its own policies and bylaws as evidenced by the reaffirmation of several board polices regarding Board Conduct during their annual organization meeting, held in December of each year. The Board Policies that are required to be on the agenda during the annual organization meeting include Board Policy 2200 (Board Duties and Responsibilities), and Board Policy 2715 (code of Ethics/Standards of Practice). In addition, the RSCCD Board of Trustees is committed to work within a participatory environment with respect for students and all employee groups. When developing policies regarding academic and professional matters of Curriculum, Degree and Certificate requirements, Grading policies, standard or polices regarding student preparation and success and policies pertaining to faculty professional development activities, the RSCCD Board of Trustees, relies primarily upon the advice of the academic senate. **Provide examples???** Policy development pertaining to the other five academic and professional matters the Board consults with the faculty through a mutual agreement process which consists of the use of the established shared governance structure consisting of councils, committees, and the District Council.

The Board regularly assess its policies for effectiveness in fulfilling the District’s mission. Copies of all board policies and administrative regulations are readily available for review through the District website. In addition, all documents reviewed or acted upon by the Board are available to the public, through the RSCCD website ([RSCCD agenda & minutes](https://www.rsccd.edu/Trustees/Pages/Agendas-Minutes.aspx)). The combined agenda and minutes for a given meeting provide a complete record of the public discussions and actions of the Board as illustrated in the example of the Board of Trustees meeting evidence ([Monday, Feb. 3rd Minutes](https://www.rsccd.edu/Trustees/Documents/Minutes/2020%20Minutes/02-03-20%20RSCCD%20minutes.pdf)). The agenda layout and explanation for agenda items ensure that the Board acts in a manner consistent with its policies ([Monday, Feb. 3rd Agenda](https://www.rsccd.edu/Trustees/Documents/Agendas/2020%20Agendas/02-03-20%20RSCCD%20Agenda.pdf)).

**IV.C.7. Analysis and Evaluation**

**IV.C.7. Evidence**

**IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

**IV.C.8. Evidence of Meeting the Standard**

The Board of Trustees reviews yearly key indicators of student learning and achievement along with instructional plans to improve academic quality according to the Education Code, Section 84754.5(d). The Board of Trustees indicates the expectation of educational excellence and integrity through goal setting and the review of each college’s student success measures, such as the annual review of the Student Success Scorecard of the California Community College Chancellor’s Office. The Scorecard report contains a set of metrics that are designed to identify possible achievement gaps in three primary areas: transfer, basic skills, and career technical education. Colleges are required by law to report student success indicators to the board annually. Sharing the Scorecard with the Board of Trustees is specified in the Education Code, Section 84754.5(d). The Student Success Scorecard may be replaced by new measures of success.

**IV.C.8. Analysis and Evaluation**

The RSCCD Board of Trustees regularly reviews key indicators of student learning and achievement and institutional plans.

**IV.C.8. Evidence**

**IV.C.9. The governing board has an ongoing training program for board development, including new member orientation.  It has a mechanism for**
**providing for continuity of board membership and staggered terms of office.**

**IV.C.9. Evidence of Meeting the Standard**

The RSCCD Board of Trustees is committed to ongoing development as a board and a trustee education program that includes a new trustee orientation. Per Board Policy 2740 Board Education, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education. Members who attend conferences or state and national committee meetings are expected to provide a report to the Board at the next regularly scheduled board meeting.

Per BP2100 Board Elections, trustee terms of office are 4 years which commences on the first board meeting in December following the November general election. Board elections are held every two year, in even numbered years and terms are staggered so that one-half of the trustees are elected at each trustee election.

