

STANDARD III: RESOURCES

The institution effectively uses human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Santa Ana College (SAC) employs qualified administrative, academic, and classified personnel in accordance with state and district hiring and evaluation policies and procedures to support the college mission and ensure that resources are appropriately and ethically utilized to achieve the highest levels of institutional effectiveness and student learning. The evaluation of those responsible for student success includes participation in the Student Learning Outcomes (SLO's) assessment process. SAC complies with the Code of Ethics policy established by the Rancho Santiago Community College District (RSCCD) Board of Trustees relative to employee conduct (BP 7001, formerly BP 7020, [IIIA-1](#)).

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary:

SAC has implemented Board Policies (BP's) and Administrative Regulations (AR's) to ensure that highly qualified individuals are hired to fill administrative, faculty, and classified positions ([IIA-154](#) and [IIIA-2](#)). All policies and regulations are aligned with the policies of the California Community College Board of Governors and union contracts ([IIA-132](#), [IIIA-3](#), [IIIA-4](#), and [IIIA-5](#)). This ensures a unified, fair, and equitable process and that all personnel have the qualifications required in specific job descriptions and/or meet minimum qualifications to provide and support the educational programs and services of the college. These policies and procedures provide a structure for ensuring that employees contribute to the institutional effectiveness of Santa Ana College.

Hiring needs for faculty, classified, and administrative positions have established procedures identified in BP 7120, which states that: "It is the responsibility of the Chancellor to determine the personnel needs of the district ([IIIA-6](#))." Once hiring needs have been identified and approved, the detailed hiring procedures for administrative, faculty, classified, and supervisory/confidential staff created through the AR's are utilized ([IIIA-7](#), [IIIA-8](#), [IIIA-9](#), and [IIIA-10](#)). The RSCCD Human Resources Department (HR) assists with each step of the hiring process.

Recruitment

To streamline the hiring process, *iGreentree* software has been used since 2007 ([IIIA-11](#)). The area manager enters the position request and submits the request for approval to the appropriate vice president, the President, and/or the Resource Development Department if the position is grant funded, and HR. Job descriptions are related to the college mission and accurately reflect position duties, responsibilities, and authority ([IIIA-12](#), [IIIA-13](#), [IIIA-14](#), [IIIA-15](#), [IIIA-16](#), and [IIIA-17](#)). HR provides training for managers and is available for assistance with all personnel processes ([IIIA-18](#), [IIIA-19](#), [IIIA-20](#), and [IIIA-21](#)). HR is responsible for widely advertising open positions by emailing all RSCCD employees, mailing announcements, and advertising through appropriate mechanisms for the position being hired ([IIIA-22](#) and [IIIA-23](#)). The processes, qualification requirements, and responsibilities of each position are available to the public, applicants, and employees ([IIIA-24](#)). Job announcements for faculty include as desirable qualifications: "A working knowledge of and experience with student learning outcomes and assessment" ([IIIA-25](#)). This inclusive approach has created an environment that attracts highly qualified employees to Santa Ana College.

Multiple venues are used to advertise faculty positions including job sites; websites ([IIIA-26](#) and [IIIA-27](#)) newspapers (*The Orange County Register*, *Career Builders/LA Times*); discipline-specific journals, publications (*Chronicle of Higher Ed*, *Women in Higher Ed*, *Hispanic Outlook in Higher Ed*, *Community College Week*); and the community college registry.

Where and how classified positions are advertised is based on the position. Internal notice for transfers is sent to classified staff who may wish to transfer into the new position. If the position remains open, external advertising occurs. For example, Information Technology (IT) positions are advertised in Dice.com ([IIIA-28](#)); accounting positions in

California Association of School Business Officials (CASBO); and student services positions in InsideHighered.com ([IIIA-29](#)).

Interview

A selection committee is identified with consideration of gender, ethnicity, and employee representation. An Equal Employment Opportunity Commission (EEOC) Monitor is selected along with an Academic Senate representative for academic positions. HR conducts an orientation for all members of the screening committee ([IIIA-30](#)). Committee members independently evaluate and rank each application. Interview questions are developed by the members and approved by HR. During the interview, all applicants are asked the same questions by the same individual serving on the committee, and the time available for answers is consistent among candidates. During the interview, candidates may be asked to prepare a teaching demonstration, an online instruction demonstration using a Learning Management System (LMS), or a project presentation or performance as part of the selection process, depending on the position being filled. Finalist reference checks are conducted. A final interview takes place with interview questions approved by HR followed by a selection recommendation by the college President for approval by the RSCCD Board of Trustees.

Faculty

The criteria for the selection of faculty included in the job announcement requires knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the college mission ([IIIA-7](#), [IIIA-15](#), and [IIIA-25](#)). Faculty are not hired specifically for DE coursework. Training of faculty for DE qualifications is accomplished through completion of the SAC DE Instructor Certification ([IB-32](#)) modules.

All faculty hired must meet the qualifications listed in the Minimum Qualifications for Faculty and Administrators in California Community Colleges adopted by the Board of Governors in 2011 based on Title 5, section 53400 – 53430 ([IIIA-31](#)). Faculty need is determined through the department Portfolio Assessment/Program Review and annual program review processes in conjunction with Academic Senate and the Vice President of Academic Affairs prioritization processes ([IIIA-32](#)). The number of faculty positions to be filled is based on available funding, priorities, and the California Community College Board of Governors Faculty Obligation Number (FON), with approval by the RSCCD Chancellor and Board of Trustees ([IIIA-33](#)).

In collaboration with the Academic Senate at Santiago Canyon College (SCC) and the district Human Resources department (HR), an updated process for requesting, processing, and approving/disapproving minimum qualification equivalencies was adopted by the SAC Academic Senate. The process requires that programs set minimum qualification equivalency with approval by faculty and senate representatives, Academic Senate presidents, and the college President requesting the equivalency. Potential candidates request an equivalency to meet minimum qualifications. Equivalencies are based on evidence in transcripts or equivalent work experience in the content area in comparison to the pre-approved minimum qualification equivalency ([IIIA-34](#)). The HR analyst confirms that the candidate has a certified degree. If the candidate received a

degree from an international institution, the transcript must be translated and the institution confirmed as accredited by a certified evaluation service ([IIIA-35](#)).

Classified

SAC ensures high integrity and performance of classified staff by adhering to the established procedures and requirements. California School Employee Association (CSEA) 579 bargaining unit and HR negotiate classification status and changes. There are approved job descriptions and educational requirements for classified positions ([IIIA-8](#), [IIIA-12](#), [IIIA-13](#), [IIIA-14](#), and [IIIA-36](#)). Distance Education staff is trained to understand the DE student and the remote location requirements for support.

