**Standard IV: Leadership and Governance**

**The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution.  Governance roles are defined in policy and**
**are designed to facilitate decisions that support student learning programs and services and**
**improve institutional effectiveness, while acknowledging the designated responsibilities of**
**the governing board and the chief executive officer.**
**Through established governance structures, processes, and practices, the governing board,**
**administrators, faculty, staff, and students work together for the good of the institution.**
**In multi-college districts or systems, the roles within the district/system are clearly**
**delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.**

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

**IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence.  They support administrators, faculty, staff, and students,**

**no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or**
**significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

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

In line with the institutions mission to *Inspire, Transform and Empower a diverse community of learners,*the institutional leaders of Santa Ana College have had a history of creating and encouraging innovation leading to institutional excellence in instructional programs, support services and the overall practices of the institution. SAC’s Participatory Governance Handbook (**IVA1\_00\_PG\_handbook**) outlines the framework by which its councils, committees, ad hoc groups, and task forces operate in accordance with AB 1725. The structure is designed to ensure that all constituent groups have the right to participate effectively in the governance process, the opportunity to express their ideas and opinions and assurance that opinions are given every reasonable consideration.  SAC’s current committee structure drives innovation in their respective areas for institutional excellence and supports the faculty, classified staff, and students involved in taking initiative for institutional improvement, no matter their official titles.

RSCCD Board Policy & Administrative Regulation 4020 Program, Curriculum and Course Development **(IVA1\_00\_BP4020; IVA1\_00\_AR4020**) provides guidelines regarding the designated responsibility and authority for the initiation, review, and approval for all courses and programs. Santa Ana College follows BP 4020 Program, Curriculum and Course Development, *“programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency”.*To empower its diverse community of learners, Santa Ana College offers 273 degrees and certificates in credit programs, including 36 Career Education Departments, 29 Associate degrees for Transfer and the bachelor's degree in Occupational Studies **(IVA1\_00\_*SAC\_****Catalog-degrees &Certificates.*[*Bachelors Degree*](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Baccalaureate-Degree-Pilot-Program?utm_source=Misfit_Paid_Search&utm_medium=cpc&utm_term=&utm_campaign=Dynamic_Ad&gclid=CjwKCAjw34n5BRA9EiwA2u9k3-yReX3IvD1g2DZ00-bzbPY78vYnvKk0mYcIo33Jrx0EuP7HpHwZyRoC2k0QAvD_BwE)*;*2020-2021 College Catalog). Santa Ana College has frequently been recognized for its academic programs and student services.  In 2016 Santa Ana College was named one of the top community colleges in the nation (**IVA1\_00\_**([*Santa Ana College Named One of Top Community Colleges in Nation*](https://rsccd.edu/NewsRoom/Pages/Santa-Ana-College-Named-One-of-Top-Community-Colleges-in-Nation.aspx)) and in 2019, with only 15% of community colleges nationwide invited to apply, the Aspen Institute College Excellence Program named Santa Ana College eligible to compete for the $1 million dollar Aspen Prize for Community College Excellence, the nation's signature recognition of high achievement and performance among America’s community colleges. (**IVA1\_00**)[*Aspen Institute Names Santa Ana College and Santiago Canyon College as Two of the Top 150 U.S. Community Colleges Eligible for 2021 Aspen Prize*](https://rsccd.edu/NewsRoom/Pages/Aspen-Institute-Names-Santa-Ana-College-and-Santiago-Canyon-College-As-Two-of-Top-150-U.S.-Community-Colleges.aspx)

To empower its diverse community of learners, Santa Ana College offers 273 degrees and certificates in credit programs, including 36 Career Education Departments, 29 Associate degrees for Transfer, and was selected as one of the pilot colleges to develop and offer a Baccalaureate degree (**IVA1\_00\_***SAC Catalog-degrees &Certificates;*[*Bachelors Degree*](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Baccalaureate-Degree-Pilot-Program?utm_source=Misfit_Paid_Search&utm_medium=cpc&utm_term=&utm_campaign=Dynamic_Ad&gclid=CjwKCAjw34n5BRA9EiwA2u9k3-yReX3IvD1g2DZ00-bzbPY78vYnvKk0mYcIo33Jrx0EuP7HpHwZyRoC2k0QAvD_BwE)*;*2020-2021 College Catalog).  Santa Ana College follows Board Policy and Administrative Regulation 4020 Program, Curriculum and Course Development, *“programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency”.*  **(IVA1\_00\_BP4020)**

Just a few examples of SAC’s commitment to innovation includes innovative programs such as it is Pathway to Law School which provides a direct trajectory for students to enter some of the finest law schools in the nation and a smoother pathway to six of California’s top law schools. (**IVA1\_00\_**<https://sac.edu/AcademicProgs/Business/Pages/Pathway-to-Law-School.aspx/>) SAC’S International Business program is the largest Community College program in the country. It has been recognized as a model program around the word. In 2015 SAC’s Global Business and Entrepreneurship Department created an articulation agreement for International Business with the University of Norther Iowa’s College of Business Administration. This agreement was the first IB articulation agreement conducted with an out-of-state university, the first agreement being established with local Cal Poly Pomona. (**IVA1\_00\_**[**Articulation Agreement for International Business with the University of NorthernIowa**](https://rsccd.edu/NewsRoom/Pages/Santa-Ana-College-Announces-Articulation-Agreement-for-International-Business-with-the-University-of-Northern-Iowa.aspx).) (<https://sac.edu/AcademicProgs/Business/Documents/Pathway%20to%20LS%20Flyer%202015.pdf>)

In 2017, due in part to the leadership and Vision of SAC’s President, and approval from SAC’s Academic Senate, Santa Ana College applied for and was selected as one of the 20 community colleges to participate in the California Guided Pathways Project. (**IVA1\_00\_Senate Minutes**) Through the [Guided Pathways](https://www.caguidedpathways.org/) initiative, beginning in Fall 2019, all incoming freshmen were assigned to a Career and Academic Pathway based on their chosen program of study **(\*IVA1\_00\_EVIDENCE)**.  Success teams were implemented for each career and academic pathway beginning in fall of 2020.  The success teams consist currently consist of a CAP Coordinator, Faculty Lead, Counselor Liaison, financial aid expert, and a success coach.  Program maps have been created by academic faculty to better guide students through their individual academic journeys and posted on the college website.  Maps contain a description of the program, career information about careers attaining with program completion, and a sequence of courses needed to complete the program.  The guided pathways work was designed with a cross-functional team approach.  The Core and implementation teams were compressed of administrators, faculty, staff (and when appropriate, students).  The approach was working on the belief that the success of the Guided Pathways works would be dependent on a campus-wide effort.  Through the implementation of Guided Pathways Santa Ana College is working towards its Vision and Equity goals (**IVA1\_00\_Educational master Plan)** to create structured educational experiences that support each student from point of entry to attainment of their career and academic goals.

Santa Ana College takes pride in meeting the needs of its diverse learners by offering courses in multiple modalities.  SAC’s distance education program is one of the most progressive programs currently offering a fully online degree pathway in the areas of Business Administration, Liberal Arts, and Psychology. **(IVA1\_00\_SAC Catalog/website**) In the spring of 2015, SAC was 1 of 23 colleges chosen to participate in the pilot phase of the CVC-OEI Consortium and in 2019 SAC was one of the first colleges to receive designation as a Certified Peer Online Course Review Campus, entrusted by the California Virtual Campus-Online Education Initiative (CVC-OEI) to review its own online courses for quality (**IVA1\_00\_**[**https://cvc.edu/about-the-oei/college-participation**](https://cvc.edu/about-the-oei/college-participation)**).**SAC has also been ranked #20 Best Online Community College in California according to Guide to Online Schools.  Factors included retention rate, graduation rate, percentage of online enrollment data, and number of online associate degrees offered **(IVA1\_00\_**[SAC Ranks As One of California’s Best Online Community Colleges](https://rsccd.edu/NewsRoom/Pages/SAC-Ranks-As-One-of-California%E2%80%99s-Best-Online-Community-Colleges.aspx)).

SAC’s Program Review process has been specifically designed to provide faculty and staff the opportunity to reflect upon their alignment with the college’s mission statement.  Also incorporated into the process, is the opportunity for faculty and staff to engage in dialogue with colleagues across the institution.  Through the submission process, faculty and staff present the report to the Program Review committee sharing the strengths and/or opportunities found which provides for the opportunity to receive feedback from colleagues on ways to improve the program or service area it relates to student outcomes. (**IVA1\_00\_Program review process**)

SAC’s student support programs and services have also been recognized for their innovative thinking.  In 2016 SAC instituted the Digital Dons offering qualified students the free loan of a new HP laptop for the entire academic year.  1,100 laptops were made available to students for checkout (**IVA1\_00\_**[**Sa**nta Ana College Launches Digital Dons Laptop Loan Program ITT Tech Students Enrolling at SAC Offered Year-Long Laptop Loan](https://rsccd.edu/NewsRoom/Pages/Santa-Ana-College-Launches-Digital-Dons-Laptop-Loan-Program.aspx)).  Santa Ana college was one of 32 campuses across California to receive funding from the California Campus Catalyst Funds.  The grant was founded to increase support for undocumented students and their families.  and Santa Ana College was named the only Orange County community college to be granted $5 million in Awards for Innovation in Higher Education funds. The award supports the Santa Ana Partnership, a collaboration that has been working to support student achievement and close equity gaps in education since 1983. **(IVA1\_00\_**[Santa Ana College To Better Serve Undocumented Students and Families Through New Grant](https://rsccd.edu/NewsRoom/Pages/Santa-Ana-College-To-Better-Serve-Undocumented-Students-and-Families-Through-New-Grant.aspx))

In addition, Santa Ana College along with educational partners was name the recipient of a $1.3 million dollar grant from the California Education Learning Lab created in the effort to improve outcomes for science, technology, engineering, and mathematics (STEM) learners by deploying an improving open, adaptive courseware in targeted courses.  Santa Ana College used the funds to increase equity and bridge achievement gaps in undergraduate STEM education.  **(IVA1\_00**\_[Santa Ana College and Partners Receive $1.3M Grant for STEM Education](https://rsccd.edu/NewsRoom/Pages/Santa-Ana-College-and-Partners-Receive-%241.3M-Grant-for-STEM-Education.aspx))

