

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Institutional leaders at Santa Ana College foster an environment that encourages empowerment, innovation, and excellence through formal and informal structures. Formal structures consist of participatory governance committees and councils as well as standing committees and taskforces that bring colleagues with contextual and subject matter expertise together throughout the academic year to undertake the business of the college in terms of program development, implementation, improvement, and results ([IIB-34](#)).

Formal structures engage leaders in operational and governance meetings that are scheduled in advance and take place regularly throughout the year. The SAC President holds a standing weekly meeting with President's Cabinet to communicate and examine important issues for staff and students ([IIID-36](#), [IVA-1](#), [IVA-2](#), [IVA-3](#), and [IVA-4](#)). She provides essential student success data, highlighting progress towards college goals at convocations and forums, while also providing regular college-wide email updates ([IVA-5](#), [IVA-6](#), [IVA-7](#), [IVA-8](#), and [IVA-9](#)). The President's Cabinet collaborates on the creation of agendas for College Council meetings, which take place twice a month, and for SAC management meetings, which take place quarterly ([IB-39](#) and [IVA-10](#)). The Cabinet meeting is also utilized to plan strategic conversations that the President has with the President of the Academic Senate, the Chancellor of RSCCD, classified leaders, and student leaders ([IIID-36](#), [IVA-1](#), [IVA-2](#), [IVA-3](#), and [IVA-4](#)).

The SAC President leads the College Council, which is the central participatory governance committee at the college. The College Council includes all constituency groups in critical policy and practice recommendations, including the organizational configuration of the college itself; the disposition of resources in support of the college's mission and Strategic Plan (Setting Institutional Standards PowerPoint [IB-15](#)); and

recommendations that advance from governance committees for final approval ([IB-39](#)). Regular representatives include administrators, Academic Senate leaders, Classified School Employees Association (CSEA) representatives, and Associated Student leaders ([IIB-34](#) and [IB-17](#)).

Representatives from the same constituency groups that participate on College Council are appointed to governance committees by leaders of their groups. CSEA appoints classified representatives to all governance committees, the Academic Senate appoints faculty, the ASG President appoints students, and the President appoints managers. Each of these groups has pre-determined meeting schedules, agendas, and minutes posted on the SAC website (Academic Senate—[IVA-12](#); CSEA—[IIID-59](#); ASG—[IIB-68](#)). This ensures broad communication of items under consideration and decisions made in the participatory governance process. All meetings are open to all interested members of the SAC community.

To ensure that this structure serves the college, it is examined annually as part of a College Council Retreat, which includes expanded representation of students and faculty (College Council website—[IB-39](#)). At this retreat, committee purposes, structure, membership, and communications are reviewed with recommendations for improvement for the subsequent academic year. To analyze the effectiveness of governance committees, an additional survey was conducted of all governance committee members in fall 2013 ([IVA-13](#)).

Additional examples of the way in which this standard is met at SAC include periodic events such as the President’s fall and winter convocations, Brown Bag Meetings with the President and Staff, and initiatives to improve the practices, programs, and services for instruction and student services (e.g., [IVB-14](#), [IVB-15](#), [IIA-82](#), [IIIA-142](#), and [IIIA-143](#)). Convocations provide the SAC community with a state-of-the-college address on major developments at the beginning of the academic year. In addition to the President, the faculty, classified staff, and students all have an opportunity to address the entire SAC community. The winter Convocation is dedicated exclusively to student success, and the President highlights related successes and challenges ([IIA-82](#)).

In order to determine the professional development needs of the faculty, a survey was conducted during the winter 2011 Convocation ([IB-4](#)). Those data were used to conduct professional development activities ([IIA-96](#), [IIIA-123](#), [IVA-16](#), [IVA-17](#), and [IVA-18](#)).

The Teaching Learning Committee (TLC), a workgroup of interdisciplinary colleagues, is responsible for aggregating themes from the quadrennial program review reports and aligning them to the Strategic Plan. When ideas for improvement with significant institution-wide implications are identified, the TLC makes recommendations to the appropriate body. Development of the Learning Center was one example in which the TLC made a recommendation to IE&A. This is included in the IE&A End-of-Year Report 2010 ([IVA-19](#)).

Additional venues for recognizing and supporting innovation include the annual SAC Curriculum Development Award, part of the Profiles in Excellence Awards program ([IVA-20](#)). Since 1987, seventy-one awards have been provided, featuring faculty publications and exceptional teaching and learning work such as Workforce Development

at SCE, Strategies for Success (Pearson Education), and a workbook designed to develop student study skills. Since 1987, over 200 faculty and staff have been honored ([IVA-21](#)).