Classified need is determined through the Resource Allocation Request (RAR) planning process and approved by the SAC College Council ([IIIA-37](#)). Once a position is opened, an internal notice for transfers is sent to classified staff. Should individuals wish to transfer into the new position, candidates are interviewed by the hiring manager, and a selection is made ([IIIA-38](#)). If the position remains open, the position is advertised through general venues and position-specific sites. A committee of appropriate individuals, including an EEOC representative and DE Coordinator for any DE staff positions, is convened to screen and interview candidates utilizing approved HR questions ([IIIA-39](#)). A candidate is selected, references are checked, and the decision is made to hire ([IIIA-40](#)).

Executive/Administrative

The established policies and procedures for faculty and classified staff are followed when hiring an executive/administrative position as appropriate based on the position ([IIIA-16](#) and [IIIA-17](#)). The process for hiring the Chancellor is established by the Board of Trustees in compliance with Title 5 Section 53000 ([IIIA-41](#)).

Self Evaluation

Santa Ana College meets this standard. The college continues to review, update, and implement policies that maintain the highest human resource standards. The college adheres to district guidelines for hiring administrative, classified, and academic personnel. With the goal of better aligning the planning and budgeting process, the procedures for determining staffing needs and approval processes continue to evolve. To provide quality programs and services, Santa Ana College employs personnel that are qualified as evidenced by the requirement for appropriate education, training, and experience. When discrepancies or issues arise, policies and procedures are in place for stakeholders to discuss and address the issues.

Actionable Improvement Plan

None.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary:

Santa Ana College has established written policies and procedures for evaluating all administrators, faculty, and classified employees on a regular, timely basis. The process includes evaluating the performance of assigned duties and the participation in institutional responsibilities and other activities appropriate to the assignment. The specific formal process used varies depending on the employee group and/or the union. Evaluators use a standardized form that lists the criteria for evaluation. There is an opportunity for positive comments and suggestions for improvement on the evaluation forms ([IIIA-42](#)).

Policies and procedures exist to guide the evaluation, improvement plan, and/or dismissal process if necessary for all employees at Santa Ana College. These policies and procedures rely on input from appropriate, identified constituents to determine the effectiveness of the employee. These policies and procedures provide a structure for ensuring that all SAC employees support the mission of the college and contribute to its institutional effectiveness.

Faculty

The Faculty Association of Rancho Santiago Community College District (FARSCCD) contract specifies the frequency of evaluations for full-time credit and non-credit faculty and adjunct hourly credit faculty in Article 8 of the contract. This includes tenured, non-teaching faculty, coordinators, counselors, librarians, and health service staff ([IIA-132](#)). Evaluations by the supervisor, peer(s) within the department or an associated department, and students are included in the evaluation process. Student evaluations were converted to an online system in 2010. To ensure faculty are performing effectively, their evaluation forms list the criteria and ranking scales ([IIA-132](#)). After the evaluation process, the supervising administrator sends evaluations to the college President, who reviews and forwards them to HR, where personnel files are kept confidential.

Evaluations of non-tenured probationary faculty members who are employed full-time occur each year for four years and include five components: self-evaluation; student evaluation surveys; classroom observations by the supervising administrator and two tenured-faculty peers; colleague surveys; a summary evaluation report written by the supervising administrator; and a performance improvement plan if necessary ([IIIA-43](#)). Evaluations for regular faculty members with non-teaching assignments, counselors, coordinators, librarians, health center nurses, and other non-instructional faculty follow the same procedures as that used for instructors. The evaluation focuses on their primary responsibilities, as well as classroom instruction, and student evaluations if appropriate ([IIIA-44](#)).

Evaluations for tenured faculty occur at least once every three years in a peer-review process that involves a classroom observation, consultation, or both with a colleague from the department or an associated department. A self-evaluation, administrator evaluation, and student evaluations are required ([IIIA-44](#)).

Evaluations for non-contract (hourly) credit faculty occur during the first two semesters of employment and at least once every third year thereafter. The evaluation process includes administrator or designee and student evaluations ([IIIA-45](#)).

The FARSCCD contract states that evaluators list specific examples and suggestions for improvement for each criterion marked as “does not meet expectations.” The administrator then develops a performance improvement plan to address deficiencies. The FARSCCD contract states the procedures for grievances during the tenure process ([IIA-132](#)).

The non-credit hourly faculty follow the requirements of the Continuing Education Faculty Association (CEFA) contract ([IIIA-5](#)). It states that instructors shall be evaluated the first semester or term of employment. Evaluators use standardized evaluation forms. Subsequent evaluations are made once during the second year of employment and every three (3) years thereafter. Article 6 in the CEFA contract specifies the manner in which actions may be taken after the evaluations are formally conducted and documented. The CEFA contract defines steps to follow for unfavorable evaluations. Division offices maintain the evaluation schedule.

Child Development Faculty

Evaluation of faculty in child development follows procedures described in Article Two of the Child Development Teachers Agreement (CSEA 888). To ensure that faculty are effectively performing their duties, evaluators use a standardized form listing the evaluation criteria ([IIIA-4](#)). Evaluations of non-tenured faculty take place each year of the tenure process and include observations in the primary area of responsibility and consultations. Evaluations of tenured or regular teachers/head teachers take place in the area of their primary responsibility annually. The agreement also specifies the manner in which actions may be taken after the evaluations are formally conducted and documented.

Classified Employees

The California School Employees Association 579 (CSEA) contract specifies the frequency and process of evaluation for classified employees ([IIIA-3](#)). HR sends evaluation forms and reminders to supervisors at the stated intervals. The contract states that permanent employees shall be evaluated every third year, on or about their anniversary date. Probationary employees shall be evaluated at the completion of their third, seventh, and immediately prior to completion of their eleventh month of probationary service. Probationary or permanent employees may be evaluated more frequently as determined by the district, but not more frequently than every six months. To ensure that personnel are effectively performing their duties, a standardized evaluation form lists the evaluation criteria ([IIIA-46](#)). The CSEA agreement also specifies that negative statements be followed by specific recommendations, time periods for

improvement, and provisions for assisting the employee in implementing any recommendations made after the evaluations are formally conducted and documented. All evaluations, along with any attached comments by the employee, are kept in confidence and filed in the employee's official personnel file.

Supervisory and Confidential Employees

Supervisory and confidential employees are part of the management team, and unions do not represent them. Evaluation of supervisory and confidential employees is outlined in AR 4128.1 ([IIIA-47](#)). Immediate managers evaluate supervisory employees at six months, eleven months and at least once every three years thereafter. To ensure that personnel are effectively performing their duties, a standardized evaluation form lists the evaluation criteria. Confidential employees are evaluated at four months, eleven months, and at least once every third year thereafter ([IIIA-48](#)). The regulations specify the manner in which actions may be taken after the evaluations are formally conducted and documented. HR sends evaluation forms and reminders at stated intervals.