The leadership of Santa Ana College has been fully supportive of Santa Ana College’s long-standing Annual Awards of Excellence program.  Recognizing both classified staff and faculty (both full and part-time employees) the award categories reflect the true essence of leadership, collaboration, dedication, positive attitude, and professionalism, in addition to innovation, creativity, and professional achievement as recommended and voted on by staff, faculty and students.  **(IVA1\_00\_AWARDS\_WEBSITE)**

When ideas for improvement have policy or significant institution-wide implications, SAC relies on its policies and procedures as outlined in its’ Participatory Governance framework, which outlines participation of all constituent groups: administration, faculty, staff, and students, for campus-wide decision making.  **(IVA1\_00\_PG\_Handbook)** (**IVA1\_00\_Minutes Academic Senate/College Council)** An example of Santa Ana College’s transformation includes activities such as the Integrated planning Retreat (April 2016) which brought together members of SAC’s governance to discuss core planning concepts, planning values, and creation of next steps and timelines for the completion of SAC’s integrated Planning & Design Manual, Master Plan, and Strategic plan. (IVA1\_00\_min\_integrated planning retreat)

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**IV.A.1. Analysis and Evaluation**

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

**IV.A.1. Evidence**
**(LIST HERE)**

**IV.A.2. The institution establishes and implements policy and procedures authorizing**
**administrator, faculty, and staff participation in decision- making processes.**

**The policy makes provisions for student participation and consideration of student views in**
**those matters in which students have a direct and reasonable interest. Policy specifies the**
**manner in which individuals bring forward ideas and work together on appropriate policy,**
**planning, and special-purpose committees.**

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

In accordance with AB 1725 participatory governance regulations, and RSCCD Board Policy and Administrative Regulation 2510 *Participation in Local Decision Making,***(IVA2\_00\_BP/AR 2510)** the Santa Ana College has established and implemented policies and procedures that authorize faculty, staff, administration, and students in the decision-making process. Further evidence of implementation can be seen in district and college documents such as the [RSCCD Planning Design Manual 2013](https://www.rsccd.edu/Departments/Educational-Services/POE-Committee/Documents/RSCCD-Planning-Design-Manual%202013.pdf#search=RSCCD%20Planning%20Manual), SAC’s [Participatory Governance Handbook](https://www.sac.edu/committees/Documents/Participatory-Governance-Approved-Signed-2015.pdf) , and the Constitution  of the Associated Student Government. **(IVA2\_00\_RSCCD\_PLANNING DESIGN, 2013) (IVA2\_00\_PG\_HANDBOOK) (IVA2\_00\_ASG\_CON&BYLAWS)**

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

RSCCD also has developed planning processes to ensure broad participation in district-level planning as documented in the RSCCD Planning Manual (2013/2018). In addition, BP2015 *Student Member*, is direct policy regarding student engagement at the district level.**(IVA2\_00\_BP2015)**At SAC, internal governance structures make provisions specific to student participation and for consideration of student views as evidenced by student membership in all SAC’s participatory governance committees:  College Council, Planning & Budget, Facilities, Student Success & Equity, in addition to Academic Senate, Curriculum & Instruction Council, Technology Advisory Task Force (SACTAC) and SAC’s Campus Cleanliness and Maintenance Work Group. (**IVA2\_00\_PG\_handbook; minutes)** In addition, SAC has a strong student engagement as noted by the associated student government (ASG) regular calendar meetings, Interclub council meetings, Community, and campus events.  (**IVA2\_00\_ASG\_WEBSITE)**

**IV.A.2. Analysis and Evaluation**

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

**IV.A.2. Evidence**

(insert list here)

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

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

**institutional policies, planning, and budget that relate to their areas of responsibility and**

**expertise.**

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

RSCCD BP and AR 2510 *Participation in Local Decision Making*) provides district wide direction regarding processes related to participatory decision-making and the roles and responsibilities of faculty, classified staff, and students at both the district and college levels (**IVA3\_00**\_bp/ar2510). Documents that further describe district and college process include the RSCCD District-wide participatory Governance Structure, RSCCD Planning Design Manual and the SAC Participatory Governance Structure Handbook. (**IVA3\_00\_RSCCD\_gov structure; IVA3\_00\_RSCCD\_planninmanual; IVA3\_00\_PGHandbook).**

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies that relate to their areas of responsibility and expertise.  In a spirit of collegiality, Santa Ana College has developed a structure of councils, committees, ad hoc groups, and task forces. As indicated on the Shared Governance Committees webpage, (**IVA3\_00\_GOV\_WEBISTE**) and in accordance with the current SAC Participatory Governance Structure Handbook, SAC has five Participatory Governance Committees in conjunction with other working Committees to move forward the college's agenda in line with the college’s mission and goals. The college’s participatory governance committees have representation from each of the college’s constituent groups.  The college President appoints administrative representation while the President of the Academic Senate appoints faculty representation and classified representatives are appointed by the Classified School Employees Association (CSEA) as the legal representative of the classified employees.  The Associated Student Government (ASG) is responsible for the appointment of all student representation.   **(IVA3\_00\_PG\_HANDBOOK)**

The five main participatory governance committees include College Council, Institutional Effectiveness & Assessment, Planning and Budget, Facilities, and Student Success and Equity Committee.  The constituent groups are Students (ASG), Classified Staff (CSEA), Faculty (Academic Senate), and Administrators.  The councils and committees are charged with gathering information, deliberating, and formulating recommendations regarding college policies and procedures.  with recommendations then being forwarded to the college President, and ultimately the Board of Trustees for final approval.

SAC’s College Council is the participatory governance communication tool for all college constituent groups.  The council provides advice to the college president pertaining to college issues and reviews and considers recommendations made from other governance bodies.  The council meets regularly, on the 2nd and 4th Wednesday of each month. (**IVA3\_00\_CC\_Pg?**)

SAC’s Planning and Budget Committee is the participatory governance committee responsible for recommending budget priorities, procedures, and processes to the College Council. The Planning and Budget Committee also functions as a community liaison for fiscal affairs with the college community. **(IVA3\_00\_P&B**)

SAC’s Facilities Committee is the participatory governance committee responsible for identifying and prioritizing capital projects including scheduled maintenance projects. It serves as an information and exchange body on facilities projects that are in construction or that are being planned (**IVA3\_00\_FACILITIES**)

The purpose of SAC’s Student Success and Equity Committee is to positively impact the academic achievement and success of SAC students by linking matriculation, student equity, and related student success initiatives at the college. (**IVA3\_00\_SS&E**) In addition, the SAC Basic Skills Task Force is linked to the Student Success and Equity Committee.

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

**IV.A.3 Analysis and Evaluation**

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

**IV.A.3 Evidence**

IVA3\_00\_[SAC’s Participatory Governance document](https://www.sac.edu/committees/Documents/Participatory-Governance-Approved-Signed-2015.pdf)IVA3\_00\_[Shared Governance Committees webpage](https://www.sac.edu/committees/Pages/default.aspx)IVA3\_00\_[Planning and Budget Committee webpage](https://www.sac.edu/AdminServices/budget/Pages/default.aspx)IVA3\_00\_[Planning and Budget Committee Goals](https://www.sac.edu/AdminServices/budget/Documents/2020_2022%20Goals.pdf)IVA3\_00\_[SAC Planning and Budget Committee Meeting Minutes](https://www.sac.edu/AdminServices/budget/Documents/MAY_2020%20Minutes_P%26B%20Committee-FINAL.pdf)
IVA3\_00\_[SAC Planning and Budget Committee Meeting Agenda](https://www.sac.edu/AdminServices/budget/Documents/Agenda_May%202020.pdf)

IVA3\_00\_[SAC Resources Allocation Request (RAR) Procedures](https://www.sac.edu/AdminServices/budget/Documents/SAC%20RESOURCE%20ALLOCATION%20REQUEST%20PROCEDURES%20FY%202014-15%20.pdf#search=SAC%20Resources%20Allocation%20Request%20%28RAR%29%20Procedures)IVA3\_00\_ [SAC RAR Procedure Academic Affairs Best Practices](https://www.sac.edu/AdminServices/Documents/8.%20AA%20RARs%20Best%20Practices_FINAL.pdf#search=Academic%20Affairs%20RARs%20Best%20Practices)IVA3\_00\_ [SAC RAR Process Diagram](https://www.sac.edu/AdminServices/budget/SiteAssets/SAC%20RAR%20Process%20diagram.pptx)IVA3\_00\_ [Student Success and Equity Committee webpage](https://www.sac.edu/committees/StudentSuccess/Pages/default.aspx)IVA3\_00\_ [Technology Advisory Committee (SACTAC) webpage](https://www.sac.edu/committees/SACTAC/Pages/default.aspx)IVA3\_00\_ [Facilities Committees webpage](https://www.sac.edu/AdminServices/facilities/Pages/default.aspx)IVA3\_00\_ [Institutional Effectiveness and Assessment Committees (IE&A) webpage](https://www.sac.edu/committees/IEA/Pages/default.aspx)

**IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and**
**student learning programs and services.**

**IV.A.4. Evidence of Meeting the Standard** (files posted under the Evidence folder)

SAC follows established district Board Policy and Administrative regulations that outline the responsibility of faculty and academic administrators for recommendations regarding curriculum and student learning programs and services. RSCCD BP 2510 Participation in Local Decision Making (**IVA4\_00\_RSCCD\_BP2510**) delineates the roles and responsibilities of faculty and administration in overall decision making, BP/AR 4020 Program Curriculum and Course Development (**IVA4\_00\_RSCCD\_BP4020; IVA4\_00\_RSCCD\_AR4020**) and BP/AR 4022 Course Approval **(IVA4\_00\_RSCCD\_BP4022; IVA4\_00\_RSCCD\_AR4022)**in conjunction with SAC’s curriculum and instruction handbook (**IVA4\_00\_CIChandbook**) drive Curriculum practices and documents the role and responsibility of faculty and administration in the curriculum process.  SAC follows a well-defined structure for the groups involved in the process to analyze, review, update, and approve course curriculum items, as well as degrees, certificates, and academic programs. Every academic division has at least one curriculum committee with faculty representatives from every department within that division and an academic dean. For example, the minutes of the Humanities Curriculum Committee for April 15, 2020, illustrates the courses, SLOs, distance education addenda, and degrees that the committee collectively reviewed and approved (**IVA4\_01\_minutes**). The department/division committee sends their recommendations to the college-wide Curriculum and Instruction Council (CIC). Curriculum is first reviewed at the CIC Technical Review Committee and then put on the agenda for CIC. If approved at CIC, all curriculum, is moved forward to the RSCCD Board of Trustees for final approval (**IVA4\_00\_BOT\_AGENDA**). At SAC, the Chair of CIC is faculty that is appointed by the Academic Senate President with approval of the Academic Senate. Membership of SAC’s CIC includes faculty representatives from each academic division on campus, as represented on the Academic Senate, an academic dean, the Vice President of Academic Affairs, an At Large representative, and a student representative. (**IVA4\_00\_CIC\_Handbook\_membership**) For reference purposes, the CIC maintains an updated repository of agendas and minutes on the SAC website **(IVA4\_00\_CIC\_Webpage)**. It also posts reference documents to support all representatives on the work they undertake, such as the SAC Curriculum and Instruction Handbook, current PCAH, and COR Reference Guide **(IVA-2)**. In addition, the Chair of the CIC reports regularly to the Academic Senate at their scheduled meetings (**IVA4\_00\_SenateMin\_CIC\_report**).

