**Standard II: Student Learning Programs and Support Services**

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

**II.A. Instructional Programs**

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

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

Santa Ana College offers instructional programs, regardless of location or means of delivery, including distance education and correspondence education, in fields of study consistent with the institution’s mission to inspire, transform and empower a diverse community of learners.

Per Board Policy 4020 Program, Curriculum and Course Development, district programs and curricula shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency.

SAC’s Curriculum and Instruction Council (CIC), a subcommittee of the Academic Senate, and Program Review Committee (PRC) both have the necessary processes in place to provide effective oversight and direction as to ensure that instructional programs, regardless of location or means of delivery, address and meet the mission of the college: (EVIDENCE: 2019\_2020 Catalog Mission Statement ILOs.docx, DE Mission Statement, Plan, and PLOs.docx). The review processes of the Curriculum and Instruction Council (CIC) certify the academic integrity of all programs and courses (credit and non-credit) offered at the College and ensure that proposed programs and courses meet established state mandates and accreditation standards. (EVIDENCE: SAC CIC Handbook and SAC Catalog). Santa Ana College used CurricUNET until Fall 2019 and have now transitioned into using CurriQunet META as our online curriculum management system where student learning outcomes are included on each course outline of record. (EVIDENCE: Course Outline of Record Earth Science 110.docx) as well as course syllabi. (EVIDENCE: 110LGISP20syllabus.pdf).

The Rancho Santiago Community College District supports Distance Education as evidenced by AR 4105 Distance Education. Per AR 4105 all courses offered via distance education have an addendum to the Course Outline of Record, which is approved separately through the Curriculum Council. The review and approval of any new or existing distance education addenda follow the curriculum approval procedures outlined in AR 4020, Program, Curriculum and Course Development. The Curriculum and Instruction Council certifies that the same standards of course quality are applied to DE instruction as those applied to traditional classroom courses. (Evidence: AR 4105 Distance Education.pdf, AR 4020 Curriculum.pdf)

The Program Review Committee (PRC) also ensures that the quality and rigor of the programs are appropriate to an institution of higher learning. The PRC has updated the program review report that is completed on an annual and four-year cycle. (Evidence: 11262019\_Program Review Committee 2020 Goals.pptx). The processes in place for program review continue to include semester course-level SLO assessment, annual program-level assessment, and capstone quadrennial review (Evidence: PAPR History Dept Sept 2014.pdf (Older version), Quadrennial Report 2018 History.pdf). Success and achievement data as reported within the annual Factbooks are included within annual and capstone review reports. (Evidence: SAC Factbook) Program learning outcomes are included within program descriptions listed within the Course Catalog (EVIDENCE: History Program Degrees and PLOs.docx, Welding Technology AS Degree and Welding Tech Certificate with PLOs.pdf)

The Bachelor of Science degree in Occupational Studies (OS) is also consistent with Santa Ana College’s mission to inspire, transform and empower a diverse community of learners. The OS program follows all program review processes of the Curriculum Instruction Council and the Program Review Committee, as outlined above. There continues to be demand for the OS program from students who are continuing their education after receiving an associate degree in an Occupational Therapy Assistant program (OTA), either directly upon completion of the associate degree or after several years of working. (Evidence: OTA-OS application pool; COE Occupation demand 2019; OTA Bachelor’s Degree Demand).  The OS program provides students with a rich, skill-based learning environment that recognizes the diversity of the student population. The program supports and encourages the intellectual and personal growth of each student through a variety of group and individual projects such as the Community-Based assignment and the Capstone project. (Evidence: OS 310 and OS 412 project assignments). Students graduating with a baccalaureate degree broaden their current practice in specialty areas and with a variety of populations. It will also prepare Certified Occupational Therapy Assistants (COTAs) to be advanced practitioners, take on leadership positions, teach in OTA programs, and be qualified to apply to master’s level Occupational Therapy programs (Evidence: OS brochure, OS catalog pgs. 48-49).

**II.A.1. Analysis and Evaluation**

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

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

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

**II.A.1 Evidence**

(to be placed)

**II.A.2. (Applicable to institutions with comprehensive reviews scheduled after Fall 2019. 1)   Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

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

All faculty at Santa Ana College are involved in curriculum development for courses and programs. SAC’s Academic Senate as well as the Curriculum and Instruction Council (CIC) have provided guidance to department chairs, who then share it with discipline faculty. (Evidence: Dept Chair Guide Faculty Involvement Curriculum.docx, SAC Curriculum and Instruction Handbook Approved 2014-2015 pg. 13 Faculty Originator.pdf). Curriculum discussions happen at both the Department and Division level prior to any approval by the CIC. (Evidence: English Department Meeting Agenda February 5, 2020, English Department Meeting Minutes February 5, 2020, Approved Math Dept Agenda & Curriculum minutes - October 4 2019.doc (discussed AB705 adjustments), Approved Math Dept & Curriculum minutes - Dec 5, 2014.docx (discussed Math redesign and online offerings), SM&HS Division Curriculum Minutes 5-15-19.doc). In creating and reviewing curriculum, faculty ensure that content and methods of instruction meet the academic and professional standards of higher education. (Evidence: Approved COR Lower Division GE ENGL103 with C-ID.docx [C-ID to support accepted academic/professional standards of higher education], Approved COR Upper Division BIO with Prerequisites and C-Documents). All credit and non-credit courses are reviewed on a four-year cycle. (Evidence: CIC Handbook Course Review). In Spring 2021, the CIC engaged in a comprehensive review and update of the CIC Handbook to ensure currency. (Evidence: CIC minutes from 5/3/21)

Program Review occurs annually with a capstone review completed every four years. (Evidence: SAC Program Review Programs up for Four Year Review 2020-2023.docx, SAC Completed Program Reviews F19,F16.docx). Criteria used in both the annual and capstone program review provide insight for the improvement of courses and programs, which will ensure program currency as well improvement of the learning experience. (IIA2\_00\_Evidence: SAC Annual Academic Instructional 2020.pdf, SAC \_4YEAR\_Instructional PR-Template2020.pdf).  Program review includes analysis of student achievement data (course completions and degree/certificate completions) and student learning data (SLO assessment results). (IIA2\_00\_Evidence: PAPR History Dept Sept 2014.pdf (Older version), Quadrennial Report 2018 History.pdf, 1. 2016 Chemistry Annual Program Review Report.pdf (old version),  2019\_Chemistry\_Quadrennnial\_Capstone\_report\_for\_Fall2019\_OldForm.pdf). Plans and goals developed in program reviews lead to program improvements, as shown in successive program review documents. These plans, goals, and improvements then inform institutional planning. (IIA2\_00\_Evidence: 2016 Institutional Learning Outcomes Assessment Report.pdf, 2015 TLC\_ILO\_Assessment Report\_Comm\_Skills.pdf)

\*Insert IEAC formation with subcommittee structure.

In addition to faculty discussions at the department/division levels, the structure of SAC’s Program Review Subcommittee also provides opportunities for improvement of the college’s program and service areas. Student service areas present their program review to the committee and engage in dialogue with colleagues from across the campus, giving each area the opportunity to critically reflect upon the program's alignment with the college’s mission statement and identify ways that programs might improve student learning outcomes. (IIA2\_00\_Evidence: PR Committee Minutes 5112020.pdf) In an effort to enrich the educational experience of every SAC student the Program Review Subcommittee will then take information gathered from Program Review presentations and reports and make recommendations to the Institutional Effectiveness and Assessment Committee regarding trends and to identify connections and make recommendations regarding the alignment of resources between programs and service areas.  (IIA2\_00\_Evidence:  Program Review Purpose Charge.pdf)

**II.A.2. Analysis and Evaluation**

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

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

**II.A.2. Evidence**

**(to be listed here)**

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

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

Assessing student learning and engagement has always been part of the fabric of Santa Ana College’s instructional and student service areas, however; in the Fall semester of 2019, a faculty Outcomes and Assessment Coordinator was hired to lead the effort of training and supporting faculty in writing and assessing outcomes. This work is further supported by the Outcomes and Assessment Subcommittee (O&A) (IIA3\_00\_Evidence: O&A Committee.pdf). The O&A Subcommittee works in partnership with the Program Review Subcommittee of the Instructional Effectiveness and Assessment Committee to support the transition of outcomes assessment to the program review process.

To ensure faculty are implementing best practices related to student learning outcomes (SLO) assessment, a SLO Training Course was developed by the faculty coordinator and is available to all full-time and part-time faculty. (IIA3\_00\_Evidence: SLO Training Course.pdf).  Within the course faculty are taught the Eleven Principles of SLO Assessment. Principles for SLO Assessment come from the Guiding Principles for SLO Assessment which provide a foundation for faculty regularly and effectively assess learning outcomes for courses and programs. (IIA3\_00\_Evidence: The Eleven Principles of SLO Assessment.pdf) Courses submitted through the established college procedures utilizing the curriQunet META Course Outline of Record (COR) template include the required section for student learning outcomes. (IIA3\_00\_Evidence: COR Engr 183 – AutoCADI.pdf). The COR is provided to faculty teaching the course to ensure they meet all course requirements when preparing the syllabus and delivering the course. The SLOs from the COR are included on the syllabus provided to each student. (IIA3\_00\_Evidence: Syllabus Engr 183 – AutoCADI.pdf) Degree and certificate programs also include Program Learning Outcomes in curriQunet META and in the College Catalog (IIA3\_00\_Evidence: Dance Certificate.pdf, Pharmacy Tech AS Degree.pdf, Philosophy AAT Degree.pdf, PLOs SAC 202-201 Catalog.pdf)

Program Level Outcomes are available in the College Catalog.  (Include mapping and assessment).

Santa Ana College has officially, and within established college governance procedures, approved the Occupational Studies (OS) baccalaureate degree program and the course outlines of record (COR) for all courses taught in the OS baccalaureate degree program. (IIA3\_00\_Evidence: OS Program outline and OS 305 COR). All OS course outlines and OS course syllabi in the OS baccalaureate program contain student learning outcomes, multiple methods of assessment, and grading policies. (IIA3\_00\_Evidence OS 305 COR and OS 305 syllabus).

**II.A.3. Analysis and Evaluation**

Santa Ana College, through the Outcomes and Assessment faculty coordinator and committee, have established a structure for training, development, assessment, and evaluation of learning outcomes.  Learning outcomes are submitted, reviewed, and approved through the established curriculum procedures. Learning outcomes for courses and programs are made available to faculty, staff, and students as they are included in the course outline of record, College Catalog and syllabi prepared for each course.

The SLO Training was created to better prepare faculty to create and assess meaningful outcomes for both programs and courses.  As full and part-time faculty complete this training this process will continue to improve. Communication and coordination with all faculty to utilize the most up to date learning outcomes continues to be an area for improvement.

**II.A.3. Evidence**

**(to be listed here)**

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

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

Offering an extensive pre-collegiate level curriculum, Santa Ana college clearly distinguishes this curriculum from college level curriculum through numerous channels, including the Santa Ana Catalog, (IIA4\_00\_<https://www.sac.edu/catalogAndSchedule/Documents/2019-2020/2019_Catalog.pdf>) the Schedule of Classes (IIA4\_00\_<https://www.sac.edu/catalogAndSchedule/Documents/2019-2020/2020FA-SCHEDULE.pdf>), and the course descriptions for high school/GED, English as a Second Language, and Career Education. There is clear alignment between pre-collegiate level curriculum and college curriculum, ensuring clear and efficient pathways for high school and GED students (Math Final Articulation Agreement - Math Final.pdf, Building Reading Skills 1.pdf, Adult Basic Education Map Edited 8.17.19.pdf; ESL students (ESL Core Capstone Certificate of Competency.pdf, ESL Transition to Adult Secondary Ed.pdf, ESL Academic ESL Capstone Certificate of Competency.pdf, 2019-2020 SAC SCE Student Handbook Int-Adv Levels.pdf [page9]); and Career Education students (SCE Career Education Program Map.pdf, which includes Guided Pathways).

Santa Ana College directly supports students in gaining the knowledge and skills necessary to advance and succeed in college level curriculum by using criteria and processes in the offering of developmental, (Reading Proficiency.pdf, Building Reading Skills 1.pdf),  pre-collegiate (Math Fundamental - MathFund1.pdf, Composition 1.pdf, Pre-AlgebraA.pdf, Adult Basic Education Reading.pdf) continuing and community education (VHLTH 799 Intro to Pharm Tech COR.pdf, ESL Core Capstone Certificate of Competency.pdf), and short-term training (VBUS 680 Basic Machining Concepts and Operations COR.pdf).

To best serve its students, Santa Ana College determines appropriate credit type, (ESL 306 Advanced High.pdf, ESL 720 Transition of College Class.pdf), mode of delivery (VHLTH 705 Intro to Biotech Lab COR.pdf) and location of courses and programs.

In promoting student success, Santa Ana College uses the Guided Pathways model in both pre-collegiate and college curriculum (IIA4\_00\_Progam\_Mapping\_Cover\_Sheet\_VCT.pdf, Program\_Mapping\_Cover\_Sheet\_ES-AA.pdf, Program\_Mapping\_Cover\_Sheet\_CMR.pdf).

In addition, Santa Ana College has gone through a significant transformation, along with all community colleges in California, in its implementation of AB 705. This landmark legislation... (insert brief summary our response to AB 705).

**II.A.4. Analysis and Evaluation**

Santa Ana College has created clear pathways for students enrolled in pre-collegiate level courses, which are available as both credit and non-credit. The courses are distinguished by the course numbering. The majority of the pre-collegiate credit courses available are in English, English as a second language, math, reading and some career education courses. Non-credit courses are all considered pre-collegiate level.

Articulation for credit has been established for some non-credit courses to ensure students can more easily transition to credit programs using the knowledge and skills they have gained in the non-credit courses. Pathway maps have been developed to provide clear direction for student completion.

This landmark legislation required Santa Ana College to maximize student learning and success in college-level English and Math courses without reliance on developmental courses.  Faculty began a significant engagement in reviewing curriculum and devising effective responses in meeting this objective.  Concurrent support courses and increased reliance on tutoring and learning assistance efforts have been the cornerstones of these efforts.  Santa Ana College also took immediate steps to form an ongoing AB705 Monitoring Committee composed of faculty and deans of relevant disciplines as well as counseling and institutional research.  This group has been meeting monthly to review and discuss institutional results and devise innovative ways to further student success within this context.  On a routine basis, student outcomes have been researched and discussed with respect to a variety of efforts including support courses and learning assistance efforts.  In our continuous improvement efforts, critical data have been identified, including:

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

**II.A.4. Evidence**

**(to be listed here)**

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

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

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

Santa Ana College follows the criteria established in Title 5 of the California Education Code to determine the breadth, depth, and rigor of each program it offers, as evidenced by the college’s General Education Philosophy, General Education Categories (IIA5\_00\_Evidence: SAC Catalog page 30), Associate Degree Requirements (Evidence: SAC Catalog page 31), Associate Degree for Transfer Requirements (IIA5\_00\_Evidence: SAC Catalog page 27), and Certificate of Achievement Program Requirements (IIA5\_00\_Evidence: SAC Catalog page 26).  All associate degrees require a minimum of 60 semester units, as evidenced by the Unit and Residency Requirement (IIA5\_00\_Evidence: SAC Catalog page 31).  Following Senate Bill 1440 (Padilla, 2010) Santa Ana College currently offers 29 Associate Degrees for Transfer.  All associate degrees for transfer require 60 semester units. (IIA5\_00\_Evidence: SAC Catalog 20-21 page 29).   The college follows established criteria to determine course sequencing, time to completion, and synthesis of learning as evidenced in the program map for each program it offers. (IIA5\_00\_Evidence:  PrgMap Auto.pdf, PrgMap Biotech.pdf, PrgMap Chem.pdf, PrfMap Engr.pdf).

The Occupational Studies (OS) baccalaureate degree consists of 40 upper division semester units of coursework.  Thirty (30) of these units are specific the OS major and ten (10) of these units are general education. (IIA5\_00\_Evidence: 2019-20 catalog, page 47). Upper division courses are clearly marked on the student’s transcripts (IIA5\_00\_Evidence: SAC Transcript Legend June 2019)

The OS program and upper division courses have been added through the curriculum approval process at SAC and include rigorous student learning outcomes consistent with the expectation of upper division courses as well as higher levels of knowledge. Advanced problem solving, clinical reasoning skills, and critical thinking are expected in OS upper division assignments and coursework (IIA5\_00\_Evidence: OS 305 syllabus and OS 305 assignment).

