

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

SAC endorses and maintains a culture of supporting student academic achievement in alignment with the mission of the college, which emphasizes “access and equity in a diverse learning environment that prepares students for transfer, careers, and lifelong intellectual pursuits in a global community.” Student Support Services also confirms the six Vision Themes, which serve as the basis for the goals of the Strategic Plan: Student Achievement, Use of Technology, Innovation, Community, Workforce Development, and Emerging American Community. Student Services maintains these principles in the programs and services they provide throughout the students’ pathway through college, from services that affect most students (e.g., Admissions and Records, Financial Aid, Health Center, and the Testing Center) to specialized programs that provide a more intensive level of academic support (e.g., Extended Opportunity Programs and Services; Freshmen Experience; Math, Engineering and Science Achievement; Disabled Students Programs and Services; and the Veterans Resource Center).

Admissions and Records

The Admissions and Records Office is primarily responsible for the admission and registration of students, the implementation of all academic policies, and the maintenance of student records. Basic information regarding policies, timelines, dates, hours, and forms are available on the SAC website ([IIB-1](#)).

Financial Aid

The Financial Aid Office administers federal and state student aid programs designed to assist students who are unable to meet the cost of education ([IIB-2](#)). Assistance includes various grants, loans, and work opportunities. These programs include the Board of Governors Fee Waiver (BOGW), Cal Grant programs, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and the Federal Direct Loan programs (Subsidized and Unsubsidized).

Scholarship Program Office

Santa Ana College offers over \$400,000 in scholarships annually to students enrolled in classes for the fall and spring semesters of each academic year. Scholarships are available

for students continuing at Santa Ana College as well as those transferring as juniors to four-year institutions. All awards are based on receipt of funding from donors through the SAC Foundation. Applications are available online ([IIB-3](#)) for students meeting minimum criteria (currently enrolled, minimum 2.0 GPA, and completion of at least 12 units at SAC). Rolling Scholarship applications are available the first two weeks of fall and spring semesters with limited funding. Each May, scholarship recipients are announced at the Scholarship Awards Ceremony, when scholarship donors and recipients are honored by the college ([IIB-4](#)).

Health and Wellness Center and Psychological Services

The Health and Wellness Center promotes physical and mental health education by transforming or eliminating obstacles to learning, advocating optimal wellness, and encouraging individuals to make informed decisions regarding health-related concerns ([IIB-5](#)). Available health services include the diagnosis and treatment of acute short-term illnesses; first-aid; counseling; birth control; and health maintenance and wellness promotion literature. Blood pressure checks, cholesterol monitoring, tuberculin skin testing, community referrals, and emergency care are also provided.

Career/Job Resource Center

The Santa Ana College Career/Job Resource Center provides all the resources necessary for students to find a major, set a career goal, and obtain successful employment ([IIB-6](#)). The Career/Job Resource Center offers access to computerized resources and hard copy information on careers, training programs, job placement services, and workshops such as Interview Skills, Job Search, Resumé Writing, and Undecided Major Workshops. Individuals and entire classes can utilize the Career Job/Resource Center to explore career based on interests, skills, personality, and values. Information is available on employment trends and salaries locally, nationally, and internationally.

Veterans Resource Center

The Veterans Resource Center (VRC) assists veterans by providing quality services that allow the student to transition from military service into college ([IIB-7](#)). In addition, veterans, Active Duty, Reservists, and their dependents are assisted with accessing their VA education benefits when pursuing an eligible A.A./A.S., Certificate, or Transfer Program for a B.A./B.S. The VRC also provides services and activities to enhance learning and can direct students to campus programs that will help them succeed in their educational goals. Students can learn about services online and can connect with the certifying official and/or counselors by phone and/or email.

Coordination of Support Services

To ensure effective, student-centered coordination of support services at the institutional level, committees review college-wide data in order to evaluate progress and develop innovative programs that further student success. Such committees have included the Institutional Effectiveness and Assessment (IE&A) Committee ([IIB-8](#)), the Teaching Learning Committee ([IB-29](#)), and the Student Success Committee ([IIB-9](#)). During the last two years, the Basic Skills (BSI) Task Force has changed its administrative committee structure to include broader campus representation of academic and student support faculty, administrators, and staff in setting budget priorities for student success in the

mastery of basic skills ([IIB-10](#)). Overall student success targets are also established, and progress by departments is reviewed annually at the spring Convocation ([IIB-11](#)).

The quality of services that support student learning and enhance the achievement of the mission is also monitored at the departmental and division level. This is accomplished through a combination of data-driven, systemic, and cyclic review of services and programs that guide strategic planning and additional surveys that provide feedback from students on a college-wide basis. Strategic planning for program design and improvement that is aligned with the missions of the district, college, and department is discussed on a continual basis and included in the program review submitted annually by faculty, staff, and administrators in all departments that provide student support services. The department planning portfolios present the evidence used to evaluate the success of the departmental goals and student learning outcomes (e.g., course completion, retention, and educational goal achievement data), as well as data directly assessing student learning outcomes for each area. The data are analyzed and discussed within each department and used to develop new goals and student learning outcomes for the coming year. Embedded in the portfolios is a more in-depth Student Services Program Effectiveness Review that includes comparison with other regional or statewide programs. This is conducted every three years and updated annually ([IIB-12](#)).

To demonstrate change as a result of the planning portfolio analysis, Admissions and Records created an SLO to measure student use of online processes for applications, enrollment/registration, and transcript requests. This resulted in greater online utilization for those students who have had more limited access to technology. Students seeking over-the-counter assistance were given one-on-one assistance. Results of a survey assessing understanding and use of the online systems over the last four years indicated:

- Online applications submitted increased from a baseline of 53 percent to 79 percent.
- Online enrollment/registration increased from 42 percent to 55 percent.
- Transcript requests increased from 30 percent to 51 percent.

Students demonstrated the ability to utilize the online processes and expressed greater confidence with this technology. This also addresses the ILO of computer competency. In addition, changes to the process reduced use of staff time.

Student achievement data are also routinely analyzed to evaluate the effectiveness of student service programs as part of the planning portfolio process. For example, in 2012-2013, the Freshmen Experience Learning Community Program (FEP) data indicated that 78 percent of FEP English classes and 75 percent of FEP math classes had a higher course-level pass rate. The Santa Ana ¡Adelante! program tracks entering freshmen cohorts who are eligible for augmented counseling advisement services and guaranteed admission to local CSU and UC partners. Results indicate that students who utilized support services demonstrated a significantly higher persistence rate to the second semester than those who did not (94 percent vs. 74 percent), and to the third semester 81 percent vs. 51 percent).

In order to assess program strengths and weaknesses and to further improve program functioning, student support programs that receive categorical funding also submit an

annual Chancellor's End of the Year Report on their services. These programs, including EOPS/CARE, DSP&S, CalWORKs and Matriculation, also provide periodic Categorical Program Self Evaluation reports that guide future planning ([IIB-13](#)).

SAC assures the quality of student support services by routinely evaluating services at an institutional level. The RSCCD Research Department conducts an annual *SAC Student Satisfaction Survey* with currently enrolled students (who have completed 24 or more units). The report includes ratings of 24 student support programs and services ranging from Admissions and Records to the Veterans Resource Center. In the most recent survey for 2013, students' ratings of "excellent" or "good" for each service area ranged from 60 percent to 89 percent, with an average rating of 74 percent, compared to an average rating of 82 percent in 2012. Programs were rated lower than in the previous year by an average of -6.7 percent, a declining trend that reflects greater dissatisfaction with the quality of student services ([IB-64](#)).

Student ratings of support services are also included in follow-up studies with SAC alumni one year after graduating. The *SAC Graduate Student Survey, June 2011* ([IIA-19](#)) includes ratings of 23 programs and services, which received marks of "excellent" and "good" ranging from 68 percent to 86 percent, with an average of 79 percent.

