**Standard III: Resources**

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

**A. Human Resources**

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

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

In keeping with Education Code sections 87100, 87400, and 88003, Rancho Santiago Community College District (RSCCD) and its colleges employ the most qualified administrative, academic, and classified personnel in accordance with state and district hiring and evaluation policies and procedures to support the college mission. The District ensures that resources are appropriately and ethically utilized to ensure the integrity and quality of its programs and services in order that our students receive the best opportunity to meet their educational goals. The colleges determine and approve the positions that are required to provide and support their programs and services.

The HR department, at the District office, administrates all HR functions for our colleges and centers, including recruiting.  For hiring of all personnel, the District has developed and adheres to the procedures in the following:

* Board Policy 7120 (Recruitment and Hiring) (IIIA1\_1)
* Administrative Regulations AR 7120,
  + AR 7120.1 – Full-Time Faculty, (IIIA1\_2)
  + AR 7120.2 - Classified Employee, IIIA1\_3
  + AR 7120.3 – Management, (IIIA1\_4)
  + AR 7120.5 – Employee Transfer,
  + AR 7120.6 – Employment Eligibility,
  + AR 7120.8 – Verification of Driver License,
  + AR 7120.9 – After Conviction

The District engages in a multi-step employee hiring process. Once approved for hire, all job announcements are established using the approved job descriptions with input from the hiring managers. All job descriptions for classified and management positions are available on the District website (IIIA1\_5; IIIA1\_6; IIIA1\_7).  Job announcements for faculty positions are established in accordance with state and legal mandates, such as the minimum qualifications as established by the California Community College Chancellor’s Office (CCCCO) (IIIA1\_8). Prior to posting the job announcement is reviewed and can be amended by the hiring manager and the faculty department chair in conjunction with HR, to meet the specifics of the position.

All policies and administrative regulations are aligned with the legal requirements of Title 5 and the Education Code and union contracts. This ensures a consistent, fair, and equitable process and that all personnel have the qualifications required in specific job descriptions and/or meet minimum qualifications to provide and support the educational programs and services of the college. These policies and procedures provide a structure for ensuring that employees contribute to the institutional mission of both colleges and the centers.

Hiring for faculty, classified, and administrative positions are established by Title 5 Regulations sections 53000 et seq. and identified in BP 7120, which includes ensuring all persons nominated for employment meet all minimum qualifications established by law, the Board of Trustees, and/or the California Community Colleges Chancellors Office (CCCCO) (IIIA1\_8). Once hiring needs have been identified and approved, the detailed hiring procedures for administrative, faculty, classified, and supervisory/confidential staff created through the Administrative Regulations are utilized (IIIA1\_2; IIIA1\_3; IIIA\_1\_4). The RSCCD Human Resources Department (HR) assists with each step of the hiring process.

**III.A. 1. Analysis and Evaluation**

All job postings for permanent positions, whether full-time or part-time, are advertised for a minimum of twenty (20) working days, on our Career Pages. If there is a limited pool of candidates after the twenty (20) days the Equal Opportunity officer may extend the recruitment period and use additional recruitment efforts to improve the hiring pool.  To support our commitment to hiring a diverse workforce all job postings are advertised across various agencies, organizations, publications and websites, additional specialized publications may be utilized in consultation with the hiring manager, especially in hard to reach or specialized positions. Additionally, all hiring committees’ memberships are reviewed for diversity to ensure there is appropriate diversity on the committee to reflect the diversity spectrum of the college.

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

* Hiring Committee reviews the job announcements to establish screening criteria, timelines for interviews, and develop interview questions and any other job-related tests prior to viewing any applications.
* HR reviews and approves the screening criteria, interview questions and job-related tests to ensure they are appropriate and meet legal requirements for the positions/
* Hiring committee reviews and scores all completed applications
* Hiring committee meet to review their scoring and analysis of the completed applications
* HR department organizes the first level interviews
* Hiring committee selects finalists for interview
* Hiring manager facilitates final interviews, for faculty positions this includes the President of the college.

All the job descriptions are available on our websites, these descriptions include a summary of the position, the representative duties of the position, the organizational relationships and the desirable qualifications guide. These job descriptions are used as the basis of all job announcements and are written to meet the needs of the institution in serving its student population.

Through the District’s participatory governance structure, specifically the Human Resources Committee (HRC), all administrative regulations, in relation to recruitment, are developed and reviewed on a regular basis. These AR’s are reviewed to ensure consistency, equal opportunity and employee diversity related to the institutional mission and goals.

**III.A.1. Evidence**

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

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

Rancho Santiago Community College District (RSCCD) places an emphasis on hiring highly-qualified and capable faculty, both full-time and part-time, ensuring that the faculty have knowledge of the subject matter and requisite skills needed to ensure student success.

As noted in standard III A 1, the District engages in a comprehensive hiring process for all our positions. Specifically, for our faculty positions, the job announcements (IIIA2\_1; IIIA2\_2; IIIA2\_3), including teaching, non-teaching, and those disciplines in which a masters degree is not generally available, include language on required education and experience, including the minimum qualifications established by the Chancellor’s Office handbook Minimum Qualifications for Faculty and Administrators in California Community Colleges (IIIA2\_4). Furthermore, the job announcements list the responsibilities, and desirable qualifications, which includes providing evidence relating to student learning outcomes including assessment and curriculum development.

For all faculty positions, applicants can review and apply through the District’s career page (IIIA2\_5). In consultation with the academic department, the job announcements also include, if applicable, the equivalences or an equivalency process for the applicants who do not meet the minimum qualifications to follow (IIIA2\_4).  Once closed, and there is a sufficient pool of applicants, the applications are reviewed by the Human Resources (HR) recruitment staff to ensure that the applicants have completed the requirements of the application process. The District ensures that there are suitable numbers within the pools of applicants and do on occasions extend the recruitment period to increase numbers. The screening and selection criteria, as established in the Administrative Regulation includes educational experience breadth and depth, work experience breadth and depth, curriculum development, community development, demonstrated experience in work with a diverse socioeconomic community and experience in student learning outcomes. The interview process normally has a practicable aspect, such as a writing sample and / or a teaching demonstration.  The hiring committee has the responsibility to select the finalists for interview by the college President. Prior to final interviews, with the college President and appropriate Vice President, telephone reference checks are carried out by the hiring manager.

The District and the faculty union recognize the importance of having qualified faculty. Article 10 of the Collective Bargaining Agreement (Insert link to the contract), supports the District’s commitment to having suitably qualified faculty, by establishing Faculty Service Areas (FSAs) if the faculty meet the minimum qualifications pursuant to Section 87356 of the Education Code. If faculty believe they meet minimum qualifications in another area, then there is an established procedure for faculty to petition for the additional FSA.

**III.A.2 Analysis and Evaluation**

The District has formalized procedures, as established in Administrative Regulation (AR7120.1) (IIIA2\_6) administered by HR, in accordance with District Policy and legal requirements in the Title 5 Regulations.  Additionally, HR verifies that all applicants forwarded to hiring committees meet the minimum qualifications for the position.

Through this standardized process hiring committees select finalists based on the established criteria, satisfactory verbal interviews and practical demonstration of skills. This process ensures that he finalists have the required minimum qualifications, knowledge and skills, including student learning outcomes and curriculum development, needed by the college to strengthen student success.

The College meets Standard III.A.2.