Executive/Administrators

Evaluations of administrators occur during the first two years of employment in a new position and at least once every three years thereafter. Additional evaluations may be made at the request of the Chancellor, appropriate vice chancellor, or immediate supervisor. Board Policy and Administrative Regulations specify the procedures for management evaluations and documentation. The administrator being evaluated is responsible for a self-evaluation as required in Administrative Evaluation Procedures outlined in AR 4128.2 ([IIIA-49](#)). HR contacts peers, employees, and/or other managers to evaluate the administrator. The administrator's supervisor gives the final evaluation.

The evaluation of the Chancellor is conducted by the Board of Trustees ([IIIA-50](#)). The Board schedules a meeting with the Chancellor to discuss the evaluation process. The CEO Pre-Evaluation Work Sheet is used to facilitate the process. The Chancellor prepares a self-evaluation to include progress toward achieving annual goals and long-range goals and other materials as appropriate. The self-evaluation is available to all board members at least two days prior to the evaluation session. The Chancellor may or may not be present at the session. Following the evaluation, the President of the Board of Trustees presents the results of the formal evaluation to the Chancellor in writing. Contents of the evaluation are kept confidential unless the Chancellor wants to discuss the content in order to address issues that have been indicated for action.

Self Evaluation

Santa Ana College meets this standard. While procedures are in place for student evaluations in the faculty evaluation process, the participation rate of the students has decreased since the implementation of the online evaluation process. This has been discussed at College Council ([IIIA-51](#), regarding student evaluations). Organizational processes are in place, and written criteria exist for evaluating all personnel, including evaluation of performance of assigned duties, participation in institutional responsibilities, and other activities appropriate to their assignment. The HR department has a tracking process for classified staff that ensures that evaluations are submitted in a timely manner, and the Assistant Vice Chancellor of Human Resources monitors the

process. A similar process needs to be fully implemented for faculty and administrator evaluations.

Actionable Improvement Plan

The student evaluation process requires evaluation and update. Alternative methods to increase student participation including best practices from other community colleges should be considered.

A more systematic process and structured tracking system to ensure that evaluations are completed in compliance with contract deadlines and the processes established by the district should be developed.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

The evaluation of those responsible for student success, the faculty, counselors, and librarians, include the requirement that these groups participate in the Student Learning Outcomes (SLO's) assessment process. The process includes the development, implementation, assessment, and creation of action plans as needed for SLO's. The ability to implement the usefulness and effectiveness of SLO's is part of the tenured ([IIIA-44](#)) and probationary faculty ([IIIA-43](#)) evaluation process. The current management evaluation process also requires that managers understand the students they serve and the outcomes the students must achieve ([IIIA-52](#)).

Faculty are engaged in continuous assessment of SLO's at the program and course level. In addition, faculty are asked to link the program and course outcomes to the Institutional Learning Outcomes (ILO's, formerly Core Competencies) ([IIA-4](#), [IIA-83](#), and [IIA-126](#)).

To support the needs of faculty and management to successfully complete SLO assessment in a timely and efficient manner, the process has been undergoing a comprehensive review. By evaluating the process by which SLO's are assessed, it is expected that faculty and management will increase their effectiveness and ability to implement action plans identified during the assessment process while also allowing a greater tie to the planning and budgeting process ([IIIA-53](#)). Resources, information, and templates for the current process are available for faculty at the SLO/Program Review and Planning website ([IIA-5](#) and [IIA-1](#)).

Faculty are encouraged to utilize the information in their evaluations to improve their effectiveness in the SLO process. Faculty collaborate regarding teaching methodologies, sequencing, assessments, and SLO findings to increase student learning ([IIA-132](#) and [IIIA-54](#)).

Self Evaluation

Santa Ana College meets this standard. The process of implementing and assessing SLO's has been tied to the evaluation of those directly responsible for this process

including tenured faculty, probationary faculty, and management. It has not, however, been included in the evaluation process of Non-Contract/Part-time faculty.

Actionable Improvement Plan

The evaluation process for Non-Contract/Part-time faculty should be updated to include an evaluation of faculty effectiveness as it relates to SLO's.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

Santa Ana College (SAC) complies with the Code of Ethics policy established by the Rancho Santiago Community College District (RSCCD) Board of Trustees relative to employee conduct; BP 7001 Code of Ethics ([IIIA-1](#)). The RSCCD Board of Trustees has an established policy that states appropriate conduct for employees, citing that “the consistent exercise of integrity is the cornerstone of ethical behavior.” The code applies for all district employees, including those involved in DE/CE programs and is published on the RSCCD website.

There are multiple examples of professional ethics throughout the Board Policies:

- The Board Policy regarding civility is addressed in BP 7002 Civility ([IIIA-151](#)). The policy discusses freedom of speech but regulates speech that may be injurious. Instead, the expectation is for all communication to be courteous and polite.
- Professional ethics regarding nepotism is addressed in BP 7310 (formerly 4118) Nepotism Civility ([IIIA-55](#)). The policy does not prohibit the employment of relatives or domestic partners in the same department or division except for not assigning a family member in a position to influence personnel decisions.
- Professional ethics regarding political activity is addressed in BP 7370 (formerly 4135) Political Activity ([IIIA-56](#)). This policy prohibits political activity during an employee's working hours, but does not prohibit an employee from urging the support or defeat of a ballot measure or candidate during non-working time.
- Professional ethics regarding whistleblowing is addressed in BP 7700 (formerly 4140) Whistleblower Protection ([IIIA-57](#)). The procedures encourage individuals to report suspected incidents of unlawful activities without fear of retaliation.
- The RSCCD Board of Trustees has a specific Board Policy regarding Code of Ethics, BP 2715 (formerly 9002) Code of Ethics/Standards of Practice ([IIIA-58](#)). This policy specifically addresses the Board of Trustees. Violations of the Code of Ethics are addressed by the President of the Board.

Self Evaluation

Santa Ana College meets this standard. The code of professional ethics for all employees is clear and available on the RSCCD website. The college follows current policies and regulations. There are established board policies that govern the Board, community relations, administration, business/finance support services, personnel, students, and student personnel.

Actionable Improvement Plan

None.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

In fall 2013, Santa Ana College employed staff members in the following categories: thirty-three administrators, 219 full-time faculty (including credit and non-credit as well as child development faculty), 227 full-time classified staff, and 148 part-time classified staff for 18,164 students. Part-time (adjunct) faculty are hired as needed semester to semester resulting in fluctuating numbers ([IIIA-59](#), [IIIA-60](#), and [IIIA-61](#)). In comparison, RSCCD, in total, employs 109 administrators, 358 full-time faculty, 457 full-time classified staff, and 215 part-time classified staff in fall 2013 with part-time faculty based on college needs ([IIIA-62](#) and [IIIA-63](#)). The number of full-time faculty hired for fall 2014 is 29 to meet the FON requirement and funding.