**IV.C.9. Analysis and Evaluation**

**IV.C.9 Evidence**

**IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation.  The evaluation assesses the board’s effectiveness in promoting
and sustaining academic quality and institutional effectiveness.  The governing
board regularlyevaluates its practices and performance, including full participation in board training, and makes public the results.  The results are used to improve board performance,
academic quality, and institutional effectiveness.**

**IV.C.10. Evidence of Meeting the Standard**

Per Board Policy 2745 Board Self-Evaluation the board has established clear policy regarding board evaluation. The evaluation process, conducted annually, evaluates board members as a whole and not as individuals, and focuses on internal board operations and performance. The Board invites community representatives, faculty/staff, as well as students who have regular interaction with the board to participate in the process by offering feedback through an online survey instrument. The Board members are expected to develop goals to be used in the self-evaluation process and the process will also include the establishment of strategies for improving board performance. Policies and goals will subsequently be reviewed and updated for the following year’s self-evaluation. The student trustee is expected to participate in the self-evaluation process. The self-evaluation instrument is expected to incorporate criteria that is contained in district board policies regarding board operations, criteria that defines boardeffectiveness as identified by practitioners in the field and any other criteria that the board determines might enhance the goal of identifying board strengths and areas for improvement. Following completion of the self-evaluation, the results are reviewed to identify accomplishments and drive the development of goals for the following year that will be reviewed and updated annually. Results of the self-evaluation widely communicated (1) reviewed and discussed during a regularly scheduled Board of Trustees meeting (2**)** and reports maintained in the district office.

<https://rsccd.edu/Trustees/Documents/Dockets/2020%20Dockets/11-09-20%20DOCKET%20FINAL.pdf>

<https://rsccd.edu/Trustees/Documents/Dockets/2020%20Dockets/12-14-20%20DOCKET.pdf>

The RSCCD Board of Trustees is committed to ongoing development as a board and to a trustee education program that includes orientation for new Trustees. Board Policy 2740 Board Education outlines the ongoing training and education of the board with participation in study sessions, reading materials, attending conferences, and other related activities that foster trustee education.

[Board training evidence/public results needed]

**IV.C.10 Analysis and Evaluation**

Board Policy 2745 describes the process and BP 2200 describes the goals of the Board self-evaluation. The Board initiates their Board self-evaluation every year in October and reviews the results at their meeting in December. Board Policy 2015 indicates the process of participation for the student trustee, and Board Policy 2105/Administrative Regulation 2105 outlines the election process. Board Policy 2740 provides the educational and training development of the board.

**IV.C.10 Evidence**

**IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code.  The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family,
ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)**

**IV.C.11. Evidence of Meeting the Standard**

RSCCD Board members, including the student trustee, are committed to maintaining the highest standards of conduct and ethical behavior. Board Policy 2715 details the Code of Ethics/Standards of Practice for all governing board members (evidence BP 2715). Should a board member act in a way that violates its code of ethics either an actual or perceived violation of pertinent laws and regulations, PB 2715 outlines that the President of the Board, in consultation with the Chancellor, is authorized to consult with legal counsel. Violations of law may also be referred to the District Attorney or Attorney General as provided in law. Any violations of the board’s policy code of ethics will be addressed by the President of the Board. If a resolution cannot be achieved between the Trustee and the President of the Board, the President may appoint an ad hoc committee to examine the matter and recommend further course of action to the Board. Sanctions will be determined by the Board officers. BP/AR 2710 Conflict of Interest and AR 2712 Exhibit A further directs actions of the Board members regarding conduct and the best interest of the District.

Board members are obligated to file statements of economic interest with the filing officer identified by the administrative procedures. Pursuant to Government Code Section 84224 and the Fair Political Practices Commission (“FPPC”) regulations section 18215.3, all board members are required to report on FPPC form 803, any payments made at their behest, principally for legislative, governmental, or charitable purposes (evidence in form BP 2710).

In addition, the RSCCD governing board is required to avoid conflicts of interest between their contractual obligations to the District and those to private business or personal commitments. For example, they will not solicit clients and sell services or products during their regular work at RSCCD, and they refuse remuneration for services rendered to persons for whom they perform the same services as an employee of the District (evidence BP 3821 Gift Ban Policy, Exhibit A).