SAC periodically evaluates its committees, policies, and procedures to maximize their effectiveness, especially when it relates to student programs and services. For example, in 2019, SAC recognized that the former Teaching and Learning Committee (TLC) covered too many tasks. The TLC covered policies and practices for Program Review, Outcomes Assessment and Accreditation.  Consequently, through collegial dialogue between Academic Affairs and the Academic Senate, it was decided to reinstitute an Institutional Effectiveness and Assessment Committee, and to create independent sub-committees that would focus on program review (Program Review Committee) and outcomes assessment (Outcomes Assessment Committee). The Program Review Committee now solely serves as the oversight body for both academic program review and student service area. It includes faculty, classified staff, and administrative representatives from both academic affairs and student services. Every academic department participates in a program assessment process both annually and on a four-year cycle. The process includes a review of the programs and services offered to students, degrees, certificates, as well as assessment of student learning outcomes (SLOs) for courses and programs (PLOs). All departments post their SLOs on their department website. Student Service areas are on the same annual/quadrennial cycle assessing their student area outcomes. Every four years, academic departments and student service areas report the results of the quadrennial review to the Program Review Committee. The Program Review Committee posts all its meeting agendas and minutes on its committee website. (**IVA4\_03\_PR\_website\_completed reports/minutes).**

**IV.A.4. Analysis and Evaluation**

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

**IV.A.4. Evidence**

IVA-1 Humanities Curriculum Minutes 4-15-2020

IVA-2 SAC Curriculum and Instruction Handbook

IVA-3 Program Review Committee Minutes 2-24-2020

IVA-4 Board of Trustees Agenda 3-23-2020

**IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise**

**and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

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

By means of both board and institutional governance structure, SAC ensures appropriate consideration of relevant perspectives. Policies include BP & AR 2510 (Participation in Local Decision Making); BP 2200 (Board Duties and Responsibilities); and BP 2105 (Student Member). **(IVA5\_00\_BP/AR2510) (IVA5\_00\_BP2200) (IVA5\_00\_BP2105)**SAC’s Participatory Handbook also delineates the membership and roles and responsibilities of all constituent groups as members of governance committees.Both the district and SAC’s participatory governance structure has been designed to ensure the broad participation of all constituent groups. RSCCD’s Planning Design Manual along with SAC’s Participatory Governance handbook identify the ways in which constituent groups participate and contribute to district and college planning **(IVA5\_00\_PGHandbook, 2015/2020) (IVA5\_00\_RSCCD\_Planning Manual, 2013).**
**RSCCD al**so has in place a systematized way to govern and implement policies that is thorough and well thought out. The policies that are in place ensure a voice from all stakeholders which includes students. Ensuring feedback from students is a keyway to remain informed of the needs and expectations of the student body. To allow for timely action on institutional plans, policies, and curricular change governance committees, in addition to the RSCCD Board of Trustees (BP 2310 Regular Meetings of the Board), meet on a regular bi-monthly cycle. (**IVA5\_00\_RSCCD\_BP2310\_Reg.mtgs) (IVA5\_00\_RSCCD\_BOT\_Calendar).**

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

**IV.A.5. Analysis and Evaluation**

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

**IV.A.5. Evidence**

IVA5\_00\_BP/AR2510
IVA5\_00\_BP2200
IVA5\_00\_BP2105
IVA5\_00\_PGHandbook
IVA5\_00\_RSCCD\_Planning Manual
IVA5\_00\_RSCCD\_BP2310\_Reg.mtgs
IVA5\_00\_RSCCD\_BOT\_Calendar

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

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

To fully implement AB 1725, and in accordance with agreement made between the RSCCD Board of Trustees and the Academic Senate pertaining to primary advice and mutual agreement of Title 5/10+1, Santa Ana College has developed a structure of councils, committees, ad hoc groups, and task forces for institutional decision-making. The processes for campus wide decision-making are outlined in SAC’s Participatory Governance Handbook. In accordance with the Brown Act, all councils and committees are expected to publish agendas 72 hours prior to each meeting and to distribute its minutes in a timely manner. Copies of current agendas and minutes are also expected to be kept on fine on the college website. (**IVA6\_00\_PGHandbook) (**[**IVA6\_00\_Parti.Gov.website**](https://www.sac.edu/committees/Pages/default.aspx)**)**
**All councils and committees have**a designated webpage that is maintained to provide updated information to the campus and outside community regarding the business of the committee. The webpages provide information regarding the purpose, the schedule, the membership and the posting of Council/Committee agendas and minutes. The webpages also contain links and subpages for subcommittees and other related bodies of governance within the college.

(IVA6\_00\_Planning and budget (<https://sac.edu/AdminServices/budget/Pages/default.aspx>))

(IVA6\_00\_Academic Senate (<https://sac.edu/President/AcademicSenate/Pages/default.aspx>))

(IVA6\_00\_Student Success and Equity (<https://sac.edu/committees/StudentSuccess/Pages/default.aspx>)

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

Other avenues for reporting include the process by which faculty committee chairs provide regular reports at Academic Sente Meetings, members reporting back to their constituents, and use of email to communicate results of research studies across the institution.

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

Santa Ana college utilizes a variety of ways to document and disseminate information pertaining to decision making and to communicate this information across the institution.  However, upon review, several committee webpages were found to not bet kept completely up to date with the information regarding current meetings. This is an opportunity for improvement with greater turnaround time on updated agenda and minutes. Additionally, sending out notifications of updates to these committee webpages monthly to interested parties including the college President, Vice Presidents, Deans, and Department Chairs would enable the information generated at these meetings to be broadcast to a wider audience than those who are already aware of the information and where to find it.

**IV.A.6 Evidence**

(insert links here)

**IV.A.7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity
and effectiveness.** **The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

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

To assure the integrity and effectiveness of SAC’s leadership roles and governance and decision-making policies, procedures, and processes are regularly evaluated.

One tool that SAC has begun using to evaluate leadership and the institutions governance practices includes an Employment Engagement Survey (**IVA7\_00\_SAC\_EES\_2020**).  During the 2018 academic year, through collaboration between the SAC Research Office and SAC’s College Cabinet leadership, the survey was created.  The survey was created to collect employee data that would align with the Survey of Entering Student Engagement (SENSE).  The 2020 report includes results from 2019 and 2020 for comparison and analysis of trends.

Per the 2015 Participatory Governance Handbook (2021 update currently in progress) each council and committee are instructed to review committee goals annually in relation to the college mission and create a report.  (**IVA7\_00\_PGHANDBOOK2015**).
**\**Improvement in this area: newly restructured Accreditation Sub-Committee work to improve continuity of processes.***

During the current process to update SAC’s government structure, committees were asked to review their purpose and membership and make recommendations for change as deemed appropriate.  (IVA7\_00\_PB\_minutes\_updated P&Bgov structure, item 10, old business\_5/2020) (College council meeting minutes) (Academic senate goal review) (SSE agenda 12/18\_2/19 PG conversations/ SSE governance approval 8/19)

Improvement for instituting more established evaluation cycle.

Results of surveys posted on research website but also shared at various committees.  Research office presented on the SENSE survey Fall 2018, campus wide endeavor, Research provided presentation at the SAC Academic Senate

Academic goals review (agenda sept 12th)
RAR workgroup update /Budget summit (Oct 10th, 2017) Process update (Nov 13th, 2018) Facilities modification requests (11/27/2018); CVC-OEI project update (11/27/2018) vision for success goal setting and planning (March 12, 2019)

**IV.A.7. Analysis and Evaluation**

Challenges we are working to improve regularity of evaluation,

**IV.B. Chief Executive Officer**

**IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the**
**quality of the institution.  The CEO provides effective leadership in planning, organizing,**

**budgeting, selecting, and developing personnel, and assessing institutional effectiveness.**

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

 Per RSCCD job description, (**IVB1\_00\_JOB DESCRIPTION NEEDED**) the President of the college serves as the chief executive officer with overall responsibility to the Chancellor for all aspects of the leadership, planning, funding, staffing, facilities, and delivery of all educational programs and institutional services of the college. In addition, the CEO holds responsibility for personnel services and employer-employee relations, student services and activities, student performance and conduct in the service area as well as safety, security, and preservation of human and fiscal resources.

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

\*the President meets with the President of the Academic Senate on a bi-monthly basis

*\*Information regarding President’s cabinet??*

*\*communicates campus wide information through Convocation*

*\*campus-wide communications?*

**IV.B.1. Analysis and Evaluation**

 The President, serving as the chief executive officer (CEO) of Santa Ana College, has the primary responsibility for the institutional quality and effectiveness. The President demonstrates their effective leadership through participation in the institutions shared governance processes.  Serving as chair of the institutions College Council, the President participates in collegial dialogue across constituency groups, receiving reports and recommendations.