In fall 2008, there were 36 administrators, 242 full-time faculty, 262 full-time classified staff, 261 part-time classified staff for 21,063 students at SAC. In 2009, as a result of California's action to reduce funding for the California Community Colleges, the district faced a reduction of the 2009-2010 budget by \$15 to \$20 million. Significant reductions in class offerings and non-personnel expenditures were made ([IIIA-64](#) and [IIIA-65](#)). However, these measures were not sufficient to balance the 2009-2010 budget. A reduction in the district workforce was necessary in response to the budget reductions. In June, 2009, the RSCCD Board of Trustees passed Resolution 09-17 regarding a Reduction in Force of Classified Staff ([IIIA-66](#)). In September, 2009, funding for categorical programs in California Community Colleges was reduced by \$10.3 million. In response to the reduction, the RSCCD Board of Trustees passed Resolution 09-23 regarding a Reduction in Force of Classified Staff ([IIIA-67](#)). In October, 2009, the RSCCD Board of Trustees passed Resolution 09-24 regarding Reduction in Force of Classified Staff in the Institute for Women Entrepreneurs due to lack of work/lack of funds ([IIIA-68](#)).

The HR department identified the classified staff to be laid off based on seniority as per the CSEA 579 contract. The staff laid off were notified and laid off per procedure ([IIIA-69](#) and [IIIA-3](#)). A hiring freeze was put in place except for essential positions 2008-2011 ([IIIA-70](#)).

There are processes for hiring and evaluations. The district and Santa Ana College hiring requirements ensure that faculty and staff have appropriate preparation and experience for their positions. Ongoing evaluations assure the institution that the staff are fully committed to performing well in their positions.

California Code of Regulations Title 5, Section 51025 requires districts to increase the number of full-time faculty over the prior year in proportion to the amount of growth in funded credit Full-Time Equivalent Students (FTES) unless the Community College Board of Governors suspends the requirement due to budget issues ([IIIA-70](#) and [IIIA-71](#)). Based on the requirement for the Faculty Obligation Number (FON), HR calculates the current number of full-time equivalent faculty (FTEF) in the fall semester and projects the FON for the following year to determine minimum hiring requirement for spring recruiting. The FON determines the minimum aggregate number of full-time faculty to be hired for RSCCD. Using the new budget allocation model, the Presidents of Santa Ana College and Santiago Canyon College agree to the number of positions that will be open at each college and present this to the Chancellor of RSCCD for approval. The decisions are based upon replacement of key assignments, enrollment growth/demands, anticipated key vacancies, program review, and program development/expansion equalizing full-time faculty ratios between the two colleges ([IIIA-33](#)).

During 2011-2012 and 2012-2013, the California Community College Chancellor's Office suspended the FON requirement due to the budget situation in the state. However, the leadership at RSCCD decided to hire ten full-time faculty for fall 2013 to maintain an appropriate number of full-time faculty based on student enrollment and need.

A Faculty Request form is written by those departments, credit and/or non-credit, requesting positions ([IIIA-72](#)). An Academic Senate Faculty Priorities Committee and the instructional administration convene separately to review and prioritize the requests. The prioritized requests are presented to the SAC President for recommendation to the RSCCD Chancellor. In fall 2013, there were 36 requests requested by 22 departments ([IIIA-73](#), regarding Faculty Priority Committee). There will be 29 new faculty hires for fall 2014 to meet the FON requirement and funding.

Maintaining sufficient support personnel is a constant challenge for the quickly growing area of distance education. The staff required to support DE is sufficient, but with the upcoming increase of DE students, the situation requires attention. Faculty and student surveys are run annually, and support services in DE are evaluated and revised accordingly.

Self Evaluation

Santa Ana College meets this standard. The number of SAC employees has decreased in all areas since 2008 due to state budget issues; however, this number has stabilized over the last two years. The number of RSCCD employees has decreased in all areas over the last five years with the exception of an increase of five administrative positions added between 2012 and 2013. The faculty and staff at Santa Ana College are well qualified for their positions. Multiple processes are now in place to assess the current and anticipated student needs in order to determine which departments, credit and/or non-credit, will hire

faculty and staff in response to the last ACCJC accreditation planning agenda calling for a review of needs and an assessment of the prioritization process.

To support the growing needs in distance education, research personnel and an instructional designer to work with faculty would help to better assist faculty in their DE course development and continued understanding of their course improvements and the effects of those changes. Research personnel and an instructional designer would increase the effectiveness of faculty involved in delivering DE courses and ultimately improve student success.

Actionable Improvement Plan

Although DE conducts its own surveys, DE should be included in the overall Institutional Effectiveness Survey in order to properly identify the needs of students, faculty, and staff as it relates to DE. In addition, providing the necessary human resources to the DE program would include the addition of a researcher and an instructional designer.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

All personnel procedures and policies are reviewed and approved by the RSCCD Board of Trustees before being disseminated. Procedures and policies are equitably and consistently administered. RSCCD HR department maintains the security and confidentiality of personnel records.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Employment procedures and policies of RSCCD conform to appropriate state and federal laws ([IIIA-74](#) and [IIIA-75](#)). All procedures and policies are reviewed for compliance, accuracy, and applicability ([IIIA-76](#), [IIIA-77](#), and [IIIA-78](#)). The District Council previews new or modified policies and regulations before presentation to the Board of Trustees ([IIIA-79](#)). Information on new policies and policy changes are emailed to all managers whenever there is Board approval of such actions by the RSCCD Human Resources and Educational Services department ([IIIA-80](#)).

The Board of Trustees of RSCCD adopts personnel policies that are public knowledge and available to all constituencies, either by accessing the district website or by contacting RSCCD Human Resources. For example, relevant RSCCD Board Policies (BP) include:

- BP 7120 Recruitment and Hiring ([IIIA-6](#))
- BP 7210 Academic Employees ([IIIA-81](#))
- BP 7230 Classified Personnel ([IIIA-82](#))
- BP 7240 Confidential Employees ([IIIA-83](#))
- BP 7250 Educational Administrators ([IIIA-84](#))
- BP 7260 Classified Supervisors and Managers ([IIIA-85](#))
- Other HR policies at the RSCCD website, Human Resources page ([IIIA-86](#)).

Furthermore, RSCCD has enacted numerous AR's that govern personnel matters, which are posted on the RSCCD website ([IIIA-87](#)). These policies and procedures are the responsibility of the Human Resources department and are equitably and consistently administered. If there is a question concerning the implementation of a policy and/or procedure, union representatives will discuss the issue with administration per contract procedures ([IIA-132](#), [IIIA-3](#), [IIIA-4](#), and [IIIA-5](#)). RSCCD supports the college's efforts with fair and equitable application with Board Policies and Administrative Regulations by providing training as necessary ([IIIA-88](#)).

Self Evaluation

Santa Ana College meets this standard. Personnel policies and procedures distributed by RSCCD are clearly stated, regularly reviewed, and published to ensure their fair and equitable application. Santa Ana College adheres to written policies ensuring fairness in all employment procedures as designed and developed by the district and administered by the district's Human Resources.