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

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

Administrators and employees responsible for educational programs and services at the colleges are well qualified based on a rigorous and thorough hiring process like the process outlined in the Standard III A 2.  The job descriptions include language and experience relevant to the specific job, including minimum qualifications that are aligned with the Title 5 regulations and the Chancellor’s Office handbook Minimum Qualification for Faculty and Administrators in California Community Colleges (IIIA3\_1)

Applicants apply through the RSCCD career pages website (IIIA3\_2) and the HR department manages the applications making sure that the applicants have the correct credentials, transcripts and experience. Additionally, HR reviews all applications for completeness including verifying the application form, resume, transcripts, and all supplemental materials. The hiring committee under the chair and co-chair then manage the process through screening, interview, telephone reference checks, final interview and selection of the successful candidate (IIIA3\_3)

Once hired, all administrators and managers are in a probationary status and undergo thorough review and comprehensive evaluation. Administrators and managers are subsequently evaluated at least once every two years to ensure performance are sustaining the institutional effectiveness and academic quality of the programs (IIIA3\_4; IIIA3\_5).

**III.A.3 Analysis and Evaluation**

The process for hiring administrators and employees involved in educational programs and services is an equitable, impartial and thorough formal process, which is overseen by the HR recruitment staff and in accordance with AR 7120.3 and current Title 5 regulations (IIIA\_3\_3).  The screening committee consists of all constituent groups, such as students, faculty, classified and managers, who are nominated by their respective leadership. This screening committee is reviewed by the Equal Employment Opportunity Officer for appropriate diversity and conflicts of interest.   The hiring process can include interviews, presentations to the committee, writing exercises and for Chancellor Cabinet positions, such as college Presidents, can include “Town Hall” meetings to allow constituent groups to address questions directly to the candidates. This multi-step process ensures that the administrator or other employee for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality and that their abilities match the requirements of the position and the needs of our students.

 The College meets Standard III.A.3.

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

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

As mandated by the Chancellor’s Office’s Minimum Qualifications for Faculty and Administrators in Community Colleges (IIIA4\_1) and established in Board Policy 7210 (Academic Employees) (IIIA4\_2) and Board Policy 7250 (Educational Administrators) (IIIA4\_3), Rancho Santiago Canyon Community College District requires official transcripts or equivalency to U.S. degree(s) prior to beginning employment.

All RSCCD job postings include a statement indicating required degrees must be from an accredited college or university or equivalent.  Sample job postings for faculty and administrators have been included as evidence (IIIA4\_4, IIIA4\_5, IIIA4\_6, IIIA4\_7 Administrator Job posting).  Potential employees may petition for equivalency to the minimum qualifications as determined by Ed Code and the CCCCO using the attached equivalency forms (IIIA4\_8, IIIA4\_9).  Degrees from non-U.S. institutions are evaluated by an agency certified by the NACES to verify equivalency to U.S. degrees.

**III.A.4. Analysis and Evaluation**

RSCCD only recognizes degrees held by faculty and administrators if the degrees have been awarded from accredited institutions. Successful finalists who possess degrees from non-accredited or foreign institutions must establish equivalence by providing the District with conclusive evidence, which could include transcript evaluations conducted by an approved agency, such as the National Associations of Credential Evaluation Services. (IIIA4\_10 – Degree Equivalency notice / process)

 The College meets Standard III.A.4.

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

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

Rancho Santiago Community College District, on behalf of both Santa Ana College and Santiago Canyon College, assures that the employee evaluation procedures for all personnel are outlined in their respective collective bargaining units and in district board policy (IIIA5\_1; IIIA5\_2). The board policy is evaluated in accordance with administrative regulations and is approved by the Chancellor and Board of Trustees.  The collective bargaining units negotiate the evaluation processes and are reflected in collective bargaining unit agreements (IIIA5\_3; IIIA5\_4; IIIA5\_5; IIIA5\_6;). Confidential employees and management employees who are not represented by collective bargaining units have administrative regulations that establish their evaluation process for each of these employee groups (IIIA5\_7; IIIA5\_8).

**Faculty**

Probationary full-time faculty are evaluated annually in their first four years. Once tenure is successfully received full-time faculty are evaluated every three years thereafter. Part-time faculty are evaluated in their first two semesters of employment and every three semesters thereafter. All faculty are evaluated in accordance with Article 8 of the collective bargaining agreement with The Faculty Association of Rancho Santiago Community College District (FARSCCD). All faculty are evaluated in accordance with the criteria and forms in Appendix O of the CBA. Each faculty employee group are subject to different criteria and are carried out either by administrators and / or tenured faculty when necessary. The evaluation process includes self-evaluation, student surveys, peer observations, colleague surveys, and administrative reviews and are evaluating the employee’s effectiveness, performance of assigned duties and participation in institutional responsibilities. Once the evaluation is completed it is reviewed with the employee and signed by all the parties involved, it is then forwarded to HR for inclusion in the personnel file of the employee. (IIIA5\_3; IIIA5\_4)

**Classified**

All the timelines, criteria and procedures involved in evaluating California School Employees Association (CSEA) employees is established in Article 8 of the CBA. Probationary employees are evaluated at the completion of third, seventh and eleventh month of their first year. Permanent employees are evaluated every third year thereafter and those who are promoted to a higher classification are evaluated at the completion of their third and sixth of their probationary period in the higher classification. The CBA does allow for employees to be evaluated more frequently as determined by the District but not more frequently than every six months. All employees are evaluated in accordance with the criteria and forms in Exhibit A of the CBA. In the event an employee is evaluated below standard the evaluating manager must provide a specific plan for improvement to assist the employee to meet the standard. (IIIA5\_5; IIIA5\_6)

**Confidential employees, Managers and Administrators**

All managers and administrators are evaluated in accordance with Administrative Regulation – Management Evaluation Procedure (7150.2). They are evaluated annually in their first two years working in a new position and every two years thereafter. Additional evaluations may be made at the request of the supervising Cabinet member. The evaluation of the manager involves a comprehensive approach including a self-evaluation, a survey of subordinates and colleagues, and a summary report from the employee’s supervisor. The evaluation focuses on leadership/supervision skills, professional performance/job duties and knowledge base. The supervising administrator, based on the evaluation, can make the following determinations, continue in the position, manager be reassigned, manager be terminated, and the manager have a second evaluation. (IIIA5\_7; IIIA5\_8.)

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

**III.A.5. Analysis and Evaluation**

Human Resources provides guidance and support to the managers by following the appropriate Board Policy, Collective Bargaining Agreements and associated Administrative Regulations. They ensure the required documentation and established criteria for all evaluations are accurate and up to date.  This includes a monitoring system which ensures that supervisors are notified of employee evaluations and deadlines.

Criteria, forms, and checklists are provided to supervising administrators to ensure effective evaluation processes.  As a recommending body, discussion to improve evaluation processes occur at the Human Resources Committee which is comprised of all constituent groups.  In addition, Human Resources provides ongoing training to managers at District Management Council Meetings to ensure compliance and equitable practices.

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

**[Skip Standard III.A.6. Continue responses with Standard III.A.7)**

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

**III.A.7. Evidence of Meeting the Standard**

RSCCD is guided and required by state law and regulations to establish and determine a sufficient number of qualified faculty. California Education Code, section 84362 (d), known as the 50% law requires districts to have at least 50% of their expenses be toward the direct costs of instruction of students in the classroom (IIIA7\_1). Additionally, RSCCD adheres to the California Code of Regulations Title 5, section 51205 that requires districts to adjust the number of full-time faculty from the prior year’s number in proportion to the amount of growth in funded credit full-time equivalent students (IIIA7\_2). Annually the State Chancellor’s office sets the Faculty Obligation Number (FON) for RSCCD. Human Resources in conjunction with the colleges sets individual college FON targets based on the respective Academic Senate’s priority requests.

**III.A.7 Analysis and Evaluation**

In order to maintain a sufficient number of qualified faculty the District maintains the required number of full-time faculty higher than required by the California Education Code section 84362(d).

Respective Academic Senates have an annual review of faculty hiring requests and prioritizes these based on the needs of the institution and student body to achieve our institutional mission and purpose (??? Evidence). The prioritization process contains both qualitative and quantitative information, such as Program Review, enrollment, and retirements, in an effort to balance the complex needs of the campus related to faculty responsibilities. The administration strongly depends on the recommendations provided of the Academic Senate as a practice collegial participatory governance and to assure the fulfillment of faculty responsibilities and quality educational programs.