In addition, the Santa Ana College's School of Continuing Education (SCE), provides student services such as admissions, assessment, orientation, counseling, disabled student services, and outreach to students in Continuing Education programs such as English as a Second Language (ESL); Adult Secondary Education (ASE), i.e., Adult High School Diploma (AHSD); Adult Basic Education (ABE); GED; Bilingual GED; and short-term Career and Technical Education. Ninety percent of the respondents of the *SCE Student Satisfaction Survey, Spring 2012* ([IIB-14](#)) gave "good" or "excellent" ratings to all areas, including "classroom experience," "availability of classes," "variety of classes offered," and "overall experience." The School of Continuing Education Basic Skills Initiative Committee has funded initiatives that include embedded counseling in the large adult high school classrooms, student transition to college activities, classroom tutoring, and transition to college counseling. The program review process provides a vehicle for student support services to evaluate programming and services as seen in the department portfolios and goals. The non-credit programs and services also participate in the college at-large committees in the evaluation and planning of the student support services.

Distance Education

DE administers an annual Student Survey ([IB-68](#)), in which students are queried about various student support services and their usage of these services. This has assisted DE in the realization that some services in the DE mode need to be more obvious to students, and it has helped to prioritize student services for the DE student. Student services are available to students either through the particular service's own website, via the Distance Education Student Resources ([IIB-15](#)) web page, or from the Student Support link from the Blackboard homepage. Services include Counseling, the Don Bookstore, the Nealley Library, the Math Center, and the Learning Center.

Students are prepared for DE course success through face-to-face Blackboard Workshops ([IIA-101](#)) with information for online course success, the DE website Student

Information page with online course information, and the SAC Online Student Orientation ([IA-9](#)) module available on Blackboard with a practice “sandbox.”

Self Evaluation

Santa Ana College meets this standard. SAC has well-established protocols for regular evaluation of student support services conducted at multiple levels, including program, department, and institution-wide processes. Program and student learning outcome assessment is linked to strategic planning, goal development, and program improvement. Student feedback is routinely assessed and incorporated into program design. Since the last external evaluation site visit, program planning has been more systematically tied to budget requests and resource allocation. However, a recent decline in students rating services as “excellent” or “good” indicates the need to investigate and improve areas that students perceive less favorably in 2013 than in 2012.

Actionable Improvement Plans

Each of the Student Services programs will incorporate review of the 2013 Student Satisfaction Survey into the annual Program Effectiveness Review and Program Plan within their respective planning portfolio.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

- a. General Information
- b. Requirements
- c. Major Policies Affecting Students
- d. Locations or Publications Where Other Policies may be Found

Descriptive Summary

Santa Ana College annually produces a comprehensive catalog in both print and electronic versions for students, the public, faculty, and staff. The print version is distributed to all departments and program offices, and it is available for purchase by the public in the campus Don Bookstore. It can be accessed for free online through the college website ([IA-2a](#)).

The catalog is inclusive of all necessary information, policies, and procedures as follows: (Numbers in parenthesis refer to the School of Continuing Education.)

2014-2015 Catalog	Page
a. General Information	
Official Name, Address(es), Telephone Number(s), and Web Site	1
Address of the Institution	1
• Educational Mission	4 (250)
• Course, Program, and Degree Offerings	53-245 (261-277)
• Academic Calendar and Program Length	2 (249)
• Academic Freedom Statement	20
• Available Student Financial Aid	15
• Available Learning Resources	14-52 (251-252)
• Names and Degrees of Administrators and Faculty	279-287
• Names of Governing Board Members	6
b. Requirements	
• Admissions	9-10 (253)
• Student Fees and Other Financial Obligations	13 (253)
• Degree, Certificates, Graduation and Transfer	31-52 (254)
c. Major Policies Affecting Students	
• Academic Regulations, including Academic Honesty	20-28 (258-260)
• Nondiscrimination	8
• Acceptance of Transfer Credits	28
• Grievance and Complaint Procedures	23 (258)
• Sexual Harassment	26
• Refund of Fees	13
d. Locations or Publications Where Other Policies may be found	
The catalog refers the reader to the appropriate office or publication when and where appropriate.	

The college catalog is reviewed and produced by the college’s administrators and curriculum committees annually through an established and regular process ([IIB-16](#)). Each spring the accumulated changes to curriculum are entered into Datatel and are given to the district’s Graphic Communications department for inclusion in the following year’s catalog. College policies, statements, student service information, and faculty and board information are reviewed and updated annually by the individual offices responsible for each section of the catalog. This process ensures that complete and accurate information is reflected in the catalog. If changes are made, e.g., the addition of an ADT degree, addenda are posted electronically ([IIB-17](#)). The Board of Trustees has final approval of the catalog and receives a letter annually with all catalog revisions, including new, revised, and deleted courses and programs ([IIB-18](#), [IIB-19](#), and [IIB-20](#)).

Department contact information is included in the catalog ([IA-2](#), pp. 6-7), and more complete department information may be found on the department website at sac.edu. For example, the Occupational Therapy Assistant (OTA) ([IIB-21](#)) and the Nursing programs ([IIB-22](#)) have department specific information for students on their web pages not included in the catalog.

A student handbook is also available online via the Student Activities website ([IIA-152](#)), which highlights campus life activities, student code of conduct, student grievance procedures, relevant district policies, phone numbers, and general information for students.

Distance Education

All student support services are available on the DE website and through a link on the Blackboard homepage. The catalog is provided in both print and electronic format.

Distance education is described in the catalog under Instructional and Student Services ([IA-2](#), p.10).

Admissions and course registration are electronic. Courses are noted as online or hybrid during course registration on WebAdvisor. Course fees for DE are no different than traditional courses. Services include Counseling, the Don Bookstore, the Nealley Library, the Math Center, and the Learning Center.

Publications and policies are available on the college website and are easily accessible. The same major policies apply to DE students with some exceptions. DE student attendance is monitored closely by faculty through regular effective contact as described in the Santa Ana College Regular Effective Contact Policy ([IB-13](#)). DE is working with Financial Aid for DE student access. Student complaints are recorded in the DE database and in an annual survey for write-in comments. Out-of-state students ([IIB-23](#)) have a complaint resolution contact listing by state provided at the website.

Self Evaluation

Santa Ana College meets this standard. The college catalog provides accurate and current information about the college to its diverse constituencies, and it is readily accessible as a hard-copy document or online. However, the catalog could be organized in a more student-friendly style without compromising its purpose and content. A workgroup including faculty, student services staff, administration, and students has been created to pursue a better template and format ([IIB-24](#)). With regard to Distance Education, the Financial Aid office is working to implement access to DE students. Since all major policies apply to all students regardless of mode of study, this needs to be accomplished.

Actionable Improvement Plans

A recommendation will be made by the workgroup for a more student-friendly format for the catalog.

The Financial Aid Office will work to implement access to DE students.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

SAC researches and assesses the learning support needs of its students. The college examines external factors such as labor and workforce trends; current and prospective student demographics; outcome results of feeder high schools in local school districts; input from community members; and feedback from graduates and alumni.

Partnerships with local educational agencies (LEA's) and other higher educational institutions ([IIB-25](#)) have provided opportunities to develop and implement programs and services to meet the needs of the students. These programs and services include Middle College High School; TRIO programs, e.g., Student Support Services Program, Upward Bound, Academic Talent Search, and the Veterans Upward Bound program ([IIB-26](#));

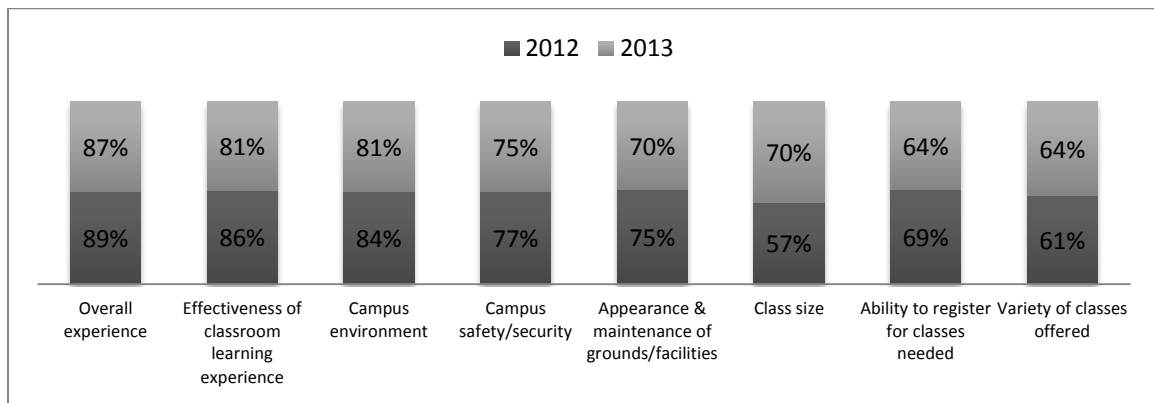
Summer Scholars Transfer Institute ([IIB-27](#)); MESA ([IIB-28](#)); the Center for Teacher Education ([IIB-29](#)); and other programs associated with the Santa Ana Partnership ([IIB-25](#)). Most recently, an agreement was reached with CSU Fullerton and UC Irvine that would guarantee transfer admission for SAUSD students who enroll at SAC and achieve all transfer requirements. This agreement, Santa Ana ¡Adelante!, was initiated as entrance to four-year institutions has become harder for underrepresented students ([IIB-30](#)).