**IV.C.11. Analysis and Evaluation**

***Will be written following input***

**IV.C.11. Evidence**

**IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO**
**accountable for the operation of the district/system or college, respectively.**

**IV.C.12. Evidence of Meeting the Standard**

The RSCCD governing board delegates full responsibility and authority to the Chancellor to implement and administer board policies without board interference and holds the Chancellor accountable for the operation of the district/system or college, respectively. Board Policy 2430 Delegation and Authority to the Chancellor, indicates that “The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.” [BP 2430 Delegation and Authority to the Chancellor](https://www.rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202430%20Delegation%20of%20Authority%20to%20the%20Chancellor.pdf)

 Also, Administrative Regulation 2430 Designation and Authority, states that the “Chancellor may delegate any powers and duties entrusted to him or her by the Board (including the administration of colleges and centers) but will be specifically responsible to the Board for the execution of such delegated powers and duties.[AR 2430 Delegation and Authority](https://www.rsccd.edu/Trustees/Documents/ARs/ARs-Chapter%202/AR%202430%20Delegation%20of%20Authority.pdf)

 Finally, Education Code 70902 reinforces that governing board “may adopt a rule for delegating the power to the district’s chief executive officer or any other employee or committee as the governing board may designate. “Education

**IV.C.12. Analysis and Evaluation**

The RSCCD governing board delegates full responsibility and authority to the Chancellor to implement and administer board policies without board interference and holds the Chancellor accountable for the operation of the district/system or college, respectively. The Chancellor is held accountable through regular reports to the Board at scheduled Board Meetings as well as through annual evaluation.

Complications occasionally arise in Board committee meetings where Board members interact directly with College administration members—bypassing the CEO. By asking repeated questions or accompanying questions with their concerns, members of the college administration occasionally feel pressured to implement policies in a different way than they otherwise would. Evidence of this can be found in recordings of Board ad hoc committee meetings in Summer and Fall 2020.

**IV.C.12. Evidence**

**IV.C.13. The governing board is informed the Eligibility Requirements, the Accreditation Standards, Commission policies,
accreditation processes, and the college’s accredited status, and supports through
policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the
accreditation process.**

**IV.C.13. Evidence of Meeting the Standard**

The governing board is kept informed of Accreditation Eligibility Requirements, Standards, and commission policies through ongoing reports from the Chancellor and College President. Board policies have been updated to specifically reference Accreditation Eligibility requirements and ACCJC Accreditation Standards. Per ***Board Policy 3200***Accreditation, the Chancellor is responsible to keep the Board informed of approved accreditation organizations and status of accreditations, to ensure that the District complies with accreditation processes and standards as outlined by ACCJC, to ensure that the Board is involved in any accreditation process in which the Board participation is required, and to provide the Board with summary of accreditation reports and any actions required based on ACCJC recommendations. Administrative regulation 3200 also indicates that when a Self-Evaluation has been completed, it will be reviewed and approved by the Board of Trustees prior to submission to the Accrediting Commission. In addition, the College President reports directly to the Board at each scheduled Board of Trustees meeting.

The governing board supports the colleges efforts to improve and excel through policy as evidenced by collaboration for review of board policies that are under faculty purview, (attach) inclusion of curricular items as a standing agenda item ( attach), and as indicated by Board Policy 2410 Board Policies & Administrative Regulations, the Board is directed to come to mutual agreement with the Academic Senate regarding “Faculty roles and involvement in accreditation processes, including self-study and annual reports”

The BOT will review and approve the final Institutional Self-Evaluation Report prior to submission to the Commission.

**IV.C.13. Analysis and Evaluation**

***Will be written following input***

**IV.C.13. Evidence**

**IV.D. Multi-College Districts or Systems**

**IV.D.1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity
throughout the district/system and assures support for the effective operation of the
colleges.  Working with the colleges, the district/system CEO establishes clearly
defined roles, authority, and responsibility between the colleges and the
district/system.**

**IV.D.1. Evidence of Meeting the Standard**

The Chancellor’s Cabinet membership consists of the Chancellor, Vice Chancellors of Business Operations and Fiscal Services, Educational Services, and Human Resources, and the Presidents of Santa Ana College and Santiago Canyon College. The Cabinet meets twice per month and is the means whereby the Chancellor provides leadership and sets expectations for educational excellence and integrity for the senior leadership to implement in their respective areas of responsibility to assure effective operation of the colleges. Further, through regularly scheduled Management Council meetings the Chancellor provides leadership by addressing key issues and concerns and sharing his plans and policies with the administrators that will be responsible for implementing them. [IVD1.01]