The decision as to which faculty to hire is made in consultation with the colleges, HR and the Assistant Vice Chancellor, Fiscal Services, bearing in mind the budget impact of the requests, including long term impact of recruiting additional full-time faculty.

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

**III.A.8. Evidence of Meeting the Standard**

The District support their part-time and adjunct faculty, as set out in District Board Policy (BP 7009 ‘Staff Development’, and BP 7160 ‘Professional Development’) and Standard IIIA 14 and by providing opportunities for professional development, their evaluation and oversight (IIIA8\_1; IIIA8\_2; IIIA8\_3). In regards to their evaluation the District adheres to negotiated practices between the Faculty Association of Rancho Santiago Community College District (FARSCCD), Continuing Education Faculty Association (CEFA) and the District (IIIA5\_1; IIIA5\_2; IIIA5\_3; IIIA5\_4).

All part-time faculty have a flex obligation of one and a half (1 ½) hours to fulfil for each LHE they are assigned to teach (IIIA8\_4; IIIA8\_5). They can attend various scheduled professional development opportunities during flex week or other opportunities throughout the semester (IIIA8\_6; IIIA8\_7). Additionally, part-time faculty have orientation integrated into the practices of the college and departments across the college prior to the start of each semester during their department meetings(IIIA8\_8).

**III.A.8. Analysis and Evaluation**

The evaluation and oversight of the part-time faculty is set out in Article 8 of the CBA (IIIA5\_3; IIIA5\_4). All part-time are regularly evaluated to ensure they are meeting the expectations of the college.  These evaluations are an important component of employment preference rights that starts in fall 2021.

The college offer opportunities for the part-time faculty to become involved in the life of the campus. All part-time faculty are orientated by their respective Dean at department meetings during flex week, and in some departments, the chair provides more detailed orientation for new part-time faculty.  Dedicated Professional development is provided during flex week and then additionally throughout the semester.  These opportunities are circulated to all employees, including the part-time faculty, by email with a short description of the training along with an online registration process.

The part-time faculty are given opportunities to become further involved in the college life by having opportunities of getting involved in participatory goverence committees and various projects in their departments. These activities help them to become more involved in the life of the college and to feel like a part of the institution so they can better serve our students.

The college meets Standard III.A.8.

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

**III.A.9. Evidence of Meeting the Standard**

Rancho Santiago Community College District’s Equal Employment Opportunity and Human Resources Plan outlines not only the regulatory framework, Board Policies, and procedures to maintaining a diverse workforce but also the committee structures, data analysis, and planning framework to ensure that the District maintains a sufficient number of staff to support the effective education, technological, physical, and administrative operations of the District and the two Colleges (IIIA9\_1). Furthermore, the college relies on its administrative personnel and integrated planning processes to evaluate and recommend the hiring of classified staff.  Any change in organizational structure is originated at the area level and reviewed by President’s Cabinet before submission to the College Council.  These recommendations are reviewed through College governance structures before passing to Chancellor’s Cabinet and District governance structures before final approval by the Board of Trustees.

Board Policy 7120 Recruitment and Hiring and BP 7230 Classified Employees give direction as to the qualifications for classified staff (IIIA9\_2; IIIA9\_3).  Classified staff job descriptions are reviewed and ratified by CSEA according to their constitution.

The District Human Resources Committee reviews data on the demographics and levels of classified staff and has the authority to make recommendations to the District Council on this topic (Minutes ???).

**III.A.9. Analysis and Evaluation**

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

 The college meets Standard III A 9.

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

**III.A.10 Evidence of Meeting the Standard**

SAC recognizes the need to have administrators who are suitably prepared and have the expertise to provide effective administrative leadership and services that support the institution’s mission and purposes. SAC adheres to Administrative Regulation AR 7120.3- Management Recruitment and Selection) when hiring administrators for the various programs (IIIA1\_4). This AR sets out procedures to ensure that the college selects the best administrator in terms of their education, experience and skills as discussed in Standard III.A.3.  This is not the end of the process, as each new administrator is evaluated as discussed in Standard III.A.5.

**III.A.10 Analysis and Evaluation**

During the hiring process the committee establishes the screening criteria using the established minimum qualifications in the job description, this involves discussion of the experience and skills required for the specific job description. These screening criteria are designed to find the best qualified individual for the position, so to provide effective administrative leadership and services to the institution and the students we serve.  Once hired the administrator is evaluated annually for the first two years and then subsequently every two years thereafter (IIIA5\_8).

The college meets standard III A 10.

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

**III.A.11 Evidence of Meeting the Standard**

Rancho Santiago Community College District makes its personnel policies and procedures available via their publication on the District website where they are easily accessible (IIIA11\_1 - Link to Policies / ARs). As evidenced in the college’s response to Standard I.C.5, their review and necessary revision is regular in order to establish best in practices and to ensure compliance with all state and federal regulations.

The college, under the umbrella of the District, contracts with several human resource-related agencies in order to receive the most contemporary guidance to ensure fairness, equity and consistent oversight regarding written personnel policies and procedures. The college subscribes to the Community College League of California’s (CCLC’s) policy and procedure service. This provides recommended language and two updates per year to enable the District to ensure all personnel policies and procedures are current and align with personnel legislation. (AIII11\_2 - Evidence needed for CCLC membership).

Similarly, the college contracts with Liebert, Cassidy, and Whitmore (LCW), for outside counsel specializing in the legal aspects of human resources. This agency regularly sends out communications and updates on personnel issues, provides two updates per year to ensure compliance with state and federal regulations, and provides training to the college faculty and staff on personnel issues (AIII11\_3 - insert list of training from LCW).

District policy is such that all members of interview committees are required to be trained in appropriate non-biased hiring procedures. This Equal Employment Opportunity training (EEO) is conducted by the members of the LCW team on a regular basis and throughout the different campuses within the District. Additionally, they provide training opportunities to faculty and staff members in the arenas of personnel discipline and best practices. (AIII11\_4 - Evidence of contract with LCW).

Finally, the college also contracts with the Alliance of Schools for Cooperative Insurance Programs (ASCIP). This agency provides a learning management system which helps conduct and oversee the assignment of training to various employee groups and to track their completion, (for example, sexual harassment training for the managers on staff). These training opportunities are offered equitably to all managers within the District with certifications lasting for set periods of time (two years for sexual harassment training, for example) thus demonstrating they are consistently administered. (AIII11\_5 - Evidence of contract with ASCIP).

The internal flow of communication and information via the college’s participatory governance process lends itself to reviews of personnel policies and procedures.  Prior to all policies and procedures being submitted for Board approval, they are vetted via the numerous networks of committees as part of this process. Among such committees with a purview of personnel-related issues are the Human Resources Committee (HRC), the Planning and Organizational Effectiveness Committee (POE), and the Fiscal Resources Committee (FRC).

The Human Resources Department regularly collaborates with representatives from the various associations, such as the California School’s Employees Association (CSEA) and the Employer Employee Relations Committee (EERC), which is a representative body of the California School’s Employees Association. These groups meet up to two times a month to discuss personnel issues and to address relevant and contentious personnel matters. Furthermore, the union representatives from the Faculty Association Rancho Santiago Community College District (FARSCCD) meet with the vice chancellor, human resources and the assistant vice chancellor, human resources to discuss faculty issues. These meetings and discussions present all parties an opportunity to monitor, identify, and review personnel policies and procedures.

**III.A.11 Analysis and Evaluation**

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

The college meets standard III A 11.