The RSCCD Research Department designs, conducts, and publishes regular statistical studies to assist in the college's policy and program planning and development ([IIB-31](#)). Each year the Research Department conducts and publishes the Student Satisfaction Survey, a comprehensive survey that reports student satisfaction with the SAC educational experience, environment, programs, and services. SLO's and level of engagement are also assessed as part of the annual *12 Measures of Success* report ([IIB-45](#)).

SAC faculty and administration also assess student learning support needs of current and prospective students on a regular basis as part of the institutional program review process ([IIB-32](#)). For example, the Counseling department surveys students annually to assess services and to receive suggestions for improvement ([IIB-33](#)). At the departmental level, faculty utilize research and student evaluations in the program review process to determine program goals. College committees and taskforces such as Student Success, Matriculation, and Basic Skills provide additional opportunities to dialogue about student needs ([IIB-34](#)).

The admissions application process ([IIB-35](#)) and the orientation and advisement needs assessment form give students an opportunity to identify their needs ([IIB-36](#)). During the New Student Orientation, counselors, as well as special program staff, provide information on the support programs and services SAC offers ([IIB-37](#)). Contact information and office locations are available in the Student Handbook ([IIA-152](#)) and on the college website www.sac.edu.

The RSCCD Research Department surveys student satisfaction for both college credit and SCE students. This department has also conducted interviews with students who have transferred to four-year universities ([IIB-31](#)). The results of the student satisfaction survey ([IIB-63](#)) suggest that SAC is meeting student needs. These studies are distributed among departments and divisions at SAC, and all managers share the results and use these results for planning. Respondents of the most recent student satisfaction survey were generally satisfied with the quality of education, facilities, and services. For example, "class size" and "variety of classes offered" were rated higher in 2013 than the previous year.



Community College Week, a national publication for two-year college professionals, cited Santa Ana College (SAC) as 12th among the top 100 associate degree producers for Hispanic students in the nation ([IIB-38](#)). The 98-year-old college is the state’s third highest producer of Hispanic graduates. In addition, SAC also ranks 20th among the top 100 associate degree producers for total minority nationwide, 26th for Asian American students, and 31st for two-year certificates in all disciplines ([IIB-39](#)).

Distance Education

Learning support needs are identified in DE through the Student Survey ([IB-68](#)), SLO Student Survey ([IIA-15](#)), Student Online Orientation survey ([IIA-16](#)), Faculty Survey ([IIA-103](#)), and the SAC DE Research Report ([IB-36](#)). From the findings of these research methods, the SAC Online Student Orientation, Blackboard workshops for students, and the DE Instructor Certification ([IB-32](#)) have been developed and implemented.

Self Evaluation

Santa Ana College meets this standard. The college uses research to identify learning support needs of students and provides appropriate programs and services regardless of mode of study. As part of the planning process, the issue of lower satisfaction expressed in some categories of the October 2013 Student Satisfaction Survey as compared to 2012 merits further research.

Actionable Improvement Plan

The Student Satisfaction Survey will be analyzed by the Student Success Committee ([IIB-9](#)) to determine further research needed. Research results will be utilized for program review.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

Santa Ana College is committed to making its educational programs accessible by providing all students a wide range of student support services at the main campus, or any of the other four sites, and/or via distance education. The four other college sites are the School of Continuing Education (SCE, [IIB-40](#)), Digital Media Center (DMC, [IIB-41](#)), the

Basic Fire Academy, and the Orange County Sherriff’s Regional Training Academy. The institution assures equitable access to all students by assessing student needs for services, offering a wide range of advising and counseling and support services, and engaging in a variety of outreach activities. Information regarding service options may be accessed on campus and via the website (www.sac.edu).

Support services are provided on-site at the location where the instruction takes place. This is accomplished by either co-locating a satellite of the support services office or by scheduling those services periodically at the instructional site.

The table below indicates the core student support services and accessibility for students at the 17th and Bristol campus or at Centennial Education Center ([IIB-40](#)), the main site for the School of Continuing Education.

Table 40 Core Student Support Services

	SAC Main Campus 17th and Bristol	Centennial Education Center	Services Available online
Admissions and Records	X	X	X
Advising and Counseling	X	X	X
Financial Aid Office	X		X
Assessment	X	X	
Disabled Student Program and Services	X	X	X
Career Center	X		
Child Development Center	X	X	
Health Center	X		
Student Activities and Student Development	X	X	X
Bookstore	X	X	X
Math Center	X	X	
Distance Education Support			X

Students are also referred to locations in the vicinity of the instructional program where the service is available. This strategy is employed when services cannot be offered at a specific site (e.g., clinical health services).

The Digital Media Center ([IIB-41](#)), located 2.5 miles from the main campus, hosts only selected classes in digital media, music, and TV/video. The DMC also provides a business incubator dedicated to the emerging digital media industry in the Orange County area. The Orange County Sheriff’s Regional Training Academy ([IIB-42](#)), located in the City of Tustin, seven miles from the SAC main campus, trains approximately 800 academy cadets each year. It is a self-contained educational program. The majority of the participants have already been hired and sponsored by an agency.

The Basic Fire Academy provided by Santa Ana College is fully supported by the Rancho Santiago Community College District. Fire cadets are given student ID numbers allowing them all the rights and privileges of student attending class on campus. Students receive financial aid when requested, and they are entitled to health services including basic medical and psychological treatment. They have access to the Academic Computing Center and Learning Center as well as the Counseling Center. In the event of a major injury, cadets are covered by an insurance policy just as athletes playing football

or other sports with the potential of injury have. Although fire cadets attend classes off campus, they are considered full-time students.

The Student Outreach Office ([IIB-43](#)) provides detailed information regarding the quality of the programs offered to prospective high school students and community members. Services provided include campus tours, college preparation workshops at high school sites, participation in community events, pre-orientation assistance, assessment information, admission application support, and financial aid assistance. An Early Decision program ([IIB-44](#)) provides individual support for students who identify an interest in attending SAC throughout the entire senior year of high school. The Early Decision program provides assistance with applying to SAC in the fall of the senior year; assistance in completing and submitting the FAFSA as well as scholarship applications; and on-school-site placement testing. This culminates with the early registration during the spring of the senior year. The timeline for this program has been adapted to assist those adult students transitioning from the School of Continuing Education to the credit program. Throughout the academic year, the Early Decision program serves approximately 5,000 students from service area high schools and the School of Continuing Education; approximately 2,000 students register early for fall classes ([IIB-45](#)).

In addition to services and courses offered in diverse formats, the college has many resources and documents available online for both distance education students and students whose occupational, family, and personal obligations do not afford them the opportunity to be on campus. Services that are currently available online have increased substantially over recent years and include counseling, tutoring, financial aid assistance, scholarship information/application, college application, course registration, library access, and bookstore purchases. Other information accessible includes the college catalog, schedule of classes, course descriptions, information on associate's degrees, certificates, and transfer core curriculum information that fulfills the lower division general education requirements for the California State University and the University of California. To ensure that all students have equal access, the college's website meets accessibility requirements for students with disabilities.

Additional online support is provided to students via SAC's Blackboard learning management system ([IIB-46](#)). All SAC classes (traditional, on-line, and hybrid) have access to Blackboard as a co-curricular tool to maintain a networking forum for students and faculty.