This OS program is for students who have graduated from an Occupational Therapy Assistant (OTA) program that must be accredited by the Accreditation Council for Occupational Therapy Education (ACOTE).  The OS program at SAC is designed to be a post-professional program for COTAs.  Students will enter the program as fifth semester juniors with their OTA education counting as their freshman and sophomore years. OS students are required to meet the same lower division general education patterns required by 4-year universities. The OS program length is two years. Students are guaranteed enrollment in all required classes as a cohort.  The delivery mode of courses is in-class, online, or hybrid and determined by pedagogical need (IIA5\_00\_Evidence: SAC catalog page 47-49, OS Course Information Fall 2020).

**II.A.5. Analysis and Evaluation**

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

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

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

**II.A.5. Evidence**

 (insert here)

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

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

Add words about intended program length and CCC flexibility for FT and PT students.

Santa Ana College utilizes a variety of methods to schedule courses in a manner that will support student completion.  This begins with program mapping developed with a Guided Pathways context. Students are provided with a plan to complete each degree and certificate allowing faculty and administration to schedule courses accordingly (IIA6\_00\_Evidence: Bus Admin ADT Map- <https://www.sac.edu/Pathways/Business_Paralegal/Pages/sac.bus.as.aspx>).  Pathways are designed so that the first semester for SAC students can be either Fall or Spring terms. Whenever possible, recommended first semester courses are scheduled during both semesters, allowing students to begin their education in a timely manner. (IIA6\_00\_Evidence: SAC Fall 2020 Class Schedule.pdf, SAC\_Spring \_2021\_Class Schedule.pdf,).  In response to industry needs and competition from for-profit institutions, many Career Education certificate programs are fully scheduled in a single semester allowing students to gain or upgrade skills in a short time.  The college also offers courses in full term and short term (aka Gr8 Weeks) format. (IIA6\_00\_Evidence: SAC\_Spring \_2019\_Class Schedule.pdf - back cover)

Faculty work with administration to create the schedule for each term using enrollment reports from the Online Report Repository (IIA6\_00\_Evidence: 2021SP Schedule Planning GBE.xls and link to Online Report Repository). For efficient scheduling and to reduce scheduling overlaps, the college schedules courses in time blocks based on clock hours. These time blocks begin at 7:00 am, allowing students maximum flexibility. (IIA6\_00\_Evidence: 2020FA Time Block Schedule.xls). A timeline for schedule production has been developed to allow for faculty and administrative input and evaluation. (Evidence:  2021SP REVISED Production Timeline.pdf).  In Spring 2020, the College began a comprehensive review of its block schedule to ensure that our schedule allows for greater access for students. (IIA6\_00\_Evidence: Block Schedule spreadsheet).

The Occupational Studies (OS) baccalaureate degree program schedules courses to ensure that all classes are available to students to meet degree requirements in an appropriate time.  Students complete the OS degree through a cohort model in two years. Students are admitted as a cohort, with 5th semester junior year status, and complete courses in a sequenced pattern. (IIA6\_00\_evidence - OS Brochure).

Some students may need additional lower division general education units to meet OS degree completion requirements.  All students are required, as part of the application process, to meet with the designated OS counselor to have transcripts reviewed to determine completion of all lower division general education units and create an educational plan (IIA6\_00\_evidence – OS Apply Webpage & OS Bachelor’s degree checklist).

Enrollments are monitored by the faculty and administration.  If demand is greater than capacity leading to waitlists, additional sections are added. (Evidence: Intersession 2021 Enrollment Review.pdf).  Should a class be cancelled students are notified and either referred to alternative sections with capacity or to the department chair for course recommendations. (IIA6\_00\_Evidence: Cancelled Class Email-BA-155, Cancelled Class Email – Bus-121.pdf)

**II.A.6. Analysis and Evaluation**

Established processes are in place to create and monitor course schedules to provide students with pathways to completion. These processes have also been communicated to students. However, it has become evident that better data and evaluation tools are necessary. This will allow for more efficiency, data driven decisions, and better schedule development.

To better determine class demand, Santa Ana College is working to implement an online education plan system which will provide data focused on the number of students choosing a particular degree/certificate pathway and the course each may need to register for in each semester. Our goal is to link student educational plans and the development of the schedule of classes.

To better evaluate schedule development and student success the Enrollment Management Taskforce has begun focused work on updating an Enrollment Management Plan. (IIA6\_00\_Evidence: 12.1.2020 EM Taskforce Agenda.pdf, EM PlanF2020.docx). As best practices are evaluated, Santa Ana College is partnering with Santiago Canyon College and RSCCD ITS team to evaluate and upgrade current data reports (IIA6\_00\_Evidence: Email Schedule Data Reports.pdf; Agenda – Districtwide Enrollment Management Wrkgrp Mtg 091720.pdf). Cambridge West and AdAstra have also been engaged to review existing systems and procedures while providing recommendations for development of new tools and improvement to existing systems. (AdAstra Client Readiness Packet.pdf, Enrollment Management Report draft 2020 0309.docx).  One of the goals of the revised Enrollment Management Plan speaks specifically to courses in a manner that allows students to complete certificate and degree programs within a period of time.

Develop Plan for Improvement.

**II.A.6. Evidence**

**(to be inserted)**

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

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

Santa Ana College serves students from a diverse region of Orange County. Entering students are often the first in their family to attend college, while others have parents with terminal degrees. Therefore, identifying students by subpopulations provides faculty, staff, and administrators critical information that is used to address and meet the needs of the students served. (IIA7\_00\_Evidence: Enrollment Student Subpopulations Factbook 2019.docx). To ensure that learning is happening with intentional outcomes, within the framework of the Guided Pathway efforts, the College formed the Learning and Engagement team. This team has developed a three-year plan that addresses equity-based practices at the personal-level, professional-level, and institutional-level. (IIA7\_00\_Evidence: Learning and Engagement Plan 5-6-2020.docx, Learning & Engagement Team Meeting 4.7.2020).

Santa Ana College provides flexibility in course delivery methods to best meet student needs.  On campus, online, and hybrid courses are offered each term. (IIA7\_00\_Evidence: Course Delivery Methods F2019.pdf).  With the onset of the COVID pandemic, new delivery strategies were developed to continue serving students in a remote environment. This included the development of Remote Live, Remote Blended, and Hybrid course with interaction that included remote live sessions rather than on-campus class meetings. (Evidence: Course Delivery methods S2021.pdf). In addition, the College has a Digital Dons laptop loan program. To further support students, this program was expanded in response to the transition to remote learning, ensuring equitable access to the technology required to complete remote and online courses. Additionally, the college kept its Academic Computing Center open for student computer use. (Evidence: Digital Dons.pdf, ACC F202.pdf). In Spring 2021, students were also given access to the campus parking lot for WiFi access. (IIA7\_00\_Evidence: email/ announcement).  ADD Net tutoring.

Santa Ana College’s Distance Education programs provide flexibility to those students who are unable to attend classes on campus. The mission of Distance Education at SAC aligns with the missions of the District and the College (Evidence: DE Mission Statement, Plan and PLOs.docx). The Distance Education Advisory Group, an Academic Senate workgroup, meets to assist the Distance Education program in addressing the needs of the faculty who are or will be teaching online or hybrid courses as well as to evaluate whether courses should be offered in the distance education modality *(*IIA7\_00\_Evidence: DE Mission Statement, Plan and PLOs.docx, DEAdvisoryGroupMinutes12-03-14.pdf [group meets to discuss appropriate delivery method]). The approval process for courses to be offered as Distance Education is included within SAC’s Curriculum and Instruction Handbook *(*IIA7\_00\_*Evidence: Distance Education Approval Process SAC Curriculum and Instruction Handbook Approved 2014-2015.pdf).* The Online Learning addendum is included within the electronic course proposal and move through the established curriculum approval process.  (Evidence: OnlineLearningAddendumFormE110.docx, SP20E110onlinesyllabus.pdf, Course Outline of Record Earth Science 110.docx). Through the Program Review process, delivery modes are evaluated at the Department level and within the program review completed by the Distance Education office (IIA6\_00\_Evidence: Legal Studies Department Meeting: January 13, 2020.docx topics discussed included student survey results regarding course offerings, textbook costs as a barrier to students, and utilizing Canvas LMS in some courses, (IIA7\_00\_2017 SAC Distance Education Report 03 09 17.pdf, 2019 05 13 Distance Education Program Review.ppt).

The college provides equitable learning support services for students in both traditional on-campus courses and distance education courses. (IIA7\_00\_Evidence: DE FAQ Student Support Services.docx, Learning Center Online Tutoring.docx, Learning Center Online Workshops English.docx, Math Center - Online Student Services and Virtual Services during Covid-19). Surveys conducted by the District/College Research Office coupled with the findings from Program Reviews provide a wealth of information that is used to assess the changing needs of our students. This information serves to support improvements in delivery modes, teaching methodologies, and learning support services. (IIA7\_00\_Evidence: SAC CC Student Satisfaction Report 2017.pdf, Santa Ana College Executive Summary for 2017-2019 Integrated Plan.pdf, Santa Ana College Equity Plan 2019-2022).

**II.A.7. Analysis and Evaluation**

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

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

**II.A.7. Evidence**

**(to be listed here)**

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

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

California Assembly Bill 705 amended Section 78213 of the Education Code as outlined in the Irwin. Seymour-Campbell Student Success Act of 2012: matriculation: assessment. In response, Santa Ana College moved to reduce barriers to access for students by eliminating placement exams for Math and English (and ESL/EMLS) and implementing a process of multiple measures by which students would work with counselors or self-select the appropriate course in which to register.  (IIA8\_00\_: <https://www.sac.edu/StudentServices/AssessmentCenter/Pages/New-AB-705.aspx>). Enrollment shifts to college level math and English classes have been documented and the success rates of these students is now being evaluated.  (IIA6\_00\_Evidence: SAC 2019 Factbook AB705.pdf, ENGL\_EMLS\_READ\_FA17\_SP20 Outcomes\_AB705.pdf, Math Outcomes Spring 2020 Update.pdf)

On December 4, 2020, the Board of Trustees approved and updated Board Policy 4235 and Administrative Regulation 4235 Credit for Prior Learning which provides a structure to implement evaluation and awarding of college credit. (IIA8\_00\_Evidence: BP 4235 Credit for Prior Learning.pdf. AR 4235 Credit for Prior Learning.pdf)

Earning credit by examination is also available to students (IIA8\_00\_Evidence: <https://www.sac.edu/StudentServices/AdmissionsRecords/Pages/Credit-by-Examination-.aspx>; Credit by Exam 2018-2020.xls)

To provide consistency and equity across course sections a variety of departments, such as Accounting, Chemistry (IIA8\_00\_Evidence: Chem 2oo Fall 2019 Syllabus, Jenkins\_Chemistry 259 spring 19\_63768, Chemistry Memo C209Finals, Chemistry Memo C219 Finals), and Math have developed and used department exams for their courses. (IIA8\_00\_Evidence: Math 084 Final Exam Email.pdf, Math 140 Common Final Instructions.pdf). Exam results are reviewed across the department and revisions are made to reduce test bias and enhance reliability. (IIA8\_00\_Evidence: MathN06-Fall2018-Final Exam results.pdf, Math 140 Common Final Revision Emails.pdf)

**II.A.8. Analysis and Evaluation**

The implementation of Assembly Bill 705 required faculty and administration to work together to implement the multiple-measures approach to student enrollment in college-level math and English classes (10.3.19. Minutes.AB705 Workgroup.pdf). Replacing traditional placement tests with multiple measures has resulted in a shift in class enrollments and an increase in students completing these courses. Evaluation and research are ongoing to determine the best support for students in transfer-level math and English and the efficacy of the multiple measures currently used to help students place themselves in the right courses.

While credit by examination has been offered for some classes at Santa Ana College and procedures are posted on the SAC website, the shift to offering credit for prior learning will require additional evaluation of transcripts, industry certifications, portfolios, or other work experience. Faculty engagement and information for students will be critical.

As reduction in exam/assessment bias continues to be addressed for all assessments at Santa Ana College, the ongoing work of faculty to evaluate and develop department exams for courses is critical. As seen in the math department, a faculty lead has been selected for each course that requires department exams to ensure evaluation, review, updating, and distribution are managed.

**II.A.8. Evidence**

**(to be listed here)**

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

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

Santa Ana College awards course credit, degrees and certificates based on student attainment of learning outcomes, which are documented for each course and program offered by the college. Program level outcomes are available in the College Catalog and student learning outcomes for each course are available on the course syllabus and the COR via CurriQunet Meta.  (IIA9\_00\_Evidence: SAC Catalog 2020-2021 pgs73-383; IIA6\_00\_<https://sac.edu/catalogAndSchedule/Documents/2020-2021/sac-catalog-2020-2021.pdf>, link to curriQunet Meta and sample syllabus).

Guidelines for units and hours follow Title 5: 55002, 55002.5, 55256.5 and Code of Federal Regulations: 34 CFR 668. These policies are provided in RSCCD AR 4023 and are incorporated into the Course Outline of Record template in CurriQunet Meta (IIA9\_00\_Evidence: AR 4023 Hours and Units.pdf, COR Acct101 – Financial Acctg.pdf). This information is provided to students in the SAC College catalog, which states one unit of college credit represents three hours of student time each week for a semester (IIA9\_00\_Evidence: SAC Catalog 2020-2021 pg. 69).

The Occupational Studies (OS) baccalaureate degree program assesses student learning outcomes for all OS courses and the assessment of these SLOs is the basis for course credit. (IIA9\_00\_Evidence: OS 305 COR). The evaluation criteria utilized by the OS program, is consistent with generally accepted norms and equivalencies in higher education, especially in relation to upper division courses (IIA9\_00\_Evidence: OS SLO evaluation criteria).

**II.A.9. Analysis and Evaluation**

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

**II.A.9. Evidence**

**(to be listed here)**

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

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

SAC facilitates the mobility of students, without penalty, with clearly stated transfer-of-credit policies. SAC currently offers 29 Associate Degrees for Transfer (ADT) (SAC 2020-2021 catalog p. 29; <https://www.sac.edu/StudentServices/Counseling/articulation/Pages/Associate-in-Arts-for-Transfer.aspx> ). Per SB 1440 legislation, completion of an ADT is designed to provide a clear pathway to a CSU major and provide guaranteed admission with junior standing somewhere in the CSU system. In 2018-2019 SAC awarded 735 ADTs, up from 399 in 2014-2105 (Evidence: SAC Degrees and Certs Awarded by Major). In addition to ADTs, SAC offers over 1360 courses designated as baccalaureate level/CSU transferable (Evidence: SAC catalog p. 200), over 670 designated as UC transferable (SAC catalog p.52), over 360 applicable to CSU-GE Breadth (Evidence: SAC catalog p. 36), and over 240 applicable to IGETC (SAC catalog p. 38).  Courses qualified for a C-ID number are comparable in content and scope to other California Community College and California State University courses designated with the same C-ID number.  SAC currently offers 252 courses with C-ID qualification (Evidence: SAC catalog p. 197; <https://www.sac.edu/StudentServices/Counseling/articulation/Pages/C-ID.aspx>). All information about SAC courses and their applicability to ADT’s, CSU-GE, IGETC, baccalaureate level, CSU transferability, UC transferability and C-ID qualification is updated annually in the Santa Ana College catalog. The Santa Ana College University Transfer Center also offers extensive programs, workshops, and university representative visits designed to educate and assist students with their transfer of credit (University Transfer Center Services, University Transfer Center Website, Fall CSU and UC Application Workshops, CSU, and UC Application Drop-In Assistance).