Actionable Improvement Plan

None.

III.A.3.b. The institution makes provision for security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

RSCCD HR maintains personnel records in a confidential manner as required. In response to the need for secure files, the fourth floor of the District Office is locked. Access to the fourth floor is gained by specialized keys for appropriate personnel and by appointment with visitors being escorted to the appropriate office.

Files that are on desks are confidential records. To increase security, the file room and HR leadership offices are on a separate locking system. Entrance by a custodian to the room and offices requires accompaniment. Trash is placed outside of the room and offices. The file room contains file cabinets for which only analysts, technicians, and HR leadership have keys. Records are maintained and protected in accordance with California Education Code Section 87031 ([IIIA-89](#)), U.S. Government Code Section 6254 ([IIIA-90](#)), Civil Code Section 1798.24 ([IIIA-91](#)), and pertinent Board Policies ([IIIA-92](#)). HR personnel follow these regulations and procedures. They ensure the security and confidentiality of all employee records and provide proper access to these records.

Self Evaluation

Santa Ana College meets this standard. Per district policy, Santa Ana College provides for security and confidentiality of personnel records by sending all confidential personnel-related materials directly to the district HR department. At the District Office, each employee has proper access to his/her own personnel records. All files should be

converted to electronic format and backed up in order to permanently increase file security.

Actionable Improvement Plan

The college needs to select software to transition from paper to electronic files using encryption.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

The college’s commitment to equity and diversity begins with the college mission statement and continues with the Strategic Plan’s Vision Themes. It is also evidenced through participatory governance committees, students, and employees. This commitment is seen through the programs, practices, and services offered to students and staff. The district demonstrates its integrity to the students, faculty, staff, and administrators by providing board polices and administrative regulations that protect their respective rights.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

The college’s mission and Vision Themes reflect the needs of a diverse community, including access and equity (IA-1). The college demonstrates concern for and understanding of equity and diversity for employees and students through its many practices and policies. There are established Board Policies on diversity and equal employment opportunities. The district and SAC are committed to providing a learning and work environment that is conducive to open discussion and free of intimidation, harassment, and unlawful discrimination (IIIA-74, IIIA-93, and IIIA-94).

Santa Ana, California, is a diverse community and is represented at Santa Ana College by a classified, faculty, and administrative staff with diverse cultural, educational, and experiential backgrounds. SAC has been designated by the Department of Education as a Hispanic-Serving Institution. The RSCCD Research Department lists demographic information including gender and ethnicity for students as well as classified, faculty, and administrative staff (IIIA-95).

Table 48. SAC Staff Profile (Credit and Non-Credit) Fall 2013

		Administrators		Confidential		Contract Faculty		Hrly CLSF (On-Going)		Hrly Faculty		Hourly CLSF (Short Term)		Misc (Instr Assoc /Asst)		Monthly Classified		Supervisory	
GENDER	Female	13	50%	1	100%	120	54.79%	93	64.14%	545	42.81%	112	67.47%	82	24.92%	140	61.95%	2	28.57%
	Male	13	50%	0	0%	99	45.21%	52	35.86%	728	57.19%	53	31.93%	247	75.08%	86	38.05%	5	71.43%
	Unknown	0	0%	0	0%	0	0%	0	0%	0	0%	1	0.6%	0	0%	0	0%	0	0%
	Total	26	100%	1	100%	219	100%	145	100%	1273	100%	166	100%	329	100%	226	100%	7	100%
RACES	Asian	2	7.69%	0	0%	23	10.5%	35	24.14%	120	9.43%	33	19.88%	16	4.86%	35	15.49%	2	28.57%
	Black	1	3.85%	0	0%	5	2.28%	4	2.76%	33	2.59%	5	3.01%	19	5.78%	7	3.1%	0	0%
	Filipino	0	0%	0	0%	3	1.37%	1	0.69%	18	1.41%	2	1.2%	5	1.52%	6	2.65%	0	0%
	Hispanic	6	23.08%	0	0%	48	21.92%	73	50.34%	257	20.19%	65	39.16%	65	19.76%	111	49.12%	1	14.29%
	Native American	0	0%	0	0%	4	1.83%	1	0.69%	12	0.94%	0	0%	2	0.61%	2	0.88%	0	0%
	Pacific Islander	0	0%	0	0%	0	0%	0	0%	8	0.63%	0	0%	4	1.22%	1	0.44%	0	0%
	White	17	65.38%	1	100%	132	60.27%	30	20.69%	777	61.04%	57	34.34%	188	57.14%	63	27.88%	3	42.86%
	Unknown	0	0%	0	0%	4	1.83%	1	0.69%	48	3.77%	4	2.41%	30	9.12%	1	0.44%	1	14.29%
	Total	26	100%	1	100%	219	100%	145	100%	1273	100%	166	100%	329	100%	226	100%	7	100%

Table 49. SAC Student Demographics

SANTA ANA COLLEGE (ALL CREDIT STUDENTS)										
(census week)	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	21063		18089		17681		18764		18164	
	Datatel		Datatel		Datatel		Datatel		Datatel	
	n	%	n	%	n	%	n	%	n	%
Ethnicity										
Native American	158	1%	122	1%	109	1%	113	1%	89	0%
African-American	468	2%	401	2%	391	2%	381	2%	367	2%
Asian	2730	13%	2375	13%	2178	12%	2202	12%	2025	11%
Chinese	199	7%	174	7%	169	8%	177	8%	167	8%
Japanese	118	4%	80	3%	82	4%	69	3%	67	3%
Korean	155	6%	139	6%	120	6%	136	6%	108	5%
Southeast Asian	1870	68%	1697	71%	1518	70%	1551	70%	1424	70%
Other Asian	388	14%	285	12%	289	13%	269	12%	259	13%
Latino	11251	53%	10378	57%	10591	60%	11740	63%	11679	64%
Mexican American	8873	42%	6763	65%	5999	57%	5435	46%	4430	38%
Central American	500	2%	365	4%	302	3%	280	2%	196	2%
South American	365	2%	276	3%	197	2%	165	1%	142	1%
Other Latino	1513	7%	2974	29%	4093	39%	5860	50%	6911	59%
Filipino	331	2%	323	2%	301	2%	312	2%	267	1%
Caucasian	3941	19%	3124	17%	2804	16%	2748	15%	2515	14%
Pacific Islander	127	1%	133	1%	119	1%	105	1%	87	0%
Other	372	2%	224	1%	153	1%	134	1%	93	1%
Decline to State	1685	8%	1009	6%	1035	6%	1029	5%	1042	6%
Age										
17 and under	683	3%	714	4%	780	4%	985	5%	813	4%
18	1888	9%	1611	9%	1773	10%	1977	11%	2069	11%
19	2286	11%	2062	11%	1967	11%	2200	12%	2243	12%
20-21	3587	17%	3306	18%	3340	19%	3521	19%	3495	19%
22-25	4141	20%	3740	21%	3747	21%	3980	21%	3804	21%
26-29	2372	11%	2118	12%	1962	11%	1988	11%	1887	10%
30-39	2974	14%	2369	13%	2141	12%	2217	12%	2101	12%
40-49	1942	9%	1321	7%	1215	7%	1139	6%	1059	6%
50-64	1047	5%	719	4%	666	4%	664	4%	616	3%
over 64	143	1%	124	1%	90	1%	93	0%	77	0%
Not reported	0	<1%	5	0%	0	0%	0	0%	0	0%
Day/Night Status										
Day			7539	42%	7439	42%	7858	42%	7739	43%
Night			4422	24%	4145	23%	4186	22%	3712	20%
Both			5251	29%	5149	29%	5693	30%	5857	32%
Not reported			877	5%	948	5%	1027	5%	856	5%
Gender										
Male	10494	50%	8667	48%	8374	47%	8911	48%	8840	48%
Female	10494	50%	9360	52%	9246	52%	9798	52%	9254	51%
Not reported	75	<1%	62	0%	61	0%	55	0%	70	0%