The School of Continuing Education assures access for all students to Adult Basic Education, English as a Second Language, Adult Secondary Education (i.e., Adult High School Diploma), GED, and Career and Technical Education by assessing student needs for services through counseling and advising ([IIB-14](#)) and by engaging in variety of outreach and recruitment activities ([IIB-47](#)). SAC was recently awarded a Veterans Upward Bound Program, which in partnership with the School of Continuing Education, assists pre-collegiate veterans to prepare for postsecondary education ([IIB-7](#)). The Counseling department provides students with academic, career, and personal counseling in addition to embedded counseling and tutoring services offered in the large Adult Secondary Education classrooms. Orientations for ESL, ABE, Adult Secondary

Education, and GED students outline the continuing education programs and student services available ([IIB-48](#)).

The Student Transition Program (STP) ([IIB-49](#)) assists student transition from the School of Continuing Education to the college-credit program with college applications, college assessment appointments, financial aid information, transition counseling, and college priority registration. In addition, the STP program, in collaboration with the counseling and academic departments, hosts Career Technical Education Fairs, Student Success Conferences, and CEC Information Fairs for the continuing education students. These are held at both Centennial Education Center and the main SAC campus in an effort to promote and ease transition ([IIB-50](#)).

Distance Education

The institution works collegially with DE. Tutoring, directed learning activities (DLA's), Math Center assistance, counseling and library support ([IIB-51](#)) are all provided remotely for the DE student. The DE Student Survey ([IIB-68](#)) provides an assessment of the usage and need of remote student services and a good evaluation of these services as well.

Self Evaluation

Santa Ana College meets this standard. SAC continually assesses and improves equitable access for all its students at each site by providing appropriate, comprehensive, and reliable services to students regardless of services, location, or delivery method ([IIB-52](#)). Student Transition Strategic meetings were held (math, student services, English) spring 2014. Faculty and classified staff reviewed current strategies and considered new practices and procedures to enhance the transition process for students ([IIB-53](#), [IIB-54](#), and [IIB-55](#)).

Actionable Improvement Plans

New strategies and procedures that come from the Student Transition Strategic meetings will be phased in during the 2015-2016 school year; data will be collected and a review of the results will drive the future changes.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students

Descriptive Summary

The college's mission statement promotes personal and civic responsibility as well as intellectual and personal development: "The mission of Santa Ana College is to be a leader and partner in meeting the **intellectual, cultural**, technological and workforce development needs of our diverse community. Santa Ana College provides **access and equity in a dynamic learning environment** that prepares students for transfer, careers and **lifelong intellectual pursuits** in a global community." Of the seven Institutional Learning Outcomes, three are related to civic responsibility, aesthetic, and personal development.

Table 41. Institutional Learning Outcomes, #4 – #6

<p>4. Diversity Students will develop individual responsibility, personal integrity, and respect for the earth and diverse peoples and cultures of the world.</p>	<p>a. Cultural Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.</p> <p>b. Social Students will interact with individuals and within groups with integrity and awareness of others’ opinions, feelings and values.</p> <p>c. Environmental Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about the environment.</p>
<p>5. Civic Responsibility Students will take personal responsibility for becoming informed, ethical and active citizens of their community, their nation and their world.</p>	
<p>6. Life Skills</p>	<p>a. Creative Expression Students will produce artistic and creative expression.</p> <p>b. Aesthetic Appreciation Students will respond to artistic and creative expressions.</p> <p>c. Personal Growth Students will demonstrate habits of intellectual exploration, personal responsibility, and practical and physical well-being.</p> <p>d. Interpersonal Skills Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.</p>

Santa Ana College therefore provides a range of student service programs that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students ([IIB-26](#)).

Students have various opportunities to develop personal responsibility. The Health and Wellness Center offers programs like the “Less Than U Think” alcohol prevention campaign, the “Commit to Quit” anti-smoking campaign, blood drives, AIDS awareness, sex education, and nutrition awareness. The Psychological Services film and seminar series is designed to increase self-awareness and healthy living for all students ([IIB-56](#)). Within the Office of Student Life, the Associated Student Government (ASG), in partnership with AT&T, provides an opportunity for students to be involved in the “No Texting and Driving” campaign ([IIB-57](#)).

Options are available for students to develop civic responsibility. The Service Learning Center provides volunteer opportunities for students to develop the knowledge, skills, values, and motivation to positively impact the civic life of the community ([IIB-58](#)). The voter registration days, information booth, and registration drive all provide students with a chance to become registered voters ([IIB-59](#)). Each year during the winter holidays, students donate toys for a campus-wide toy drive that benefits children in the community as part of a joint program between the Associated Student Government (ASG) and the Santa Ana Police Department ([IIB-60](#)). KinderCaminata is an annual event that brings over 1,000 kindergarteners to the college. The goal is to inspire a desire for higher education at an early age, and it also provides an opportunity for SAC students to participate in this program ([IIB-61](#)).

Support programs and services exist to assist in the intellectual development of students. Each semester students take part in the Academic Resource Fair, a collaborative effort between the Student Success Committee, one of the participatory governance committees, and ASG (IIB-62). At this event, students learn about available academic support services. The Santa Ana ¡Adelante! program provides guaranteed admission to CSU Fullerton or UC Irvine for students who graduate from a Santa Ana Unified School District high school, enroll at SAC, and complete all academic and application requirements for transfer (IIB-30). Another area of support for students is the ASG Finals Stress Relief Days held each semester (IIB-63).

Artistic development is important at Santa Ana College. Students participate in a variety of art, music, dance, and theatre performances and have opportunities to belong to the cast of specific performances (IIB-64 and IIB-65). Students support the local art community in the First Saturday Artwalk at the downtown Santa Ana Artists Village (IIB-66). At the annual Student Art Show, close to 500 student art pieces are judged by faculty, and 150 distinguished works are displayed in conjunction with a reception where over \$4,000 in awards are given to students (IIB-67). Finally, students have an opportunity to display their artwork on a six-month rotational basis at the RSCCD District Office, the Orange County Hispanic Chamber of Commerce, and the Northwestern Mutual offices in Santa Ana.

Students at SAC have opportunities for personal development. The Associated Student Government (ASG) is the primary organizing group that promotes the personal development of students (IIB-68). In addition to becoming leaders in the executive, senate, and judicial branches of ASG, students are active in the over twenty student clubs on campus (IIB-69). Students are also involved in the governance of the college through the various participatory governance committees (IIB-34) that include Planning and Budget, Student Success, Facilities, College Council, and Technology Advisory Committee. The Student Leadership Institute (SLI), a partnership effort between SAC and CSU Fullerton, provides students with an opportunity to develop their leadership skills (IIB-70).

SAC offers many academic and co-curricular programs including the *el Don* (IIB-71), an award-winning student newspaper. Students also have opportunities to participate in competitive sports, as SAC offers fifteen collegiate sports for men and women (IIB-72).

As part of the Distance Education program, students are offered an online orientation where they explore learning styles and receive valuable information on time management (IIA-100).

For the past 20 years, the School of Continuing Education (SCE) has had an active Student Development Program (SDP). The purpose of the SDP is to provide students with an opportunity to learn how to be leaders in the areas of personal and civic responsibility in addition to developing intellectual and personal skills. The SDP is under the direction of the Student Development Program Coordinator, who is responsible for teaching the Leadership Basic Classes and serving as the advisor to the SACSCE Associated Student Government (ASG) (IIB-73). It is the responsibility of the SDC to work with school administration, guide the students through the leadership processes, and

work with the ASG officers on educational, personal, and civic development. SCE ASG is responsible for connecting the Santa Ana community with Santa Ana College ([IIB-74](#)).

Each year SCE students have the opportunity to run for the various officer or student representative positions. Students campaign and make posters for the position of interest, and elections are held at SCE for morning and evening students. The ASG officers and representatives that are elected plan, organize, and support student community events throughout the school year. The elections for ASG are held every May, and as of fall 2013, there were eight officers and seven representatives ([IIB-75](#)). Every week, ASG meetings are held and are open to all SCE students ([IIB-76](#)).