Santa Ana College accepts transfer credits to fulfill degree requirements, certifying that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses (Evidence: SAC Catalog pg71  2020-2021.pdf; <https://sac.edu/catalogAndSchedule/Documents/2020-2021/sac-catalog-2020-2021.pdf>). Santa Ana College has developed a document/manual specifically for the Admission Office staff on utilizing the program TCEQ (Evidence: Transfer Course Equivalency) that includes comparing the courses students have taken at past colleges or universities which allow students to transfer in their units (Course Evaluations.pdf).  In addition, department chairs may be asked to evaluate a course from another college to fulfill a certificate or degree requirement.  If the learning outcomes of the course being requested for substitution are comparable, the Petition to Waive or Substitute is submitted to Admissions and Records for processing (Evidence: Petition to Waive or Sub.pdf)

Santa Ana College has developed and maintains many articulation agreements with institutions to which SAC students frequently transfer.  The Santa Ana College articulation website (<https://sac.edu/StudentServices/Counseling/articulation/Pages/Articulation-Agreements.aspx>) provides links to current, as well as historical, CSU/UC/private college and university articulation agreements. This includes links to ASSIST (www.assist.org), which is the official state-wide repository of articulation information. These agreements explain exactly how coursework completed at SAC will transfer to colleges and universities around the state as well as to some colleges and universities out of state. Links provide information that indicate whether SAC courses will meet general education, major and/or elective requirements at transfer colleges and universities. This articulation is regularly reviewed and updated by the Santa Ana College Articulation Officer, as both SAC and its transfer partners continually revise curriculum.

Santa Ana College has also developed extensive list of articulated courses with local High School and Regional Occupational Program (ROP) instructors to facilitate the transfer of credit to Santa Ana College.  This process is supported by the Career Education (CE) Transitions program. All agreements are reviewed and updated each year to ensure currency and rigor. (Evidence: <https://www.sac.edu/AcademicProgs/OccupationalPrograms/CareerPathways/Pages/Articulated-Courses.aspx>)

To be eligible to apply to the SAC Occupational Studies (OS) baccalaureate degree, students are required to complete all program prerequisite requirements that are clearly posted on the OS webpage and SAC catalog (Evidence: OS Apply Webpage & SAC catalog page 47.) SAC has designated a specific OS counselor to evaluate transcripts of OS applicants.  A screening form is utilized to identify completion of the minimum required semester units, need for general education, and prerequisites and experiential activities are met.  Students applying to the OS program will have graduated from an accredited OTA program, which includes clinical fieldwork rotations and will ensure experiential activities. (Evidence: OS Program application form; OS FAQs webpage & OS GE Requirements Advisement form).

**II.A.10. Analysis and Evaluation**

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

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

**II.A.10. Evidence**

   (to be listed here)

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

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

Santa Ana College has established Institutional Learning Outcomes (ILOs) or core competencies (Evidence: SAC 2020-21 Catalog – ILOs.pdf) that include 1. communications skills; (a) listening and speaking, (b)reading and writing, 2. thinking and reasoning; (a) creative thinking, (b) critical thinking, 3. information management; (a) information competency, (b) technology competency, 4. diversity; (a) cultural, (b) social, (c) environmental, 5. civic responsibility, 6. life skills; (a) creative expression, (b) aesthetic appreciation, (c) personal growth, (d) interpersonal skills, and 7. career. The goal is that students will attain appropriate level competency in these as a program of study is completed.  In 2014-2015 the process to map and assess ILOs was established by the Teaching and Learning Committee (IIA6\_00\_Evidence: TLC End-of-Year Report May 19, 2015) To ensure the ILOs were being assessed, each course was mapped to the appropriate ILOs (IIA6\_00\_Evidence: Acct ILO Mapping.pdf) Each year an ILO is identified for the campus to assess with data and analysis submitted to the division for review and discussion. (IIA6\_00\_Evidence: Bus Div ILO – Info Mgmt.pdf) This process is now being reviewed by the Outcomes and Assessment committee.

All programs offered at Santa Ana College have developed appropriate program learning outcomes that identify the skills students will learn as program requirements are completed (SAC 2020-21 Catalog Para PLOs). The program learning outcome are often further defined to provide greater clarity of expectations and outcomes for students (IIA6\_00\_Evidence: Legal Studies webpage-PLOs).

Student learning outcomes are regularly assessed to ensure that students are achieving the course, program and institutional outcomes as developed by the department and institution (IIA6\_00\_Evidence: Legal Studies SLO Assessments).

The Occupational Studies (OS) baccalaureate degree program student learning outcomes are consistent with generally accepted norms in higher education and reflect the higher levels expected at the baccalaureate level. The OS program learning outcomes are clearly stated in the SAC catalog. Additionally, the OS 412 Capstone Seminar course is intentionally designed to provide the OS student with an opportunity to use the skills and knowledge from their program to design an innovative therapeutic solution to an identified therapeutic problem and formally present it.  (IIA6\_00\_Evidence: SAC catalog page 48 and OS 412 COR and syllabus).

**II.A.11. Analysis and Evaluation**

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

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

**II.A.11. Evidence**
(to be listed here)

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

**II.A.12. Evidence of Meeting the Standard**

The mission of Santa Ana College (SAC) can be seen within the General Education (GE) philosophy. This philosophy is based on the AR 4025 Philosophy and Criteria for Associate Degree and General Education supported by Title 5 Section 55061 (IIA6\_00\_Evidence: AR 4025 Philosophy and Criteria for Associate Degree and Gen Ed.pdf) SAC’s general education requirements indicate that those who obtain degrees should possess basic principles, concepts, and methodologies that are uniquely shared by various disciplines. The need for students to adapt and embrace rapidly changing global, national, and local conditions are implemented within the GE philosophies. The college pursues the idea that students should develop the necessary skills and knowledge to empower themselves and their community. These requirements are provided to students in both the catalog and now also in the Schedule of Classes.  (IIA6\_00\_EVIDENCE:<https://sac.edu/catalogAndSchedule/Documents/2020-2021/sac-catalog-2020-2021.pdf>, p. 30-38; Gen Ed Degree requirements Spring 2021 Schedule.pdf).

General Education Outcomes and Institutional Learning Outcomes are one and the same. Each department and program align its program outcomes with these institutional learning outcomes and aligns course learning outcomes to program learning outcomes. The intent is that a student who completes an associate degree at the college will have demonstrated mastery of concepts and communication skills; creative, critical and quantitative thinking and reasoning; information management, information and technology competency; cultural, social and environmental diversity; civic responsibility; and lastly, life skills (IIA6\_00\_EVIDENCE: <https://sac.edu/catalogAndSchedule/Documents/2019-2020/2019_Catalog.pdf>   p.10). The Academic Senate, via the Teaching & Learning Committee (TLC), implemented seven ILOs (quadrennial assessments) that represent a well-
rounded general education.
(IIA6\_00\_EVIDENCE: <https://www.sac.edu/Program_Review/Pages/Institutional-Learning-Outcomes.aspx>).

The General Education requirements for Certificate of Achievement Programs, Certificate of Proficiency Programs, A.A/A.S. and ADT degree certifications are clearly defined for all courses by academic department and course number. Course content, methodology, SLO’s and assessment methods are developed by faculty. Each department/division has a curriculum committee that reviews curriculum prior to being submitted to the Curriculum and Instructional Council. The department/division curriculum committees, along with the Curriculum and Instruction Council (CIC) determines the appropriateness of courses and requirements for degrees (IIA6\_00\_EVIDENCE: <https://sac.edu/catalogAndSchedule/Documents/2019-2020/2019_Catalog.pdf>   p.27, CIC Agenda 11-23-2020.pdf).

The Adult Education Department under Santa Ana College School of Continuing Education (SCE), similarly have GE requirements that align with their Institutional Learning Outcomes. Each academic department, along with academic support services and student services combined, assists students with learning outcomes; communication on skills, thinking and reasoning, information management, diversity, civic responsibility, life skills, and careers. Programs work together to give students a well-rounded educational experience and consist of Adult Basic Education, Adult Secondary Education, Career and Technical Education (Short Term Vocational), English as a Second Language (ESL), Parent Education, and Counseling. Curriculum, student services, and programs are designed to prepare each student for academic, workforce, and personal success.  Increasing student transition to other types of noncredit programs as well as credit programs is a constant focus (IIA6\_00\_EVIDENCE: https://www.sac.edu/Program\_Review/SCE/Pages/default.aspx).

Baccalaureate Degree

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

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

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

The OTA AS degree followed a local pattern of general education. Additional lower division general education courses were added to the OS program to meet the IGETC/CSU Breadth requirements. Four additional lower division general education courses include two classes that are upper division prerequisites (statistics and sociology) and two classes that were recommended by the OTA Professional Advisory Committee (physics and ethics).  (IIA6\_00\_Evidence: – SAC catalog pages 47-49).

**II.A.12. Analysis and Evaluation**

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

The process for approving courses included in the general education requirements begins with faculty expertise in their respective disciplines, which are then recommended to the curriculum committee and Curriculum and Instruction Council for approval prior to submission to the CSU’s and UC’s for final approval.

The learning outcomes associated with each program are those that have been established for the campus as stated above and include discipline specific outcomes.

The learning outcomes for each program are established by the faculty of the department/program and are designed to align to Institutional Learning Outcomes.

**II.A.12. Evidence**

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

**II.A.13. Evidence of Meeting the Standard**

Santa Ana College programs require completion of classes in at least one area of study, while others may require completion of an interdisciplinary core. The Music Degree for Transfer exemplifies a program focused in one area of study which includes mastery of skills and key theories at a level appropriate to the sophomore or Associates Degree. (IIA6\_00\_SAC 2020-21 Catalog Music AA-T). The student learning outcomes for this program require the successful completion of basic and intermediate level courses in music theory as well as performance. The Business Administration Degree for Transfer (IIA6\_00\_SAC 2020-21 Catalog Bus Admin
AS-T) consists of an interdisciplinary core from disciplines such as accounting, business, economics, and law (SAC Bus Admin Brochure).  The requirements for all credit certificate and degree programs are provided in the SAC Catalog (IIA6\_00\_Evidence: SAC 2020-21 catalog pages 70 – 201) and on the website ( IIA6\_00\_<https://www.sac.edu/AcademicProgs/Business/LegalStudies/Paralegal/Pages/Program-Information.aspx>). All non-credit program requirements are also provided in the annual SAC Catalog (IIA6\_00\_Evidence: SAC 2020-21 catalog pages 367-393).

The Occupational Studies (OS) baccalaureate program includes a focus area of study in the discipline of occupational therapy.  The OS degree requirement includes a minimum of 120 semester units. The 30 upper division units from the bachelor’s degree are directly related to the major coursework in occupational therapy theory and principles.  The SLOs in the OS courses ensure proper alignment between student learning and key theories and practices in the field of occupational therapy.  The OS program provides an advanced level of clinical education with an in-depth study of occupational therapy theory and principles with a focus on providing evidence-based treatment. The OS program focuses on obtaining, understanding, and using evidence in providing occupational therapy treatment in a variety of settings.  This includes using clinical analysis and clinical reasoning skills. Major coursework in the OS program is clearly described in the SAC catalog.  (IIA6\_00\_Evidence – SAC catalog pages 47-49).

All programs offered at Santa Ana College must be approved through the established curriculum approval process. (IIA6\_00\_Evidence: CIC Minutes 11-09-2020.pdf)

**II.A.13. Analysis and Evaluation**

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

Program requirements are communicated to students through the annual college catalog, website, and program brochures.

**II.A.13. Evidence**

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

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

Career Education and Workforce Development (CEWD) works regionally to develop partnerships, programs, and pathways that assist Career Education (CE) students in successfully reaching their education and employment goals. Santa Ana College's CE programs include 36 areas of study with offerings totaling 62 AA/AS degree options, 147 certificates, and 1 baccalaureate degree. These CE programs are housed in the Business; Fine and Performing Arts; Human Services and Technology; Kinesiology and Athletics; and Science, Mathematics, and Health Sciences divisions. The CEWD participates in various workgroups and committees and manages multiple grants to obtain the necessary resources (equipment, software, supplies, professional development, etc.) to support all CE programs.  (IIA13\_00\_Evidence:<https://www.sac.edu/AcademicProgs/CEWD/Pages/default.aspx>)

The Santa Ana College Career Education website outlines each of the career-technical certificate programs and degree options and includes SLO’s for each.  This website lists current Local Award Wages for a person before and after receiving a certificate or degree.  IIA13\_00\_Evidence:  <https://sac.edu/AcademicProgs/OccupationalPrograms/CTE/Pages/default.aspx>)

The Santa Ana College Catalog lists each of the College Credit Instructional Programs and lists all the required coursework and SLO’s. (IIA13\_00\_Evidence: <https://sac.edu/catalogAndSchedule/Documents/2020-2021/sac-catalog-2020-2021.pdf>)

CTE faculty review current employment standards by conducting regular advisory committee meetings and updating courses and program outlines based on information from these meeting.  (Evidence: See advisory committee notes and updated course outlines). In addition, supply and demand data and industry skill analysis prepared by the Center of Excellence are used to develop and update programs. (IIA13\_00\_Evidence: Sector Brief\_ICT and Digital Media\_OC COE.pdf)

A variety of the 36 different CE disciplines offered at Santa Ana College prepare students for a wide variety of industry certifications such as: **CompTIA+, ACE, NASBITE, BRN, ACOTE,**

**Fire Technology**

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

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

**The courses listed in bold are the ones offered with current resources.**

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

|  |  |
| --- | --- |
| **Formal SAC Classes for the Basic Fire Academy are:**  | Certification Issued From                                                                    |
| **FAC 060A Basic Fire Academy - Fire Fighter 1A Structure**  | State Fire Training  |
| **FAC 060B Firefighter 1B - Hazardous Materials / WMD**  | State Fire Training  |
| **FAC 060C Firefighter 1C - Wildland Firefighter 1**  | State Fire Training  |
| **Upcoming Class: Driver / Operator 1A**  | State Fire Training  |

State Fire Training is the certifying body for courses below:

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

**Business Division:**

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

**Criminal Justice Academy**

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

**OTA**

* National Board for Certification in Occupational Therapy (NBCOT)

**Pharmacy Technology:**

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

**Automotive and Diesel:**

* ASE Certifications
* ASE certificates (A1 - A9)
* ASE Certification (T1 - T8)
* ASE Certification (H1 - H8)
* ASE Certification (L1)
* Certification for California Air Resources Board (CARB)
* Certification certificate through CARB Opacity Tester (CCDET1 - CCDET3 Certificate included)
* License Prep for Bureau of Automotive Repair (BAR) State Licensing Test:
* BAR Smog Check Inspector prep (Certificate included not license)
* BAR Smog Check Repair Technician prep (Certificate included not license)
* BAR Smog Check Update training for Smog Check Repair Technicians (Certificate included not license)
* EPA (Environmental Protection Agency)
* EPA 608 license Prep
* EPA 609 License Prep

**Welding**

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

We prep students for certificates in (training only):

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

**Culinary Arts:**

* ServSafe Manager Certificate
* Food Handler Certificate

**EMT**

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

**Biotechnology Program**

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

**Kinesiology**

The Fitness Specialist Certificate program prepares students for employment in the fitness industry by combining a science-based academic foundation with an application of skill.  Students gain knowledge of Kinesiology principles while developing exercise leadership and individual & group exercise programming skills.  The program is designed to be completed within 9 months but includes transferrable coursework for students seeking to further their education in Kinesiology-related fields.  Upon completion, graduates of this program should expect to seek the appropriate National Certification before finding careers working in health clubs, country clubs, fitness or recreation centers, gyms, hospitals, universities, yoga and Pilate’s studios, resorts, and/or as entrepreneurs.

IIA14\_00\_<https://sac.edu/AcademicProgs/kinesiology/Pages/Fitness-Specialist.aspx>

(<https://www.sac.edu/AcademicProgs/Business/ComputerScience/Pages/comptia-courses.aspx>), NASBITE Certified Global Business Professional (CGBP) (<https://sac.edu/AcademicProgs/Business/GBE/Pages/NasbiteCGBP.aspx>), Microsoft Office  & Adobe (Evidence: MOS-Adobe Certification Brochure) , and Snap-On

(<https://www.sac.edu/AcademicProgs/HST/Auto/Pages/Automotive-Technology.aspx>).  As faculty build programs aligned to the industry recognized certification student success is increasing. (Evidence: MOS & ACA Certificates.pdf)

The Accreditation Council for Occupational Therapy Education (ACOTE) provides external accreditation to all OT/OTA programs. The SAC OTA associate degree is accredited through ACOTE to ensure the program meets licensure and certification standards. ACOTE decided to move OT education from the Master to the Doctorate level and to have dual OTA education, at both the Associate and the Bachelor level. The OS baccalaureate program does not require external accreditation. Students graduating from the OS program will have educational preparation equal to those OTAs graduating with a bachelor’s degree. (Evidence: ACOTE website)

The OS baccalaureate program has an active advisory committee that meets every semester to give input to the program faulty to ensure the curriculum content aligns with industry needs.  The advisory committee assists with program effectiveness through the provision of information and ideas that include course content, instructional and learning experiences, provision of fieldwork clinical site opportunities and employment possibilities. (IIA14\_00\_Evidence: OTA/OS Advisory Committee meeting minutes and member list)

Students entering the OS program are graduates of an OTA program and are certified and licensed to practice. With the education provided in the OS program, the students will become highly skilled practitioners who will be able to understand and apply research to their clinical practice.