The Santa Ana College Foundation also plays a role in promoting excellence through its Student Success and Innovation Award program ([IVA-22](#), [IVA-23](#), [IVA-24](#), and [IVA-25](#)).

College-wide and constituency-specific surveys are also used to help the college improve (Survey on committees; SAC 2013 Institutional Effectiveness Survey—[IB-47](#); Classified Staff Survey—[IVA-26](#); Student Satisfaction Survey—[IB-63](#)). For example, in addition to formal committee meetings and informal “brown-bag” gatherings with classified staff, and as a result of classified employee survey outcomes, the President developed a taskforce centered on classified staff professional development to further examine the perceptions and needs of the classified staff ([IB-16](#)). In addition, ongoing focused surveys are developed by the RSCCD Research Department to obtain input from classified staff on all aspects of institutional effectiveness ([IVA-26](#)). This year the survey process was extended to include four focus groups with external facilitators to encourage deeper discussions about the college structure and functioning from the perspective of classified employees. The results have enabled the college to further examine and address the needs of the classified staff.

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plan

None.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

Santa Ana College complies with Title 5 of the California Education Code, governing board, Academic Senate, CSEA, and ASG policies and procedures that ensure full participation in decision-making processes while defining roles and mechanisms for providing a voice in institutional decisions (Participatory Governance Structure).

The Participatory Governance Structure Handbook outlines the makeup of all participatory governance committees ([IIB-34](#)). The college participatory governance committees have representatives from each of the college’s constituent groups. The

President of the college appoints the administrative representatives. The Academic Senate appoints the faculty representatives; Classified School Employees Association (CSEA), as the legal representative of the classified employees, appoints the classified representatives; and the Associated Student Government (ASG) appoints the student representatives.

The SAC Participatory Governance Structure Handbook is reviewed annually at the College Council. Recommendations are received from the various groups, and appropriate revisions are made to the participatory governance structure. A recent example was after the review in 2012, the number of classified employee representatives was adjusted to allow for increased representation ([IIB-34](#)). Another example is review of the functions of the IE&A committee ([IA-32](#)).

The College Council is the highest level of participatory governance at SAC and provides advice to the President on a wide variety of college issues through regular bi-monthly meetings and strategic planning retreats throughout the academic year ([IB-39](#)). All governance committees present reports and recommendations to College Council. Current college governance committees include the Planning and Budget Committee, the Facilities Committee, the Student Success Committee, and the Santa Ana College Technology Advisory Committee ([IVA-11](#)).

Self Evaluation

Santa Ana College meets this standard. Established policies provide for faculty, administrators, staff, and students to have clear and substantive roles in institutional governance and decision-making processes.

Actionable Improvement Plans

None.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Santa Ana College (SAC) relies on faculty, the Academic Senate, and academic administrators for recommendations about student learning programs and services. Each instructional division has a curriculum committee comprised of faculty from the departments within that division. Recommendations from these committees are reviewed at the Curriculum and Instruction Council (CIC), a committee of the Academic Senate. The CIC is chaired by an Academic Senate-appointed faculty leader and has faculty representation from each division, the Vice President of Academic Affairs, an instructional dean, and students. The agendas and minutes of the CIC are posted on the college website ([IIA-90](#)).

The Teaching Learning Committee (TLC) is a workgroup and consists of faculty representatives appointed through the Academic Senate and representatives from the academic administration appointed by the Vice President of Academic Affairs. Its purpose is to provide a forum for discussion of interdisciplinary issues such as student learning outcomes, assessment practices, rubric development, and teaching strategies. The TLC

serves as the oversight committee for Student Learning Outcome (SLO) assessment within the Academic Portfolio Assessment/Program Review, which may be found within the department program review web pages ([IB-29](#) and [IA-22](#)).

Each academic department participates in a program review process that includes review of the programs and services offered to students, degrees, certificates, and the assessment of student learning outcomes for courses and programs. Departments post their SLO's on the department page of the program review website.

The leaders of the Academic Senate make a report regarding academic and professional matters at every meeting of the Board of Trustees (e.g., [IVA-27](#), Item 2.5)

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary:

The college has an established governance structure that allows for students, faculty, administrators, and staff to effectively work together for the good of the institution. The Participatory Governance Structure Handbook ([IIB-34](#)) communicates the established governance structure and a description of each committee's process. The structure of college governance is designed to ensure the constituent groups the right to participate effectively and make recommendations for improvement of programs and services.

All governance committees consist of a variety of constituents. The Participatory Governance Structure Handbook ([IIB-34](#)) delineates membership for each committee. Faculty and classified staff are represented on all governance committees; students are represented on four of the five governance committees.