Students at SCE have an opportunity to develop their civic responsibility by visiting the SCE website and registering to vote. The website has information on voter eligibility in ten different languages ([IIB-77](#)). Every year in December and May, SCE's ASG plans and organizes the Student Leadership Conference at Santa Ana College, where students have the opportunity to interact with other students and learn about the college. Four hundred and sixty-five students attended the conference in May 2013. The keynote speakers were Senator Lou Correa, Dr. Erlinda Martinez, and Garden Grove Board of Trustee member Beo Nguyen ([IIB-78](#)).

All students at SCE can enroll in the Leadership Basics Training Classes, which are offered each semester. These classes are part of an approved curriculum, and students may earn high school elective credits and a Certificate of Completion ([IIB-79](#)).

Distance Education

The SAC Online Student Orientation ([IA-9](#)) provides students with personal development skills in the form of Netiquette (Online Etiquette) and Time Management. The courses in the Online Degree Pathway ([IA-10](#)) were developed from the ILO's (Core Competencies), which include areas such as civic responsibility, communication skills, thinking and reasoning, diversity, and life and career skills. It is also through distance education that students are encouraged to share in discussions. The Regular Effective Contact Policy ([IB-13](#)) and curriculum DE Addendum ([IB-33](#)) ensure that faculty create a means for interaction with the student as well as student-to-student dialogue. This open learning environment helps to create an online class community in DE courses.

Self Evaluation

Santa Ana College meets this standard. The college provides an enriching environment that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all students. This is supported by the results of the Student Satisfaction Survey conducted of October 2013. From a sampling of 907 students, 81 percent indicated the SAC campus environment (activities, students, teachers, etc.) was "excellent" or "good" ([IB-63](#)). Santa Ana College's School of Continuing Education (SCE) has also demonstrated that the students are offered a variety of programs and opportunities that encourages and promotes personal and civic responsibility.

Actionable Improvement Plans

None.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The Counseling Center is the hub of academic advising and personal counseling at SAC, offering individual and group advisement, career planning, orientation services, personal counseling, and several courses that support students' personal and academic development in the achievement of their educational goals. Technology is utilized to augment student access, including online counseling ([IIB-80](#)) and an online orientation option, which is currently in development.

Counseling is also provided through a variety of specialized academic support programs, housed both within and outside the Counseling division. Some of these emphasize collaboration between academic and student services, including learning communities (e.g., Freshmen Experience) ([IIB-81](#)); a ten-day residential program at UCI, Summer Scholars Transfer Institute ([IIB-27](#)); and an opportunity for students to prepare for transfer by gaining research experience through the Summer Research Scholars Program ([IIB-82](#)). The Fast Track to Success Program ([IIB-83](#)) incorporates accelerated foundational courses in math and English with counseling support to facilitate academic goal completion, especially for students placing below transfer level. Additional support programs within Counseling include the following:

University Transfer Center

The University Transfer Center ([IIB-84](#)) provides information and assistance to students preparing for transfer to baccalaureate granting institutions. Transfer services include college fairs and appointments with university representatives at Santa Ana College, as well as university field trips. Workshops are also offered on UC and CSU admissions requirements, application procedures, and assistance in applying for scholarships and financial aid. The University Transfer Center has also overseen two grants totaling \$467,466 from the U.S. Department of Agriculture ([IIB-85](#)), with the goals of raising awareness of career options available in USDA-related fields amongst diverse students; attracting and retaining these students in USDA-related majors; ensuring their successful transfer to a university; and supporting transfer success through the awarding of scholarships. The ¡Adelante! Program is also overseen by the University Transfer Center.

Santa Ana ¡Adelante!

Santa Ana ¡Adelante! ([IIB-30](#)) is an initiative of the Santa Ana Partnership to elevate academic achievement and college attendance for students who attend high schools in the city of Santa Ana. Santa Ana ¡Adelante! provides every Santa Ana Unified School District (SAUSD) high school graduate with the promise of admission to either California State University, Fullerton (CSUF) or the University of California, Irvine (UCI) as long as they enroll at Santa Ana College (SAC) within one year of graduating from SAUSD and complete all academic and application requirements in effect at the time of transfer. The University Transfer Center has collaborated with Outreach to coordinate the Santa Ana College ¡Adelante! program.

Center for Teacher Education

The Center for Teacher Education (CFTE) is a one-stop support center for students who are interested in a career in K-12 education. The CFTE provides core services to students including Counseling; Academic Advisement; Pathways to Teaching Information Sessions; the annual regional Road to Teaching Conference; California Basic Educational Skills Test (CBEST) Preparation; a book loan program; and Transfer Preparation, Scholarship, and Financial Aid Assistance. The CFTE has received federal and state grants totaling over \$12 million including three grants: U.S. Department of Education, Hispanic Serving Institutions, and Cooperative Arrangement. These grants and the partnerships established with regional community colleges and universities have supported the development of expanded curriculum, articulation, and transfer opportunities for SAC teacher education students ([IIB-29](#)).

Curriculum and course development for K-12 teachers has focused on subject matter preparation, early fieldwork experiences, course-to-course articulation with local university partners, and the development of education courses that satisfy pre-requisites to post-baccalaureate CSU teacher preparation programs. Degree and certificate programs have been developed to provide students with employment preparation and with preparation for University Transfer:

- Special Education Paraprofessional / Instructional Assistant Certificate
- A.A. - Elementary Education Degree (Pre-Professional)
- After School Program Assistant Certificate
- After School Program Associate Teacher Certificate
- A.A.-T. – Elementary Teacher Education

Although the CFTE program and the support services reside within the Counseling division under the leadership of a counselor/coordinator, the program curriculum is interdisciplinary, encompassing courses from all divisions. The degrees, certificates, and education curriculum are in the Human Services and Technology division.

MESA – Mathematics, Engineering and Science Achievement

MESA ([IIB-28](#)) is an academic program designed to support educationally disadvantaged community college students seeking university transfer to a four-year institution while majoring in one of the fields of engineering, computer science, mathematics, and physical/life sciences. MESA students are provided with support services emphasizing academic and professional growth.

University Link

U-Link ([IIB-86](#)) is a transfer admissions program for academically qualified high school students to attend Santa Ana College with guaranteed admissions to the University of California, Irvine. Learning community cohort classes and activities to support students' development, such as cultural events, parent night, and service learning experiences are an integral part of the program.

PUENTE Program

PUENTE ([IIB-80](#)) provides students with accelerated writing instruction, sustained academic counseling, and mentoring by professionals from the community. Students are

enrolled in a learning community cohort of English and counseling courses for both semesters.

Freshman Experience and Learning Communities II

Freshman Experience and Learning Communities ([IIB-88](#)) are an interdisciplinary approach to traditional course offerings, created by linking courses in skill development, often with a counseling course to provide academic support for students. The program helps develop essential academic skills and eases the transition and adjustment of new students to a college environment. Additional learning community courses are offered for students who continue into their second year.

Programming design is developed as a result of analysis of barriers to student success and often involves multiple program and intersegmental involvement. MESA, the Center for Teacher Education, and the Freshmen Experience Program have collaborated to develop learning communities that target academic and counseling support for students in “gateway” courses such as pre-calculus and have worked with the Math department to develop math “boot camps” to help students prepare for such courses. The Transfer Mentor Program utilizes SAC alumni who have enrolled at local four-year colleges to mentor current transfer-bound SAC students, who then become mentors for the next generation of potential transfer students.

Collaboration exists among programs that provide counseling and other student support outside of the Counseling division, including EOPS, CARE, CalWORKs, and DSPS. To ensure that the needs of more specialized populations are met, program-specific counselors are assigned to assist international students, veterans in the Veterans Resource Center, and students majoring in CTE fields. Counselors also partner with Outreach to advise and register incoming freshmen annually through the Early Decision program and coordinate intersegmental activities from high school to four-year colleges through the Achieving College Network ([IIB-89](#)), and with counselors at CEC to transition students from non-credit to credit programs ([IIB-90](#)).