Graduates of the OS program are prepared for career advancement as a Certified Occupational Therapy Assistant including the ability to take leadership positions, e.g., Director of Rehab in a skilled nursing facility. Graduates will also be prepared to work in settings that require a bachelor’s degree and to take teaching roles in both the clinical setting and community college OTA programs. Finally, the graduates will be to continue to graduate level education. (IIA14\_00\_Evidence – OS brochure)

**II.A.14. Analysis and Evaluation**

Santa Ana College provides a breadth and depth of Career Education programs that prepare students for the work force. The development and updating of these programs are based on industry needs as presented by technical advisory committee meeting discussions as well as data presented by the Center of Excellence. The Occupational Studies baccalaureate degree successfully prepares students for licensure to practice as occupational therapists.

Industry certifications and licensure may be considered part of course and/or program requirements and are made available to students. As students successfully complete courses aligned to industry certification, an increase in successful certification attainment is often seen as is the case with MOS and ACA credentials.

**II.A.14. Evidence**

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

**II.A.15. Evidence of Meeting the Standard**

The Santa Ana College process for program modification and discontinuance is based on Board Policy 4020 (BP4020) - Program, Curriculum and Course Development with further details provided in Administrative Regulation 4021 (AR4021) - Program Discontinuance.  AR 4021 outlines the process by which programs are eliminated or significantly changed. The process is also outlined in the Curriculum and Instruction Handbook. (IIA15\_00\_Evidence: BP4020 Program, Curriculum and Course Development.pdf, AR4021 Program Discontinuance.pdf, ***NEED UPDATED CIH from CIC when completed.)***

Program modification is based on the outcomes and assessment conducted during program review and, for Career Education programs, includes input from Advisory Committees and Labor Market Data provided by the Center of Excellence. Faculty work to update their courses and programs as required to maintain currency and relevance. (IIA15\_00\_Evidence:  Prog Review – BAT Dept 2015.pdf, Prog Review – BAT Dept 2019.pdf, BAT Advisory Meeting 092320 Minutes.pdf, COE Report BAOM Degree.pdf)

If students have taken courses that are no longer available or required, department chairs can review the older courses for alignment with current course learning outcomes and approve the previous course for substitution in the current program requirements (IIA15\_00\_Evidence: 2015-16 SAC Catalog BAOM Degree.pdf, 3029-19 SAC Catalog BAOM Degree.pdf, Petition to Sub for BAOM Degree.pdf)

Program discontinuance for reasons related to relevancy, demand, or other issues that may arise, requires that faculty and administration work together with the Program Discontinuance Review Committee to develop a plan as outlined in AR 4021 to ensure that students are supported as they complete the program.

**II.A.15. Analysis and Evaluation**

The reliance on faculty to evaluate and modify programs for relevance and currency is structured and documented. As programs and courses are updated, the ability for department chairs to approve course substitutions provides flexibility and support for student completion.

There is no evidence available to show that the Program Discontinuance Committee has met to address requests to discontinue programs or that programs have been eliminated from the Santa Ana College catalog.

While the policy and process are documented in both the Administrative Regulation and in Curriculum and Instruction Handbook it is recommended that information related to the process be included in the Santa Ana College Catalog for student use.

**II.A.15. Evidence**
**(to be inserted)**

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

**II.A.16. Evidence of Meeting the Standard**

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

* California’s Title 5, section §55130 – Approval of Credit Programs
* Program and Course Approval Handbook (PCAH) 7th edition
* Rancho Santiago Community College District (RSCCD) Administrative Regulations:
* (AR) 4020 Curriculum
* 4021 Program Discontinuance
* 4025 Philosophy and Criteria for Associate Degree and General Education
* 4025B Philosophy and Criteria for Baccalaureate Degree and General Education
* 4100 Graduation Requirements for Degree and Certificates
* 4101 Independent Study
* RSCCD Board Policies (BP):
* 4020 Program, Curriculum, and Course Development
* 4025 Philosophy and Criteria for Associate Degree and General Education
* 4025B, Baccalaureate Degree Programs
* 4100 Graduation Requirements for Degrees and Certificates
* The CIC Handbook regulations and policies to evaluate and improve the quality and currency of all instructional credit and noncredit programs offered by the institution. (IIA16\_00\_Evidence: [Title 5, section §55130 – Approval of Credit Programs](https://govt.westlaw.com/calregs/Document/I6068AF0265B749DDA671D49A4B328604?transitionType=Default&contextData=(sc.Default)), [PCAH 7th Edition](https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO_Report_Program_Course_Approval-web-102819.pdf?la=en&hash=06918DD585E9F8C0805334FEA3EB1E6872C22F16), [RSCCD AR 4020 – Curriculum](https://rsccd.edu/Trustees/Documents/ARs/ARs-Chapter%204/AR%204020%20Curriculum.pdf), [RSCCD AR 4021 – Program Discontinuance](https://rsccd.edu/Trustees/Documents/ARs/ARs-Chapter%204/AR%204021%20Program%20Discontinuance.pdf), [RSCCD AR 4025 – Philosophy and Criteria for Associate Degree and General Education](https://rsccd.edu/Trustees/Documents/ARs/ARs-Chapter%204/AR%204025%20Philosophy%20and%20Criteria%20for%20Associate%20Degree%20and%20General%20Education.pdf), [RSCCD AR 4025B – Philosophy and Criteria for Baccalaureate Degree and General Education](https://rsccd.edu/Trustees/Documents/ARs/ARs-Chapter%204/AR%204025B%20Philosophy%20and%20Criteria%20for%20Baccalaureate%20Degree%20and%20General%20Education.pdf), [RSCCD AR 4100 – Graduation Requirements for Degree and Certificates](https://rsccd.edu/Trustees/Documents/ARs/ARs-Chapter%204/AR%204100%20Graduation%20Requirements%20for%20Degrees%20and%20Certificates.pdf), [RSCCD AR 4101 – Independent Study](https://rsccd.edu/Trustees/Documents/ARs/ARs-Chapter%204/AR%204101%20Independent%20Study.pdf), [RSCCD BP 4020 – Program, Curriculum and Course Development](https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapter%204/BP%204020%20Program%2C%20Curriculum%20and%20Course%20Development.pdf), [RSCCD BP 4025 – Philosophy and Criteria for Associate Degree and General Education](https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapter%204/BP%204025%20Philosophy%20and%20Criteria%20for%20Associate%20Degree%20and%20General%20Ed.pdf), [RSCCD BP 4025B – Baccalaureate Degree Programs](https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapter%204/BP%204025B%20Baccalaureate%20Degree%20Programs.pdf), [RSCCD BP 4100 – Graduation Requirements for Degrees and Certificates](https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapter%204/BP%204100%20Graduation%20Requirements%20for%20Degrees%20and%20Certificates.pdf), *NEW CIC Handbook)*

CIC is structured for systematic evaluation and improvement of quality programs. It ensures certification and academic integrity of all credit and noncredit courses and programs. (Evidence: NEED NEW Shared Governance Doc for CIC) The CIC Handbook outlines the approval criteria for courses and programs that faculty must follow. Furthermore, Department Curriculum Committees objectively and consistently evaluate all courses and programs to ensure that Program Learning Outcomes (PLOs) are relevant and appropriate. (Evidence: Business Division’s Curriculum Committee Minutes). Professional development opportunities intended to support faculty efforts to increase student success and retention in their courses and programs are available throughout the semester.

Insert language about quadrennial review process.

(Evidence: https://www.sac.edu/FacultyStaff/professional-development/Pages/calendar.aspx)

Finally, the institution confirms that programs are kept current and assesses the efficacy of programs towards employment requirements by ensuring that Career Education programs are reviewed every two years. The Career Education Program Two-Year Review Form requires programs to re-evaluate job market/demand Information, effectiveness, and external Issues (i.e., unnecessary duplication of programs within the region). (IIA16\_00\_Evidence: SAC Comprehensive Program/Unit Review Cycle, NEED NEW CE Program Curriculum Review Process)

IIA16\_00\_[SAC Guided Pathways Model](https://www.sac.edu/FacultyStaff/GuidedPathways/Pages/default.aspx)

IIA16\_00\_[SAC Institutional Effectiveness and Assessment Mission](https://www.sac.edu/AcademicAffairs/IEA_Office/Pages/default.aspx)

IIA16\_00\_[SAC 2018 Student Scorecard](https://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=871#home)

II.A.16. Analysis and Evaluation

Santa Ana College has a comprehensive review process and has established institutional policies for the systematic evaluation of all programs based on established Board Policies and Administrative Regulations. Santa Ana College regularly evaluates and improves the quality and currency of all instructional programs regardless of delivery mode or location. The processes by which this is accomplished is outlined in the Curriculum and Instruction Handbook. The structure of the Curriculum and Instruction Council (CIC) allows for dissemination of this information to faculty in every discipline through their CIC representative and division curriculum committee. In addition, professional development activities support faculty training on process and procedure.

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

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**II.A.16. Evidence**

**(list here)**

**Standard II B: Library and Learning Support Services**

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

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

The institution supports student learning and achievement through a rich array of services, resources, and collections offered by the Nealley Library and a wide range of services provided through primary academic support centers: Academic Computing Center (ACC), Learning Center, Math Center, the School of Continuing Education English Language Lab (SCE ELL), Science and Health Science Centers, and smaller centers or programs of support throughout campus that provide tutoring for special populations (See [Instructional Services Available at SAC](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EYrLRQBA0MFIjuxxxPp2xN4BGcx3MxRYaywSkntqWK7o1Q?e=slhfiU)).

The library is consistently ranked high in the annual [Student Satisfaction Survey](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EdMgssbrRrBFrhkI0QXbVdYBeQclOg4u-IIvPuBeVcRWdg?e=lkH0RZ). In the most recent survey for the 2019 academic year, the library was ranked first amongst all services and programs with 91% of student respondents rating the library “good” or “excellent.” Similarly, the Learning Center and Academic Computer Center were rated “good” or “excellent” by 89% of student respondents.

“[Satisfaction and Effectiveness of the Math Center,](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EVc_CpcLLd9Fp7wSDCCirsAB1Mggw6RrUdB-KN026Ly-yQ?e=m4AdLZ)” a 2017 report on a survey of students’ needs and satisfaction levels, confirmed overall favorable ratings, including 99% of respondents “attributed the center for their math course performance” and 94% “were confident of their math skills as a result of attending the Math Center.”

“[Satisfaction and Effectiveness of the Learning Center](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EWxS9O7RpyRInzeTED_7-MUBbKVacVkADgE1hbyp1LUY2g?e=RSYx0A),” a 2019 report of a student opinion survey, confirmed “students continue to rate the Learning Center at a high level of satisfaction (98% to 99% ‘very satisfied’ and ‘satisfied’), which is consistent with the prior five years.” The 2018 “[Satisfaction and Effectiveness of the Academic Computing Center](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EWumzMXlQBdChARfyC7Ri3cBmxoDplU_cLdlYu5Z2s6M4g?e=l99sMV)” report of a student opinion survey revealed “participants were highly satisfied (99% of ‘very satisfied’ and ‘satisfied’) with the services,” and subject tutoring offered at the center received a full 100% satisfaction rating.

Usage statistics and attendance tracking of the library and learning support services provides evidence of the campus community’s use of the services. For the 2018/2019 academic year, library gate counts confirm 402,800 visitors to the library (See [Library Gate Count 2018-2019](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EfFqCNnwUDxCloHkpYLLv4UB6UcWlF1tqq2jL6yEjdHDSg?e=ynmeQl)). The following attendance rates for the ACC, Learning Center, and Math Center are for the Fall 2019 semester: Academic Computing Center = 1,352; Learning Center = 2,411; and Math Center = 1,266. (See [Academic Support Center Counts](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EQRnDJ_uUlpOrDHv9aV0ysEBLU_Lo1ESyN5asoapFS846A?e=Ait9aQ)).

Since 2018, the ACC has included Accounting and Computer Science support for students. In the Spring 2020 semester, the ACC transitioned to online tutoring due to remote learning. In the Fall 2020 semester, the ACC partnered with the Learning Center for online Tutoring. Hence, the number of ACC designated faculty tutors were reduced since students could access tutoring for English, Math, and other subjects online through the combined ACC & Learning Center online tutoring Canvas site. (See [Acaemic Computing Center Faculty Schedules](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EQjPzD3ibjVHl5CTQYK-GDABus2oIE_QQ7Fbf62g33VKMQ?e=4TMmJg), pp. 1-6). In addition, SAC has many other services that provide learning support in various capacities as outlined in the 2020 [Comprehensive List of Santa Ana College Programs and Services](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ETTjmphXVo1FsUQO9iWvfZsBv7pfsSuvBpP2M7ghg7jUiA?e=6jpl9M).

The library provides significant collections that are diverse in scope and format to support student research, learning, and achievement. The library’s collections include a multidisciplinary print reference and circulating collection of 73,975 items as well as 35 online research databases with content from reference and academic books and periodicals (magazines, newspapers, and journals). These collections are subject specific and interdisciplinary to align with and support the college curriculum. (See [Library Collection Statistics](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EUYrzy6HTNhBlBGg1op-EGgBibeeJ57gRSSJ4iRj029nXA?e=6cpIfi) and [Online Research Databases](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EZkdn1rk25NApxVRykk7UIcBNJcRChfXU9prhQ7FiDOBrw?e=bU6SlB)).

The library maintains a robust Library Services Platform (LSP) managed by a systems librarian and accessible through the library’s website. The LSP provides online searching across multiple research databases and the library catalog through a single search box.

In 2018/2019, 11,338 items circulated from the library’s collections. There were 9,683 check-outs from the course reserves, and 797,645 searches were conducted in the library’s online databases with 113,049 full-text downloads (See [Non-Reserves Circulation](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/Ebh9EFkhVwhKtNzkkDJLWzMBcnhHI6X9BNK4YyZyWRifMw?e=TkCE9m), [Course Reserves Circulation](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EQgzggzQONhIpFMvf7me5twBV0ZukOef6rOdMbIoRtUa7w?e=88GsXP), and [Database Usage](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ESOA-f2dxGVLoO2pTAeI3uYBDtJYyZ2-wiceVtolpkrLfA?e=ikJiad) statistics).

Services and additional resources provided by the library to support student learning and achievement include reference services via in-person, phone, email, and chat; one-on-one and small group in-depth research assistance through Assignment Based Research Appointments; [Library Research Workshops](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EdUKydj_sqdGjW6RqLU2XoEBl0pct7RcaLZIunT_4Sp7Vw?e=hqcdPu) and 1-credit [Information Studies Courses](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EaJPXr2SYeFFmVCJy1W_nq4B0CYMBm4FblYd6n_xQenBoQ?e=UwL8uh) (INFO 100: Library Research Fundamentals and INFO103: Researching in the Digital Age) taught by librarians; course reserves; circulation services; individual and group study spaces, including study group rooms; laptop check-out; computer workstations; and printing, photocopying and scanning services.

In 2018/2019, librarians handled 27,160 reference transactions. That year, 970 students attended research workshops, and group study rooms were checked out 3,095 times. This data and additional statistics are gathered and maintained on monthly and annual bases in the Nealley Library Statistical Reports by the Library’s applications specialist. (See [Reference Transactions](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ESzgLEmYyTtDh39D0ZD3ViYBCdT54uLHBrbgpXEOV1xVLQ?e=fZlaKZ), [Library Research Workshops](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/Ef9AQ_ZYtnNKtI118nhKObEBNOA5wYz9damJKdzefCkx2w?e=xKsdBd), and [Group Study Rooms](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/Ebpv9oxqjRZEor4wHF_0xRYBmqrHptBN25G5Lt110zQepg?e=hUsB70) statistics).