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

**III.A.12 Evidence of Meeting the standard**

Through its policies and practices, the RSCCD creates and maintains appropriate programs, practices, and services that support its diverse personnel.  In the support of diversity, equity, opportunities and training for all administrators, faculty and staff, the RSCCD adheres to several Board Policies (BP) and corresponding Administrative Regulations (AR) including BP 3410 and AR 3410 on Nondiscrimination, BP 3420 and AR 3420 on Equal Employment Opportunities, BP 7100 and AR 7100 on Commitment to Diversity, BP 7160 and AR 7160 on Professional Development (IIIA12\_1; IIIA12\_2; IIIA12\_3; IIIA12\_4; IIIA12\_4; IIIA12\_5; IIIA12\_6; IIIA12\_7; IIIA12\_8).  In its commitment to diversity, RSCCD recently hired an interim chief advisor to the chancellor on academic and diversity programs.  Santa Ana College has an equity coordinator to lead, plan, organize, and manage student equity efforts to close the achievement gaps for under-represented student groups and advance the college’s mission.

RSCCD has practices and provides professional development opportunities that are consistent with its commitment to diversity.  In order to serve on a screening committee, all faculty and staff must have had Equal Employment Opportunity (EEO) training within the last two years as established in AR 7120.1 – Recruitment and Hiring of Full-Time Faculty, AR 7120.2 – Recruitment and hiring of Classified, AR 7120.3 – Recruitment and Hiring of Management (AIII1\_3; AIII1\_4; AIII1\_4).  In 2015, RSCCD met the State Chancellor’s office EEO Program criteria and received $50,000 to assist in EEO training and resources that promoted innovative strategies in recruiting a diverse staff.  In 2018, RSCCD met the EEO Program criteria and received $45,000.  EEO training that outlines the statutory regulations, and the awareness of implicit biases is provided to the district a minimum of twice a year. Along with this targeted compliance training, there are multiple workshops, webinars and conferences provided throughout the year on topics such as diversity and inclusion.  Examples of these workshops include: Meeting the Unique Needs of the LGBTQIA Student Population, ACPA (CCPA) Spring Institute: Intersectionality and Inclusion, Poetic (Social) Justice: Dismantling Gender Violence, Lunch and Learn: Why Pride? Celebrating Asian and Pacific and Pacific Islander Heritage, "Building Support for Formerly Incarcerated Students at SCC”, Umoja Conference XIV and Real #114 Housing and Food Insecurities Conference (Source: RSCCD Diversity Report).

The RSCCD regularly assesses its record in employment equity and diversity consistent with its mission as set out in BP 1200 – District Mission (IIIA12\_9).  The RSCCD Human Resources Committee (HRC) is a participatory governance committee that is charged with the planning, evaluation and assessment of issues related to human resources. As such, this committee serves an evaluative and advisory role to the administration and the board of trustees regarding human resources.  The HRC also serves as the RSCCD EEO Advisory Committee.  The HRC annually reviews and updates the RSCCD Diversity Report (HR Minutes 11/19?? 11/18?? AIII12\_10; AIII12\_11; AIII12\_12)

The RSCCD Diversity Report is a collection of data and the analysis of recruitment and hiring trends.  It provides information that is a crucial component to ensure that our EEO policies and procedures support a diverse workforce and ensure the ability to identify and eliminate possible barriers to employment.  Every three years, the HRC reviews and updates the RSCCD Equal Employment Opportunity and Human Resources Plan (AIII12\_13; AIII12\_14; HR minutes [1/10/18](https://www.rsccd.edu/Departments/Human-Resources/Documents/HRC/Agendas-Minutes/2017-2018/Minutes_for_01102018_HRC_Meeting.pdf), [11/12/14](https://www.rsccd.edu/Departments/Human-Resources/Documents/HRC/HR%20Committee%20Meeting%20Minutes%20November%2012%202014%20approved.pdf)).  This plan is evidence of the RSCCD’s commitment to EEO and diversity in recruitment and hiring.  It contains detailed descriptions of the RSCCD regulatory framework for the plan, relevant board policies and administrative regulations on EEO, delegation of responsibilities in addressing EEO compliance issues with relevant laws and regulations, the Human Resources Committee, processes for handling complaints, notification to district employees, training for screening/selection committees, annual written notice to community organizations, analysis of district workforce and applicant pool, other measures necessary to further EEO, and data summarizing district trends in staffing, hiring and diversity.

**III.A.12 Analysis and Evaluation**

Based on the evidence above, the RSCCD’s policies and practices align with Standard III.A.12.  It is evident that through its board policies, administrative regulations, practices and participatory governance processes, the RSCCD creates and maintains appropriate programs, practices, and services that support its diverse personnel. In collaboration with the Human Resources Committee, the RSCCD regularly assesses its record in employment equity and diversity consistent with its mission (AIII12\_9).

The college meets Standard III.A.12.

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

**III.A.13 Evidence of Meeting the standard**

Integrity is the cornerstone of ethical behavior and is vital in the professional life and culture of our college.  Our college’s support and adhere to RSCCD’s Code of Ethics as set out in BP7001 Code of Ethics and BP7002 Civility (IIIA13\_1; IIIA13\_2).  This policy sets out standards of ethical and professional behavior, describing what behaviors are expected from everyone hired and/or paid by the District. The consequences for violation of this policy and behaviors are set out in Board Policies, Administrative and Education Code 87732 (IIIA13\_3; IIIA13\_4; IIIA13\_5).

**Analysis and Evaluation**

RSCCD has a Board of Trustees approved ethics policy for all its employees that sets out the consequences of violation. All employees can report anonymously any complaints of ethical misconduct that may violate the RSCCD policy, via the incident reporting form (IIIA13\_6 -Incident Reporting Form); also, (IIIA13\_7 https://wetip.com/). All reports of alleged misconduct are forwarded to Human Resources in order that they may be investigated promptly.

The college meets Standard III.A.13.

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

**III.A.14 Evidence of Meeting the Standard**

The Rancho Santiago Community College District supports the professional development of all employees (IIIA12\_7; IIIA12\_8; III8\_3). Professional development opportunities are offered throughout the year for staff, faculty, and administrators (various training offerings, flex calendars). A variety of trainings are offered which are tied directly to the mission of RSCCD including intellectual and personal growth, diversity training, and EEO compliance (AIII12\_9). In addition to providing training to meet its mission, RSCCD offers training required by law, such as mandatory sexual harassment training (IIIA14\_1 -https://ascip.synlms.com/Login). Additionally, all employees are invited to attend a bi-annual convocation on each campus with a keynote speaker on a current relevant topic such as racial justice, Guided Pathways, or student equity (IIIA14\_2-flex calendars).

Each campus has a Professional Development Coordinator and a committee made up of faculty and administrators (IIIA14\_3 - SAC Participatory Governance PD Committee, IIIA14\_4 -Professional Development websites). The committees plan an annual calendar of professional development offerings, including a bi-annual flex calendar of activities (flex calendars on websites). Needs analyses are done regularly to determine training needs, and feedback is gathered at all on-campus trainings and workshops (IIIA14\_5 -Survey Results Convocation F20 SAC). The results of these surveys are used to determine the efficacy of the training as well as to develop future trainings. Faculty are required to attend professional development activities at bi-annual flex weeks (IIIA8\_4; IIIA8\_5;) and are encouraged to teach workshops to share their expertise and knowledge with other faculty.

In addition to the Professional Development committees, SAC has a Distance Education Office with a Coordinator. Each office develops a calendar of ongoing training opportunities for faculty and staff to develop their digital literacy, including certification programs on remote teaching and Distance Education (IIIA14\_6; - SAC Distance Education Office websites).

Opportunities for off-campus professional development such as conferences, seminars, and workshops are made available to staff, faculty, and management (IIIA8\_1; IIIA8\_2; IIIA8\_3;). In an effort to recognize and encourage continuing professional growth, staff and faculty are eligible for salary advancement for completing college units and CBA’s (IIIA14\_7; IIIA14\_8; IIIA14\_9).