In addition, RSCCD’s participatory governance structure features dedicated committees focused on critical operational areas that impact effective operation of the colleges and district: Fiscal Resources Committee, Human Resources Committee, Physical Resources Committee, Planning and Organizational Effectiveness Committee, and Technology Advisory Group. Membership in these committees include representatives from each college, the district, and staff, faculty, administrators, and students to develop guidance and recommendations to inform the Chancellor about key operational issues that affect resource allocation, institutional policies, procedures, and practice. [IVD1.02]

The feedback from the committees flow through to District Council, led by the Chancellor with members representing each of the participatory governance committees. The Chancellor reviews and discusses the recommendations for resource allocations and for revisions and changes to policies, procedures, and practices from the participatory governance committees. Thus, District Council functions as a forum for the Chancellor to communicate expectations of educational excellence and integrity and assure support for the effective operation of the colleges [IVD1.03]

The Chancellor establishes clearly defined roles, authority and responsibility between the colleges and the district/system by approving the RSCCD Functions/Mapping of Responsibilities. [IVD1.05] The Planning and Organizational Effectiveness Committee oversees review of the functions map every three years to make updates and revisions. The updated functions map is presented at District Council. The Chancellor reviews, directs revisions, if needed, and approves the functions mapping document. The latest version of the functions map was completed in 2019 and is posted on the district’s website. [IVD1.06]

**IV.D.1. Analysis and Evaluation**

*Include following input*

**IV.D.1. Evidence**

The bi-weekly meeting schedule of the Chancellor’s Cabinet, which documents the convening of the district and colleges’ senior leadership—the Chancellor, Vice Chancellors and the Presidents of Santa Ana and Santiago Canyon College—for the Chancellor to provide leadership, set expectations and engage senior leadership in addressing the priorities issues. [IVD1.01]

The Participatory Governance Structure [IVD1.02] establishes the lines of communication through which RSCCD’s Chancellor provides leadership by setting expectations and standards and clarifying the roles and responsibilities of the colleges and system to meet those expectations and standards. The Governance Structure consists of five districts committees dedicated to critical operational areas, which then report to and participate in District Council, which is chaired by the CEO.

The Chancellor sets the agenda for District Council and Management Council meetings, approves items and recommendations, and provides leadership and sets standards at these meetings.

Minutes from District Council meetings document the topics, discussions and recommendations for key operational issues, and the Chancellor’s review, direction, leadership, and approval of recommendations. [IVD1.03]

Agendas from monthly and ad hoc Management Council meetings document the communication of expectations and clearly defined roles to district and college managers, who are responsible for overseeing the work to implement standards and fulfill their respective responsibilities. [IVD1.04]

The Planning and Organizational Effectiveness Committee is tasked completing and updating the RSCCD Functions/Mapping of Responsibilities, which clearly defines the roles, responsibilities and authority of the district and colleges, which the Chancellor approves and is posted on the district’s website. [IVD1.05]

**IV.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions.  Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.**

**IV.D.2. Evidence of Meeting the Standard**

RSCCD’s Chancellor clearly delineates, documents, and communicates operational responsibilities by reviewing and approving RSCCD Functions/Mapping of Responsibilities and the RSCCD Planning Design Manual. The functions map and planning manual are updated every three years and presented to District Council for the Chancellor’s review, feedback, and final approval. [IVD2.01]

Every year a survey is sent to the college staff to provide feedback on the District Services. [IVD2.02] Survey results are prepared in a report that is presented to the Chancellor’s Cabinet for review by the Chancellor and Vice Chancellors who oversee the divisions providing district services. The report consists of quantitative evaluation ratings and qualitative comments from reviewers. The report assists district leaders with determining the effectiveness of services to support the college’s achievement of its mission to inform adjustments to existing services. [IVD2.03]

The district/system has responsibility for resources, resource allocation and planning through the Business Operations & Fiscal Services Division administration, policies and procedures; through district committees that make recommendations for resource allocation; through the Planning and Organizational Effectiveness Committee which reviews and updates the RSCCD Planning Design Manual; and through the Planning, Institutional Effectiveness and Research Department in the Educational Services Division, which conducts district-wide surveys and produces the Report on College Assessment of District Services.