Library hours were expanded in the Fall 2017 to 64 hours from 58 hours per week, including opening earlier and remaining open later in response to Associated Student Government requests to provide students with extended access to services and study spaces. A librarian is readily available during all hours the building is open to provide reference assistance. (See [Extended Library Hours Announcement](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EUSS29awlGFPmS_2AIhGuFABGmnWR4RgDj2IoeA4sDVjug?e=pzQ1bf)).

In 2018, the library enhanced its subscription to Springshare by subscribing to the entire suite of products offered by this leading cloud software vendor for libraries. In addition to Springshare’s LibGuides that the librarians use to create dynamic [online research guides](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EVNJnV2fSkRDnXK9Pc9VAnoBdM8T3PRX8HWy8xaNAn2d3g?e=DLzVVk), the Library is now utilizing LibChat for chat reference transactions, which expanded reference services for all users, including distance education learners, and allowed for continued research support during the COVID-19 closure. LibCal, another feature, provides students with more streamlined options to book study rooms in advance. The Library is also in the development stages for launching LibAnswers, an online knowledge base of frequently asked questions that will be accessible through the Library’s website to expand on research services for students.

Further evidence of the Library’s impact on student learning and achievement was revealed during a study of final grades for students in an English 101 class who completed LIBI 100, a librarian-taught 1-credit information literacy course, compared to those who did not complete LIBI 100. Students who completed LIBI 100 were found to have higher GPAs, on average, than students who do not take Library 100 (based on first-time students, first term) (See [LIBI 100 and ENGL101 Student Success](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EXlIlgkWnB9NldBEUUlLh70Bb3yv5_R3r34EiqvBp7dhDA?e=fnbPA6)).

In 2018, the Library established the Information Studies Advisory Committee with a mission to coordinate and collaboratively review and assess curriculum in the Information Studies program as well as discuss and plan more broadly information competency initiatives. The group moved through the curriculum process to rename Library and Information Studies to Information Studies to align the curriculum more closely to information competency.

The Library has a consistent and expanding emphasis on supporting online learning and the campus’s distance education initiatives. The Library’s research databases, electronic books, research guides, reference services via chat reference, and research workshops are available remotely. [Online Research and Information Assistance](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EcSWUZSu7VFPpZvzmVd62F8BYgdwd6NGp3Fjy6K3BGceww?e=If8Vdj) and [E-Textbooks](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EbcqxvOlzmVKjBTU1Ad8NnMBgfFKzxYXh_GE68hyIelSFw?e=bjVTO4) pages on the Library’s website are maintained to support distance education learners.

In 2018, the Library hired an Online Learning Librarian which has contributed to an expansion of the department’s mission through the librarian’s work involving the establishment of a virtual reference and textbook assistance chat service utilizing LibChat. The Chat feature is present on the library homepage, within the library catalog, on an E-textbook page, a research options page, as well as on other pages where help may be needed. During hours when the library is closed, students may still ask their question that will be seen by the next librarian/staff member on duty. Additionally, the Online Learning Librarian has created, implemented, and continuously updates two new completely online, self-enroll library workshops: Finding Articles and Evaluating Online Information. The Library Workshops page itself has had over 7000 views since Fall 2019. The Finding Articles workshop is intended for students who need to know the different types of periodicals, their use in research, and how to search for articles using the library databases. Between Summer 2019 and Summer 2020, 1,120 students completed this workshop. The Evaluating Online Information workshop instructs students on the basics regarding navigating and thinking critically about information found on the web. In Spring and Summer 2020, 342 students completed this workshop. The Online Learning Librarian has added innovative learning tools through LibGuides, which have been integrated within Canvas to support faculty and students in research access and methods. To support virtual learning during the pandemic, the Online Learning Librarian created a “Virtual Group Study Spaces” page for students who need to collaborate remotely with technical support links and multiple options for free software and tools while also developing a “Free Online Resources” page featuring freely accessible resources and tools on over 21 different subjects and disciplines.

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

Learning Support Services on campus employ faculty, learning facilitators, instructional assistants, and peer tutors to support student learning and achievement across campus. The Learning Center offers drop-in writing tutoring for any student in any SAC class as well as one-hour tutoring appointments in math, the social sciences, science and some CTE programs. The Learning Center and ACC offer online tutoring and workshops that can be accessed from the student’s Canvas dashboard. The Learning Center has writing workshops several times a week as well as frequent math, science, and study skills workshops.  The Learning Center also collaborates with the Scholarship office to hold workshops on writing personal statements for scholarship or college applications. The Learning Center collaborates with other departments on campus including Nursing. The Center provides a three-week TEAS Prep Program to prepare students for the nursing entrance exam and a remediation program for students who do not pass the entrance exam. Every summer, in collaboration with the TRIO program, the Learning Center offers four weeks of daily English and math workshops to incoming freshman.  Conversation circles are offered by the Learning Center to provide non-native speakers an opportunity to practice their English conversation skills in a relaxed atmosphere, including three circles that talk about general interest topics and one that is specifically for students preparing for medical careers. Additionally, the Learning Center offers Directed Learning Activities and facilitated study groups.

The ACC offers a wide range of academic support including the Student Help Desk, drop-in counseling, space for adjunct faculty office hours, and exam proctoring for [Testing for Microsoft Office Specialist and Adobe Certified Associate](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ESqo1E-T0lpEg2DeIW0-ncwBnLYmfy88CeFXEq8U1GaWxg?e=mxmWMY). Collaborations with SAC non-credit faculty are also available to support non-credit supplemental math and English courses.

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

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

The [Science & Health Sciences Center](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EZtAPxQkCcVJuYmQPbrz0nIB8R0B3Dl-csPqotzCWFlW6Q?e=k2EW8i) offers walk-in tutoring and science workshops along with the following equipment and learning tools to support student work: models, slides, microscopes, PCs with science software, and a course textbook collection.

The School of Continuing Education (SCE) [English Language Lab](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/Eb06SHWOYDlHvBiGEJvqpZ8B_o_sIlb6Eks-lbjTJj45Pg?e=MX66FE) (formerly the Community Learning Center) provides a specific focus for students who wish to study English independently with access to teacher support as well as small group and class instruction and technology-based learning. Responsibilities of the ELL faculty are detailed in the [Facilitators’ Responsibilities](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EUuq2fSca05GiazpCksH6bIBIrKu-2sjqqmve81FZtT7ow?e=ecCbJp). Outreach is performed in [English](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ER863z7wNdlIjhygPC8R8ccBAh3E17mGaeyVGAoChs-KgQ?e=UE9AQ0), [Vietnamese](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ERRNBbNoCI1HunF-9VrKtwEBACCHoTDc4KZtkJh7nDESAA?e=j6y5LF), and [Spanish](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ESMVlvjJumxMgNiw-ZfhePwBJKhBCUT7KnDa3k1GZx_ZBw?e=We0tg1). Student testimonials provide evidence of the positive impact the ELL has on student learning and achievement (see [Student Testimonials](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EZwL5smx2MpPuyoytcko30YB7Z_1dvWxbSaryqQXLK3YeQ?e=Jgq0sx)). Services provided through the ELL include [ESL 398](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EUgVfhsGchJKqRhc4KH9bf4Bob3tk0fKBa1acWlCU395hA?e=8Z1pyb), a course offered through ELL that is open to English language learners of all levels. ESL 398 is advertised in the [SCE Schedule of Classes](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ESM9O1eo6AVJvtabedGkvQMBztRxMJmypQMqNIpUsw718Q?e=sXWO62) that is mailed to thousands of homes in Orange County. Starting in 2019, the ELL faculty have offered directed learning activities to ELL students on a variety of topics including grammar, health, website exploration, and others. (See sample [Grammar Day Flyer](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EZthvXhFMPlEtJ8PcfiT3BABn4l_0k0DNLyoSkrWPElP8g?e=QUWnw6)). Community building activities are offered by the ELL faculty including end-of-semester celebrations and open houses. (See sample [Open House Flyer](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ESS9ovSIaXdDsDxU6kWhftgBcq6x43U9iaOcGUr86CSO5A?e=2zGc8v)). Remote English language learning is available to students through Burlington English and Rosetta Stone software programs.

The Library supports the Occupational Therapy Assistant Baccalaureate Degree Program through a multi-pronged approach managed by an assigned Human Service & Technology Division librarian liaison. This librarian works closely with Occupational Studies (OS) and Occupational Therapy Assistant (OTA) Program content experts (program coordinator and faculty) and students to ensure the necessary provision of library resources and services for OS and OTA research and information literacy needs. This includes customized library instruction workshops teaching information seeking methods to find and effectively utilize relevant sources for research projects as well as evidence for the development of students’ treatment interventions (see  [Customized Library Instruction Workshops](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EToph42-70JHtrYpEzqpfk0BY8QZz2-pwyrx-L8l9k1DLw?e=uySksv); small group and individual Assignment-Based Research Assistance (ABRA) consultations on an as-needed basis; maintaining the online [Occupational Therapy LibGuide](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EQoGSoOmDE5AobkfWNcO-V8BxwO3bEKhqzQm9tBvvYnUsQ?e=ZZk81i) (research guide); informing program faculty of new library services and developments; ensuring library access to print textbooks and other program reserve materials (see [OS & OTA Textbook Reserves List](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/Ec4jLn5ASuBAvNGOTkmToDsBTzFtawbV46m-_VNK_tze5Q?e=nlSM9W)); coordinating suggestions and selections of OS and OTA physical and electronic library material selections; ensuring students have 24/7 full-text remote access to curriculum-based e-book and journal access via library databases; attending advisory committee meetings for OS and OTA programs; and serving on OS and OTA hiring committees, most recently during February 2019 for an Assistant Professor for Occupational Studies.

**II.B.1. Analysis and Evaluation**

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

**II.B.1. Evidence**

(insert list here)

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

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

The Nealley Library’s [Collection Development Policy](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EfoeGpKQot9Gth_ZskMpr00BTz__nniHgl60diLzXHzBWA?e=iTfTAy) guides the selection and maintenance of materials with the main purpose of supporting student learning and following the respective missions of the college and library. Faculty librarians, working collaboratively with discipline faculty in their liaison areas, have the responsibility for the selection, maintenance, and deselection of materials. All academic departments are assigned a liaison librarian to sustain a continuous dialogue between librarians and discipline faculty regarding library materials and information literacy outcomes that support student learning. See [Liaison Librarian List](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EYxAeVxpW-dOsXYLXzxXj_EBEdqLTsziRftgfpIXJ343yw?e=M1Q4v6).

The computers in the library and learning support centers are on a regular replacement rotation by the college as overseen by the Director of Academic and End User Support (ITS) and outlined in the [Computer Replacement Plan](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ES_l8UR3TshLh0Q43X7XRGsBTPAHzMVPRLG_AmO1VdILEw?e=6q9ySh).

The Library has a Collection Management Workgroup composed of faculty librarians and library classified staff. The workgroup creates workflow documents to streamline aspects of the Library’s collection management and holds meetings to continuously work on enhancing the selection and maintenance of collections. (See [Sample Collection Management Work Group Meeting Agenda](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EcAzyXIMdr9NmdG9p-sc1LcBQDOlaX2ksq1uuAkMDt8Q3Q?e=T8YK52)).

Recently, an internal committee of faculty librarians was formed to re-evaluate collection development and assessment processes as well as librarian liaison roles to ensure greater alignment with college curriculum and the Guided Pathways Initiative; equitable access to materials in different formats; and responsiveness to campus community information needs and intellectual freedom.

Librarians are engaged in an ongoing weeding project of print materials to ensure the collection is current and aligned with the college’s educational programs to support student learning (See [Monographs Weeding Workflow](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EXJLOqyUK2lKlgKdBJFasZcBPxCB2P1NKk8qf5vCe-I6_w?e=vglbIO)).

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

The Library Technician II, who oversees course reserves, regularly communicates with faculty to ensure the Library has a current textbook collection to support student learning (See [Course Reserves Faculty Correspondence](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EYGscURL999KlO8HfOAZrL0BVwzUVq5QQ-dZlsKpjxG_Bg?e=TQs80x)).

Librarians serve on committees and workgroups across campus to build connections, stay abreast of campus activities, and gather expertise from administrators, staff, and faculty on equipment and materials the Library can provide to support student learning (See [Library Participatory Governance and Committee Service](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/Ebx6LAqiFMtNiv0ekl08XZcBNcH5KD7viI1NI1gz0DOYfA?e=SEzRCw)). Librarians also actively participate throughout campus events that foster collaboration, including the discovery of subject materials needed for displays and other activities (See [Library Faculty Campus Event Participation](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ESfc2pwMvCZDj2ea4DMyYXEBbj6Wn6xXmPsZZlkdFNcz_g?e=rPNAkv)).

Librarians and library classified staff work collaboratively on the annual Resource Allocation Request process to determine needs for equipment and materials. In recent years, the library has successfully procured equipment and materials through this process, including laptops for student library use; a media cart to improve student collaboration in group study rooms; rolling white boards for students to check-out for individual and group studying sessions in the library; and additional white boards for group study rooms. (See [Library 2018-2019 Resource Allocation Request](https://rsccd.sharepoint.com/%3Ax%3A/s/SACAccreditation2022Standard1copy/EXYHvC0OGCVEo5Cs7jNVqJgBca-sqplc2JK-shsWrPCnhg?e=GjzXwn)).

To ensure engagement and collaboration with the campus’s Open Educational Resources (OER) initiatives, a librarian serves on the OER Faculty Work Group, which has a mission to “To increase equity through the promotion, marketability, accessibility, and awareness of quality OER and ZTC in working toward the goal of zero cost textbooks for the success of Santa Ana College students.” This librarian’s work has involved the creation of the online [Library OER Research Guide](https://teams.microsoft.com/l/file/15F04F7D-596E-4D85-A77D-7E05D55A84A4?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1copy%2FShared%20Documents%2FStandard%20II-B%2FSAC%20Standard%20II%20B--Evidence%2FII-B.2%2FLibrary%2FOpen_Educational_Resources_LibGuide.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1copy&serviceName=teams&threadId=19:a118d6ca0e7f4402808b180be1a7335a@thread.skype&groupId=d3227e04-fe1b-4218-a356-e9c10dee0d52), working with faculty across disciplines to locate OER to replace traditional cost-prohibitive textbooks, and offering professional development on OER to faculty. Additionally, the librarian attends the annual Open Ed Conference and works on the [CCCCO Zero Textbook Cost Degree Grant](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ETG4e9hK4lpMqucrC1EzyVMBcidt93Dt-NBSx7FGPGKTPg?e=T0Oj7a). This librarian has also taken a leadership role along with other faculty and administrators to promote the campus’s Zero Textbook Cost Degree Pathway initiatives to further dissolve barriers to student learning caused by traditional textbook costs. This work has entailed being part of [ZTCD Equity Champion Communication & Training Plan](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ERkpoZtSk_hNj0YbcXuzw7QB_Ks28PuRSVsbzfD_TIUpqQ?e=EEIIs9) (CCCO Zero Textbook Cost Degree Grant).

The School of Continuing Education English Language Lab (SCE ELL) collaborates with faculty and campus and district personnel to ensure equipment and materials are supporting student learning. ELL faculty and the ELL Coordinator met with ITS to discuss the maintenance of popular software programs and the removal of older programs to improve computer workstations for students (See [ELL and ITS Meeting Agenda](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EelfyU1L9VVNnojx2rHst3IBuqQ2WxTb_R5Bho1LhOdeiw?e=lUEj1e)). Similarly, after receiving student complaints regarding headsets, ELL faculty worked with the district ITS to resolve the issue, which included locating an approved vendor and ultimately receiving approval in April 2019 for the purchase of new headsets (See [Headsets Purchase Order](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EdBQ2dK7YB1CgVUT5n5KHtgBFAur4wwlQ17g-NlEsC61wA?e=unmfHF)).