**III.A.14 Analysis and Evaluation**

RSCCD provides a robust professional development program to support the professional and personal growth of its employees, and to develop its employees to better meet the needs of students.

Professional Development committees made up of faculty and administration at each campus work to provide professional development activities to faculty and staff with the goal of improving how we serve our students, to better help them succeed with their goals. The committees identify training needs based on institutional objectives, program requirements, and faculty/staff needs (IIIA14\_10 – Link to PD websites). Additionally, faculty are invited to submit ideas and proposals for professional development activities. Professional Development weeks are offered bi-annually at each campus, one in the fall and one in the spring, to provide a full calendar of professional development opportunities for faculty.

In addition, ongoing opportunities are offered to management, faculty, and staff for training throughout the year, including professional memberships and conferences. In-house training is also provided as needed to address current technology updates, best teaching practices, mandated laws and procedures, and employee needs. The Distance Education Office at SAC also provide regular, ongoing training on technology related to teaching as well as certification programs for Distance Education and Remote Learning modalities (IIIA14\_11 – link to DE website)

Evaluations of all in-house professional development activities are completed by faculty and staff to ensure that the training is meeting the professional growth needs of our employees. The Professional Development committees review the data gathered to provide feedback and response. This information is then used to plan and prepare for future professional development activities.

The college meets Standard III.A.14.

**III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

**III.A.15. Evidence of meeting the standard**

RSCCD HR provides for the security and confidentiality of all personal records and provides access for all employees and supervisors on request and when appropriate.

Board Policy (IIIA15\_1) establishes policy regarding personnel files. RSCCD HR maintains all personnel files, along with medical files on all current and past employees. These personnel files and medical files are retained separately, in locked cabinets in a secure room within HR.  This room is secured with a separate key system, different from the rest of the District offices.  Access to this secure room is limited to HR staff and administrators.

Administrative Regulation (IIIA15\_2) establishes the procedures for all employees or supervisors to access their personnel file or review an employee’s personnel file. Additionally, the collective bargaining agreement for classified personnel enables classified personnel establishes procedures to access their personnel files (IIIA\_15\_3; IIIA\_15\_4).

**III.A.15 Analysis and Evaluation**

In accordance with Board Policy (IIIA\_15\_1), under guidance from Rancho Santiago Community College District HR, maintains all personnel records and keep the files in a secure room at the District Office. Files are stored in accordance with the District record retention policies. All requests for review of personnel files shall be in writing and require an appointment with HR. All records of reviews shall be recorded on the Personnel Access Record Log in the personnel file. (IIIA\_15\_5; IIIA\_15\_6).

The college meets Standard III.A.15.

**Standard III: Resources**

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

**III.B. Physical Resources**

**III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning  support  services.  They are constructed and maintained to assure access, safety, security, and a   
healthful learning and working environment.**

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

Through collaborative processes, the District and Santa Ana College assure safe and sufficient physical resources at all locations where it offers courses, programs and learning support services.   The SAC Facilities committee is the participatory governance committee responsible for the identification and prioritization of all capital projects which includes regularly scheduled maintenance projects.

 In 2014, SAC’s ***Master Planning Team (who comprised???)***worked in collaboration with a Master Plan Committee comprised of representation from faculty, staff, administration and students to create the Facilities Master Plan.  The plan was developed through a series of interactive meeting as well as presentations and discussions with a broader audience to expand the perspective and overall acceptance by the college community.

Facilities planning priorities included maximizing functional space, eliminating non-functional space and establishing principles to guide the design of facilities that include design for safety and security, and sustainability.

RSCCD Facility Planning, District Construction and Support Services Department coordinates the construction and implementation of major construction and renovation projects throughout the District.  It also acts as a liaison in the planning and development of facilities with state and local agencies.   Santa Ana College has membership on the District Physical Resources Committee (PRC).

Possibly add: S**anta Ana college also has the Health, Emergency Preparedness, Safety and Security Task Force (HEPSS), taskforce that reports to the Facilties Committee.  (update to website needed- purpose?? Actions??)**

Sustainable RSCCD Committee works with campus committees to raise awareness and make recommendations to the district Chancellor concerning the conservation of energy and other resources and the implementation of the sustainability practices that impact the district and community.  The Sustainable RSCCD Committee finalized work on the RSCCD Sustainability Plan in February of 2015 and approved by the Board of Trustees in March of 2015.  Sustainability report covering 2016-2017 and 2017-2018.  Goals of the plan include Facilities Design and Operation-All major capital projects and renovations will be designed and constructed to meet LEED Silver “equivalent” standard and operate facilities to meet solid waste, energy , and water use reduction goals.  (\*\* Sustainability Report-[181026\_SRC\_Report\_2016\_18.pdf (rsccd.edu)](https://www.rsccd.edu/Discover-RSCCD/Documents/SRC%20-%20Documents/Annual%20Reports/2016-2018%20Report/181026_SRC_Report_2016_18.pdf) )

The new Science Center building at SAC is LEED Silver equivalent and is 28% more efficient than required by code.  Implementation of water hydration stations across campus.

*Process of Measures completed at Santa Ana College- reach out to Kari Matsumoto*

*Process of establishing satellite facilities?? Consult with Jim Kennedy regarding non-credit sites.*

RSCCD district resources, support and future planning helps support the Santa Ana College’s educational plan Santa. Facilities committee, maintenance and operation, and the cleanliness work group support the SAC campus needs for a learning environment. SAC Safety and Security make the campus secure and safe on campus during the student’s learning experience. The Health Center supports campus health concerns that may arise. Lastly but not on the physical recourses is mental health which I feel is important. SAC has counselors available to assist in any mental health needs.

**III.B.1. Evidence**

[Accreditation Request - Google Drive](https://drive.google.com/drive/folders/1DOt9dtSqNcAAe4UHxJ65usF3vBso4SIk) - District resources, support and five-year plan

<https://www.sac.edu/AdminServices/facilities/Pages/default.aspx> Facilities committee meeting to address concerns

<https://www.sac.edu/AdminServices/Pages/Maintenance-and-Operations.aspx> Maintenance and operations to address maintenance and repairs

<https://www.sac.edu/AdminServices/CampusCleanliness/Pages/default.aspx> Cleanliness work group to address cleanliness

<https://www.sac.edu/StudentServices/Security/Pages/default.aspx> - Safety and Security

<https://www.sac.edu/StudentServices/HealthCenter/Pages/default.aspx> Health Center

<https://www.sac.edu/StudentServices/Counseling/UndocuScholars/Pages/Mental-Health.aspx> Mental health

<https://www.sac.edu/AdminServices/facilities/Pages/default.aspx> Facilities committee meeting to address concerns

<https://www.sac.edu/AdminServices/Pages/Maintenance-and-Operations.aspx> Maintenance and operations to address maintenance and repairs

<https://www.sac.edu/AdminServices/CampusCleanliness/Pages/default.aspx> Cleanliness worj group to address cleanliness

**Analysis and Evaluation**

*To be completed*

**III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

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

***Information still needed***

**III.B.2 Analysis and Evaluation**

***Information still needed***

**III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

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

Santa Ana College (SAC) administration, faculty, and staff engage in shared governance committees ([SAC Facilities Committee](https://www.sac.edu/AdminServices/facilities/Pages/default.aspx), [SAC Planning and Budget Committee](https://www.sac.edu/AdminServices/budget/Pages/default.aspx), and [RSCCD Planning and Organizational Effectiveness Committee](https://www.rsccd.edu/Departments/Educational-Services/POE-Committee/Pages/default.aspx)) related to continual evaluation and planning of physical resources at SAC. A variety of sources of information and data are used by these committees to evaluate the effectiveness of physical resources in supporting institutional programs and services. For example, SAC uses AdAstra scheduling software for facilities usage assessment and planning purposes. Specifically, the software is used to help determine course fill rates, room usage, and faculty load ([Planning and Organizational Effectiveness Committee – Dec. 18, 2019 Meeting Minutes](https://www.rsccd.edu/Departments/Educational-Services/POE-Committee/Documents/POE%202019-2020/AGENDA%20w-items%2001%2022%2020%20POE%20Cmte%20Mtg.pdf#search=adastra)). The following report generated by AdAstra demonstrates the type of data provided by the software to help maximize efficiency of facilities usage and planning (INSERT\_LINKED\_CITATION\_TO\_DOCUMENT\_HERE).

