

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Descriptive Summary

The Rancho Santiago Community College District service area is divided into seven sub-areas for elected representatives ([IVB-1](#)). The seven elected members of the Rancho Santiago Community College District Board of Trustees represent constituents from the cities of Santa Ana, Orange, Villa Park, and parts of the cities of Garden Grove, Tustin, Anaheim (Anaheim Hills), and Irvine. A student member serves on the Board for a one-year term and is recommended annually to the district Chancellor by the two college presidents and representatives of the student government associations of the district's two colleges.

In BP 2200, Board Duties and Responsibilities ([IVB-2](#)), the Board references Accreditation Standard IV.B.1, and affirms that, "The Board of Trustees governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Education Code Section 70902." The Board is elected by its constituents and represents its districts in accordance with the education code.

Under BP 2410 ([IVB-3](#)), Setting Policy, the "RSCCD Board of Trustees believes that a major trustee role is to set policy for the District. In setting policy, the Board wants to create and work within a participatory environment with respect for students and all employee groups." Furthermore, the policy continues to state that the Board believes, "Administrative regulations are to be issued by the Chancellor as statements of method to be used in implementing Board Policy. Such administrative regulations shall be consistent with the intent of Board Policy," and finally, "[the] Board reserves the right to direct revisions of the administrative procedures should they, in the Board's judgment, be inconsistent with the Board's own policies."

As BP 2200 asserts, the Board is committed to fulfilling its responsibilities to:

Represent the public interest, establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations, and hire and evaluate the Chancellor." In addition, the Board is responsible to "delegate power and authority to the Chancellor to effectively lead the District except the Board shall not delegate any power that is expressly made non-delegable by statute, assure fiscal health and stability, monitor institutional performance and educational quality, and advocate and protect the District.

The duties and responsibilities of both the Chancellor and the Board are clearly spelled out in board policy. The Rancho Santiago Community College District document RSCCD Functions/Mapping of Responsibilities clearly delineates by statute and law, the

organizational roles of the Rancho Santiago Community College District, Santa Ana College, and Santiago Canyon College ([IVB-4](#)).

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

The Rancho Santiago Community College District (RSCCD) Board of Trustees assures the quality, integrity, and effectiveness of the student learning programs and services through the establishment and monitoring of its mission and goals ([IVB-5](#)). Furthermore, it monitors educational quality through enforcement of BP 3250, Institutional Planning ([IVB-6](#)), whereby the Chancellor is delegated the responsibility to “ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research.” BP 2410 outlines the specific process for policy adoption and affirms the Board’s desire to create and work within a participatory environment with respect for students and all employee groups ([IVB-3](#)).

The Board recognizes the importance of thoughtful planning which results in effective management. As part of the planning process, the Board reviews the district mission and goals on an annual basis. This process (BP 2746) includes a public meeting scheduled at a time to maximize coordination with the planning process of the district and colleges ([IVB-7](#)).

In addition to seeking planning input for the students, faculty, staff, and administration of the district, the Board seeks input from the District Citizen’s Advisory Committee; the District Bond Oversight Committee; local Chambers of Commerce; trade unions; community organizations; college and district foundations; federal, state, and local elected officials who represent parts of the district; city and K-12 school district managers and superintendents; and others whom the Board may feel can provide important feedback. In addition, any individual may provide feedback to the Board at all public meetings during “public comments” ([IVB-8](#), Item 1.5).

Santa Ana College remains in compliance with all goals pertaining to the RSCCD district planning objectives. All college administrators as well as members of the SAC Academic Senate executive board, the College Council members, and the members of the participatory governance committees are aware of the planning agenda for the district.

The committees and advisory boards at the college adhere to the objectives of the district’s planning agenda. The faculty and staff are required to stay within the boundaries

of the RSCCD mission statement when creating curriculum, assessing student learning outcomes, and developing programs for student success.