Santa Ana College demonstrates its institutional commitment to equity and diversity by offering its administrative, classified, and academic employees a wide range of training and professional development opportunities including:

- Sexual harassment prevention training online for administrators ([IIIA-88](#))
- Technology training ([IIIA-96](#), [IIIA-97](#), and [IIIA-98](#))
- Evaluation workshops ([IIIA-18](#))
- Leadership training ([IIIA-19](#))
- Management training on employment and personnel issues ([IIIA-20](#) and [IIIA-21](#))
- New faculty workshops ([IIIA-99](#) and [IIIA-100](#))

There are a number of labor law documents available on the district website. These include information about discrimination and harassment, whistleblower's notice, and equal employment opportunity ([IIIA-75](#)).

A variety of opportunities exist through committees to foster and appreciate equity and diversity. The committees are comprised of administrators, faculty, classified staff, and students. The Academic Senate, College Council, Facilities Committee, Planning and Budget Committee, the Santa Ana College Technology Advisory Committee, and the Teaching Learning Committee continually discuss issues of diverse cultures and needs ([IIIA-101](#)).

The following intra-cultural events and items demonstrate Santa Ana College's recognition of the diversity of its students and the college staff:

- Annual International Festival ([IIIA-102](#))
- The Book-of-the-Year Initiative ([IB-29](#))
- Celebration of Native American Heritage Month, Black History Month, Hispanic Heritage Month, and Asian American Month ([IIIA-103](#), regarding Associate Student Government events)
- Calendar of Events, SAC Inter-Club Council Clubs and Organizations ([IIIA-104](#))
- Santa Ana College Student Handbook and Planners ([IIA-152](#))
- Santa Ana School of Continuing Education (SAC SCE) Student Activities Calendar ([IIIA-105](#))

In addition to the many intra-cultural events on campus, 86 percent of the students surveyed in the spring semester of 2013 rated their experience in learning to respect and work with people of different backgrounds as "good" or "excellent." In addition, 83 percent of the students surveyed said they had a discussion with students of a different background with 80 percent reporting the ability to understand ethical issues on the environment ([IB-64](#)).

Self Evaluation

Santa Ana College meets this standard. The college creates and maintains appropriate programs, practices, and services that support its diverse personnel. Faculty, staff, and

students enjoy the varied student and club activities that highlight the diversity of the college.

Actionable Improvement Plan

None.

III.A.4.b. The institution regularly assesses that its record in employment equity and diversity consistent with its mission.

Descriptive Summary

The Rancho Santiago Community College District Institutional Research Department maintains and evaluates records describing the diversity of SAC employees and students ([IIIA-106](#)).

Table 50. SAC Staff Diversity: Percentage of Non-White Employees 2008 - 2013

Year	FT Faculty	PT Faculty	FT Classified	PT Classified	Management	Total
08-09	36%	39%	68%	78%	53%	41%
09-10	37%	39%	67%	79%	45%	42%
10-11	37%	38%	69%	78%	42%	40%
11-12	38%	38%	69%	77%	42%	41%
12-13	38%	38%	70%	78%	44%	41%
13-14	40%	39%	72%	79%	39%	41%

Data reflect employees in paid status as of September 1st of each year

Additionally, the RSCCD Research Department creates Enrollment Trends and Student Characteristics documents ([IA-4](#)). The Research Department produces and distributes statistical studies to assist in RSCCD policy and program planning and development. The information is accessible on the district website ([IB-28](#)).

To assess how SAC is meeting its mission, the Research Department conducts student satisfaction surveys ([IB-63](#)). The survey incorporates questions about the diversity of the college. The survey is distributed each spring semester with results available and posted to the website in October.

After the 2008 ACCJC comprehensive site visit, a recommendation was made regarding the Diversity Plan. However, discussions regarding the Diversity Plan demonstrated that a diversity plan is under the purview of the district and not the college. This was reported in both the *Follow Up Report 2009* and the *Midterm Report 2011*. At the time of the last Comprehensive Evaluation Team Visit and until very recently, the district was awaiting an update from the State of California. In September 2013, the district received the updated Diversity Plan from the state ([IIIA-107](#)). The newly revised plan is being reviewed by the district Human Resources Committee (HRC) ([IIIA-108](#)). The RSCCD BOT has a policy ensuring the commitment to diversity ([IIIA-93](#)) and a policy prohibiting discrimination ([IIIA-74](#)).

A district-trained Equal Employment Opportunity Commission (EEOC) Monitor is present on all hiring committees for managers, faculty, and staff to ensure that all members of the committee understand and follow EEOC guidelines mandated by law and district policy. Formal Human Resource EEOC training had not taken place for several years, but training resumed fall 2013. In addition, a representative from HR attends the first meeting of a screening committee to orient members on the hiring process and the *iGreentree* process ([IIIA-109](#), [IIIA-7](#), [IIIA-8](#), [IIIA-9](#), and [IIIA-10](#)).

Self Evaluation

Santa Ana College meets this standard. The Institutional Research Department regularly assesses Santa Ana College's employment equity and diversity to determine its consistency with the mission of the institution. Research is conducted for SAC through RSCCD's Research Department. Student satisfaction surveys are conducted regarding diversity. A board policy exists regarding equal employment opportunity with training for monitoring equal employment opportunity.

Actionable Improvement Plan

As research, evaluation, assessment, and planning needs increase, additional resources are needed at the college level for research. This includes a dedicated SAC researcher to support campus-specific needs (See I.B.3).