Policies and procedures outlined in the RSCCD Planning Design Manual indicate that resource allocations align with the RSCCD Mission Statement and link RSCCD Goals and RSCCD Objectives to the resources needed to accomplish these institutional goals, and meet Standards I.B.3., I.B.4., and Standard III.D.3. [IVD2.04]

The Chancellor ensures that the colleges receive adequate services and support for the colleges to achieve their missions by annually reviewing the proportion of revenue allocated for District Services based on recommendations from the Fiscal Resources Committee and recommended to the District Council and Chancellor. Funding recommendations are presented by the five district committees for District Council to review to ensure that resources are allocated to support achievement of RSCCD’s Goals and Objectives. District Council uses a funding rubric that prioritizes budget modification recommendations based on alignment with the district’s goals and objectives or is needed to address health or safety issues. The Chancellor and his or her Cabinet then reviews the recommendations and identifies the funding sources for prioritized recommendations, after which District Council reviews and acts on the proposals. [IVD2.05]

The annual budget incorporates the resource allocation decisions and represents “the financial plan of the district … utilized to implement the district’s vision, mission statement, district strategic plan and the technology strategic plan, as well as the colleges’ mission statements, educational master plans, facilities master plans and other planning resources.” [IVD2.06].

**IV.D.2. Analysis and Evaluation**

*Include following input*

**IV.D.2. Evidence**

**IV.D.3. The district/system has a policy for allocation and reallocation of resources.**

**that are adequate to support the effective operations and sustainability of the
colleges and district/system. The district/system CEO ensures effective control of
expenditures.**

**IV.D.3. Evidence of Meeting the Standard**

BP 6100 Delegation of Authority, Business and Fiscal Affairs delegates the Chancellor the authority to supervise the general business procedures of the District assuring the proper administration of property and contracts: the budget, audit, and accounting of funds in addition to the protection of assets.

BP 6200 Budget Preparation, BP 6250 Budget Management and BP6300 Fiscal management are policies that address the allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district and the effective control of expenditures. The budget and expenditures of RSCCD reflect and support both the districts vision and mission statements, district and college master plans, and other planning documents. The Chancellor is instructed to present a budget that has been prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual annually.

RSCCD’s Budget Allocation Model (BAM) documents and describes the district’s policy for allocation of resources based on a revenue allocation model, in which generated revenue is allocated to the colleges based on state apportionment revenues. The BAM provides the guidelines, formulas, and basic steps for developing an annual budget that allocates budget expenditure responsibilities among three budget centers: Santa Ana College, Santiago Canyon College and District Services.

As a revenue-based model, the total annual revenue is the base funding for each college as defined by Senate Bill 361 and applies the FTES rates for base revenues and restricted revenues earned by each college. The Fiscal Services Resource Committee reviews the revenue allocations for all revenues available to each Budget Center, and considers any shortfalls to recommend adjustments to the District Council for submission to the Chancellor, if needed. The colleges are required to meet required budget and expenditure responsibilities:

· Allocate resources to achieve state funded level of FTES

· Requirements of collective bargaining agreement

· The full-time Faculty Obligation Number must be maintained

· the 50% law calculation must be considered, and funds budgeted accordingly

· Cost of physical plant maintenance

[IVD3.01]

In addition to ensuring compliance legal obligations, resource allocations are based on the following assumptions:

· RSCCD Goals and RSCCD Objectives

· Priorities identified by the district’s participatory governance committees that have been vetted and approved by District Council

· Maintenance of appropriate reserves for contingencies and economic uncertainties

· Plan for payment of liabilities and future obligations, such as retiree health benefits, STRS and PERS

[IVD2.02]

As clarified in the Budget Allocation Model, the Board of Trustees has statutory authority and responsibility to make all final budget allocation decisions. And, the Chancellor, under the direction of the Board, is “responsible for the successful operation, reputation, and fiscal integrity of the entire District.” [IVD2.01].