Following are programs outside of the Counseling Division that provide counseling services:

Extended Opportunities Programs and Services and Cooperative Agencies Resources and Education

Extended Opportunities Programs and Services (EOPS) is designed to assist first generation, low-income students in achieving their educational goals. In addition, the Cooperative Agencies Resources for Education (CARE) program focuses on providing supplemental resources to single head-of-household parent students to assist them in a process leading to self-sufficiency through a balanced family life and academics ([IIB-91](#)). CARE provides additional referrals and assistance to students in areas such as parenting, budgeting, and career planning and attainment. EOPS services were rated as “excellent” or “good” by 72 percent of satisfaction survey respondents in 2012 and by 71 percent of respondents in 2013 ([IB-63](#)).

California Work Opportunity and Responsibility to Kids

The California Work Opportunity and Responsibility to Kids (CalWORKs) program provides temporary financial assistance and employment-focused services to families with minor children who have income and property below state maximum limits for their family size. The CalWORKs program at SAC provides a variety of support services to help students successfully complete a college degree, leading to self-sufficiency ([IIB-92](#)). The program provides vocational training, case management, child care referrals, and job development and placement services. Additionally, the program assists the students in coordinating their Welfare to Work plan with their educational goals.

Disabled Students Programs and Services

Santa Ana College serves students with disabilities through accommodations, services, and classes. These are available for all areas of disability, including physical, communication/speech, learning, acquired brain injury, psychological, and deaf/hard of hearing. In addition to accommodations for coursework, such as extended time to take exams or the use of an interpreter, services include the production of alternate media and adaptive kinesiology courses. DSPS ([IIB-93](#)) services were rated as “excellent” or “good” by 81 percent of satisfaction survey respondents in 2012 and by 71 percent of respondents in 2013 ([IB-63](#)).

International Student Program

The International Student Program (ISP) ([IIB-94](#)) provides a full range of services to help international students adjust culturally and academically to life in the United States. In cooperation with the International Student Association, the International Student Center sponsors cultural, social, and sports events as well as recreational activities. The International Student Center conducts comprehensive orientations prior to each semester. Throughout the year, the Center provides support in various areas related to international student life. In addition, under the auspices of the International Student Program, SAC offers an intensive English Language Academy for international students wishing to improve their English language skills and TOEFL scores before entering a college credit program.

Veterans Resource Center

The Veterans Resource Center (VRC) was created to help incoming veteran students transition from soldiers to scholars ([IIB-7](#)). In addition, veterans, active duty, reservists, and their dependents are assisted with accessing their VA education benefits when pursuing an eligible A.A./A.S., certificate or transfer program for a B.A./B.S. Additional support services include access to computers and a study area; academic counseling; and various orientations and workshops. The VRC also can direct students to campus resources that would help them succeed in their educational goals. VRC services were rated as “excellent” or “good” by 71 percent of satisfaction survey respondents in 2012 and by 61 percent of respondents in 2013 ([IB-63](#)).

To ensure that counseling services enhance student development and success, counseling services are routinely evaluated through the program and departmental portfolios (II.B.1). As an academic department as well as a student support program, the Counseling division engages in both the four-year Portfolio Assessment/Program Review (capstone PA/PR)

cycle for all curriculum-producing departments (last submitted in 2012), and the annual Student Services Departmental Portfolio. Program and curriculum evaluation is ongoing and strategic and includes data analysis on course pass rates, student retention, assessment of curriculum SLO's, and student feedback. For example, in the annual *SAC Student Satisfaction Survey (2013)*, counseling was rated as “excellent” and “good” by 76 percent of students, with 81 percent of survey respondents indicating that they had used counseling services. In addition, the division conducts an internal Counseling Division Student Satisfaction Survey annually, with the most recent results from fall 2011 indicating that 84 percent of students surveyed were either “very satisfied” or “satisfied” with the services they received in the Counseling Center ([IIB-95](#)). The strongest ratings for these combined categories indicated that the students were treated with courtesy by staff (89 percent); the counselor was attentive to their needs (81 percent); the counselor answered their questions knowledgeably (82 percent); the assistance was useful and worthwhile (82 percent); and the counselor helped with their educational plans in a manner consistent with their goals (85 percent). Students were “not satisfied” and “very dissatisfied” with the shortage of availability of counseling appointments and convenience of hours meeting their schedules (dissatisfied ratings ranging from 21 to 31 percent).

Pre- and post-tests of student learning outcomes are assessed on various services (e.g., new student orientations, educational plan workshops, and probation workshops). Results of the 2011-2012 SLO assessment for new student orientations indicated that on every question assessed, students demonstrated a significant increase in knowledge between the pre- and post-tests questions after attending the orientation, based on students' self assessment of their own knowledge, ranging from 25 to 34 percentage points. Results thus indicate that the new student orientation assists students in learning information that is important in navigating the college procedures, including learning about support services and schedule planning.

Many programs within the Counseling division are also rated by students as “excellent” and “good” in the *SAC Student Satisfaction Survey (2013)*, including the University Transfer Center (UTC) (77 percent), MESA (72 percent), the Center for Teacher Education (71 percent), Freshmen Experience (77 percent), and the Career/Job Resource Center (71 percent). Another college-wide study, *A Survey of Results of Former SAC Students Who Transferred to Four-Year Universities in 2008-2009* ([IIB-96](#)), showed similar results for the UTC regarding the dissemination of information and guidance for transfer, which was rated as “excellent” or “good” by 91 percent of students who transferred.

Counselors are hired and evaluated according to the guidelines set forth in the Faculty Association of Rancho Santiago Community College District (FARSCCD) contract ([IIB-97](#)), which includes peer, supervisor, and student reviews. Training on specific topics is provided by veteran counselors and outside speakers for both full and adjunct counselors four to six times per year. Additional training and updating of information from academic programs or peer counselors is conducted during monthly division meetings for full-time counselors. Conference attendance is also encouraged for updates from the local CSU and UC four-year institutions.

The School of Continuing Education follows the same process for hiring and providing professional development opportunities as does the college-credit Counseling department. SCE provides counseling services at Centennial Education Center (CEC) and at SAC. The counseling services include orientations for ESL, ABE, GED, and Adult Secondary Education (ASE) (Adult High School Diploma program-AHDP) ([IIB-48](#)). The orientations outline the Continuing Education programs and student support services as well as counseling and advising services. Orientations are also delivered in English, Spanish, Vietnamese, or bilingually. In addition, to ensure access, counseling and advising services are offered bilingually when needed. Individual and/or group counseling; development of individual academic plans; personal counseling; career assessment and advisement; college transition counseling; and student success instruction are offered to non-credit students (Non-Credit Matriculation). The Basic Skills Initiative (BSI) funds counseling offered in the large ABE/AHDP classrooms at CEC and SAC ([IIB-98](#)). The Scheduling and Reporting System ([IIB-99](#)), a multi-user scheduling program, is used to account for all the counseling services.

The School of Continuing Education Counseling department works closely with its Outreach department and non-credit academic departments to promote student retention and transition within SCE as well as transition to college credit. In collaboration with SAC Outreach, non-credit students participate in the Early Decision program to transition students from non-credit to credit.

Distance Education

Counseling and the DE Office have an open dialogue. Counselors are aware that online learning is not meant for all students. They direct students to the DE website for information and the SAC Online Student Orientation ([IA-9](#)) to ensure students have the proper expectations and skill set for online learning. The online counseling conducted by the department is included in student evaluations of the Counseling Center ([IIB-100](#)). The Transfer Center is working with DE for DE transfer students.

Self Evaluation

Santa Ana College meets this standard. There is an array of regularly evaluated, innovative programs that support student development and success. Feedback is incorporated into program redesign. Despite a trend of positive feedback on these services, the most recent student satisfaction survey shows a decline in positive ratings. It is possible that cutbacks in staffing due to budget deficits in recent years have affected the quality of service delivery to students. Nevertheless, faculty are well prepared to provide these counseling/academic advising services and are afforded opportunities to update their knowledge on a regular basis.

Actionable Improvement Plan

As part of the annual review process, student services management and faculty will analyze the most recent Student Satisfaction Survey and identify possible areas of program improvement and implement strategies to increase the overall student satisfaction ratings to previous levels or higher (See II.B.1).