In addition to assessing campus facilities from a usage and efficiency perspective, the SAC Research Department assesses campus facilities from students’ perspectives. The SAC Research Department analyzes survey data from the annual Student Satisfaction Survey administered by the RSCCD Research Department to gain feedback from students on their experiences at SAC. Survey responses related to students’ ratings of their experiences and satisfaction with the appearance and maintenance of campus facilities and grounds are examined. Comparisons of survey results from year to year show how students’ perceptions of campus facilities generally improved over the past 5 years (see ratings in graph on p. 13 of the [Student Satisfaction Survey Report 2020](https://teams.microsoft.com/l/file/4B5999C4-6ACF-4D2B-A8AC-ED315862B95F?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022StandardIII%2FShared%20Documents%2FStandard%20III%20B%2FSAC%20Standard%20III%20B--Evidence%2FSTANDARD%20III-B-3%2FStudent%20Satisfaction%20Survey%20Report%202020.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022StandardIII&serviceName=teams&threadId=19:d7a7d912cdd542818b491d2a917be31d@thread.skype&groupId=ebf9ab52-18eb-4e49-9f24-cf2faea2a1bf)).

As a special example of the evidence SAC uses in evaluating its equipment for institutional programs, the faculty, administrators, and staff from the Bachelor of Science Degree Program in Occupational Studies maintains rigorous documentation of its facilities and equipment to ensure the students in the program have exceptional educational experiences for clinical practice in the field of occupational therapy ([SAC Special Report Bachelor of Science in Occupational Studies](https://www.sac.edu/AcademicProgs/HST/OTA/os/Documents/OS-Special-Report-12-07-17.pdf)).

**III.B.3 Analysis and Evaluation**

SAC meets Standard III.B.3 by using the sources of information and data described above to monitor and maintain its facilities, as well as determine areas for improvement. Moving forward, AdAstra will help design and assess block scheduling for improved course scheduling to promote the efficiency by which students may complete their coursework, not only on a day-to-day basis, but also on a term-to-term basis leading up to completion of their degrees and/or certificates. To help in this effort, SAC has hired AdAstra consultants and contracted Cambridge West Partnership, LLC ([Planning and Organizational Effectiveness Committee – June 24, 2020 Meeting Minutes](https://www.rsccd.edu/Departments/Educational-Services/POE-Committee/Documents/POE%202020-2021/AGENDA%20w-items%2008%2026%2020%20POE%20Cmte%20Mtg.pdf#search=adastra)).

**III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

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

***Information still needed***

**III.B.4 Analysis and Evaluation**

***Information still needed***

## III.C. Technology Resources

**III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.**

**III.C.1. Evidence of Meeting the Standard**

The institution has three departments that help oversee technology services: Information Technology Services, ITS, (IIIC1\_01) Distance Education (IIIC1\_02) and Student Information Support (IIIC1\_03). These departments participate within both the planning and operational information technology governance structure for the district and the college (IIIC1\_04). This governance structure includes participatory governance committees such as the Santa Ana College Technology Advisory Committee, SACTAC, (IIIC1\_05) and the district’s Technology Advisory Group, TAG (IIIC1\_06). The governance structure also includes operational workgroups, like the Technology Operational Workgroup, TOW (IIIC1\_07). These groups meet regularly to make decisions on technology services, professional support, technology in facilities, hardware and software as evidenced by meeting minutes for SACTAC (IIIC1\_08), TAG (IIIC1\_09), and TOW (IIIC1\_10). The participatory committees produce technology plans like the Rancho Santiago Community College District Strategic Technology Plan, RSCCD STP, (IIIC1\_11). Workshops in topics such as data governance (IIIC1\_12) and data integrity (IIIC1\_13) support the institution’s management and support of operational functions, support services and the RSCCD STP is evaluated biannually as evidenced by the 2019-2020 annual report (IIIC1\_14). Technology services available to support academic programs, teaching and learning include several online resources available through the college library system (IIIC1\_15).

Professional support is offered by the Information Technology Services Help Desk (IIIC1\_16), Distance Education (IIIC1\_17) and the Student Help Desk (IIIC1\_18).

College facilities are outfitted with technology that includes Wi-Fi access both outdoors (IIIC1\_19) and indoors (IIIC1\_20), internet and inter-site connectivity (IIIC1\_21), video surveillance for safety (IIIC1\_22), computing labs for student use (IIIC1\_23), and audiovisual equipment (IIIC1\_24).

College hardware is standardized (IIIC1\_25), (IIIC1\_26), (IIIC1\_27) and available to students for loan (IIIC1\_28).

College software is standardized (IIIC1\_29) and available in central repository lists for both non-academic (IIIC1\_30) and academic applications (IIIC1\_31).

The effective use of software and hardware is evaluated through surveys (IIIC1\_32) and discussed and updated at TAG (IIIC1\_33).

**III.C.1 Analysis and Evaluation**

Santa Ana College’s technology services are appropriate and adequate to support the institution. The district’s information technology governance structure (IIIC1\_04) guides technology planning and operational execution to ensure technology is delivered in support of institutional strategy for both the district and its colleges. This governance structure creates a feedback loop between technology committees, which are constituency based as part of participatory governance and operational workgroups, which are skill based as part of organizational structure. Technology committees are in charge of planning and developing policies while operational workgroups are responsible for executing against the plans and policies produced by the technology committees. The governance structure supports the institution’s management functions by allowing college and district administrators to come together to decide on the prioritization of technology projects and services as evidenced by the October meeting minutes from TOW (IIIC1\_10). In addition, TOW also supports the management function by sponsoring discussions and workshops on critical institutional topics, such as data governance (IIIC1\_12) and data integrity (IIIC1\_13).

Technology services support operational and support services functions through the execution of technology projects aligned with institutional mission. The performance of technology services in support of operational and support services functions is evaluated biannually to ensure adherence to accreditation standards and strategic technology goals as evidenced by the 2019-2020 annual report (IIIC1\_14), which is presented to both TAG and TOW.

The college library services platform (IIIC1\_15) allows both students and faculty to access the library book repository online, get in touch with a librarian, register for research workshops and provide virtual group study spaces. These technology services effectively support the college’s academic programs, teaching and learning.

Santa Ana College’s professional support is appropriate and adequate to support the institution. Management and operational functions, academic programs, teaching and learning and support services are supported by the Information Technology Services Help Desk (IIIC1\_16). The Help Desk provides multiple tiers of technology support for college faculty and staff both onsite and remotely. In addition, academic programs, teaching and learning are also supported by the Distance Education department (IIIC1\_17). Distance Education provides support and training resources for both faculty and students on the college’s learning management system, as well as all applications used for online teaching. Lastly, the Student Help Desk (IIIC1\_18) provides technical support to students focused on student technology via web chat and onsite.