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary

One of the primary goals of RSCCD and SAC is to maintain a positive, productive working environment for employees. The district demonstrates its integrity to the students, faculty, staff and administrators by providing board policies and administrative regulations that protect their respective rights. These board policies include, but are not limited to:

- BP 7002 Civility ([IIA-151](#))
- AR 3410 (formerly BP 4119) Regulations for Reporting Complaints of Unlawful Discrimination and Sexual Harassment ([IIIA-94](#))
- BP 4201 Academic Freedom (number change to BP 4201 pending) ([IIA-143](#))
- BP 7130 Compensation ([IIIA-110](#))
- BP 7131 Management Salary Schedule – Placement and Advancement ([IIIA-111](#))
- BP 7340 Leaves ([IIIA-112](#))
- BP 7345 Catastrophic Leave Program ([IIIA-113](#))
- BP 7360 Discipline and Dismissal – Academic Employees ([IIIA-114](#))
- BP 7365 Discipline and Dismissal – Classified Employees ([IIIA-115](#))
- AR 4121 Americans With Disabilities Act ([IIIA-116](#))
- BP 5551 Grievance Procedure ([IIIA-117](#))
- AR 5551 Grievance Procedures For Students ([IIIA-118](#))
- BP 5117 Student Confidentiality and Review ([IIIA-119](#))

- AR 5117 Confidentiality, Disclosure and Review of Student Records ([IIIA-120](#))
- BP 5201 Standards of Student Conduct ([IIIA-121](#))

District employees are represented by four bargaining units: Continuing Education Faculty Associate (CEFA) represents adjunct faculty of the School of Continuing Education; California State Employees Association 579 (CSEA 579) represents all classified employees; California State Employees Association 888 (CSEA 888) represents Child Development Teachers Unit; and Faculty Association of Rancho Santiago Community College District (FARSCCD) represents all faculty excluding the adjunct School of Continuing Education faculty ([IIA-132](#)). The academic employees paid on the Administrative Salary Schedule, day-to-day substitutes, and all other academic employees lawfully designated as management, supervisory, or confidential are not a part of a bargaining unit. However, all board policies apply.

Self Evaluation

Santa Ana College meets this standard. There are multiple structures and procedures in place to promote and ensure integrity in the treatment of employees and students.

Actionable Improvement Plan

None.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Santa Ana College provides programs and activities for professional development. The programs are evaluated to determine effectiveness and relevance with the results used for improvement as needed.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

Santa Ana College provides a wide variety of programs and activities for professional, institutional, and personal development for faculty, staff, and administrators ([IIIA-122](#) and [IIIA-123](#)). Activities are planned to support the college mission and goals and to improve skills of the employee. Professional development through conferences occurs when there is grant funding or when the attendee funds the conference ([IIIA-124](#)).

Faculty, classified staff, and administrators plan and design professional development activities at SAC to introduce new programs, services, and technology. The activities may lead to the development and evaluation of programs or curriculum, instructional training, improvement of work environment, as well as staff awareness of district policies and procedures.

A calendar of activities is distributed to all faculty, staff, and administrators prior to the fall and spring semesters ([IIIA-122](#), [IIIA-125](#), [IIIA-126](#), and [IIIA-127](#)). The length of the semester is 16 weeks with in-lieu-of-instruction hours for faculty given in the form of a flexible calendar, referred to as “Flex” ([IIIA-128](#) and [IIIA-129](#)). Faculty complete a Flex form indicating the activities that will be conducted to account for the required hours assigned based on the number of hours teaching during the year. At the completion of the Flex activities, faculty make any changes necessary to the original plan and assess the benefit of the activities. The instructional administrators approve the plans and sign after completion ([IIIA-130](#), [IIIA-131](#), [IIIA-132](#), and [IIIA-133](#)).

Workshops are scheduled the week before the start of each semester as well as throughout the year for faculty, staff, and administrators:

- Activities specific to teaching and learning needs are presented including information about new technology; educational advancements; SLO assessments; new programs and curriculum changes; CPR re-certification; CurricUNET; Datatel training; and other technology topics at SAC and CEC ([IIIA-134](#), [IIIA-135](#), [IIIA-136](#), [IIIA-137](#), [IIIA-138](#), and [IIIA-139](#)).
- A New Faculty Institute, initiated by the Chancellor and developed by Human Resources, in collaboration with the Academic Senate, provides orientation during the Flex week in August and continues with additional training throughout the first year of service for new faculty ([IIIA-99](#) and [IIIA-100](#)).
- The Distance Education Office offers multiple sessions/seminars including Blackboard Basics, specific Blackboard tools (Grade Center, Assessments, Interactive Tools, Accessibility), Video Creation (Camtasia Relay, Camtasia Studio and YouTube), and Turnitin training during flexible calendar week and during the semester ([IIIA-140](#) and [IIIA-141](#)).
- The Distance Education Workgroup developed a certification program for faculty who teach online. Preparation for faculty to teach online includes successful completion of the DE Instructor Certification modules that include reviewing Title 5 guidelines. Verifying course outlines appropriately includes Technologically Mediated Instruction; completing accessibility training; implementing student activities using advanced Blackboard tools; and best practices for engaging and retaining students in DE courses ([IB-32](#)).
- To increase the opportunity for dialogue between the classified staff and the SAC President, *Take A Break with the President* meetings along with forums regarding ACCJC accreditation have been scheduled throughout the year ([IIIA-142](#), [IIIA-143](#), and [IIIA-144](#)).
- There is a wide range of training and professional development opportunities for administrators. These include sexual harassment prevention, technology training, hiring practices workshops, budget training, leadership training, EEOC training, and emergency response training ([IIIA-18](#), [IIIA-19](#), [IIIA-20](#), [IIIA-21](#), [IIIA-88](#), and [IIIA-96](#)).

Prior to 2011, there had been a professional development coordinator with partial release time from teaching full-time for faculty development, along with an Associate Dean of Information and Learning and a classified representative. The Basic Skills Initiative took over professional development activities, and the associate dean’s position was

eliminated due to fiscal constraints ([IIIA-145](#) and [IIIA-146](#)). In May 2013, the RSCCD Research Department conducted a survey and disseminated it to all staff to obtain input about their current level of participation in professional development activities and the types of activities that would most enhance the performance of their duties as well as student success. Survey results showed:

- Overall, respondents rated the availability of professional development opportunities at SAC 5.30 (on a scale of 1-10, 10 being highest).
- Most respondents think that SAC should expand its professional development activities.
- Classified respondents report the lowest satisfaction with current professional development offerings (2.7 mean rating).
- While respondents indicated conferences and arranged workshops were effective, the majority had not attended a conference or flex activities during the 2012-2013 year, or they had to personally fund the activity.
- Respondents indicated there were multiple benefits to professional development activities ([IIIA-147](#))

Based on the results of this survey, the faculty development program should be extended to a professional development program for all staff. A Professional Development workgroup has been created to address these needs.