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

Santa Ana College supports the understanding and appreciation of diversity through a variety of programs, practices, and services. This is evidenced in the programs and events provided for students, faculty, staff, and the community as well as codified in the college mission, which states: “The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological and workforce development needs of our **diverse community**. Santa Ana College provides **access and equity** in a dynamic learning environment that prepares students for transfer, careers and lifelong intellectual pursuits in a **global community**.” This is reinforced in the Vision Themes of the college, which serve as the goals of the Strategic Plan ([IB-2](#)), and Institutional Learning Outcome 4: Diversity.

Table 42. Institutional Learning Outcome #4: Diversity.

<p>4. Diversity Students will develop individual responsibility, personal integrity, and respect for the earth and diverse peoples and cultures of the world.</p>	<p>a. Cultural Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.</p> <p>b. Social Students will interact with individuals and within groups with integrity and awareness of others’ opinions, feelings and values.</p> <p>c. Environmental Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about the environment.</p>
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Support for diversity is also seen in the A.A. degree requirements GE category D: Cultural Breadth.

Table 43. AA Degree Requirements Category D: Cultural Breadth.

<p>D. Cultural Breadth (Three units required from D1 or D2) D1. Ethnic Studies/Women’s Studies Anthropology 104 or 104H, 125 Art 103, 104, 106 Asian American Studies 101 Black Studies 101 Chicano Studies 101 Communication Studies 103 or 103H, 206 or 206H English 104 or 104H Ethnic Studies 101 or 101H, 102 or 102H History 123, 124 or 124H, 125, 127, 146, 150, 151, 153, 163, 181 Human Development 221 Kinesiology, Health Education 102 English 245, 246, 278 Music 103</p>	<p>Nutrition and Food 118 Political Science 235 Psychology 170 Sign Language 116 Women’s Studies 101, 102 D2. International Perspective Anthropology 100 or 100H Business 106 or 106H Criminal Justice 209 Dance 105 English 271, 272 Geography 100 or 100H, 102 Interdisciplinary Studies 117H Kinesiology, Professional 150 Music 102 or 102H Philosophy 112 Theatre Arts 105</p>
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SAC requires completion of at least one course with a multicultural emphasis in order to receive an associate of art or associate of science degree. Various academic departments offer courses within their disciplines to meet this requirement for students. For example, the Ethnic Studies department offers Black Studies, Women's Studies, Introduction to Asian American Studies, and Chicano Studies. The Anthropology, Sociology and Women's Studies department offers Introduction to Women's Studies, Women in America: Work, Family, Self; Language and Culture; and Religion, Magic and Witchcraft. The History department offers African American History from 1863 –The Present and Survey of Chicano/Latin Women's History. Teaching in a Diverse Society is offered by the Human Development department; Identity Politics offered by Political Science department; and Perspectives on Deafness offered by the American Sign Language department ([IA-2](#)).

The Office of Student Life (OSL) is a center for the campus' diversity programs outside the classroom. Student Activities operates within the OSL. Student Activities "complements the academic program of students and enhances the overall educational experience by offering students opportunities for participation in social, multicultural, leadership, recreational, health, judicial and governance programs" ([IIB-101](#), p.6). The Associated Student Government (ASG) operates within the OSL ([IIB-68](#)). The ASG has a Cultural Commissioner, who with other members of the student leadership team, plans, organizes, and produces several cultural celebrations each semester. A few of the fall 2013 events were Latino Heritage Celebration Day, Día de los Muertos, and Native American Day. Spring 2014 included Women's History Month and Black History Month. The Inter-Club Council (ICC) supports student club life that is rich with diversity, with over 22 current clubs that include diverse groups, such as Family of Colors, a gay straight alliance; ¡Adelante!; Veteran's Association; and the Puente Club ([IIB-69](#)).

A program that enhances and supports understanding and appreciation for diversity created by student service's faculty and interns in Psychological Services called Safe Space had its pilot training in May 2010. The Safe Space Program is a Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) awareness and support program, designed to improve campus climate. To date, twenty-nine Safe Space allies have been trained ([IIB-102](#)).

The Veterans Upward Bound program, in partnership with the Veterans Resource Center at SAC and CSU, Long Beach, has begun professional development training for faculty and staff to develop a network on campus committed to creating a welcoming and supportive campus environment for military service members and veterans at SAC. The VET NET Ally Awareness Program was created by faculty at CSU, Long Beach and now has become a model in postsecondary institutions throughout California ([IIB-103](#) and [IIB-104](#)).

Another program created with a focus on diversity at the SAC and SCE campus is the Book-of-the-Year (BOTY) program ([IIB-105](#)). The program began in 2009 with the book *House on Mango Street*. Faculty are encouraged to integrate and embed the book into their curriculum as appropriate. The library produces a variety of book-related events on campus during both the fall and spring semesters. Other books highlighted have been *The Last Lecture*; *The Hotel on the Corner of Bitter and Sweet*; *The Help*; and *The Tortilla Curtain*. The 2014-2015 BOTY selected by the college community is *I Am Malala: The*

Girl Who Stood Up for Education. Students at SCE can also gain an appreciation of diversity by enrolling in the Book Club. The book club students meet weekly to read and discuss the BOTY. The Teaching Learning Committee (TLC) sponsors the Book-of-the-Year in partnership with the Nealley Library. The Book-of-the-Year was established as a TLC initiative to promote reading across the curriculum and to expose the college campus, in a cohesive and inclusive effort, to multi-cultural writings ([IB-29](#)).

The School of Continuing Education designs and maintains courses and a variety of activities that support and enhance student understanding and appreciation of diversity. Continuing Education provides 153 non-credit courses in the program areas of English as a Second Language/Family Literacy/Spanish Literacy; Citizenship; Adult Basic Education; Adult Secondary Education (High School Subjects); GED Preparation; Learning Skills Program; Disabled Student Programs and Services; Vocational, Health and Safety; Parent Education; and Substantial Disabilities ([IIB-106](#)).

SCE has an enrollment of 10,050 (fall semester 2013 active headcount as of 7th Monday of semester) students at the two major sites, Centennial Education Center (CEC) and SAC. CEC also offers classes at 31 off-campus sites at elementary, intermediate, and high schools; churches; non-profit organizations; and cultural centers located throughout the City of Santa Ana ([IIB-106](#), pp. 2-6).

Every fall semester, the School of Continuing Education holds its annual “Information Fair” for all students. This activity gives students an opportunity to learn about the different educational opportunities and services offered through Continuing Education. In 2013, this one-day event had over 700 students participate ([IIB-107](#)).

The School of Continuing Education also offers various activities that enhance student diversity throughout the year. The annual “Valentine’s Day Celebration” gives students an opportunity to build friendships and participate in various events. The “Happy Halloween” event is another school-wide event that is celebrated by activities, contests, costumes, and food ([IIB-108](#)).

SAC’s International Student and English Language Academy programs ([IIB-94](#)) provide an opportunity for the college community to live as a global village. Over 220 international students attend classes in diverse academic disciplines. The International Student Association is a student club that is open to all students interested in engaging in activities that promote friendship across cultures. This club is a member of the Inter-Club Council (ICC) and plays a leadership role in student life. Annually, this club, in partnership with the International Student Program, hosts the International Fair, where international students present their countries and cultures at individual booths. International foods are sold, and a talent contest with dances and musical performances is presented. Representatives from international consulate offices in Southern California are invited to attend the International Fair and a VIP reception hosted by the college President. ([IIB-109](#))

Distance Education

The Online Degree Pathway ([IA-10](#)) courses were determined using the Institutional Learning Outcomes. This includes diversity in the areas of cultural anthropology, sociology, and earth sciences, which reflect the cultural, social, and environmental

aspects of diversity. Additional elective courses represented in distance education are Women's Health Issues and Psychosocial Function and Dysfunction.

The DE program and faculty are aware of various student learning styles and possible accessibility issues. Training is conducted in the DE Instructor Certification ([IB-32](#)) to teach diverse learning styles, to use multiple assessment techniques, and to abide by ADA requirements. Specific video/captioning training is included in the DE Instructor Certification ([IB-32](#)) modules.

Self Evaluation

Santa Ana College meets this standard. The college credit program and the School of Continuing Education have demonstrated that student understanding and appreciation of diversity is nurtured through its many programs and services, such as the requirement of the A.A. degree, student clubs, Safe Space programming, and Book-of-the-Year.