Santa Ana College’s facilities are appropriate and adequate to support the institution. Management and operational functions, academic programs, teaching and learning and support services use facilities that have adequate technology for student and employee needs. This includes proper connectivity and support. For example, the Santa Ana College main campus alone has over 604 wireless access points that provide indoor and outdoor Wi-Fi connectivity (IIIC1\_19) (IIIC1\_20), two different connection paths to the internet and a redundant mesh network for connectivity across sites (IIIC1\_21). In addition, the college has hundreds of video surveillance cameras (IIIC1\_22) used by the Safety department to ensure the security of students, employees and visitors to the college and its sites. Lastly, academic programs and teaching and learning facilities are also supported by academic computer laboratories, such as the Academic Computing Center (IIIC1\_23), that provide students access to technology outside of their class schedule. Audiovisual and media equipment that supports teaching both inside and outside the classroom is also provided and is available for checkout as evidenced by the equipment list (IIIC1\_24) from the Media Systems department.

Santa Ana College’s hardware is appropriate and adequate to support the institution. Management and operational functions, academic programs, teaching and learning and support services follow technology hardware standards established by TAG for computers (IIIC1\_25), printers, copiers (IIIC1\_26) and audiovisual technology (IIIC1\_27). These hardware technologies are regularly reviewed, tested and updated to ensure they meet institutional needs. In addition, academic programs, teaching and learning are further enhanced by the college’s Digital Dons laptop loan program (IIIC1\_28). This program allows eligible students to borrow a laptop and keep it for the entire term.

Santa Ana College’s software is appropriate and adequate to support the institution. Management and operational functions and support services use a list of technology software standards (IIIC1\_29) established by TAG. These software technologies are regularly reviewed, tested and updated to ensure they meet institutional needs. Management and operational functions, academic programs, teaching and learning and support services are guided by a system list of applications (IIIC1\_30) that direct them to all available systems, including the student information system, reporting and enrollment management applications, the college’s learning management system, curriculum applications and student success systems, among others. Teaching and learning and support services are also served by a number of software solutions that support distance learning (IIIC1\_31). This includes communication platforms, screen capture solutions, proctoring and tutoring software, business productivity tools and remote lecture platforms, among others.

The institution is using software and hardware effectively, the ITS employee satisfaction survey (IIIC1\_32) shows that over 65% of individuals surveyed expressed the highest satisfaction level when it comes to their software and hardware technology needs. The institution is also effective at analyzing current needs and updating hardware or software standards as needed. The minutes from the October 2020 TAG meeting (IIIC1\_33) show that the committee approved lowering the warranty purchased for computer monitors as a result of a cost analysis.

**III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

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

The institution continuously plans for the quality and capacity of technological infrastructure through the district’s Strategic Technology Plan (IIIC2\_01) and the Santa Ana College Technology Advisory Committee’s (SACTAC’s) annual computer replacement plans.

Each year, SACTAC establishes a proposed computer replacement plan and refers the plan to the Planning & Budget Committee for funding. SACTAC agendas from the 2020 cycle (IIIC2\_02) and the 2019 cycle (IIIC2\_03) as well as an agenda from the Planning & Budget Committee (IIIC2\_04) demonstrate this work.

These plans ensure quality, capacity and adequacy by following replacement cycles for technology inventory established in the district’s Strategic Technology Plan (IIIC2\_01). Planning cycles incorporate an evaluation of warranty status and a comprehensive review of the inventory. A 2019-2020 Computer Replacement Plan report (IIIC2\_05) shows a summary of these needs while a 2018-2019 Computer Replacement Plan report (IIIC2\_06) demonstrates the detail behind the plan for that cycle, such as the inventory and warranty status.

These plans support the mission, operations, programs and services of the institution by considering special needs relative to each division and by allocating computers with differing operating systems and hardware configurations depending on those needs. Implementation of these plans is demonstrated by a 2018-2019 Computer Replacement Implementation report (IIIC2\_07) showing the replacement status by type and area. These numbers are incorporated into the larger status report included in the district’s 2017-2021 Technology Infrastructure Objective 4a (IIIC2\_08), which shows a summary of replacements and updates across multiple years.

Plans for updating and replacing technology infrastructure are implemented in accordance with established goals. For example, the ITS 2019-2020 Mid-Year Report (IIIC2\_09) shows a breakdown of 71 previously planned infrastructure projects that were completed in the first 6 months of the 2019-2020 fiscal year. The report demonstrates alignment with the previous planning of Districtwide Goals as shown by each “DW Goal #” indicator. Those Districtwide Goals were previously established as part of the planning process that created the district’s Strategic Technology Plan (IIIC2\_01). Likewise, the Infrastructure Upgrade List (IIIC2\_10) demonstrates how staff assignments are in alignment with these goals such that daily operations are guided by established plans.

The institution also ensures adequate support of its mission, operations, programs and services by conducting annual satisfaction surveys of end users. For example, support provided by SAC End User Support achieved satisfaction levels for quality of service averaging 4.1 out of 5 as seen on the District Satisfaction Survey (IIIC2\_11). This incorporates a 4.5 rating indicating that services fit the need. Likewise, Technology Infrastructure and Support Services scored 4.28 on a 5-point scale.

**III.C.2. Analysis and Evaluation**

The institution meets the standard. Planning is conducted on an annual basis, incorporates quality and capacity checks, and is data-driven. Technology upgrades and replacements are monitored and reported, and surveys are used to ensure that feedback from stakeholders is collected. This feedback demonstrates that these practices are effectively meeting the needs of the institution.

**III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

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

The institution assures reliable access to technology resources at all locations in accordance with Board Policy (IIIC3\_01). Reliability is accomplished through network redundancy (IIIC3\_02), regular technology upgrades (IIIC3\_03), data backups (IIIC3\_04) and the use of cloud technologies that guarantee system availability (IIIC3\_05).

The institution implements and maintains technology resources to assure the safety of the campus community including emergency alerting systems as evidenced in the sample email alert (IIIC3\_06), emergency phones as shown in the locations diagram (IIIC3\_07), panic buttons on desk phones as shown in the programming guide (IIIC3\_08) and video surveillance cameras as shown on the campus camera map (IIIC3\_09).

The institution implements and maintains technology resources to assure security at all locations in accordance with Board Policy (IIIC3\_10). The college conducts security risk assessments (IIIC3\_11), vulnerability scans (IIIC3\_12) and 24/7 system log monitoring in accordance with Administrative Regulations (IIIC3\_13). The institution also conducts employee cybersecurity training including email phishing training, as shown within substandard four, and leverages cybersecurity organizations (IIIC3\_14) to support its cybersecurity program.

**III.C.3. Analysis and Evaluation**

Santa Ana College assures that technology resources at all locations where it offers courses, programs and services are implemented and maintained to assure reliable access. The institution follows Board Policy 6521 (IIIC3\_01), which prescribes the need to ensure that critical data and information technologies can be sustained during the course of a disaster. The college addresses the requirements of this policy by establishing redundant connectivity methods to the internet and across its sites as shown in the Wide Area Network diagram (IIIC3\_02), consistently upgrading technology infrastructure as evidenced in the year one progress report (IIIC3\_03) for the District’s Strategic Plan, performing regular data backups as shown on the server backup job schedule (IIIC3\_04) and leveraging the higher availability offered by cloud technologies for its most critical systems, such as its Student Information System. Cloud hosting offers specific levels of system availability, backup and disaster recovery for Santa Ana College’s Student Information System as evidenced in the Ellucian Service Agreement for Cloud Hosting (IIIC3\_05). These levels would be difficult to accomplish through an on-premises setting. All these initiatives combined assure a reliable level of access for technology resources, which are implemented and maintained to be resilient to system failures.

Santa Ana College implements and maintains technology resources to assure safety at all locations where it offers courses, programs and services. The safety of college employees and students is supported through resources such as emergency notification systems that generate alerts that are sent via text and email (IIIC3\_06). The college also deploys emergency phone devices that are placed throughout the college’s main campus and its various locations (IIIC3\_07) and configures panic buttons on regular desk phones (IIIC3\_08) to ensure students, employees and visitors have a quick and easy way to contact Safety personnel when a threatening condition arises. Lastly, the institution has deployed hundreds of video surveillance cameras (IIIC3\_09) that are used by the Safety department to monitor campus activities on a 24/7 basis, conduct investigations and ensure the overall safety of the college community.

