

## **ACCJC Testimony – January 7, 2015**

### **1. President's Opening Remarks**

- a. Thank you for the opportunity to speak. First let me say that I am a huge supporter of peer review and I applaud the work of the commission and the hours each of you spend on this process.
- b. As many of you know, I have had experience serving on various Accreditation external evaluation teams; I've chaired two visits and have served the commission on special assignments. I am currently the President of Santa Ana College and have been for almost 10 years.
- c. I'll add that Santa Ana College is a well established community college with a 100-year history and many upcoming celebrations.
- d. I also want to thank President Stearns and the Visiting Team for their wonderful collegiality, professionalism, and genuine support of SAC, its students and community, as well as staff. It was in many ways a very positive visit.
- e. In this spirit of ongoing quality improvement, it is important to ensure the accurate representation of any perceived challenges by the College and District, while simultaneously ensuring proper acknowledgement of the College's ongoing adherence to the 21 Eligibility Requirements, 4 Standards, and Commission Policies. My purpose here today is to address what I believe to be inaccuracies or at the minimum, different points of view caught in the web of what I will call – professional opinion. My goal is for the Commission to simply have an added perspective, as you deliberate Santa Ana College's accreditation status during the year of the College's centennial.

These points were addressed in the letter of December 15, 2014 sent to the commission.

### **2. Report Inaccuracies to Address**

#### **Student Learning Outcomes**

- a. SAC has documented its student learning outcomes for its programs, certificates, and degrees prior to, during, and after the Team visit. It is an ongoing activity so it is requested that Recommendation #3 be removed.

### **Institutional Effectiveness**

- b. It was noted that the College has not demonstrated ongoing and systematic evaluation and refinement of its institutional effectiveness. This is not accurate. We're refining all the time/continuously. The College continues to engage in and make public its annual Program Reviews and Budget Reviews; faculty and staff engage in monthly, documented dialogue on student learning outcomes results through the college's Teaching Learning Committee (TLC), a committee with reportage to the Academic Senate through the college's Curriculum Committee. The TLC has been in existence for more than ten years; and the College works closely with the District's Institutional Research office to analyze and improve upon data focused on student retention, persistence, and success. In addition, the College purchased TracDat which will further assist in the endeavor to support institutional effectiveness. It should be noted, the college was preparing for implementation at the time of the visit.

### **Assessment and Resource Allocation**

- c. The College participates in annual internal and external scan assessments of its governance structure to regularly assess individual programs in order to maximize each department's strengths and implement improvements wherever possible. This planning is tied to the College's Strategic Plan, Vision Themes, and correlated with the District's Strategic Plan.
- d. Yearly resource allocation requests, which triangulate beautifully with the mission of the College and goals of a particular department or division as related to student learning, are encapsulated through the College's Program and Budget Review processes. The annual resource allocation requests (RARs) support the College's long-term Educational Master Plan, with measurable outcomes to determine progress toward achieving planned goals.

## Research

- e. It was also noted that the College does not maintain high quality research and analysis. Yet, the District maintains a Research Office that provides both longitudinal and short-term information and works quite closely with the college. The College continues to support a Coordinator of Institutional Effectiveness & Assessment and recently hired a separate Research Analyst, who will be disaggregating and analyzing student learning outcomes data and achievement in anticipation of the new 2014 Accreditation Standards.

### 3. Finally

- a. The External Evaluation Report states at 8 different times that Santa Ana College either “does not meet the standard” or “partially meets the standard”. Since our last Accreditation Report (where the College was put on warning), we have worked over the last 6 years to ensure that the College both meets and exceeds all 21 Eligibility Requirements, 4 Standards, and Commission Policies.
- b. In conclusion, I can attest that Santa Ana College is an engaged institution that looks forward, anticipates and self-initiates changes based on evidence and ever evolving student needs. Serving students is in our DNA and we take it seriously.

As a college we recognize that there are always improvements to be made. We're not perfect.

- c. But we are genuinely committed to sustainable, continuous quality improvement. I would ask respectfully that Santa Ana College be sanction free based on the information provided, the nuance of professional opinion and the commitment that I am privileged to witness on a daily basis.

Thank you for your consideration.