**IV.B.1 Evidence**

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

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

The President oversees and regularly evaluates the complex organizational structure of the College through informal and formal processes and direct feedback from staff. Evaluation occurs through consultation with Cabinet (executive heads of the four divisions of the College), Management Council, College Council, and other participatory governance committees. The attached sample of minutes from Management Council and College Council (the central participatory governance committee for the college) are evidence of Santa Ana College’s many formal structures that afford opportunity for the college President to delegate authority and communicate important issues and pass responsibility for action to senior staff, administrators, managers, faculty, Classified School Employees Association (CSEA) union representatives, Academic Senate leaders, Associated Student Government leaders, and others. At these meetings, the president delegates authority to address issues related to student success, budget administration, facilities management, human resource requirements and other important topics. (**IVB2\_00\_MINUTES)**

The Santa Ana College Administration Organization Chart and the Santa Ana College Staff Profile illustrate the size and complexity of the administrative structure overseen by the president. These documents provide the number of staff, faculty and administrators and illustrate the distribution of the major functional areas of the college, each led by a vice president: Academic Affairs, Administrative Services, Continuing Education, and Student Services. The California Community Colleges Chancellor’s Office (CCCCO) Headcount by College report allows comparison of the size of the College’s staffing to similar sized institutions as a demonstration of an administration structure that is properly sized. (**IVB2\_00\_Organizational Chart)**

 Since 2019, the Employee Engagement Survey has provided the president with anonymously provided direct feedback from all employee groups. This Employee Engagement Survey contributes to the evaluation of the administrative structure by soliciting feedback on topics such as the effectiveness and competency of administration, distribution of resources and adherence to policies. Committees review their purpose, membership, and effectiveness on a regular basis. (**IVB2\_00\_Employment Survey, 2020)**

**IV.B.2. Analysis and Evaluation**

The President of Santa Ana College plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity.  As appropriate, the President delegates authority to administrators and others consistent with their responsibilities.

\*\*statement about how president’s job description” directs her to delegate when I get a copy of the job description\*\* Include information regarding further delegation of authority??

**IV.B.2. Evidence**

(list here)

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

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

establishing a collegial process that sets values, goals, and priorities.

* ensuring the college sets institutional performance standards for student achievement.
* ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions.
* ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning.
* ensuring that the allocation of resources supports and improves achievement and learning; and
* establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

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

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

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

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

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

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

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**IV.B.3. Analysis and Evaluation**

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

**IV.B.3. Evidence**
IVB3\_00\_Santa Ana College Archived Catalogs <https://sac.edu/catalogAndSchedule/Pages/catalog.aspx>

IVB3\_00\_ Santa Ana College Archived Class Schedules  <https://sac.edu/catalogAndSchedule/Pages/default.aspx>

IVB3\_00\_ Guided Pathways Meeting Calendar and Agendas <https://www.sac.edu/FacultyStaff/GuidedPathways/Pages/Meeting-Calendar-2019-2020.aspx>:

IVB3\_00\_ Employees Professional Development <https://www.sac.edu/FacultyStaff/professional-development/Pages/default.aspx>

IVB3\_00\_ Bachelor's degree Program Occupational Studies OS-Special Report, 12.07.17 <https://www.sac.edu/AcademicProgs/HST/OTA/os/Documents/OS-Special-Report-12-07-17.pdf>

IVB3\_00\_ Occupational Therapy Assistant **Program Completion Rates**<https://www.sac.edu/AcademicProgs/HST/OTA/Pages/NBCOT-Certification-Results.aspx>

IVB3\_00\_ Fact Book <https://www.sac.edu/research/Documents/SAC_2019_FactBook_WITH%20Cover.12.09.19%20FINAL%20FINAL.pdf#search=management%20retreat>

IVB3\_00\_ COVID-19 Excused Withdrawals <https://www.sac.edu/StudentServices/AdmissionsRecords/Pages/Covid19_Excused_Withdrawal.aspx>

IVB3\_00\_ District ADA Transition Plan, <https://www.sac.edu/Pages/ada-public-forums.aspx>

IVB3\_00\_ Student Equity <https://www.sac.edu/StudentServices/equity/Pages/default.aspx>

IVB3\_00\_ Career Education and Workforce Development <https://www.sac.edu/AcademicProgs/CEWD/Pages/default.aspx>

IVB3\_00\_ Planning and Budget Priorities, 2020-21 <https://sac.edu/AdminServices/BudgetAccounting/Documents/Forms%20and%20instructions/Procedures/SAC%20Planning%20and%20Budget%20Priorities%202020-2021.PDF>

IVB3\_00\_ Mission Statement and Professional Development Goals <https://www.sac.edu/FacultyStaff/professional-development/Pages/Mission.aspx>

IVB3\_00\_ College Council Retreat <https://www.sac.edu/Accreditation/Documents/Midterm%20Report%20October%202017%20Final%20Docs/College%20Council%20Retreat%20Part%202%20Documents.pdf#search=management%20retreat>

**IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the**
**institution meets or exceeds Eligibility Requirements, Accreditation Standards, and**
**Commission policies at all times.  Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

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

The President administers accreditation compliance at Santa Ana College by conducting a comprehensive self-study every six years and facilitating an accreditation team visit and submitting ACCJA midterm reports in the third year of each six-year cycle. This collaborative work, within prescribed timelines, ensures the institution meets or exceeds ACCJC Eligibility Requirements, Accreditation Standards, and Commission policies, at all times. (AR 3200) **(IVB4\_00\_PRIOR ISER: IVB4\_00\_MIDTERM REPORT; IVB4\_00\_ACCRED. WEBISTE)**

Accreditation management items are discussed regularly at cabinet meetings and the President provides direction to the executive team to continue the related conversations, including supporting ACCJC trainings and workshops as well as campus training sessions. Under the President’s leadership, accreditation standard expectations have been incorporated effectively into participatory governance processes, including instruction, student services, staffing, facilities, planning, assessment, budgeting, and fiscal management. This work has been summarized on the SAC Accreditation site, professional development links, and the Accreditation Organizational Chart. (**IVB4\_00\_evidence ????)**

SAC utilizes a shared governance model (**IVB4\_00\_PG\_HANDBOOK**) described on the College site) to fulfill the participatory governance requirements of AB 1725 and its accreditation responsibilities. In the spirit of collegiality, the institution uses a structure of councils, committees, ad hoc groups, and task forces. These groups gather information, deliberate, report, and formulate recommendations regarding policies and procedures, including those related to accreditation compliance, which are forwarded to the Academic Senate, the President, and the Board of Trustees for implementation.

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

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

The college President has the primary leadership role for accreditation, ensuring that the
institution meets or exceeds Eligibility Requirements, Accreditation Standards, and
Commission policies at all times.  Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

**IV.B.4. Evidence**

IVB4\_00\_RSCCD Administrative Regulation 3200- Accreditation

IVB4\_00\_ SAC Accreditation Homepage:  <https://sac.edu/Accreditation/Pages/default.aspx>

IVB4\_00\_ Shared Governance Homepage:  <https://sac.edu/committees/Pages/default.aspx>

IVB4\_00\_ Accreditation Organizational Chart

IVB4\_00\_ Convocation links, Professional Development example(s), Division meeting exemplar

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

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

The President assures the timely implementation of statutes, regulations, and Board of Trustee policies across Santa Ana College campuses, functions, responsibilities, and work areas. To do so, the President meets regularly with the Chancellor’s Cabinet, which involves the Vice Chancellors of Business Operations and Fiscal Services, Educational Services, and Human Resources. (**IVB5\_00\_Evidence**)

At SAC, the President ensures all institutional practices are consistent with the College mission to inspire, transform, and empower a diverse group of learners through focus on seven core competencies and student learning outcomes: communication skills; thinking and reasoning; information competency; diversity; civic responsibility; life skills; and careers. She meets regularly with her cabinet, which includes the Vice Presidents of Administrative Services, Academic Affairs, Support Services, and Continuing Education. She also makes certain all campus mangers meet regularly at the District and Campus Management Councils to make certain all leadership and management initiatives align with these values. (**IVB5\_00\_Evidence**)

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

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

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

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

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

**IV.B.5. Evidence**

Office of the President:  <https://sac.edu/President/Pages/default.aspx>

College Council:  <https://sac.edu/President/collegecouncil/Pages/default.aspx>

SAC Planning & Budget Committee:  <https://sac.edu/AdminServices/budget/Pages/default.aspx>

SAC Facilities Committee:  <https://sac.edu/AdminServices/facilities/Pages/default.aspx>

SAC Budget Priorities: <https://sac.edu/AdminServices/BudgetAccounting/Documents/Forms%20and%20instructions/Procedures/SAC%20Planning%20and%20Budget%20Priorities%202020-2021.PDF>

Resource Allocation Request (institutional special resource allocation process)

<https://sac.edu/AdminServices/BudgetAccounting/Documents/Forms%20and%20instructions/Resource%20Allocation%20Request%20Form/Resource%20Allocation%20Request%20Procedures.pdf>

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

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

The President of Santa Ana College is strategic in working to communicate effectively with external and internal constituencies at the local, regional, and statewide levels. The President reaches out, meets, and presents to external groups which include Chamber of Commerce, Neighborhood Associations, Unified School Districts, Civic Leaders, Elected Officials, Business, Industry, Nonprofit Organizations, Unions, and other Stakeholders. Communication methods include social media, emails, e-newsletters, features in local publications such as StayConnected community e-newsletter, *Para Todos Magazine, Orange County Business Jo*urnal, and other publications. **[IVB6\_00\_d**ocument Santa Ana Chamber of Commerce Board and GROW Conference (including PRESENTER), Kiwanis, NHBWA, Los Amigos of Orange County AND Los Amigos of O.C. Education Committee, Unified, Coffee w/S.A. Chamber...]

The President ensures that the college campus is open to organizations that provide important support to students, staff, and community members. For example, U.S. Customs and Immigration Service, COVID-19 Free Testing, Orange County Registrar of Voters Voting Site and Red Cross Blood Drive. These services have been well-received by the community, especially during the pandemic. In addition, the college has received positive reviews and visibility by local, statewide, and national media [**IVB6\_00\_**document sources...]