Further, Per Board Policy 6300 Fiscal Management, the Chancellor shall “establish procedures to assure that the District’s fiscal management is in accordance with the principles contained in Title 5 Section 58311, including: Adequate internal controls exist. Fiscal objectives, procedures, and constraints are communicated to the Board and employees. Adjustments to the budget are made in a timely manner, when necessary. The management information system provides timely, accurate, and reliable fiscal information. Responsibility and accountability for fiscal management are clearly delineated… [and] expenditures shall be limited to the amount budgeted for each major classification of accounts and to the total amount of the budget for each fund.” (IVD2.03]

**IV.D.3. Analysis and Evaluation**

The Budget Allocation Model outlines how revenues are allocated to the district office and colleges. As the state changes its funding formula (including “hold harmless” provisions), there has been a corresponding effort to update the district Budget Allocation Model although it takes time to make significant changes and detailed information about how the formulas operate have not always been promptly available.

**IV.D.3. Evidence**

**IV.D.4. The CEO of the district or system**

**delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.**

**IV.D.4. Evidence of Meeting the Standard**

Per BP 3100 Organizational Structure, the Chancellor shall “establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District.” [IVD4.02]

Per AR 2430 Delegation of Authority, the Chancellor “may delegate any powers and duties entrusted to him or her by the Board (including the administration of colleges and centers) but will be specifically responsible to the Board for the execution of such delegated powers and duties.” [IVD4.03]

As defined in the job description, the college president has full responsibility and authority to implement and administer delegated district/system policies without interference and is accountable for the operation of the college. [IVD4.01] Consequently, college presidents are responsible for reporting directly to the Board of Trustees on the operation of their colleges at each scheduled board meeting. [IVD4.04]

**IV.D.4. Analysis and Evaluation**

*Include following input*

**IV.D.4. Evidence**

**IV.D.5. District/system planning and evaluation are integrated with college planning and**
**evaluation to improve student learning and achievement and institutional
effectiveness.**

**IV.D.5. Evidence of Meeting the Standard**

RSCCD’s Planning Manual is an integrated model for planning and evaluation for institutional effectiveness. Integration of district and college planning and evaluation is addressed through the alignment of district and college goals and objectives in detail through the Comprehensive Master Plan, RSCCD Strategic Plan, and the Colleges’ Strategic Plans.

A schematic of the RSCCD Planning Design starts with the district mission, moves to planning, resource allocation, implementation and then to assessment of implementation. The colleges’ planning cycles are included as a component within the district cycle that is aligned with the implementation phase of the district cycle, as the work of the colleges is the primary means to achieve the district’s goals and objectives. At the college level, the cycle is initiated by the college mission, operationalized through district and college goals, and informed by program evaluation and review, which guides planning and resource allocation. [IVD5.01]

*Follow-up: What document is Santa Ana College using to demonstrate district/college integration.*

*At the college level the goals are developed through a participatory governance structure. The integration of these goals with the district goals is documented in the Santa Ana College’s?*

Responsible parties are assigned to oversee objectives in the strategic plans, who are responsible for implementation and collecting evidence of levels of success, and documenting activities and outcomes, which will be included in the Progress Report on RSCCD Comprehensive Master Plan. [IVD5.04] The Progress Report to assess progress toward meeting RSCCD goals is produced annually by the co-Chairs of the Planning and Organizational Effectiveness Committee and presented to District Council. The Chancellor then presents the report to the Board, and it is distributed to internal and external constituencies. [IVD5.05]

*Strategic Plan Progress Report (at POE)*

*follow-up: inclusion of use of the Student Success Scorecard information?*

**IV.D.5. Analysis and Evaluation**
*Include following input*

**IV.D.5. Evidence**

**IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.**

**IV.D.6. Evidence of Meeting the Standard**

The organizational management structure ensures timely, accurate and complete communication for effective operation of the colleges. Cabinet meetings establish a forum between the Chancellor, Vice Chancellors, and the college Presidents to discuss operational policies, procedures, issues, and challenges to work toward a common understanding and management approach.