Self Evaluation

Santa Ana College meets this standard. There are professional development activities for faculty, administrators, and classified staff. Santa Ana College is committed to updating the existing framework of the Professional Development Program to provide for more inclusive and effective opportunities across employee groups (classified, faculty, and management) and programs (credit and non-credit programs). There also needs to be increased funding for professional development conferences.

Actionable Improvement Plan

The college needs to facilitate and expand professional development opportunities.

The college also needs to create a specific budget line item to fund professional development activities.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Professional development activities, on-campus opportunities as well as conferences, are evaluated. Conference attendees complete a summary and describe the value of attending the conference as well as how the concepts, techniques, and/or strategies are relevant to instruction ([IIIA-148](#)). Participants evaluate all professional activities, including distance education workshops and DE Instructor Certification Modules, at the conclusion of the respective programs using either the Flex/Professional Development Workshop

Evaluation form or the surveys within the DE Instructor Certification Modules ([IB-32](#), [IIIA-149](#), [IIIA-150](#), and [IIIA-151](#)). The DE program provides DE faculty with the student retention and success rates once they have completed the DE Instructor Certification Modules in comparison to prior semesters. This helps faculty evaluate course changes and improvements ([IIIA-152](#)).

The RSCCD Research Department conducted a survey regarding professional development in May 2013 ([IIIA-147](#)). When asked about the activities and benefits, respondents answered:

Do you think that SAC should consider offering/expanding its professional development activities to further advance student success?

	Classified (n=46)	Faculty (n=66)	Management (n=6)	Total (n=118)
No	12%	8%		9%
Yes	88%	92%	100%	91%

What do you see as the benefits of the current professional development offerings?

	Classified (n=46)	Faculty (n=66)	Management (n=6)	Total (n=118)
job-specific skills	43%	36%	50%	39%
health and wellness	10%	4%	25%	7%
expand knowledge	21%	48%	25%	37%
all of the above	--	7%	--	3%
Other: (Blackboard training; disaster readiness; CEC adjunct faculty training; program lacks depth, variety, and limited; offerings not geared towards classified)	17%	14%	--	15%

The comments include numerous examples of professional development activities, both on and off campus. The survey included numerous suggestions for professional development, including budget, classified opportunities, and leadership opportunities. Examples of discussions regarding professional development were conducted during meetings of College Council ([IIIA-153](#), [IIIA-154](#), and [IIIA-155](#)) and SAC Management Council ([IIIA-156](#), regarding professional development) as well as in Department Planning Portfolios and Resource Allocation Requests ([IIA-126](#), and [IB-30](#)).

The SAC Institutional Effectiveness Survey, 2013, contained a question regarding professional development opportunities for faculty and staff. The results showed a mean of 3.51 out of 5.0 that opportunities were available. There were comments regarding professional development which noted that additional opportunities for growth would be beneficial ([IB-47](#)).

Self Evaluation

Santa Ana College meets this standard. The college provides participants staff development activities with opportunities to evaluate professional development workshops for their effectiveness.

Actionable Improvement Plan

Improvements to the professional development offerings to increase opportunities for all staff should be made.

The college also needs to create a specific budget line item to fund professional development activities (See III.A.5.a).

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

SAC has processes in place for human resource planning. Department and program faculty establish annual program goals in the annual Department Planning Portfolios, which also contain budget requirements and the need for new and replacement positions. To strengthen the planning process, a Resource Allocation Request (RAR) system was put in place in fall 2012 utilizing the program review information with a procedure manual completed for 2013-2014 ([IIIA-157](#), [IIA-75](#), and [IIA-51](#)). The instructional administrators review and prioritize the requests by the departments to create an RAR for the division that is then prioritized by the Vice President of Academic Affairs with input from the deans ([IIA-5](#)). The four vice presidents submit their prioritized requests to the President for review and prioritization which are, in turn, submitted to the Chancellor for the creation of the budget. In fall 2013, the process incorporated the department chairs' input in creating the RAR with requests, assessment of SLO's, and department goals, all of which link to the mission of the college ([IIIA-158](#) and [IIIA-32](#)).

When new positions involve reorganization, the supervising administrator prepares a proposal/request which is submitted to College Council for approval. President's Cabinet develops a prioritized list of classified and administrative requests, and the SAC President submits recommendations to the Chancellor's Cabinet ([IIIA-159](#)).

Full-time tenure track faculty positions are opened based on the need, the college mission, and requirements of the Faculty Obligation Number (FON) established by the State of California, when in effect. On March 12, 2014, the process was confirmed as follows ([IIIA-160](#) and [IIIA-161](#)):

Need must be established by the department through the planning process.

- A Faculty Request form is submitted to the Academic Senate, where it is reviewed and prioritized by the Faculty Priorities Committee ([IIIA-72](#)).
- The instructional deans meet to discuss the faculty priority list created by Academic Senate and develop a management faculty priority list using budget priorities criteria.

- Instructional administration reviews and prioritizes the requests.
- The prioritized requests are presented to the SAC President, who reviews the prioritization and makes changes as needed from a college perspective. These changes are reviewed with the Academic Senate President and then forwarded to the RSCCD Chancellor.
- The Chancellor evaluates and prioritizes the requests to meet state requirements and fulfill the mission of the college and district.
- A final decision is made regarding positions to be hired after consulting the Vice Chancellor for Business Operations and Fiscal Services and the Executive Vice Chancellor of Human Resources and Educational Services

The college determines that human resource needs in program and support services are met effectively through division assessment, program review assessment, and SLO assessment ([IIIA-32](#)). Additionally, the Planning and Budget Committee, a participatory governance committee, recommends human resource budget priorities, procedures, and processes to the college ([IIIA-162](#) and [IB-18](#)).

In 2009, as a result of California’s action to reduce funding for the California Community Colleges, the district faced a reduction of the 2009-2010 budget by \$15 to \$20 million. Significant reductions in class offerings and non-personnel expenditures were made ([IIIA-64](#) and [IIIA-65](#)). However, these measures were not sufficient to balance the 2009-2010 budget. A reduction in the district workforce was necessary in response to the budget reductions ([IIIA-66](#), [IIIA-67](#) and [IIIA-68](#)). The HR Department determined the classified staff to be included in the reduction in force based on seniority per the CSEA 579 contract. The staff included in the reduction in force were notified as per procedure ([IIIA-69](#) and [IIIA-3](#)). A hiring freeze was put in place except for essential positions 2009-2011 ([IIIA-70](#)).

In November 2012, the voters of California approved a proposition for additional funding for schools. This funding has enabled SAC to increase the class offerings and hire additional staff and faculty to meet the FON requirements ([IIIA-163](#) and [IIIA-70](#)).

Self Evaluation

Santa Ana College meets this standard. The college follows current district policies and procedures and integrates human resource planning with institutional planning through the faculty and staff prioritization process. Both the college and the district systematically assess the effective use of the human resources and use the results of these evaluations as the basis for improvement.

Actionable Improvement Plan

None.