In addition, the President ensures that there are multiple educational events and opportunities on campus to promote diversity and inclusion, such as Indigenous Heritage, Black History, Hispanic Heritage, LQBTQ+ and other events [**IVB6\_00\_document source**]

The President consistently communicates with internal groups on campus with include Convocation, Flex Days, SAC Cabinet, College Council, Management Council, Bachelor’s Degree, Equity, Guided Pathways, and CTE. Communication methods include emails, texts, social media, videos, e*l Don* student newspaper, small group, and large group gatherings, such as professional development sessions with staff, faculty and managers, informal coffee gatherings, and book clubs. [**IVB6\_00\_document sources]**

The President is aware of external factors that affect students, staff and community members and works to address these issues in a timely manner. Examples include, immigration, racial protests, COVID 19 and other critical issues. [**IVB6\_00\_document**]

The President formally reports to the Board of Trustees at regularly scheduled board meetings. This report includes the work of the colleges while also providing updates on internal and external communication to all communities served. [**IVB6\_00\_document sources**]

The President meets regularly with the SAC Foundation Board of Directors, the standing committees, and is also directly involved in work associated with current and future donors. SAC Foundation events and activities include President’s Circle, Centennial, Central Mall Grand Opening, SAC Inspires Campaign, Annual Report, Raising the Game Campaign. [**IVB6\_00\_document]**

The President is a regional and statewide leader as a representative of Santa Ana College, and community. Examples include Consul de Mexico, Community College League of California, Association of California Community College Administrators, Los Angeles/Orange County Regional Consortium Governance Council, A2Mend Education Task Force, California Community College Colegas, Bachelor’s Degree Program Steering Committee, and Community College Leaders. (**IVB6\_00\_documents) The** President delegates communication effectively by directing the Public Affairs unit to support all communication efforts, ensures the Research unit is monitoring, tracking, and reporting out on student issues [IVB6\_00\_document]

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

**IV.B.6. Analysis and Evaluation**

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

**IV.B.6. Evidence**

IVB6\_00\_Santa Ana Chamber of Commerce: <https://santaanachamber.com/members/searchalpha/s>

IVB6\_00\_ Garden Grove Chamber of Commerce: <https://gardengrovechamber.com/>

IVB6\_00\_ Santa Ana Unified School District: <https://www.sausd.us/>

IVB6\_00\_ Garden Grove Unified School District: <http://ggusdweb.ggusd.us/>

IVB6\_00\_ Artesia Pilar Neighborhood Association: <https://www.santa-ana.org/artesia-pilar>

IVB6\_00\_ Washington Square Neighborhood Association: <http://www.washington-square.org/>

IVB6\_00\_ Elected Officials-Representative Lou Correa, California 46th District: <https://correa.house.gov/>

IVB6\_00\_ Elected Officials-Mayor of City of Santa Ana Victor Sarmiento: <https://www.santa-ana.org/mayor-and-city-council/vicente-sarmiento>

IVB6\_00\_ Non-Profit Organization: <https://girlsinccc.org/>

IVB6\_00\_ Non-Profit Organization: <https://tsjhopebuilders.org/>

IVB6\_00\_ Non-Profit Organization: <https://www.nationalhbwa.com/>

IVB6\_00\_ Non-Profit Organization: <https://www.sac.edu/foundation/Pages/Board-of-Directors.aspx>

IVB6\_00\_ Industry: <https://www.in-telecom.com/>

IVB6\_00\_ Industry: [https://www.schoolsfirstfcu.org/wps/portal/!ut/p/z1/04\_Sj9CPykssy0xPLMnMz0vMAfIjo8zinf0tzYP9vHyMDA2DLA0cLczCAvyDzI0tXEz0wwkpiAJKG-AAjgZA\_VFgJbhM8DGGKsBjRkFuhEGmo6IiADbNJas!/dz/d5/L2dBISEvZ0FBIS9nQSEh/](https://www.schoolsfirstfcu.org/wps/portal/%21ut/p/z1/04_Sj9CPykssy0xPLMnMz0vMAfIjo8zinf0tzYP9vHyMDA2DLA0cLczCAvyDzI0tXEz0wwkpiAJKG-AAjgZA_VFgJbhM8DGGKsBjRkFuhEGmo6IiADbNJas%21/dz/d5/L2dBISEvZ0FBIS9nQSEh/)

IVB6\_00\_ Business: <https://www.kiwanissantaana.com/Page/14836>

IVB6\_00\_ Business: <https://santaanachamber.com/board-members>

IVB6\_00\_ Business: <https://santaanachamber.com/news/details/coffee-with-representative-lou-correa>

IVB6\_00\_ Business: <https://losamigosoc.com/>

**Conclusions on Standard IV.B. CEO**

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

*New Initiative Implementation*like Vision for Success strategic goals focused on student completion, transfer, unit efficiency, workforce outcomes, and equity as well as specific Equity Plan metrics.

*Managerial Relationships* maintained through the Cabinet, Management, and College Councils.

*Governance Provisions* in collaboration with the college council and faculty and staff associations.

F*acility Usage* for 19 campus areas, 55 continuing ed sites, five satellite centers, and three high schools.

*Programmatic Coordination* across 104 activities, services, and program leads.

*Planning Projects*to build a new Health Science Center and Johnson Student Center as well as management of completed renovations of Dunlap Hall, central plant, and campus infrastructure; and

*$\_\_\_M Budgetary Oversight* for capital, operational, categorical, and grant funding.

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

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

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

**IV.C. Governing Board**

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

Santa Ana College is one of two colleges in the Rancho Santiago Community College District (RSCCD). Per Board Policy 2010 *Board Membership,*the Board of Trustees of the Rancho Santiago Community College district consists of 7 members (**IVC1\_00\_BP 2010 Board Membership**) that are elected by the qualified voters of the district and are elected by trustee areas as defined in Board Policy 2100 *Board Elections* (**IVC1\_00\_BP2100\_Board Elections**). Per BP 2105 *Election of Student Member,*the Board also includes a Student Trustee that is appointed by the student body enrolled in the district via a general election (**IVC1\_00\_BP 2105 Election of Student Member**). Per BP 2200 *Board Duties and Responsibilities* (**IVC1\_00\_BP2200\_Board Duties & Resp)**, the Board of Trustees governs on behalf of the citizens of the district in accordance with the authority granted and duties defined in Education Code Section 70902 which includes establishing polices that define the intuitional mission, the setting of prudent, ethical, and legal standards for college operations, to monitor institutional performance and educational quality and to assure fiscal health and stability of the district. BP 2410 *Board Policies and Administrative Regulations* (**IVC1\_00\_BP/2410**) provides the Board of Trustee guidance for the adoption of policies authorized by law or determined by the Board to be necessary for the efficient operation of the District.

Per BP 2510 *Participation in Local Decision Making*, the Board is the ultimate decision-making body in those areas assigned to it by state and federal laws and regulations (**IVC1\_00\_BP2510**). All district policies are the purview of the Board of Trustees, however, any recommendation to revise an existing policy, or the adoption of a new policy, is reviewed by the RSCCD District Council, part of the Participatory Governance structure within the District, and recommendation made, prior to being submitted to the Board Policy Committee for review and consideration and ultimately moved to the Board of Trustees for final approval. The Board Policy Committee also has the purview to imitate a review of Board policies and administrative procedures.

According to [BP and AR3225](https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapter%203/BP%203225%20Institutional%20Effectiveness.pdf) *Institutional Effectiveness*, the Board [of Trustees] “is committed to developing goals that measure the ongoing condition of the District’s operational environment. The Board regularly assesses the District’s institutional effectiveness.”  The RSCCD Board of Trustees has further demonstrated its commitment to assuring the academic quality, integrity, and effectiveness of the institution's student learning programs and services through the establishment of an Institutional Effectiveness Committee in 2020 (**IVC1\_00\_IE&A minutes**).

Though the Board has is the ultimate decision-making body in areas assigned by state and federal laws and regulations, the Board is also committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative procedures for Chancellor action.  Per BP and AR 2510 *Participation in Local Decision Making***(IVC1\_00\_BP/AR2510**), the Board or its designees with consult collegially with the College’s Academic Senate with respect to academic and professional matters (**IVC1\_00\_BP 2140**), provide staff with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff, and for the Associate Student Government to be given the opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law.   Evidence of SAC being given the opportunity to provide recommendations to Board Policy include changes to BP 4020, *Program, Curriculum and Course Development*(**IVC1\_00\_CIC** minutes) and BP and AR 4025B *Baccalaureate Degree Programs*(**IVC1\_00\_Baccalaurete Approva**l). [Special Report Bachelor of Science in Occupational Studies for Accrediting Commission for Community and Junior Colleges (ACCJC)](https://www.rsccd.edu/Trustees/Documents/Dockets/2017%20DOCKETS/12-04-17%20DOCKET.pdf#search=occupational%20studies%20bachelor%27s%20program%20press%20release) (starting in Page 70). Other evidence consists of the BOT’s approval of the 2017-2019 Integrated Plans: Basic Skills Initiative, Student Equity, and Student Success & Support Program to close achievement gaps, as outlined on Item No. 4.7 (details can be viewed on Page.131) on the [December 4, 2017 Board Docket](https://www.rsccd.edu/Trustees/Documents/Dockets/2017%20DOCKETS/12-04-17%20DOCKET.pdf#search=occupational%20studies%20bachelor%27s%20program%20press%20release).

The institution’s governing board has authority over and responsibility to assure its financial stability as evidenced in the [April 13, 2020 Board Docket Summary](https://rsccd.edu/Trustees/Documents/Dockets/2020%20Dockets/04-13-20%20DOCKET.pdf) Item No. 4.2 Approval of Budget Increases/Decreases and Budget Transfers and Item No. 5.1 Approval of Resource Development Items, including acceptance of grants and enter into contractual agreements on behalf of the district. In addition, any agreements that affect budget items, such as payments of bills, purchase orders, bids, or Professional Service Agreements with outside organizations, must also be approved by the institution’s governing board as evidenced in the [April 13, 2020 Board Docket Summary](https://rsccd.edu/Trustees/Documents/Dockets/2020%20Dockets/04-13-20%20DOCKET.pdf) Item No. 3.9, 4.1, and 4.3. Furthermore, the Board of Trustees have also approved Resource Development Items, which detail budgets from pages 319-377 described on the [December 4, 2017 Board Docket](https://www.rsccd.edu/Trustees/Documents/Dockets/2017%20DOCKETS/12-04-17%20DOCKET.pdf#search=occupational%20studies%20bachelor%27s%20program%20press%20release) Item 6.1. Their oversight and approvals allow the institution to continue functioning in in its operations to provide the services and support needed for students to be successful. (IVC1\_00\_minutes)

**IV.C.1. Analysis and Evaluation**

 The Board of Trustees of the Rancho Santiago community college district, overseeing both Santa Ana College and Santiago Canyon College, has full authority over and responsibility for district policies to assure the academic quality, integrity, and effectiveness of the student learning program and services along with the financial stability of the institutions.