All governance committees report to College Council. The Curriculum and Instruction Council has the responsibility for academic and professional matters and primary advice to the Board of Trustees in matters of curriculum, grading, and other academic policies. College Council provides advice to the President on college issues, reviews key policy items, and considers recommendations from other committees as appropriate. Key issues are shared with the college community through constituency-group meetings (e.g., Academic Senate—[IVA-28](#); governance committee web pages—[IVA-11](#), and meetings held by the vice presidents, e.g., [IVA-10](#)).

The four college constituent groups (faculty, classified staff, management, and students) serve the college through the various governance committees. These committees perform year-end assessments as part of the college's continuous improvement process, which are posted on the committees' web pages ([IA-37](#), [IVA-29](#), [IVA-30](#), and [IVA-31](#)).

In 2013-14, a survey was sent to members of the participatory governance committees to determine the effectiveness of communication within the governance structure ([IVA-13](#)). Although the results were positive, there was a concern related to posting of meeting minutes. This has been noted, and the college has begun to address this.

Self Evaluation:

Santa Ana College meets this standard.

Actionable Improvement Plans:

Santa Ana College governance committees should create uniform standards for the posting of minutes in relation to regularly scheduled meetings.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self evaluation and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

The administration and faculty at Santa Ana College work together to ensure that the college demonstrates honesty and integrity in its relationships with external agencies and with the communities it serves. The college complies with all Commission standards, policies, and guidelines. The college also complies with requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes.

Santa Ana College utilizes its website to post information relevant to accreditation ([IVA-32](#)), the work of the Santa Ana College Foundation ([IVA-33](#)), participatory governance committees ([IB-17](#)), campus safety and security ([IVA-34](#)), and Academic Senate activities ([IVA-12](#)). The information on these websites ensures transparency and allows access to any external agency or member of the public.

The college has been responsive to recommendations made by the Accrediting Commission for Community and Junior Colleges (ACCJC). The 2008 Self Study Report, the 2009 and 2010 Follow Up Reports, and the 2011 Midterm Report are posted on the college accreditation website.

The Institutional Effectiveness and Assessment Committee (IE&A), which formerly reviewed all college planning efforts, served as the coordinating committee for accreditation. All meeting minutes and documents from this committee are posted on the college website and are current through October 2013 ([IB-37](#)). After the January 2014 Participatory Governance Retreat, the structure and responsibilities of the IE&A committee have been under review by College Council. In addition, the establishment of a formal Institutional Effectiveness Office is under review ([IA-32](#)). The co-chairs of IE&A continue to conduct and facilitate activities for accreditation.

The Santa Ana College Foundation also posts current information to the website regarding community partnerships and sponsors; news and events; and student

scholarships. Annual independent auditors' reports on Foundation activity are available on the website from 2010-12 ([IVA-35](#) for 2010, [IVA-36](#) for 2011, and [IVA-37](#) for 2012).

In addition to working with the ACCJC, many departments from Santa Ana College work directly with outside agencies. Several of the career technical programs have accreditation from outside agencies. These programs have ongoing interaction with the accrediting agencies including self-studies, follow reports, and onsite visits. Some examples of the programs that have accreditation include the following:

- Paralegal Program – American Bar Association
- Nursing Program – California Board of Registered Nursing and the National League for Nursing Accrediting Commission for Accreditation
- Occupational Therapy Assistant Program – Accreditation Council for Occupational Therapy Education
- Pharmacy Technician – American Society of Health-System Pharmacists

In addition, the career technical programs have professional advisory committees that meet on a biannual basis. The membership of these committees includes Santa Ana College faculty and community industry partners ([IIA-84](#)).

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plan

None.

IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

SAC has five participatory governance committees and other working committees that are regularly evaluated to assure their integrity and effectiveness ([IVA-13](#) and [IA-32](#)). The structure of the participatory governance is widely communicated in a report posted on SAC's website and is reviewed continuously by each committee at the start of the new academic year.

Santa Ana College regularly evaluates its governance and decision-making structures and processes through the End-of-Year Reports ([IA-37](#), [IVA-29](#), [IVA-30](#), and [IVA-31](#)). In fall 2013, an institutional effectiveness survey ([IB-47](#)) was conducted. Then a survey specific to the effectiveness of the governance committees was conducted ([IVA-13](#)) to learn more about how members were appointed to committees; how they communicated with their constituents; and whether they felt any difficulties in serving or in shaping the agenda. The results were positive, and a planning agenda item related to this is noted in IV.A.3 reflecting the suggestion that minutes should be posted according to the same protocol college-wide. The results of the end-of-year assessment reports are available on the college website ([IB-17](#)).

The college's end-of-year reports are reviewed annually so that each committee may identify weaknesses and make plans for improvements. Santa Ana College communicates these reports within the campus community by posting them on the SAC website.

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plan

None.