The five district committees engage representatives from each college, district, with representation from administrators, faculty, classified staff, and students to work on key operational areas in order to provide recommendations for District Council and Chancellor to inform decision-making. This participatory governance structure with representatives from each site and from among each employee group, including students, ensures that information is timely (regularly scheduled), accurate (informed by the professional expertise pertaining to each area – Human Resources, IT, Fiscal, etc.), and complete (contributions by committee members captures insight from multiple interests and perspectives). The committees’ recommendations on policies, procedures and resource allocations are presented at District Council. [IVD6.01 and IVD6.02]

The Chancellor has established means to communicate important operational information to the colleges through Chancellor Updates and presentations at regularly scheduled and ad hoc Management Council meetings. These notices and presentations are posted on the district website. [IVD6.03]

The Executive Assistant to the Chancellor’s sends out notices to the colleges and district on any changes or additions to Board Policies or Administrative Regulations after they are approved by the board. [IVD6.04]

Each Vice Chancellor supervises the dissemination of policy and procedure updates in a timely manner to support decision making for their respective areas: Human Resources, Fiscal Services, and Educational Services. These updates occur through email communications, presentations at Management Council, and scheduled training sessions. [IVD6.05]

**IV.D.6. Analysis and Evaluation**

*Include following input*

**IV.D.6. Evidence**

**IV.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance, and decision-making processes to assure their integrity and effectiveness in assisting the colleges
in meeting educational goals for student achievementand learning.  The district/
system widely communicates the results of these evaluations and uses them as the
basis for improvement.**

**IV.D.7. Evidence of Meeting the Standard**

RSCCD’s Planning, Institutional Effectiveness and Research Department conducts a survey of the colleges’ awareness and evaluation of district planning and decision-making processes. The Chancellor reviews the Planning and Decision-Making Processes Assessment Report with District Council and determines if changes should be made to the district-level planning and/or decision-making processes. [IVD7.01] The Chancellor prepares a report describing findings from the assessment and resultant changes and presents it to the Board of Trustees. This report is posted on the district’s website to make is accessible district wide. (IVD7.01]

The established governance and decision-making processes integrate data and evaluation committee recommendations to inform the Chancellor’s decision-making through District Council. Collection and analyzes of data and information is integrated into the scheduled review and update processes for the RSCCD Functions/Mapping of Responsibilities, the RSCCD Planning Manual, and the Progress Report on the RSCCD Comprehensive Master Plan. The Chancellor reviews all of these, consults with District Council, and makes the final approval. District Council meeting schedule, agendas and minutes are posted on the website, as are the governance and planning documents. [IVD7.02]

In addition, an annual progress report on district goals summarizes the achievements made by the district and colleges on measurable objectives for each goal. As the RSCCD Strategic Plan is produced through contributions by the Planning and Operational Effectiveness Committee and participation of representative’s district-wide, it represents the combined effort of governance and decision-making. [IVD7.03] The Progress Report documents the viability of the objectives for measuring progress on goals and helps to initiate conversations among the Chancellor, his Cabinet, and the other participatory governance committees on what is working effectively and what could be more effective. [IVD7.04] This document is posted on the district website. [IVD7.05]

Further, the Chancellor requests data, evaluation, and informational reports to inform his or her evaluation of district/system and college role delineations, governance, and decision-making processes. For example, in 2019 the Chancellor directed the district’s Educational Services Division to provide weekly enrollment reports that contained prior year comparison data to enable the college and district leadership to monitor enrollment trends and to inform decision-making for strategic enrollment management. The Chancellor also reviews the enrollment and achievement data presented for the colleges presented by Presidents’ reports at the district board meetings. These data and reports are available through posted agendas and minutes for the Board meetings, and on the district’s Research, Planning, and Institutional Effectiveness website. [IVD7.06]

**IV.D.7. Analysis and Evaluation**
*Include following input*

**IV.D.7. Evidence**

Planning and Decision-Making Assessment Report developed thorough a survey of the colleges on awareness and assessment of the district’s planning and decision-making processes and procedures. [IVD7.01] [Need to get this from Nga]

RSCCD participatory governance committee agendas and minutes. [IVD7.02]

RSCCD Strategic Plan 2019 – 2022 [IVD7.03] and annual evaluation of progress on achievement of district goals reported annually and presented to the Chancellor and the Board of Trustees. [IVD7.04], which is presented to the board and posted on the district’s website. [IVD7.05]

Enrollment Reports provided to the colleges and presented by the presidents to the Board of Trustees at each board meeting. [IVD7.06]