**II.B.2. Analysis and Evaluation**

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

**II.B.2. Evidence**

(insert list here)

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

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

The evaluation of library and other learning support services is conducted through the institution’s annual review process that culminates every four years into the [Quadrennial Capstone Report](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EX_s10mzdlhFsYHxBBjdivUBuEJbgXUqXDQo8zRmnRSx8w?e=GmlhU3). The substantive capstone report includes a discussion and analysis of the Library’s goals including reporting on achievements, restructuring of goals, and outlining new goals; a reporting on learning outcomes assessment and any changes made because of findings; and identifying varied department accomplishments and needs.  The most recent Quadrennial Capstone Report from Spring 2018 reports on several changes the Library made because of the department’s evaluation processes. This includes an expansion of offerings of the formerly in-person only INFO 100: Library Research Fundamentals by providing online sections that greatly increased the number of students the Library can reach. INFO 100 is now part of the [Online Degree Pathway](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ER8LPTvVOW1OiOZ48JMk9DEBUnB0HVTeifG1Immiq7Z3lw?e=lNl96w) (see p. 3), which directly reinforces and supports the institutional learning outcome of information competency. Additionally, Assignment Based Research Assistance (ABRA) sessions were implemented in Fall 2016 to enhance research assistance by offering students in-depth, one-on-one, and small group research appointments. Research workshop assessments were also revised to adequately highlight changes in technology, and the library catalog and customized information literacy instruction was expanded to multiple disciplines based on faculty recommendations.

The Library also conducts self-assessment surveys for students who complete library research workshops. (See [Sample Library Workshop Survey Results](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EXIzxJS0UrNCmBHIraNfsQEBVmPHOz5f44vO52MgjSAI9Q?e=HuWAhe)). Additionally, chat reference stats and transcripts are analyzed to track service trends, inform collection needs, and develop FAQ reference content to support asynchronous reference needs.

Beyond the work of various and smaller library committees and work groups, monthly full-time librarians’ meetings, monthly all staff meetings, and bi-annual meetings with all staff and part-time faculty are held on a regular basis to discuss overall library operations and foster discussions on ways to improve library services (See [Sample Meeting Agendas for Librarians’ and All Staff Meetings](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ETGjnWC_cyRImID7wYUFlGYB9ygDUOxQWQKpXPqDWREU1A?e=qTfDib)).

The Learning Center and other learning support services are engaged in multiple evidence-gathering processes to continuously evaluate services and make improvements, including the Learning Center’s Program Review (see the most recent [2016-17 Review](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EagBZzrg0ndJi31EvCBZRBQBgxT1VMdbORQpu6RlovBpVA?e=fFW8qO)); annual campus survey conducted by Institutional Research; student evaluations of tutoring sessions and new directed learning activities (see the most recent [2019 SAC Learning Center Satisfaction and Effectiveness Survey Results](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EQjLFdyKibJLhLggQL7Q2ZABiGX5haRJ8XMCLNi8WrUL8A?e=cjMRbz)); and [Student Equity Action Tool (SEAT) dashboard data](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EXZ6Xq3c9X9KryUsbYBwbIQBX9s-LpR5X50-GTpt0rlq1A?e=qcmBUM). The SEAT dashboard provides evidence of a positive correlation between student success and the number of hours spent at the Learning Center, Math Center, and ACC. Research data shows that a higher percentage of students who use the academic support centers are more successful in their classes than those who do not.

The School of Continuing Education English Language Lab utilizes varied methods of evaluation including Student Goal Sheets provided to each student for personal tracking of activities, questions answered, and goals accomplished. The goal sheets are also utilized and found helpful for faculty grading purposes (see sample [Fall 2019 Student Goal Sheet](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ETH5gzwfGlZJu1OYiaj4c5YBaOQSP9cpEJZ-guplNbG6Rw?e=cKgrbF)). Additionally, regular ELL meetings with faculty and staff are held with agenda items including best practices, student grading and outcomes assessment, professional development trainings, and necessary upgrades on equipment based on student input (see [Sample Meeting Agenda](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EZ6D7zgMmm5Ougc9b1Xk3TEB8hv4NiwuGAO31ea62GWLiw?e=i3Wg38)). The ESL 398 course outline of record was revised last year due to input from the ESL program, Humanities and Social Sciences dean, and students attending campus centers and other community sites (see [ESL 398 Course Outline of Record](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EdiliJGsHlNFgJSk6-xQ3ncBTcYZOK2SHORJAyyR4qKswA?e=anCL14)). With the course catalog description revision, faculty can research free web-based instructional programs or lessons to increase student learning outcomes, which reflects the needs of students at community sites.

**II.B.3. Analysis and Evaluation**

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

**II.B.3. Evidence**

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

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

Santa Ana College maintains documentation pertaining to formal agreements and takes responsibility for and assures the security, maintenance, and reliability for services provided through contractual arrangement.  The Neally Library is a member of the California Community Colleges Council of Chief Librarians as evidenced by the Council’s [Directory](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/Ed4xWcY_FH9Apa-LG7eNRk0B1Fl1RB7I5XVC2iBAsgPrIA?e=NKmvhD). Through this consortium, the Library manages its subscriptions to electronic resources that include the majority of its online research databases and the Springshare suite of cloud software for libraries (See most recent [Fall 2019](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ERX8xM6cdQ1Lg0QOcgFMfP4BpHRTrYbznx1kk7ISuajHAQ?e=aDXQVc) and [Spring 2020](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EfAv3zlFN55Bohy0zUPNjhUBQZVuMydiM5-XpX9CAaocSg?e=AAvz9E) renewals). Contract status is maintained through the [ConsortiaManager](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EcKNDVKEZthGmzwDBNthtbIBwRo81pIFp_mngkOGE_tFDg?e=Yi1RRe%22%20\) procurement site, which is accessible to the electronic resources librarian, systems librarian, and department co-chairs. These individuals receive alerts related to subscription renewals and processing.

The Library is an active participant in the statewide LSP initiative with the Systems Librarian assigned as the project manager for the campus. The RSCCD Board of Trustees approved the college’s contract for the LSP on October 29, 2018, as evidenced in the [Board Docket](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EU5ar6qu6TBFq4lsby9b8MsB5lvyXGDl5qylQifOx4q59w?e=G6yaNM) (see p.2, 3.3). Librarians serve on two LSP state work groups: [Discovery and User Experience](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EdW87nbGSi9LuXXanvFGdaMB0WTbJfISdNVs6f8GkjiFBg?e=vd75Sg) and [Professional Development](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EQOzctUiQY9Hjb2wLXF_-sQBf5bdHef47tObNLlBsNojug?e=2eMsU9).

The School of Continuing Education English Language Lab (ELL) maintains licenses for English language learner software that may be utilized by in-person and distance education learners, including Rosetta Stone and [Burlington English](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EQ27bCqt6dJNpTrpEtL_ArsBo0N9E5eWKOQmGwKLAFca6w?e=HTFbSy) (See [Program](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ESHbsFVdAdVCky83DncXii4BiDEx39zkn8Sh_Lruq7ldNA?e=pdfpXd) Renewal Proposal and [Renewal Confirmation](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EWpwvjEqOidMnYoWXv9E01gBXzPij7GPV87W68cpP_9GUA?e=kODpOD)).

**II.B.4.** **Analysis and Evaluation**

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

**II.B.4. Evidence**

(insert list here)

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

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

**Improvement Plan(s)**

[insert response if applicable]