**IV.C.1 Evidence**

**IVC1\_00\_BP 3250 – Institutional Planning:** <https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapter%203/BP%203250%20Institutional%20Planning.pdf>

**IVC1\_00\_Mission & Goals of the Rancho Santiago Community College District:** <https://www.rsccd.edu/Trustees/Pages/Mission-Goals.aspx>

**IVC1\_00\_2015 Press Release:**
<https://sac.edu/newsroom/Pages/Santa-Ana-College-Receives-Final-Approval-to-Offer-Bachelors-Degree.aspx#.XyG2b25FyM9>

**IVC1\_00\_December 4, 2017 Board of Trustees Agenda:** <https://www.rsccd.edu/Trustees/Documents/Dockets/2017%20DOCKETS/12-04-17%20DOCKET.pdf#search=occupational%20studies%20bachelor%27s%20program%20press%20release>

**IVC1\_00\_Special Report Bachelor of Science in Occupational Studies (Pg.70):** <https://www.rsccd.edu/Trustees/Documents/Dockets/2017%20DOCKETS/12-04-17%20DOCKET.pdf#search=occupational%20studies%20bachelor%27s%20program%20press%20release>

**IVC1\_00\_April 13, 2020 Board Docket:** <https://rsccd.edu/Trustees/Documents/Dockets/2020%20Dockets/04-13-20%20DOCKET.pdf>

**IVC1\_00\_March 9, 2020 Board Minutes:** <https://rsccd.edu/Trustees/Documents/Minutes/2020%20Minutes/03-09-20%20minutes.pdf>

**IVC1\_00\_BP 3225 - Institutional Effectiveness:** <https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapter%203/BP%203225%20Institutional%20Effectiveness.pdf>

**IVC1\_00\_BP 2200 - Board Duties and Responsibilities:** <https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202200%20Board%20Duties%20and%20Responsibilities.pdf>

**IVC1\_00\_BP 2410 - Board Polices and Administrative Regulations:** <https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202410%20Board%20Policies%20and%20Administrative%20Regulations.pdf>

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

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

The governing board of the Rancho Santiago Community College district acts as a collective entity. Board Policy 2330 *Quorum and Voting* (**IVC2\_00\_BP2330**) indicates that the Board shall act by majority vote or in selected cases two-thirds majority and no action will be taken by secret ballot. Board Policy 2715 *Code of Ethics/Standards of Practice* (**IVC2\_00\_BP2715)** holds that Trustees will speak on behalf of the Board only when granted such authority by most of the board and that Trustees will uphold the letter and spirit of Brown Act making all official decisions and action in open and public meetings. Board Policy 2720 *Communication Among Board Members*(**IVC2\_00\_BP2720**), stipulates that Board Members shall not discuss, deliberate, or act on any item of business outside a regularly scheduled meeting. The RSCCD Board of Trustee includes a student trustee who is recognized as a full member of the board during its meetings except for closed sessions, and has the privilege to cast an advisory vote, albeit this vote will not be included in determining the vote required to carry any measure before the board. Though the board has frequently been seen to vote in a unanimous fashion, (**IVC2\_00\_BS\_DEGREE; IVC2\_00\_API\_Committee)** there have been situations when the vote may not have been unanimous, however, the board members continued to act in support of the decision.  (**IVC2\_00**\_BOND MEASURE)

**IV.C.2. Analysis and Evaluation**

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

**IV.C.2 Evidence**

**IVC2\_00\_** BP 2330 Quorum and Voting

**IVC2\_00\_** BP 2715 Code of Ethics/Standards and Practices

**IVC2\_00\_** BP 2720 Communication Among Board Members

**IVC2\_00\_**BS\_DEGREE
**IVC2\_00\_**API\_Committee
**IVC2\_00**\_BOND MEASURE

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

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

The Governing Board of RSCCD has clearly defined policies for selecting and evaluating the Chancellor of the district. As defined in Education Code Section 70902,BP 2200 *Board Duties and Responsibilities,*Board Policy 2431 *Chancellor Selection*, and Board Policy 2432 *Chancellor Succession* grant the board members the authority to hire and evaluate the Chancellor of the district.

The RSCCD Governing Board adheres to clearly defined policy for the evaluation of the chancellor. Board Policy 2435 *Evaluation of the Chancellor* states that the Board shall conduct the Chancellor’s evaluation annually. The Chancellor’s employment contract listed in the [May 28, 2019 Board Docket](https://www.rsccd.edu/Trustees/Documents/Dockets/2019%20Dockets/05-28-19%20DOCKET.pdf) p. 279, #19 indicates the terms of the Chancellor evaluation including that the Board may evaluate the Chancellor at any time but at least annually.

The RSCCD Governing Board adheres to a clearly defined policy for selecting the president as evidenced by Board Policy 7120 *Recruitment and Hiring.* (**IVC3\_00\_BP7120)** This policy indicates that the “Chancellor shall establish procedures for the recruitment and selection of employees.”  Administrative Regulation 7120.3 *Management Recruitment and Selection (***IVC3\_00\_AR7120.3**) reinforces that new positions will be reviewed by the District Participatory process and recommended to the Chancellor. In addition, the [May 26, 2020 Board Docket/May 11, 2020 Board Meeting Minutes](https://www.rsccd.edu/Trustees/Documents/Dockets/2020%20Dockets/05-26-20%20DOCKET.pdf) section 5.12 and Closed Session 1e (**IVC3\_00\_MIN**) indicate board approval of the hiring plan and process for selection of the new Santa Ana College President including the Board consideration of an Interim SAC President. Also, the RSCCD Governing Board adheres to a clearly defined policy for evaluating the president. Board Policy 7150 *Employee Evaluation*and Administrative Regulation 7150.2 *Management*give the terms of management evaluation. Lastly, the SAC President had a Public Employee Performance Evaluation in a closed session as evidenced in the [May 26, 2020 RSCCD Board Meeting.](https://www.rsccd.edu/Trustees/Documents/Dockets/2020%20Dockets/05-26-20%20DOCKET.pdf)(**IVC3\_00\_MIN)**

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

RSCCD has effective process and procedures for the selection of the district Chancellor and college presidents and the RSCCD Board of Trustees and the Chancellor have demonstrated that they adhere to the clearly defined policy for the selection and evaluation of the Chancellor and College President, respectively.

**IV.C.3 Evidence**

IVC3\_00\_[BP2431 Chancellor Selection](https://www.rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202431%20Chancellor%20Selection.pdf)

IVC3\_00\_[AR 2431 Chancellor Selection](https://www.rsccd.edu/Trustees/Documents/ARs/ARs-Chapter%202/AR%202431%20Chancellor%20Selection.pdf)

IVC3\_00\_[BP 2432 Chancellor Succession](https://www.rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202432%20Chancellor%20Succession.pdf)

IVC3\_00\_[BP 2435 Evaluation of the Chancellor](https://www.rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202435%20Evaluation%20of%20the%20Chancellor.pdf)

IVC3\_00\_ BP 7120 Recruitment and Hiring

IVC3\_00\_[AR 7120.3 Management Recruitment and Selection](https://www.rsccd.edu/Trustees/Documents/ARs/ARs-Chapter%207/AR%207120.3%20Management%20Recruitment%20and%20Selection.pdf)

IVC3\_00\_[BP 7150 Employee Evaluation](https://www.rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapter%207/BP%207150%20Employee%20Evaluation.pdf)

IVC3\_00\_[AR 7150.2 Management Evaluation Procedure](https://www.rsccd.edu/Trustees/Documents/ARs/ARs-Chapter%207/AR%207150.2%20Management%20Evaluation%20Procedure.pdf)

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

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

The governing board of RSCCD is an independent, policy making body that reflects the public interest in the institution’s educational quality.  Per RSCCD BP 2200 *Board Duties and Responsibilities, “the Board of Trustees governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Education Code Section 70902.”*Board responsibilities include the representation of the public interest and to advocate and protect the District.  (**IVC4\_00\_BP2200**) The Board of Trustees further reflects public interest in the institution’s educational quality through BP 2015 S*tudent Member* and BP 2345 *Public Participation at Board Meeting.*BP 2015 allows for one student member to be a part of the board with the privilege to cast an advisory vote and BP 2345 provides opportunities for members of the public to participate in the business of the Board.

The RSCCD Board of Trustees advocates and defends the institution and protects it from undue influence or political pressure by following BP 2715 *Code of Ethics/Standards of Practice (*IVC4\_00\_BP2715) which sites that all District Board members are committed to maintaining the highest standard of conduct and ethical behavior.  Trustees are non-partisan elected officials that will always put the District and College priorities before their own political or personal priorities.

In addition, as outlined in BP 2710, AR 2710 *Conflict of Interest*and AR 2713 Exhibit A *Conflict of Interest Code, (***IVC4\_00\_BP 2710/AR2710)**the Board of Trustees will not engage in the following activities to ensure that they can advocate and defend the institution from undue influence.

* Any activity that is ~~are~~inconsistent with, incompatible with, or in conflict ~~not~~ with their Board duties or simultaneously hold twopublic offices that are incompatible.
* Have a financial interest in any contract made by the Board or in capacity as a Board member or employee, even if it is a remote interest in the contract outlined in Government Code Section 1091(b)
* No employment ties to the district unless the employee resigns to become a Board member. Any financial interest in decision is prohibited, but if there is financial interest, a written submittal must be provided to the Board. When the conflict of interest has been identified, it must be publicly identified in detail and~~,~~the Board member must also be removed from this voting matter and leave the room for the discussion and vote.
* Gifts shall not be accepted in excess of the prevailing gift limitation specified in law. Further details regarding gifts and gift plan policy are outlined in BP 3820 & 3821. (IVC4\_00\_BP3820 &3821)
* No participation in selection, award, or administration of a contract(s) supported by federal funds. This not only includes Board members, but also includes any members of his/her immediate family, his/her partner, or organization in which employee is or will be employed with a financial or other interest or in a tangible personal benefit from a firm considered for the contract.