Actionable Improvement Plan

None.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

The college admits any applicant who is a high school graduate or at least 18 years old. The practices and tools for admissions at SAC are set according to the regulations outlined in state, federal, and RSCCD Board Policies and Administrative Regulations, which are updated as needed to conform to any changes to state and federal regulations ([IIB-110](#)). All admissions criteria and processes are clearly outlined in the schedule of classes, the catalog, and the website, which are regularly reviewed for accuracy. Student surveys are also conducted following revisions to the application, registration, and transcript processes, with the most recent surveys providing primarily positive student feedback ([IIB-111](#)). Instructions for completion of online applications (via CCC Apply) are provided upon request and during various outreach-based activities. SAC focuses attention on ensuring that admission processes are culturally sensitive, especially in relation to equity and access for speakers of languages other than English.

Only placement instruments on the *California Community Colleges Chancellor's List of Approved Assessment Instruments* (Fall, 2012), which have been reviewed by independent consultants from the University of Kansas (University of Kansas Report, J. Poggio and D. Glasnap, 2012) for validity and lack of cultural and linguistic bias and recommended for approval, are utilized by the SAC credit program ([IIB-112](#)). The two tests utilized by Santa Ana College, the College Test of English Placement (CTEP) and the Math Diagnostic Testing Project (MDTP), have recently been reviewed and received full approval until March 2019.

To improve the accuracy of student placement and ensure alignment with the curriculum, SAC has developed two custom assessment tools: the ESL Placement Test (for placement into non-credit ESL courses), and the Test of English Language Development (for credit

English for Multilingual Students (EMLS) courses). These instruments have also been reviewed and received full approval until March 2019 ([IIB-112](#), March 2014).

With the implementation of Datatel (Summer 2008) as the administrative software suite that provides for monitoring student information, finance, and human resources, multiple measures were uniformly incorporated into the adjusted test score upon which student placement is based. Faculty determined the specific factors that contribute to this adjusted score in their respective disciplines and review and revise them as needed. Alternate placements can be made by counselor review and approval through a waiver/special permission process.

As part of the ongoing validation of placements instruments, a research study was conducted in which students and instructors were asked to rate the appropriateness of their placement into English and math sequence courses at SAC, with the following results:

1. Instructor and Student Ratings of Appropriateness of Placement by CTEP, spring 2011 (in English classes). Eighty-nine percent of students indicated they were appropriately placed, and 85 percent of instructors indicated that students in their class were appropriately placed.
2. Validation of Placement Tools for Math Coursework, Fall 2011. Eighty-three percent of students indicated they were appropriately placed, and 69 percent of instructors indicated that students in their class were appropriately placed.

The process for admission and course registration for DE students is the same as that of traditional students. It is strongly suggested that students take the Online Student Orientation ([IA-9](#)) prior to enrolling in a distance education course, but it is not required by the college. An individual instructor may require it at the beginning of the course.

In the area of non-credit placement testing, in addition to the ESL Placement Test (for placement into non-credit ESL courses), the Tests for Adult Basic Education (TABE D) Form 9 is used for entering students into the Adult High School Diploma Program and/or GED as one of the indicators of placement.

Self Evaluation

Santa Ana College meets this standard. It adheres to best practices for establishing and validating assessment instruments and uses only approved tests per California Community Colleges Chancellor's List of Approved Assessment Instruments. In order to improve the English placement process, SAC and the local high school district (SAUSD) are piloting an English placement process for students that substitutes for the assessment test. SAUSD has implemented a CSU-developed English course to assess student readiness for collegiate-level English ([IIB-113](#)). The pilot will allow students who earn an A or B in the Expository Reading and Writing Course (ERWC) taken as the "senior English class" to place into Freshman Composition (English 101).

Actionable Improvement Plan

An evaluation of the pilot will be conducted in the fall of 2014 by English faculty and the RSCCD Research Department in conjunction with the SAC Testing Center and Student Outreach office to verify if placements have resulted in a more successful placement than the standardized CTEP exam.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The college's Office of Admissions and Records maintains student records in compliance with RSCCD BP 5117—Student Confidentiality, Disclosure and Review (formerly BP 5040—Student Records, Directory Information, and Privacy), AR 5117 (Student Confidentiality, Disclosure and Review), and AR 3105. These policies are in accordance with Family Educational Rights and Privacy Act (FERPA); California Education Code, Title 5 of the California Code Regulations; and other major applicable provisions of state and federal law ([IIB-114](#), [IIB-115](#), and [IIB-116](#)).

In addition to Board Policies and Administrative Regulations, SAC record maintenance procedures comply with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) standards for the maintenance of records classified as permanent or disposable, and policies and procedures specify retention periods and disposal protocols ([IIB-117](#)).

Some records are electronically stored. Paper records are scanned, and all Class One records are stored electronically and backed up through storage. Archived records can be located on microfilm and/or compact disc (CD) and are electronically backed up on secure servers.

College transcripts prior to fall 1986 have been imaged, and the original hard copy documents are stored in a fire proof vault in the Admissions and Records Office. All other Class One records are filed in locked file cabinets which are in secured rooms and accessible only to authorize employees ([IIB-118](#)). Access to student information is determined primarily by the Associate Dean of Admissions and Records with management support from the Registrar.

A statement defining directory information and notifying students of their rights is published in the college catalog, class schedule, SAC website, and BP 5117. Absent a subpoena, the college requires a written release signed by the student before any non-directory information is released to a third party ([IIB-116](#)). Records of these releases are maintained for a minimum of three years.

Self Evaluation

Santa Ana College meets this standard by maintaining the records in a permanent, secure, and confidential manner pursuant to California Education Code and Title 5 of the

California Code of Regulations. SAC publishes and follows established policies for release of student records.

Actionable Improvement Plans

None.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Santa Ana College employs a variety of strategies to review its student support services to assure the adequacy in identifying and meeting student needs. These include a systematic quadrennial program effectiveness review process. The Department Planning Portfolio (DPP) process is conducted on an annual basis and embedded into quadrennial capstone program review ([IIB-119](#)). It includes the continuous assessment and re-evaluation of SLO's, both small group and institution-wide student surveys; analysis of student progress within program areas; and thorough individual student evaluations of programs and services.

A number of categorical student services programs also prepare special performance reports, which informs college program planning and development, for the state ([IIA-65](#)). These activities are complemented through program retreats in which classified, faculty, and management can collectively consider the impact of the DPP's, including program effectiveness data and respond appropriately to modify, expand, and improve work in progress ([IA-17](#)).

Reviews and data are sent to the Student Success Committee, where information about successful practices or unmet needs informs strategic planning at the institutional level across both student services and instruction. It should be noted that program review/portfolio assessment (PA/PR) reports sent to the Teaching and Learning Committee (TLC) demonstrate various levels of data-driven planning and decision making ([IIA-11](#)). Examples of successful use of program review in continuous improvement are evident ([IA-22](#)).

Innovation in delivery of established services and creation of new services results from the program review process established. For example, the College Foundation piloted an online scholarship application in 2011-2012 after it was determined that the number of scholarship applications was lower than expected. The pilot year, 2011-12, proved to be successful with an 85 percent increase in scholarship applications submitted ([IIB-120](#)). In addition, one example of augmented services to students is through a CTE grant to fund a part-time staff person to address underemployment of deaf and hard of hearing students. This grant funds a program that focuses on the specific needs of the deaf and hard of hearing students' recruitment, retention, and completion of career and technical education programs ([IIB-121](#)). SAC student services leaders work with the RSCCD Research and Resource Development departments to frame research priorities each year that will inform program development and development of supplemental resources.

Self Evaluation

Santa Ana College meets this standard. Santa Ana College has student learning programs and services that provide a variety of programs and services that meet the assessed needs of Santa Ana College students. The college continues to participate in the established campus-wide program review process and demonstrates assessment, evaluation, and improvement through data elements.

Actionable Improvement Plans

The Student Survey will be revised to include distance education student usage and feedback on services provided.

The college will implement DE student access to Transfer Center resources and advisement and Financial Aid.