**Evidence List**

|  |  |  |
| --- | --- | --- |
| **Evidence** | **Section Used** | **File Name** |
| Instructional Services Available at SAC | II B.1  | [IIB1\_01\_ Instructional\_Services.pdf](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EYrLRQBA0MFIjuxxxPp2xN4BGcx3MxRYaywSkntqWK7o1Q?e=slhfiU)  |
| Student Satisfaction Survey | II B.1   | [IIB1\_02\_ Student\_Satisfaction\_Survey\_2016-19.pdf](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EdMgssbrRrBFrhkI0QXbVdYBeQclOg4u-IIvPuBeVcRWdg?e=lkH0RZ)   |
| Satisfaction and Effectiveness of the Math Center | II B.1  | [IIB1\_03\_Satisfaction\_Effectiveness\_Math\_Center](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EVc_CpcLLd9Fp7wSDCCirsAB1Mggw6RrUdB-KN026Ly-yQ?e=m4AdLZ)  |
| Satisfaction and Effectiveness of the Learning Center | II B.1  | [IIB1\_04\_Satisfaction\_Effectiveness\_Learning\_Center](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EWxS9O7RpyRInzeTED_7-MUBbKVacVkADgE1hbyp1LUY2g?e=RSYx0A)  |
| Satisfaction and Effectiveness of the Academic Computing Center | II B.1   | [IIB1\_05\_Satisfaction\_Effectiveness\_Academic\_Computing\_Center](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EWumzMXlQBdChARfyC7Ri3cBmxoDplU_cLdlYu5Z2s6M4g?e=l99sMV)   |
| Library Gate Count 2018-2019 | II B.1   | [IIB1\_06\_Library\_Gate\_Count\_2018-19](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EfFqCNnwUDxCloHkpYLLv4UB6UcWlF1tqq2jL6yEjdHDSg?e=ynmeQl)   |
| Academic Support Center Counts | II B.1  | [IIB1\_07\_Acedemic\_Support\_Center\_Counts](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EQRnDJ_uUlpOrDHv9aV0ysEBLU_Lo1ESyN5asoapFS846A?e=Ait9aQ)  |
| Academic Computing Center Faculty Schedules | II B.1   | [IIB1\_08\_ACC\_Faculty\_Schedules](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EQjPzD3ibjVHl5CTQYK-GDABus2oIE_QQ7Fbf62g33VKMQ?e=4TMmJg)   |
| Comprehensive List of Santa Ana College Programs and Services | II B.1   | [IIB1\_09\_SAC\_Programs\_Services\_List](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ETTjmphXVo1FsUQO9iWvfZsBv7pfsSuvBpP2M7ghg7jUiA?e=6jpl9M)   |
| Library Collection Statistics | II B.1  | [IIB1\_10\_Library\_Collection\_Statistics\_2018-19](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EUYrzy6HTNhBlBGg1op-EGgBibeeJ57gRSSJ4iRj029nXA?e=6cpIfi)  |
| Online Research Databases | II B.1  | [IIB1\_11\_Online\_Research\_Databases](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EZkdn1rk25NApxVRykk7UIcBNJcRChfXU9prhQ7FiDOBrw?e=bU6SlB)  |
| Non-Reserves Circulation | II B.1  | [IIB1\_12\_Non-Reserve\_Circulation\_Statistics\_2018-2019](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/Ebh9EFkhVwhKtNzkkDJLWzMBcnhHI6X9BNK4YyZyWRifMw?e=TkCE9m)  |
| Course Reserves Circulation | II B.1  | [IIB1\_13\_Course\_Reserves\_Circulation\_Statistics\_2015-2019](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EQgzggzQONhIpFMvf7me5twBV0ZukOef6rOdMbIoRtUa7w?e=88GsXP)  |
| Database Usage | II B.1  | [IIB1\_14\_Database\_Usage\_Statistics\_2014-19](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ESOA-f2dxGVLoO2pTAeI3uYBDtJYyZ2-wiceVtolpkrLfA?e=ikJiad)  |
| Library Research Workshops | II B.1  | [IIB1\_15\_Library\_Workshops](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EdUKydj_sqdGjW6RqLU2XoEBl0pct7RcaLZIunT_4Sp7Vw?e=hqcdPu)  |
| Information Studies Courses | II B.1  | [IIB1\_16\_Information\_Studies\_Courses](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EaJPXr2SYeFFmVCJy1W_nq4B0CYMBm4FblYd6n_xQenBoQ?e=UwL8uh)  |
| Reference Transactions | II B.1  | [IIB1\_17\_Reference\_Transactions\_Statistics\_2018-19](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ESzgLEmYyTtDh39D0ZD3ViYBCdT54uLHBrbgpXEOV1xVLQ?e=fZlaKZ)  |
| Library Research Workshops | II B.1  | [IIB1\_18\_Library\_Workshops\_Statistics\_2014-19](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/Ef9AQ_ZYtnNKtI118nhKObEBNOA5wYz9damJKdzefCkx2w?e=xKsdBd)  |
| Group Study Rooms | II B.1  | [IIB1\_19\_Group\_Study\_Rooms\_Statistics\_2018-19](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/Ebpv9oxqjRZEor4wHF_0xRYBmqrHptBN25G5Lt110zQepg?e=hUsB70)  |
| Extended Library Hours Announcement | II B.1  | [IIB1\_20\_Extended\_Library\_Hours\_Announcement](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EUSS29awlGFPmS_2AIhGuFABGmnWR4RgDj2IoeA4sDVjug?e=pzQ1bf)  |
| Online Research Guides  | II B.1  | [IIB1\_21\_Online\_Research\_Guides](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EVNJnV2fSkRDnXK9Pc9VAnoBdM8T3PRX8HWy8xaNAn2d3g?e=DLzVVk)  |
| LIBI 100 and ENGL101 Student Success | II B.1  | [IIB1\_22\_LIBI-100\_ENGL-100\_Student\_Success\_Statistics](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EXlIlgkWnB9NldBEUUlLh70Bb3yv5_R3r34EiqvBp7dhDA?e=fnbPA6)  |
| Online Research and Information Assistance | II B.1  | [IIB1\_23\_Online\_Research\_Information\_Assistance](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EcSWUZSu7VFPpZvzmVd62F8BYgdwd6NGp3Fjy6K3BGceww?e=If8Vdj)  |
| E-Textbooks | II B.1  | [IIB1\_24\_E-Textbooks\_Support](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EbcqxvOlzmVKjBTU1Ad8NnMBgfFKzxYXh_GE68hyIelSFw?e=bjVTO4)  |
| Testing for Microsoft Office Specialist and Adobe Certified Associate | II B.1  | [IIB1\_25\_MOS\_ACA\_Certificate\_Statistics\_2014-19](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ESqo1E-T0lpEg2DeIW0-ncwBnLYmfy88CeFXEq8U1GaWxg?e=mxmWMY)  |
| Science and Health Sciences Center | II B.1  | [IIB1\_26\_Science\_Health\_Sciences\_Center](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EZtAPxQkCcVJuYmQPbrz0nIB8R0B3Dl-csPqotzCWFlW6Q?e=k2EW8i)  |
| English Language Lab | II B.1  | [IIB1\_27\_English\_Language\_Lab](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/Eb06SHWOYDlHvBiGEJvqpZ8B_o_sIlb6Eks-lbjTJj45Pg?e=MX66FE)  |
| Facilitators’ Responsibilities | II B.1  | [IIB1\_28\_ELL\_Facilitators\_Responsibilities](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EUuq2fSca05GiazpCksH6bIBIrKu-2sjqqmve81FZtT7ow?e=ecCbJp)  |
| English | II B.1  | [IIB1\_29\_ELL\_Flyer\_English\_Version](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ER863z7wNdlIjhygPC8R8ccBAh3E17mGaeyVGAoChs-KgQ?e=UE9AQ0)  |
| Vietnamese | II B.1  | [IIB1\_30\_ELL\_Flyer\_Vietnamese\_Version](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ERRNBbNoCI1HunF-9VrKtwEBACCHoTDc4KZtkJh7nDESAA?e=j6y5LF)  |
| Spanish | II B.1  | [IIB1\_31\_ELL\_Flyer\_Spanish\_Version](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ESMVlvjJumxMgNiw-ZfhePwBJKhBCUT7KnDa3k1GZx_ZBw?e=We0tg1)  |
| Student Testimonials | II B.1  | [IIB1\_32\_ELL\_Student\_Testimonials](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EZwL5smx2MpPuyoytcko30YB7Z_1dvWxbSaryqQXLK3YeQ?e=Jgq0sx)  |
| ESL 398 | II B.1  | [IIB1\_33\_ESL\_398\_COR](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EUgVfhsGchJKqRhc4KH9bf4Bob3tk0fKBa1acWlCU395hA?e=8Z1pyb)  |
| SCE Schedule of Classes | II B.1  | [IIB1\_34\_SCE\_Scedule\_SP2020](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ESM9O1eo6AVJvtabedGkvQMBztRxMJmypQMqNIpUsw718Q?e=sXWO62)  |
| Grammar Day Flyer | II B.1  | [IIB1\_35\_Grammar\_Day\_Flyer](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EZthvXhFMPlEtJ8PcfiT3BABn4l_0k0DNLyoSkrWPElP8g?e=QUWnw6)  |
| Open House Flyer | II B.1  | [IIB1\_36\_Open\_House\_Flyer](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ESS9ovSIaXdDsDxU6kWhftgBcq6x43U9iaOcGUr86CSO5A?e=2zGc8v)  |
| Customized Library Instruction Workshops | II B.1  | [IIB1\_37\_OS-OTA\_Customized\_Library\_Workshops](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EToph42-70JHtrYpEzqpfk0BY8QZz2-pwyrx-L8l9k1DLw?e=uySksv)  |
| Occupational Therapy LibGuide | II B.1  | [IIB1\_38\_OS-OTA\_LibGuide](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EQoGSoOmDE5AobkfWNcO-V8BxwO3bEKhqzQm9tBvvYnUsQ?e=ZZk81i)  |
| OS & OTA Textbook Reserves List | II B.1  | [IIB1\_39\_OS-OTA\_Textbook\_Reserves\_List](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/Ec4jLn5ASuBAvNGOTkmToDsBTzFtawbV46m-_VNK_tze5Q?e=nlSM9W)  |
| Collection Development Policy | **II B.2**  | [IIB2\_01\_Library\_Collection\_Development\_Policy](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EfoeGpKQot9Gth_ZskMpr00BTz__nniHgl60diLzXHzBWA?e=iTfTAy)  |
| Liaison Librarian List | II B.2   | [IIB2\_02\_Liaison\_Librarians](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EYxAeVxpW-dOsXYLXzxXj_EBEdqLTsziRftgfpIXJ343yw?e=M1Q4v6)  |
| Computer Replacement Plan | II B.2    | [IIB2\_03\_Computer\_Replacement\_Plan](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ES_l8UR3TshLh0Q43X7XRGsBTPAHzMVPRLG_AmO1VdILEw?e=6q9ySh)   |
| Sample Collection Management Work Group Meeting Agenda | II B.2  | [IIB2\_04\_Sample\_CMWG\_Agenda](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EcAzyXIMdr9NmdG9p-sc1LcBQDOlaX2ksq1uuAkMDt8Q3Q?e=T8YK52)  |
| Monographs Weeding Workflow | II B.2  | [IIB2\_05\_Monographs\_Weeding\_Workflow](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EXJLOqyUK2lKlgKdBJFasZcBPxCB2P1NKk8qf5vCe-I6_w?e=vglbIO)  |
| Course Reserves Faculty Correspondence | II B.2  | [IIB2\_06\_Course\_Reserves\_Faculty\_Correspondence](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EYGscURL999KlO8HfOAZrL0BVwzUVq5QQ-dZlsKpjxG_Bg?e=TQs80x)  |
| [Library Participatory Governance and Committee Service](https://teams.microsoft.com/l/file/C3D2126C-C5E1-447B-B7DD-37278CD6611D?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1copy%2FShared%20Documents%2FStandard%20II-B%2FSAC%20Standard%20II%20B--Evidence%2FII-B.2%2FLibrary%2FLibrary_Faculty_Participatory_Governance_Committee_Service.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1copy&serviceName=teams&threadId=19:a118d6ca0e7f4402808b180be1a7335a@thread.skype&groupId=d3227e04-fe1b-4218-a356-e9c10dee0d52) | II B.2  | [IIB2\_07\_Library\_Participatory\_Governance\_Committee\_Service](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/Ebx6LAqiFMtNiv0ekl08XZcBNcH5KD7viI1NI1gz0DOYfA?e=SEzRCw)  |
| [Library Faculty Campus Event Participation](https://teams.microsoft.com/l/file/75F542CF-2829-40A5-B061-39FA11E21D06?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1copy%2FShared%20Documents%2FStandard%20II-B%2FSAC%20Standard%20II%20B--Evidence%2FII-B.2%2FLibrary%2FII.B.2.%20Library_Faculty_Campus_Event_Participation.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1copy&serviceName=teams&threadId=19:a118d6ca0e7f4402808b180be1a7335a@thread.skype&groupId=d3227e04-fe1b-4218-a356-e9c10dee0d52) | II B.2  | [IIB2\_08\_Library\_Faculty\_Campus\_Event\_Participation](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ESfc2pwMvCZDj2ea4DMyYXEBbj6Wn6xXmPsZZlkdFNcz_g?e=rPNAkv)  |
| [Library 2018-2019 Resource Allocation Request](https://teams.microsoft.com/l/file/83BCE786-18D4-4271-97CD-8E4A1F40C438?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=xlsx&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1copy%2FShared%20Documents%2FStandard%20II-B%2FSAC%20Standard%20II%20B--Evidence%2FII-B.2%2FLibrary%2FLibrary_RAR_2018-2019.xlsx&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1copy&serviceName=teams&threadId=19:a118d6ca0e7f4402808b180be1a7335a@thread.skype&groupId=d3227e04-fe1b-4218-a356-e9c10dee0d52) | II B.2  | [IIB2\_09\_Library\_2018-19\_RAR](https://rsccd.sharepoint.com/%3Ax%3A/s/SACAccreditation2022Standard1copy/EXYHvC0OGCVEo5Cs7jNVqJgBca-sqplc2JK-shsWrPCnhg?e=GjzXwn)  |
| [Library OER Research Guide](https://teams.microsoft.com/l/file/15F04F7D-596E-4D85-A77D-7E05D55A84A4?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1copy%2FShared%20Documents%2FStandard%20II-B%2FSAC%20Standard%20II%20B--Evidence%2FII-B.2%2FLibrary%2FOpen_Educational_Resources_LibGuide.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1copy&serviceName=teams&threadId=19:a118d6ca0e7f4402808b180be1a7335a@thread.skype&groupId=d3227e04-fe1b-4218-a356-e9c10dee0d52) | II B.2  | [IIB2\_10\_OER\_Research\_Guide](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ESi9Jnzjy-BNm-12tiiydlwB9GER68BVS4-_st0j3WRopg?e=Mf4bhi)  |
| [CCCCO Zero Textbook Cost Degree Grant](https://teams.microsoft.com/l/file/C1C0A851-84EF-4F81-A2A5-B38B7D241D25?tenantId=a8040095-716d-4e49-b783-b5f746eea8b3&fileType=pdf&objectUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1copy%2FShared%20Documents%2FStandard%20II-B%2FSAC%20Standard%20II%20B--Evidence%2FII-B.2%2FLibrary%2FZero%20Textbook%20Cost%20Degree%20Grant.pdf&baseUrl=https%3A%2F%2Frsccd.sharepoint.com%2Fsites%2FSACAccreditation2022Standard1copy&serviceName=teams&threadId=19:a118d6ca0e7f4402808b180be1a7335a@thread.skype&groupId=d3227e04-fe1b-4218-a356-e9c10dee0d52) | II B.2  | [IIB2\_11\_CCCO\_ZTC\_Degree\_Grant](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ETG4e9hK4lpMqucrC1EzyVMBcidt93Dt-NBSx7FGPGKTPg?e=T0Oj7a)  |
| ZTCD Equity Champion Communication & Training Plan | II B.2  | [IIB2\_12\_ZTCD\_ECC\_Training\_Plan](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ERkpoZtSk_hNj0YbcXuzw7QB_Ks28PuRSVsbzfD_TIUpqQ?e=EEIIs9)  |
| ELL and ITS Meeting Agenda | II B.2  | [IIB2\_13\_ELL\_ITS\_Meeting\_Agenda](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EelfyU1L9VVNnojx2rHst3IBuqQ2WxTb_R5Bho1LhOdeiw?e=lUEj1e)  |
| Headsets Purchase Order | II B.2  | [IIB2\_14\_ELL\_Headsets\_PO](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EdBQ2dK7YB1CgVUT5n5KHtgBFAur4wwlQ17g-NlEsC61wA?e=unmfHF)  |
| Quadrennial Capstone Report | **II B.3**  | [IIB3\_01\_Library\_Quadrennial\_Capstone\_Report](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EX_s10mzdlhFsYHxBBjdivUBuEJbgXUqXDQo8zRmnRSx8w?e=GmlhU3)  |
| Online Degree Pathway | II B.3  | [IIB3\_02\_Library\_INFO100\_ODP](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ER8LPTvVOW1OiOZ48JMk9DEBUnB0HVTeifG1Immiq7Z3lw?e=lNl96w)  |
| Sample Library Workshop Survey Results | II B.3  | [IIB3\_03\_Library\_Workshop\_Survey\_Results](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EXIzxJS0UrNCmBHIraNfsQEBVmPHOz5f44vO52MgjSAI9Q?e=HuWAhe)  |
| Sample Meeting Agendas for Librarians’ and All Staff Meetings | II B.3  | [IIB3\_04\_Sample\_Library\_Department\_Meeting\_Agendas](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ETGjnWC_cyRImID7wYUFlGYB9ygDUOxQWQKpXPqDWREU1A?e=qTfDib)  |
| 2016-17 Review | II B.3  | [IIB3\_05\_Learning\_Center\_Program\_Review\_2016-17](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EagBZzrg0ndJi31EvCBZRBQBgxT1VMdbORQpu6RlovBpVA?e=fFW8qO)  |
| 2019 SAC Learning Center Satisfaction and Effectiveness Survey Results | II B.3  | [IIB3\_06\_Learning\_Center\_Student\_Effectiveness\_Survey\_Results](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EQjLFdyKibJLhLggQL7Q2ZABiGX5haRJ8XMCLNi8WrUL8A?e=cjMRbz)\_2019  |
| Student Equity Action Tool (SEAT) dashboard data | II B.3  | [IIB3\_07\_Learning\_Center\_SEAT\_Data](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EXZ6Xq3c9X9KryUsbYBwbIQBX9s-LpR5X50-GTpt0rlq1A?e=qcmBUM)  |
| Fall 2019 Student Goal Sheet | II B.3  | [IIB3\_08\_SCE\_Student\_Goal\_Sheet\_FA2019](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ETH5gzwfGlZJu1OYiaj4c5YBaOQSP9cpEJZ-guplNbG6Rw?e=cKgrbF)  |
| Sample Meeting Agenda | II B.3  | [IIB3\_09\_ELL\_Sample\_Meeting\_Agenda](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EZ6D7zgMmm5Ougc9b1Xk3TEB8hv4NiwuGAO31ea62GWLiw?e=i3Wg38)  |
| ESL 398 Course Outline of Record | II B.3  | IIB3\_10\_[ESL398](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EdiliJGsHlNFgJSk6-xQ3ncBTcYZOK2SHORJAyyR4qKswA?e=anCL14)\_COR  |
| Directory | **II B.4**  | [IIB4\_01\_CCCCCL\_Directory](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/Ed4xWcY_FH9Apa-LG7eNRk0B1Fl1RB7I5XVC2iBAsgPrIA?e=NKmvhD)  |
| Fall 2019 | II B.4  | [IIB4\_02\_Library\_Database\_Renewals\_FA2019](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ERX8xM6cdQ1Lg0QOcgFMfP4BpHRTrYbznx1kk7ISuajHAQ?e=aDXQVc)  |
| Spring 2020 | II B.4   | [IIB4\_03\_Library\_Database\_Renewals\_SP2020](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EfAv3zlFN55Bohy0zUPNjhUBQZVuMydiM5-XpX9CAaocSg?e=AAvz9E)  |
| ConsortiaManager | II B.4   | [IIB4\_04\_Library\_ConsortiaManager](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EcKNDVKEZthGmzwDBNthtbIBwRo81pIFp_mngkOGE_tFDg?e=Yi1RRe)  |
| Board Docket | II B.4  | [IIB4\_05\_Library\_LSP\_Board\_Approval\_10-29-18](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EU5ar6qu6TBFq4lsby9b8MsB5lvyXGDl5qylQifOx4q59w?e=G6yaNM)  |
| Discovery and User Experience   | II B.4  | [IIB4\_06\_Library\_LSP\_Discovery\_Work\_Group](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EdW87nbGSi9LuXXanvFGdaMB0WTbJfISdNVs6f8GkjiFBg?e=vd75Sg)  |
| Professional Development | II B.4  | [IIB4\_07\_Library\_LSP\_Professional\_Development\_Work\_Group](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EQOzctUiQY9Hjb2wLXF_-sQBf5bdHef47tObNLlBsNojug?e=2eMsU9)   |
| Burlington English | II B.4   | [IIB4\_08\_SCE-ELL\_BE\_Brochure](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EQ27bCqt6dJNpTrpEtL_ArsBo0N9E5eWKOQmGwKLAFca6w?e=HTFbSy)  |
| Program Renewal Proposal | II B.4   | [IIB4\_09\_SCE-ELL\_BE\_Renewal\_Proposal](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/ESHbsFVdAdVCky83DncXii4BiDEx39zkn8Sh_Lruq7ldNA?e=pdfpXd)  |
| Renewal Confirmation | II B.4   | [IIB4\_10\_SCE-ELL\_BE\_Renewal\_Confirmation](https://rsccd.sharepoint.com/%3Ab%3A/s/SACAccreditation2022Standard1copy/EWpwvjEqOidMnYoWXv9E01gBXzPij7GPV87W68cpP_9GUA?e=kODpOD)  |

**Standard II C: Student Support Services**

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

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

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

Santa Ana College offers a wide array of student-centered programs, service​​​​​​​s, and activities that support students’ academic endeavors from orientation to graduation. The college regularly evaluates the quality and effectiveness of student support services through an annual and quadrennial Program Review Cycle. (II.C1.1) The continual and purposeful process of self-evaluation ensures that student services support the college mission and promotes program improvement. Program faculty, staff and administrators work collectively with the Program Review Committee (PRC) for a unified college approach and joint review {Evidence: link to PRC agendas/minutes.}. The review process is initiated following the submission of the annual or quadrennial report in the Fall, followed by presentations to the PRC the following Spring. This evaluative process allows Student Support Service areas to document and reflect on department goals from prior years and the alignment of these goals with the strategic directions of the college. Through this evaluation process, departments and services can develop strategic goals for the upcoming year and review their programs’ overall effectiveness to ensure that they boost student learning and enhance the accomplishment of SAC’s mission.   This reflection is an integral part of college planning and resource allocation process.

To gain further insight on ways to support students and improve student support programs, the SAC Research Department conducts college-wide surveys to gain further insight from a student perspective. {Evidence: 2016-2019 Student Satisfaction Survey; SCE Student Satisfaction Survey 2014; 2019 Graduate Exit Survey; 2020 Don’s Corner Food Distribution Survey}. For instance, the Student Satisfaction survey provides information about the student experiences, overall satisfaction and the quality of services and programs at the college. Based on the survey results, Student Service areas received mostly “excellent” or “good” ratings, with the majority ranking above 75%. Each year, the research analysts present the survey results at College Council and the Student Services Deans and Directors meeting to provide further insight regarding the student feedback and suggestions for improvements. Another example of the evaluation process leading to demonstrated changes is the redesign of the new Johnson Student Center. The student feedback from multiple college-wide surveys was instrumental in the design concept for the new center, the development of the Thrive Center (basic needs) as well as several outreach, enrollment, and retention strategies.

**II.C.1. Analysis and Evaluation**

The College meets the standard. Through annual and quadrennial program review processes, in concert with student surveys, Santa Ana College demonstrates and evaluates its commitment to supporting student learning and program improvement.

**II.C.1. Evidence**

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

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

Santa Ana College’s (SAC) Student Services offers a host of programs and services designed to promote student access, retention, persistence, and successful completion of academic, transfer, and career goals. Other services and activities are designed to promote student health and wellness and student engagement and leadership development (II.C2.2).

SAC’s Student Services have areas have been assigned to the Nuventive database where assessment, results, analysis of the assessment data are recorded. These activities lead to Program Review, a formal process governed by the Program Review Committee. Furthermore, resulting from the assessment of Student Services Outcomes data informs decisions about Resource Allocation Requests that occur on yearly basis, depending on the needs of specific SSA areas.