**IV.C.4. Analysis and Evaluation**

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

**IV.C.4 Evidence**

IVC4\_00\_AR 2710 Conflict of Interest: <https://rsccd.edu/Trustees/Documents/ARs/ARs-Chapter%202/AR%202710%20Conflict%20of%20Interest.pdf>

IVC4\_00\_ BP 2015 Student Member: <https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202015%20Student%20Member.pdf>

IVC4\_00\_ BP 2715 Code of Ethics-Standards of Practice: <https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202715%20Code%20of%20Ethics-Standards%20of%20Practice.pdf>

IVC4\_00\_ BP 2716 Political Activity: <https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202716%20Political%20Activity.pdf>

IVC4\_00\_ BP 2010 Board Membership: <https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202010%20Board%20Membership.pdf>

IVC4\_00\_ BP 2710 Conflict of Interest: <https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202710%20Conflict%20of%20Interest.pdf>

IVC4\_00\_ BP 3820 Gifts: <https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapter%203/BP%203820%20Gifts.pdf>

IVC4\_00\_ BP 3821 Gift Ban Policy: <https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapter%203/BP%203821%20Gift%20Ban%20Policy.pdf>

IVC4\_00\_3/23/2020 Board Policy Minutes:

<https://www.rsccd.edu/Trustees/Documents/Minutes/2020%20Minutes/03-23-20%20minutes.pdf>

IVC4\_00\_4/25/16 Board Policy Minutes (BP 3821): <https://www.rsccd.edu/Trustees/Documents/Board%20Committees/Board%20Policy%20Committee/2016/04-25-16%20Policy%20minutes.pdf#search=BP%203821>

IVC4\_00\_9/19/16 Policy Minutes: <https://www.rsccd.edu/Trustees/Documents/Board%20Committees/Board%20Policy%20Committee/2016/09-19-16%20Policy%20minutes.pdf#search=BP%203821>

IVC4\_00\_10/18/19 Policy Minutes:  <https://rsccd.edu/Trustees/Documents/Minutes/2019%20Minutes/10-28-19%20minutes_SAC.pdf>

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

**system mission to ensure the quality, integrity, and improvement of student learning**
**programs and services and the resources necessary to support them.  The governing board**

**has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

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

Per BP 2200 *Board Duties and Responsibilities,*and the authority and duties defined in Education Code Section 70902, the RSCCD Board is committed to fulfilling its responsibility to “*establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations”.*To ensure the quality, integrity, and improvement of student learning programs and services, the RSCCD governing board has established policy regarding institutional effectiveness, BP3225, which directs each institution to develop, adopt, and publicly post challenging and quantifiable goals that address student performance and outcomes and fiscal viability.  The policy further instructs institutions to further address achievement gaps of underrepresented populations **(IVC5\_00\_BP3225**). BP 3250*Institutional Planning* ensures that the District has and implements a broad-based comprehensive, systematic, and integrated system of planning supported by institutional effectiveness research **(IVC5\_00\_BP3250**) Other policies include BP 4020 *Program, Curriculum, and course Development, (***IVC5\_00\_BP4020***)*which addresses the establishment of high-quality programs and curricula relevant to community and student needs and regular evaluation to ensure quality and currency.  BP 4022 *Course Approval*directs that courses approved by the Curriculum and Instruction Council to the Board of Trustees for approval on a regular basis.**(IVC5\_00\_4022**)

According to the RSCCD Functions/Mapping of Responsibilities, the District and Santa Ana College have a variety of functions in which the operational responsibilities and functions delineated, such as the student learning programs and services available. These responsibilities and functions align with RSCCD Strategic Board Plan 2020-2022, where the mission is stated to provide “quality educational programs and services that address the needs of our diverse students and communities.” **(IVC5\_00\_RSCCD Strategic Plan**)

One board policy that establishes and aligns with the student learning programs and services is the BP 5050 *Student Success and Support Program.* Resources have been provided to support students, such as the BP 5220 *Shower Access for Homeless Students*.

The Board of Trustees (BOT) is the ultimate decision-maker in areas assigned to state and federal regulations and participates in developing recommended policies for board action and administrative procedures for the Chancellor under the District. The Board consults with the Academic Senate regarding academic matters as described in BP 2510 *Participation in Local Decision Making***(IVC5\_00\_BP2510**). The Board will expend monies in the best interest adhering to the Code of Ethics, such as performing sufficient and timely planning for purchasing procedures, secure responsible bidders, and vendors, implement programs in effort to achieve or exceed targeted volumes of business with minority, women, and disabled veteran-owned enterprises as outlined in BP 6331 *Fiduciary and Legal Considerations* (IVC5\_00\_BP6331).
The Board must also ensure stability of the institution by approving transfers, in which two-thirds vote of the members of the Board must approve reserve for contingencies and majority of the members for transfers made between expenditures, as evidenced in **AR 6250?** Therefore, the legalities and financial stability of the institution are crucial, and the BOT must have the best interest so that SAC can provide educational quality necessary and provide the support and services needed.

As the governing board has ultimate responsibility for educational quality, legal matters and overall financial integrity and stability, the Board of Trustees regularly requests presentations regarding progress of college goals, enrollment management and presentations pertaining to the financial stability of the District (IVC5\_00\_minutes).  In addition, the board has 6 established committees: Executive committee, Facilities Committee, Fiscal/Audit Committee, Institutional Effectiveness Committee, Legislative Committee, and a Board Policy Committee.  (**IVC5\_00\_RSCCD website)**

**IV.C.5. Analysis and Evaluation**

 The RSCCD governing board establishes policies consistent with the college/district/

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

**IV.C. 5 Evidence**

IVC5\_00\_RSCCD Functions/Mapping of Responsibilities: <https://rsccd.edu/Departments/Research/Documents/2019%20RSCCD%20Function%20Mapping%20and%20Responsibilities%20REPORT%2010%2007%2019.pdf>

IVC5\_00\_ RSCCD Strategic Plan 2019-2022: <https://rsccd.edu/Departments/Research/Documents/RSCCD_StrategicPlan_V5.pdf>

IVC5\_00\_ AR 6250 Budget Management: <https://rsccd.edu/Trustees/Documents/ARs/ARs-Chapter%206/AR%206250%20Budget%20Management.pdf>

IVC5\_00\_ AR 6300 Fiscal Management: <https://rsccd.edu/Trustees/Documents/ARs/ARs-Chapter%206/AR%206300%20Fiscal%20Management.pdf>

IVC5\_00\_ BP 6331 Fiduciary and Legal Considerations: <https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapter%206/BP%206331%20Fiduciary%20and%20Legal%20Considerations.pdf>

IVC5\_00\_ BP 2510 Participation in Local Decision Making: <https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202510%20Participation%20in%20Local%20Decision%20Making.pdf>

IVC5\_00\_ BP 5220 Shower Access for Homeless Students: <https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapter%205/BP%205220%20%20Shower%20Access%20for%20Homeless%20Students.pdf>

IVC5\_00\_ BP 5050 Student Success and Support Program: <https://rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapter%205/BP%205050%20Student%20Success%20and%20Support%20Program.pdf>

**IV.C.6. The institution or the governing board publishes the board bylaws and policies**
**specifying the board’s size, duties, responsibilities, structure, and operating procedures.**

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

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

Board Policy 2010 *Board Membership* indicates that there shall be 7 members of the Board of Trustees elected by qualified voters of the District and that they will be elected by defined geographical areas as defined in Board Policy 2100 *Board Elections*. **(IVC5\_00\_BP2010; IVC5\_00\_BP2100**).  The RSCCD website exhibits the board size and structure of the board members under [Board of Trustees](https://www.rsccd.edu/Trustees/Pages/Board-of-Trustees.aspx). Per Board Policy 2210 *Officers*, the composition of the RSCCD Board of Trustees includes a President, Vice President and Clerk. Positions will be for a one-year term and the Chancellor of the District will serve as the secretary to the Board. (**IVC5\_00\_BP2210)** Board Policy 2200 *Board Duties and Responsibilities*, states that the “Board of Trustees governs on behalf of the citizens in the District...” Some of the board duties include representing the public interest, establishing policies and standards, and the hiring and evaluation of the district Chancellor. (**IVC5\_00\_BP2200)**The RSCCD website affirms the [Board responsibilities](https://www.rsccd.edu/Trustees/Pages/Board-Responsibilities.aspx) as that “The Board of Trustees has full legal authority and responsibility for the college district.’ Board responsibilities also include assuring the fiscal health and stability of the district, to monitor institutional performance and educational quality, and to advocate and protect the District. Also, during the Annual Organization meeting held each year in December, Trustees are appointed to [Board Committees](https://www.rsccd.edu/Trustees/Pages/Board-Committees.aspx) such as the Bond, Communications, Executive, Facilities, Fiscal/Audit, Legislative, Policy, and Safety & Security.  In addition, the election for Board Officers also occurs during the Annual Organization meeting as executed by BP 2305 Annual Organization Meeting **(IVC5\_00\_BP2305)**

**IV.C.6. Analysis and Evaluation**

The RSCCD Board of Trustees makes public all District policies through use of the District website.  Board Polices 2010, 2100, 2210, 2200 and 2305 specify the board’s size, duties, responsibilities, structure, and operating procedures.

**IV.C.6 Evidence**

IVC6\_00\_[Board Policy 2010](https://www.rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202010%20Board%20Membership.pdf)  Board Membership

IVC6\_00\_ Board Policy 2100 Board Elections

IVC6\_00\_[Board Policy 2200](https://www.rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202200%20Board%20Duties%20and%20Responsibilities.pdf)   Board Duties and Responsibilities

IVC6\_00\_[Board Policy 2210](https://www.rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202210%20Officers.pdf) Officers

IVC6\_00\_[Board Policy 2305](https://www.rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202305%20Annual%20Organizational%20Meeting.pdf) Annual Organization Meeting

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

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

Per California Education Code Section 70902, RSCCD BP2410 *Board Policies and Administrative Regulations*gives authorization to the Board of Trustees to adopt policies either authorized by law or determined by the Board to be necessary for the efficient operation of the District  (**IVC7\_00\_**[**BP 2410**](https://www.rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202410%20Board%20Policies%20and%20Administrative%20Regulations.pdf)).  A member of the Community College League of California (CCLC) policy and procedure service, the District regularly reviews and revises, as deemed necessary based on periodic CCLC updates.  The RSCCD Board Policy Committee may also initiate a review of Board Policies and Administrative procedures and all recommendations will be presented to the Board of Trustees for approval.