Santa Ana College implements and maintains technology resources to assure information security at all locations where it offers courses, programs and services. The college’s information security efforts are guided by Board Policy 3730 (IIIC3\_10), which provides overall guidance and requirements for the institution to implement technology, processes and training in support of information security practices. The college performs an ongoing number of cybersecurity initiatives that include conducting security risk assessments against established security frameworks such as the CIS-20 or NIST security standards (IIIC3\_11). These assessments help the institution identify gaps in security controls and determine mitigation steps to be implemented. The institution also conducts vulnerability scans (IIIC3\_12) on its technology resources on a regular basis. These scans show potential vulnerabilities present on institutional computing devices that can be exploited. The institution assigns the responsibility to address these vulnerabilities to appropriate Information Technology staff and tracks progress on resolution which is discussed during cybersecurity meetings with Information Technology leadership. In addition, in accordance with Administrative Regulation 3730.1 (IIIC3\_13), the college performs 24/7 system log monitoring to identify potential unauthorized access or suspicious activities in its network. Appropriate resources are notified when suspicious activity is identified in system logs to ensure prompt action is taken to mitigate potential threats. Lastly, the college contracts with a data cybersecurity organization (IIIC3\_14) for assistance with overall security strategy, completion of security projects, threat advisory information notifications and overall support of the institution’s cybersecurity program.

**III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

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

A variety of programs support faculty, staff, students and administrators. Students and faculty alike are provided access to Canvas training courses (IIIC4\_01) to provide the best online learning environment. The institution also offers a distance education teaching certification on its learning management system (IIIC4\_02). Attaining this certificate allows faculty to more effectively provide appropriate instruction via online learning. Internal email phishing training campaigns are conducted (IIIC4\_03) to determine the likelihood of employees falling for email scams (IIIC4\_04) that could lead to security compromise. This data is developed into a risk score (IIIC4\_05) that allows the college to conduct tailored employee training to improve collective cybersecurity knowledge, which helps protect the institution from cyber-attacks.

Santa Ana College also provides support to its employees and students through a variety of programs and services. RSCCD has a districtwide ITS Help Desk (IIIC4\_06) that supports SAC faculty and staff with all technology needs and requests. In addition, SAC has a Student Help Desk (IIIC4\_07) that is staffed with experienced students who support others with their technology needs and questions. The Distance Education Department (IIIC1\_02) supports the entire campus by providing hybrid/online learning support for students and faculty. The Technology Updates Website (IIIC4\_08) offers a place for the entire campus to see the latest tech news and provides answers to frequently asked questions (FAQs) along with training documentation for faculty, administrators, and staff. The college has also established a Digital Dons program (IIIC4\_09) designed to meet student technology needs and achieve more equitable course completion. The program provides laptops as well as instruction on how to access institution-provided software using the computers.

Santa Ana College has a variety of institutional operations that support the campus. Faculty FLEX activities (IIIC4\_10) focus on improving faculty skills in technology, as well as supporting students through technology in the classroom. Students can also participate in SAC Days (IIIC4\_11), which helps students become more aware of technology services and programs on campus. The Management Information Systems (MIS) (IIIC4\_12) report is sent to the state, and it shows student demographics, degree and certificate awards, and other relevant data for the campus. The MIS Manual standardizes the process of entering, reviewing, and managing data properly. The Technology Decision Making Chart (IIIC4\_13) guides the implementation of technology on campus. ITS Standard Operating Procedures (SOPs) (IIIC4\_14) are used to assist faculty, staff and students to ensure that tech support is provided in a consistent and effective way throughout campus. Security Memos (IIIC4\_15) and Phishing Training Campaigns (IIIC4\_16) are produced by our ITS department to provide additional security while using technology on campus. The 2018-2019 review document for the Student Information Support department (IIIC4\_17) includes a list of subjects that shows technical support and training made available to staff and administrators on campus. The Data Governance Workshop (IIIC1\_12) trained administration on interpreting institutional data. The Data Integrity Assessment and Report (IIIC4\_18) shows existing gaps and opportunities for improving technology support on campus.

**III.C.4. Analysis and Evaluation**

The institution aligns with the standard. Santa Ana College’s programs, services, and institutional operations provide faculty, staff, students, and administrators with instruction & support for the effective use of technology and technology systems on campus. The effectiveness of support services and programs is evaluated through surveys such as the ITS Employee Satisfaction Survey (IIIC4\_19) and the Digital Dons Program survey (IIIC4\_20). The Digital Dons survey indicates a high level of satisfaction among those served. The ITS Employee Satisfaction Survey shows that over 91% of respondents rank the services they receive from ITS at the highest level.

**III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

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

Santa Ana College (SAC) has Board Policies (BP) and Administrative Regulations (AR) that guide the appropriate use of technology in both the teaching and learning processes. In accordance with BP 3411 (IIIC5\_01) and AR 3411 (IIIC5\_02), Accessibility of Electronic and Information Technology, SAC ensures accessibility to all members of the community including individuals with disabilities. SAC also conforms to BP 3720 (IIIC5\_03), Computer and Network Use, and AR 3720 (IIIC5\_04), Information Resource Use, regarding computer hardware, software and Internet access for the college’s students, faculty and staff. The college complies with BP 3730 (IIIC5\_05), Information Security Standards, and AR 3730.1 (IIIC5\_06), Information Security – Logging and Monitoring, and is committed to the highest levels of information security and privacy. In addition, SAC follows BP 5500 (IIIC5\_07), Standards of Student Conduct, which governs student conduct as it relates to multiple areas including computer use.

The institution has various procedures and committees that guide the appropriate use of technology in both the teaching and learning processes. The Technology Advisory Group (TAG) (IIIC5\_08) is a participatory governance committee composed of administrators, faculty and classified staff from SAC and RSCCD. TAG has created a districtwide Strategic Technology Plan (STP) (IIIC5\_09) that establishes guidelines and standards that guide SAC’s use of technology in the teaching and learning processes. The STP calls for a computer replacement plan (IIIC5\_10) that includes refreshing computing technology at the college, both academic and administrative, following established hardware standards. SAC’s Technology Advisory Committee (SACTAC) (IIIC5\_11) is an additional participatory governance committee that evaluates, analyzes and recommends technology solutions that support student success and development needs specific to the institution. SACTAC’s Technology Initiatives (IIIC5\_12) outline the technology goals for the school.

The SAC Faculty Handbook (IIIC5\_13) points out the Academic Computing Center (ACC) (IIIC5\_14) which is a general-purpose computing lab serving students, faculty and staff designed to access the Internet and run various programs from Microsoft Office to CAD, engineering, Adobe and other resource-intensive applications.

The SAC Student Handbook (IIIC5\_15) also refers to BP 5500, Standards of Student Conduct, and has a Computer Code of Conduct for Classrooms and Labs regarding student use of computers and the network.

The institution has TAG-approved Standards for Computers (IIIC5\_16), Software (IIIC5\_17), Printers and Copiers (IIIC5\_18), and Audio/Visual equipment (IIIC5\_19) which ensure technology meets the requirements of the college.

**III.C.5. Analysis and Evaluation**

Santa Ana College aligns with the Standard. SAC’s policies, processes and practices are accepted and executed to ensure the appropriate use of technology in the teaching and learning processes.

**Conclusions on Standard III.C. Technology Resources**

Santa Ana College aligns with the standard by effectively using its human, physical, technology and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Further, the district is organized in such a way that administration and governance is tightly coordinated between SAC and RSCCD and both share responsibility for resource allocation and planning. Planning is integrated, implementations are monitored and evaluated, and effectiveness is measured with complete and regular feedback from stakeholders.