SAC’s Student Services regularly assesses learning support outcome through the Program Review process that includes student learning outcomes assessment for the academic year. A variety of information sources, including learning outcomes data, peer review, student focus groups, employee and student satisfaction surveys, and professional development trainings and discussions, are utilized by campus leaders, academic administrators, managers, and staff for guided self-review and evaluation to develop and implement action plans and drive a continuous process for programmatic and curricular improvements and changes (II.C2.3). SAC’s Research Department, regularly collects, tabulates, analyzes, and posts student learning outcomes data on the Tableau SEAT (credit) dashboard and the NEAT (non-credit) dashboard (II.C2.1). Student achievement can be parsed by various filters, including program affiliation, demographics (e.g., age, ethnicity, racial group, etc.), academic discipline, course level, student status (e.g., first year, PT or FT, etc.), and year or term.

The Program Review process has led to improvements in student support services,such as feedback from students (II.C2.4), SAC Days (Success at College Days), a conference for all SAC students, was created to provide academic and student services information to new and continuing students the week before the fall and spring semesters begin. This two-day event offers workshops on financial aid, careers, student success in math, student success in English, the sciences, study skills, etc. Feedback from the annual event has been positive, and SEAT data shows there is a correlation between attendance and overall student success. (II.C2.5)

The Student Life office used data from the 2018 Student Satisfaction Survey (II.C2.5) to identify that additional “campus events” were wanted. This data allowed the office to set a goal to increase the number of events held not only during the day but also in the evening so that night students feel more connected to the campus.

**II.C.2. Analysis and Evaluation**

Student Service departments have identified student learning outcomes during their annual Program Review.These student learning outcomes are used to provide appropriate student support services and programs to achieve the identified outcomes. Student Service departments regularly assess the data from their Department Program Review to improve student support programs and services.

**II.C.2. Evidence**

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

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

Santa Ana College assures equitable access to appropriate, comprehensive, and reliable student support services for all students regardless of location or delivery methods.

(Insert paragraph describing services and use the items below as evidence. Include services from above:

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

Evidence of Equitable Access:

* Online Drop-In Counseling (II.C3.1)
* Virtual High School Presentations (II.C3.2)
* EOPS Resource Center (II.C3.3)
* Career Exploration/Employment Resources (II.C3.4)
* DSPS Forms (II.C3.5)
* Financial Aid Intake Forms (II.C3.6)
* Digital Dons Agreement Form (II.C3.7)
* Associated Student Government Application (II.C3.8)
* Student Clubs & Organization Forms (II.C3.9)
* Veteran Upward Bound Application (II.C3.11)

**II.C.3. Analysis and Evaluation**

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

**II.C.3. Evidence**

(insert list here)

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

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

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

The Student Life office supports student learning and enhances the accomplishment of SAC’s mission by providing guidance to the Associated Student Government (ASG), Inter-Club Council (ICC), campus clubs, and student organizations and by developing cultural and leadership programs (II.C4.1). Student Life helps student leaders become involved at all levels of the SACe’s participatory governance. Through ASG and ICC, Student Life oversees a range of campus events (II.C4.2), including Welcome Back, Club Rush, Finals Stress Relief, Commencement, and the annual Student Leader Awards ceremony. Student Life also manages The Spot, a student lounge.

ASG is committed to empowering students by celebrating diversity, supporting programs, and delivering activities that develop mutual understanding; by developing leadership qualities of honesty, advocacy, and integrity; by assisting students in discovering success and happiness; and by endeavoring to build a future in which students are vitally involved in all academic and decision-making processes of SAC (II.C4.3). ASG advocates on issues that affect students and ensures a student voice in the decision-making processes of SAC, following Roberts Rule of Order (II.C4.4). ASG ensures that a variety of clubs and organizations are available for students to join and is committed to ensuring that students have a fun and eventful learning environment on campus (II.C4.5-6). By participating in ASG, students will gain higher self-awareness through leadership development and interactions with a diverse community of learners.

The Student Life office oversees the engagement of co-curricular and extra-curricular activities, primarily through ASG and ICC. As the official representative bodies for SAC’s 20,000+ students, ASG and ICC work hard to ensure that student perspective is included in SAC’s participatory governance (II.C4.7).

As a body governed by AB 1725, ASG conducts its meetings using Robert’s Rules of Order and the Brown Act. The ICC similarly follows the requirements of the Brown Act and uses parliamentary procedure to conduct its meetings. Both bodies are supervised by an advisor and the Associate Dean of Student Development to ensure their activities are conducted according to sound educational policy and standards of integrity. ASG, ICC, and each student club or organization maintain their own Constitutions (II.C4.8) that govern their purpose and includes procedures to ensure effective operation.

ASG is funded through the Student Life and Leadership fee paid during registration. These funds are used to host campus-wide events such as Welcome Back, Homecoming, cultural awareness recognitions, Finals Stress Relief, and end of year events. ASG also funds the ICC, which provides opportunities for student clubs and organizations to attract new members through Club Rush. ASG’s budget committee in collaboration with the ASG advisor ensure that allocated funding is spent appropriately in addition to looking at the previous year’s spending. Monies spent in the current year go through the Bursar’s Office to ensure that proper accounts are charged and that all documentation for spending is in accordance with their requirements (II.C.4.9).

**ETHICS – Athletic Eligibility Process**

* Meetings are set up for each team with the AD/Dean to explain and help student athletes fill out each form
* Each SA turns in all forms to coach for initial review
* In depth review of Form 1:
* College/Conference/Sport/Name/ID/Birth date/Address/Phone number/High School/SA’s signature on front and initials on back
* Previous seasons of competition used in this sport – cross reference with CCCAA form 3 database (enter SA’s name to see if s/he has competed in another CCCAA institution), also check middle of form 1 if student indicated participation at another institution
* Check for accuracy and no lapse in timeline from high school graduation to present, make sure dates of attendance match up correctly and evaluate all the transcripts. SA also must account for any time they were unemployed or not in school.
* Work with the athletic trainers and athletic counselors to ensure the student has completed necessary medical paperwork/physical and educational plan, respectively.
* Evaluate each student’s transcript to be in compliance with CCCAA Bylaw 1:
* Enrollment in 12 units for the semester of competition
* If a second-year athlete, count the number of units completed since their first year of competition. This includes units they completed at another school, if completed after first competition. They must have completed 24 units, 18 of which much be academic. Reference the course catalog for their major to see if I can classify any non-academic classes as academic because it is part of their major.
* If a second-year athlete, calculate GPA since their first season of competition. This also includes units from other schools. They must have a cumulative 2.0 GPA.
* If a second-year athlete, check that they passed at least 6 units in their last full-time semester.
* Cross reference CCCAA recruitment area spreadsheet to check whether the student’s high school was in-district, recruiting area, in-state, or out-of-state
* Send, receive, and process Form 2
* If a SA attended another institution, send a form 2 to that institution for them to fill out regarding the student’s enrollment and possible sport participation.
* Receive form 2s from other institution if they have a current SA that ever attended SAC. To process and fill out this form, reference SA in the CCCAA database to see if s/he participated in a sport at SAC. Also pull up the student’s SAC transcript to see if s/he was in a team class.
* Once everything on the Form 1 is verified, tracers are received back, transcripts are evaluated, medical paperwork is completed and ed plan is on file, sit with the Athletic Director and Dean for their review and signatures to allow the SA to be put on the Form 3 (official roster).
* Once the Form 1s have been signed, enter each new SA into the CCCAA database and add them to the appropriate Form 3 (roster). If the student is already in the database, just add them to the appropriate Form 3.
* Once all the SAs have been added to their appropriate Form 3, the coach of that team reviews the Form 3 and signs off that everything is correct. Submit the Form 3 electronically on the CCCAA website. Also scan and email all Form 1s to the conference commissioner.
* Once the Form 3 is submitted electronically and the Form 1s are sent to the commissioner, official copy of the Form 3 is sent to the coach, dean, athletic director, athletic trainers, sports information coordinator and equipment personnel.

* Run weekly report that shows how many units the SAs are currently enrolled in and look for anyone that is in less than 12 units. Email report indicating under enrolled SAs to all the coaches, AD, Dean, and athletic support staff. If a SA drops below and adds a class to be back above 12, the coach lets me and the AD know, and the report is run again to verify that they are eligible to start competitions again.

* Perform grade check at the end of the fall semester for men’s and women’s basketball to check that they:
* Passed 6 units in fall
* Continue to have a cumulative 2.0 GPA since their first competition

Anyone not meeting these requirements becomes ineligible to compete. AD and the coach are informed of anyone that is ineligible.

* At the end of the season, submit Final Form 3, indicating whether each SA used a season of competition or not. Coach indicates participation, SID verifies against game stats, then submitted CCCAA Form 3 database.

**II.C.4. Analysis and Evaluation**

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

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

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

SAC is committed to providing counseling and/or academic advising to support the development and success of its students, faculty, and staff. Counseling services are an essential part of the educational mission of the RSCCD (II.C5.1).

Students have access to a variety of counseling and advising programs that orient students to ensure that they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements and the necessary support for student success. These student support programs include the Assessment Center, Athletic Counseling, Career Center, Career Technical Education (CTE), Center for Teacher Education, Santa Ana Promise Program, Santa Ana Dual Enrollment Program, EOPS & Care, International Student, Guardian Scholars/Youth Empowerment Strategies for Success, Math Center Counseling, MESA, PUENTE Program, Honors Program, University Transfer Center, Undocu-Scholars Program, and Veterans Counseling (VRC) (II.C5.2).

SAC provides all counseling faculty regular opportunities for development, growth, and training. The agenda for the counseling meetings (II.C5.3) illustrates that SAC meets this standard by providing bi-monthly Counseling Department meetings to keep counseling faculty abreast of the various programs, guidelines, processes, and procedures related to student success. Additionally, counseling faculty and classified staff attend a Strategic Planning Retreat (during the fall and spring semesters) and come together to plan for the upcoming semester and/or academic year and to keep abreast of the Chancellor’s Office Initiatives. (II.C5.3). All new full-time and part-time counseling faculty are provided the necessary training to ensure student success, which includes a variety of topics and campus-wide resources as well as Datatel/Ellucian training (II.C5.4). The classified employees participate in staff retreats to train them on programs, services, and office operations (II.C5.5).

The Counseling Division further supports student development and success by maintaining effective communication with academic departments. Full-time counselors volunteer to serve as liaisons to the academic divisions across campus to ensure communication between departments (II.C5.6). Counselors participate in shared governance committees to discuss issues regarding students’ academic progress and to document and communicate agreed upon campus procedures to students.

SAC utilizes technology to augment student access, including online counseling, an online orientation, and online counseling courses. The Counseling Department’s website communicates the wide array of services that are available to students, faculty, and staff (II.C5.7). The Counseling Department is open five days per week for forty-six hours during the fall and spring semesters as well as the winter and summer sessions. Counselors provide students a variety of services that include placement and orientation follow-up (II.C5.8) (II.C5.9), counseling courses (II.C5.10), course placement and course selection (II.C5.11), educational planning workshops, individual counseling appointments, major and career exploration (II.C5.12), online counseling, virtual counseling, stand-by counseling, support and resource referrals, transfer guidance (II.C5.13), transcript review for educational goal completion, and success services regarding academic/progress probation (II.C5.14). Additionally, students can view their completed abbreviated or comprehensive education plans via the WebAdvisor Portal (II.C5.15-16).

The mission of the Counseling Division (II.C5.17) is to promote student success; facilitate proactive educational planning and lifelong learning; serve and enrich SAC’s diverse community; encourage innovation; and maintain excellence in academic, personal, and career counseling. As student advocates, counselors work collaboratively with faculty, staff, and administration to support SAC’s goals (II.C5.18). Students are provided access to their personal accounts via the WebAdvisor Portal (II.C5.19), which allows them to access detailed information related to enrollment, fee payment, transcripts, financial aid, education planning, and their degree progress. Students can schedule an appointment with a counselor to review requirements for an Associate Degree and/or Certificate of Achievement as well as transfer requirements. Students can also submit their Petition for an Associate Degree and/or Certificate online or in-person to Admissions & Records (II.C5.20). Additionally, the Student Planning Guide helps prepare students to be successful at SAC and transition to a university (II.C5.21-22).

The Counseling Division Program Review Portfolio and Student Learning Outcomes (II.C5.23-24) illustrates that SAC meets standard 2C5 by assessing what it wishes a student to know or to be able to do. Additionally, the counseling faculty and student services staff participate in Strategic Planning Retreats (II.C5.25) to align the goals of the student service area with SAC’s mission and the goals established by the Enrollment Management Committee (II.C5.26), which are articulated in the Educational Master Plan. Currently, SAC utilizes the Guided Pathway Document (II.C5.27) to create clear program maps that include recommended course sequences. There is a Guided Pathways Committee that has developed a plan that aligns with Goal 3 of the Educational Master Plan that will annually improve the rates of course completion and the completion of requirements for transfer, degrees, certificates, and diplomas (II.C5.28-29).

**II.C.5. Analysis and Evaluation**

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

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

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

SAC adheres to admission policies consistent with its mission. These policies are approved through the RSCCD’s Board of Trustees. Administrative Regulations 5010 (II.C6.1) and 5011 (II.C6.2) and Board Policy 5010 (II.C6.3) establish requirements for admissions and concurrent enrollment. These requirements are published in the SAC catalog (II.C6.4) and on the Admissions & Records website (II.C6.5).

**Analysis and Evaluation**

Santa Ana College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. In addition, the institution defines and advises students on clear pathways to complete degrees, certificate, and transfer goals.

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

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

RSCCD has established Board Policies (BP) that guide the admissions and assessment practices which are reviewed, validated, and updated on a regular basis (II.C7.1). SAC adheres to the following regulations, practices, and guidelines:

* Assessment instruments used in the placement of students were approved by the CCCCO (II.C7.2)
* Assessment instruments were evaluated to meet the standards as related to content validity, criterion, minimization of bias, reliability, and disproportionate impact following the guidance of the *Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges* (II.C7.3)
* Course placement recommendations are based on multiple measures, including guided self-placement.
* Placement instruments have been developed and are being used, and they are available to all students. Policies related to testing, preparation, and retesting have been communicated to students (II.C7.4)

SAC uses the following approved placement testing instruments for English, English as a Second Language, mathematics, and chemistry:

* English & Reading: CTEP tests students in reading comprehension and sentence structure (II.C7.5)
* ESL: TELD tests students in sentence structure, grammar, and listening (II.C7.6)
* Math: MDTP tests students on four levels of mathematics (II.C7.7)
* Chemistry: the California Chemistry Diagnostic Test 1989 can place students in Chemistry 219 rather than beginning in Chemistry 209 (II.C7.8)

**II.C.7. Analysis and Evaluation**

RSCCD’s Research Department regularly reviews, evaluates, and validates SAC’s placement testing instruments. During the fall of 2018, SAC implemented AB705, which eliminated the use of the CTEP, MDTP, and the TELD. Students can utilize alternative measures for placement, such as Advanced Placement scores, Early Assessment Program scores, other placement test scores from accredited community colleges, other college course work, and successfully completing an equivalent course at an accredited colleges or universities (II.C7.9). AB 705 made it mandatory for SAC to use high school coursework, grades, and GPA as the primary indicators for placement into English, ESL, and math courses.

**II.C.7. Evidence**
(list here)

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

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

The Admissions & Records Office is primarily responsible for the admission and registration of students, the implementation of all academic policies, and the maintenance of student records. These records are maintained in the Admissions & Records Office and include permanent records of work taken at SAC, transcripts of work taken at other colleges, test results, college applications, academic petitions, grade and attendance rosters, student programs, graduation records, counseling logs, student certification records, and various correspondence with students. Online transcripts and all scanned documents are stored on a server. The offline hard copy transcripts and microfilms are stored in a secure vault inside the Admissions & Records Office. There is a pending project to convert the microfilms into TIF files to be stored on the server. SAC follows the RSCCD Record Retention BP 3310 (II.C8.1) and AR 3310 (II.C8.2)

The faculty, administration, and clerical staff members have access to these files if such access is necessary for the completion of their official duties. SAC does not release student records without a student’s consent unless it is a request from an exception group such as federal or state education officials, judicial or court orders, or subpoenas issued by a judge. Also, information will be released without a student’s consent in any emergency where the information is needed to protect the health or safety of the student or other persons. SAC follows the RSCCD Releasing of Student Records BP 5040 (II.C8.3) and AR 5040 (II.C8.4).

**II.C.8. Analysis and Evaluation**

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

**II.C.8. Evidence**

**(list here)**