When developing policy, the Board of Trustees has committed to working within a participatory environment.  When developing policies regarding academic and professional matters the RSCCD Board of Trustees has established that they will consult collegially with the faculty by relying primarily on the advice and judgement of the Academic Senate or through the mutual agreement process previously agreed upon on. (**IVC7\_00\_BP2410**) Further, representatives of staff and student groups are encouraged to work within the established governance processes to address the issues of the District.

The Board regularly assess its policies for effectiveness in fulfilling the District’s mission. All documents reviewed or acted upon by the Board are available to the public, through the RSCCD website (**IVC7\_00\_**[**RSCCD agenda & minutes**](https://www.rsccd.edu/Trustees/Pages/Agendas-Minutes.aspx)). The combined agenda and minutes for a given meeting provide a complete record of the public discussions and actions of the Board as illustrated in the example of the Board of Trustees meeting evidence
(**IVC7**\_00\_[**Monday, Feb. 3rd Minute**s](https://www.rsccd.edu/Trustees/Documents/Minutes/2020%20Minutes/02-03-20%20RSCCD%20minutes.pdf)). The agenda layout and explanation for agenda items ensure that the Board acts in a manner consistent with its policies (**IVC7\_00**\_[Monday, Feb. 3rd Agenda](https://www.rsccd.edu/Trustees/Documents/Agendas/2020%20Agendas/02-03-20%20RSCCD%20Agenda.pdf)).

**IV.C.7. Analysis and Evaluation**
The RSCCD governing board acts in a manner consistent with its policies and bylaws. The
board regularly assesses its policies for their effectiveness as evidenced by established calendar and monthly scheduled meetings of the Board policy committee and revises them, as necessary.

**IV.C.7. Evidence**

**IVC7\_00\_**[**BP 2410**](https://www.rsccd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%202410%20Board%20Policies%20and%20Administrative%20Regulations.pdf)

**IVC7\_00\_**[**RSCCD agenda & minutes**](https://www.rsccd.edu/Trustees/Pages/Agendas-Minutes.aspx)

**IVC7**\_00\_[**Monday, Feb. 3rd Minute**s](https://www.rsccd.edu/Trustees/Documents/Minutes/2020%20Minutes/02-03-20%20RSCCD%20minutes.pdf)**IVC7\_00**\_[Monday, Feb. 3rd Agenda](https://www.rsccd.edu/Trustees/Documents/Agendas/2020%20Agendas/02-03-20%20RSCCD%20Agenda.pdf)

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

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

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

Colleges are required by law to report student success indicators to the board annually.

Sharing the Scorecard with the Board of Trustees is specified in the Education Code, Section 84754.5(d). The Student Success Scorecard may be replaced by new measures of success.

Other reports include an informational report on the adopted Vision for Success Goals (**IVC8\_00\_Presentations**).

**IV.C.8. Analysis and Evaluation**

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

**IV.C.8. Evidence**

 IVC8\_00\_planning calendar

IVC8\_00\_board meeting agenda/minutes/presentations

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

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

Per BP 2200 *Board Duties and Responsibilities* (**IVC9\_00\_BP2200\_Board Duties & Resp)**, the Board of Trustees governs on behalf of the citizens of the district in accordance with the authority granted and duties defined in Education Code Section 70902.  To assure that Board members can carry out their duties and responsibilities the Board of Trustees regularly includes trainings during regular board meetings.  Examples of scheduled trainings have included Brown Act, Conflict of Interest, Accreditation, and Sexual Harassment.
(IVC9\_00\_BOT\_agenda/Calen**dar)**

In addition, new board members participate in an internal orientation with the Chancellor and cabinet members where they gain insight into job responsibilities and functions.  The orientation includes a visit to each campus where board members can meet with college presidents to learn more about each institution and weekly meetings with the Chancellor for their 1st 6 months to allow new trustees the opportunity to ask questions to become familiar with the District operations.  New board members also participate in training provided by the CCLC (**IVC9\_00\_training schedule/jan-feb 2021**) which includes the annual trustee conference for both new and seasoned trustees.

RSCCD BP 2100 *Board Elections*describes the mechanism for continuity of board membership and staggered terms of office. (**IVC9\_00\_BP2100\_Board elections)**.  The term of office for each of the trustees will be 4 years which commences on the first board meeting of December following the general election which took place in November.  Elections are held every two years, in even numbered years.  The terms of the trustees are staggered so that one-half of the trustees will be elected at each trustee election by trustee area.

**IV.C.9. Analysis and Evaluation**
The RSCCD governing board values training for board development and maintains ongoing training during regular board meetings as evidenced by calendar of presentations and the Chancellor provides new member orientation through regular meetings and further training for new members through participation in conferences sponsored by the CCLC.  In addition, per executed board policy 2100 Board Elections, RSCCD has a mechanism for
providing for continuity of board membership and staggered terms of office.

**IV.C.9 Evidence**

 (list here)

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

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

Per Board Policy 2745 *Board Self-Evaluation*the RSCCD Board of Trustees is committed to assessing its own performance to identify strengths and areas of improvement in carrying out its responsibilities to the citizens of the Rancho Santiago Community College district.   The evaluation process, conducted every year, evaluates board members as a whole and not as individuals, and focuses on internal board operations and performance.  The Board develops goals used in the self-evaluation process each year and implements strategies that are established to improve performance, which are then evaluated the following year. [list each December for? Years: Dec.12, 2016, Dec. 4, 2017, Dec. 10, 2018, Dec. 9, 2019, Dec.\_\_\_\_, 2020, Dec.\_\_\_, 2021?]

Board Policy 2015 provides direction for inclusion of a student member to the board, and Board Policy 2105/Administrative Regulation 2105 describes the election of the student that is voted upon by the student body. The student trustee begins the term on June 1, receives all board materials, except those for closed session. The student trustee attends and is encouraged to participate in all board meetings and provides an advisory vote.

Board Policy 2740 outlines the ongoing training and education of the board with participation in study sessions, reading materials, attending conferences, and other related activities.

[Board training evidence/public results needed]

**IV.C.10 Analysis and Evaluation**

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

**IV.C.10 Evidence**

 (listed here)

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

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

To ensure the governing board pursues only the public's interest in educational quality, the Board Policy Manual details a ***Code of Ethics***for all governing board members (evidence BP 2715 and BP 7001). Neither a board member nor an employee shall be financially interested in a contract if his or her interest is limited to those interests defined as remote under Government Code Section 1091 or is limited to interests defined by Government Code Section 1091.5 (evidence BP 2710)

Board members shall file statements of economic interest with the filing officer identified by the administrative procedures. Pursuant to Government Code Section 84224 and the Fair Political

Practices Commission (“FPPC”) regulations section 18215.3, all board members are required to report on FPPC form 803, any payments made at their behest, principally for legislative, governmental, or charitable purposes (evidence in form BP 2710).

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

**IV.C.11. Analysis and Evaluation**

The governing board of the Rancho Santiago Community College District upholds

a code of ethics and conflict of interest policy, and individual board members adhere to the code.
The board has a clearly defined policy for dealing with behavior that violates its code. None
of the board members have any employment, family, ownership, or other personal financial

interest in the institution. Policy has been written to that directs Board members to disclose any interests and practice whereby any disclosed interest does not interfere with the overall impartiality of governing body members or outweigh the greater duty to secure and ensure the
academic and fiscal integrity of the institution

**IV.C.11. Evidence**

(list here)

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

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

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

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

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

**IV.C.12. Analysis and Evaluation**

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

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

**IV.C.12. Evidence**

(list here)

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

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

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

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

**IV.C.13. Analysis and Evaluation**

Through ongoing communication with the Chancellor, and College Presidents, in addition to directed reports, the RSCCD Board of Trustees maintains informed regarding Eligibility Requirements, Accreditation Standards and processes, Commission Policies, and the accreditation status of each college. Established board policy 3200 *Accreditation* serves as evidence that the Board of Trustees of the Rancho Santiago Community College District supports the efforts of the College in the Accreditation process and their efforts to continuously improve and excel and actively participate in evaluation of board roles as a function of the accreditation process.

**IV.C.13. Evidence**

 (insert here)

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

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

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

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

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

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

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

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

By means of the bi-weekly meeting schedule of the districts and colleges senior leadership, the Chancellor provides leadership in setting a communicating expectations of education excellence and integrity across the district and assuring that the necessary support that is needed for the effective operation of the two colleges within RSCCD is in place. In collaboration with the Colleges and the established RSCCD Participatory Governance Structure and District Planning Manual, clearly defined roles, authority, and responsibility are established between the colleges and the colleges with the district.

**IV.D.1. Evidence**

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

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

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

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

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

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

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

**is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.**

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

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

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

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

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

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

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

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

*Include following input*

**IV.D.2. Evidence**

**(insert here)**

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

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

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

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

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

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

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

· Allocate resources to achieve state funded level of FTES

· Requirements of collective bargaining agreement

· The full-time Faculty Obligation Number must be maintained

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

· Cost of physical plant maintenance

[IVD3.01]

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

· RSCCD Goals and RSCCD Objectives

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

· Maintenance of appropriate reserves for contingencies and economic uncertainties

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

[IVD2.02]

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

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

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

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

**IV.D.3. Evidence**

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

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

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

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

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

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

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

*Include following input*

**IV.D.4. Evidence**

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

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

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

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

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

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

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

*Strategic Plan Progress Report (at POE)*

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

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

**IV.D.5. Evidence**

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

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

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

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

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

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

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

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

*Include following input*

**IV.D.6. Evidence**

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

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

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

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

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

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

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

**IV.D.7. Evidence**

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

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

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

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