Systematic evaluation is a major means of assessing the effectiveness of the instructional program district-wide and at the college. The chief instructional officer, in collaboration with faculty and staff, lead efforts to plan and evaluate instruction, student learning, and all aspects of the instructional program. Carefully prepared course overviews and course outlines (e.g., [IVB-9](#), [IIA-42](#), and [IIA-76](#)) for each course facilitate the work of providing adequate evaluation in conjunction with ongoing program effectiveness review ([IA-22](#)).

BP 6117 (Curriculum), as per California Education Code 51022 (Instructional Programs), reads as follows:

Courses of instruction and educational programs shall be established and modified under the direction of the Board of Trustees, and submitted to the Board of Governors for approval, following state regulations. Courses of instruction and educational programs, when applicable, shall be articulated with proximate high schools, four-year colleges and universities under the direction of the District Board of Trustees. The colleges will maintain a common curriculum. ([IVB-10](#))

The Rancho Santiago Community College District (RSCCD) Board Policies clearly demonstrate the process for the selection and evaluation of the chief administrator (Chancellor) for the district (BP 2431, Chancellor Selection, and BP 2435, Evaluation of the Chancellor in accordance with the Education Code and Board policy) ([IIIA-41](#) and [IIIA-50](#)). The most recent evaluation of the Chancellor occurred August 19, 2013 in closed session ([IVB-11](#)).

The RSCCD Board of Trustees oversees the hiring and evaluation of the Chancellor (BP 2431), and board policies provide information about the evaluation of instructional programs, including all aspects of instructional planning as well as the development and approval of curriculum that meets the requirements of state regulations, the goals of the colleges' mission statements, and the needs of students (BP 6131, [IVB-12](#)).

The district has a clearly outlined process for the selection of a Chancellor and adheres to that process as evidenced during the selection of the current Chancellor. Faculty, staff, students, and community members serve on the search committee for a new Chancellor and have direct involvement in recommending finalists to the Board of Trustees. All Board Policies are available to all faculty and staff, as well as the public, through the RSCCD website ([IIA-154](#)).

The Board assures financial stability of the district through BP 6300 (Fiscal Management, [IVB-13](#)), which establishes controls related to financial and budgetary matters for the district along with BP 6250, Budget Management ([IVB-14](#)), which outlines the overarching guidelines for all revenues and expenditures. These overarching policies are supported by 46 other board policies, which taken as a whole, provide general guidelines for the administration of the district's business and fiscal affairs ([IVB-15](#)).

The Board of Trustees adopted policies necessary to govern the district as outlined in the California Education Code 70902, BP 2200. During the last four years, the Board has revised the majority of the policies to align with the Community College League of

California standards and best practices. All board policies reflect full compliance with applicable state law, regulations, and Title 5. The policies are accessible online through the district website ([IVB-2](#)).

In summary, the Board of Trustees has been given a clear charge for establishing policies to assure both financial stability of the institution as well as the quality, integrity, and effectiveness of student learning programs and services. In addition, the Board Policy Manual (i.e., aggregated BP's, [IIA-154](#)) clearly sets forth the policies for selecting and evaluating the Chancellor, and the Board adheres to these policies. Board policies are clearly stated and accessible on the district website, and the mission and goals statements are clearly followed.

The college and the Board have used self-evaluation and surveys to further demonstrate their desire to reach out to staff, faculty, and students. The duties and responsibilities of both the Chancellor and the Board are clearly defined in the Board Policy Manual (BP 7110—[IVB-16](#); BP's 2000—[IVB-17](#)).

The college and district follow the Board Policies in the selection and evaluation of the Chancellor. The college also follows the Board Policies in the evaluation of instruction, student learning, and curriculum development.

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The governing board of Rancho Santiago Community College District (RSCCD) is the Board of Trustees, composed of seven local residents, elected by trustee area ([IVB-1](#)). Any registered voter living in the RSCCD district can vote during a trustee election, which is held in November at the same time as general elections. Each trustee is elected to represent one of seven trustee areas for a staggered four-year term, which dictates the membership of the Board. It is also the policy of RSCCD that no board member may be an employee of the district or have financial interest in the district. In addition, both colleges together select one student trustee to serve as an advisor to the Board ([IVB-18](#)).

The Board of Trustees of Rancho Santiago Community College District (RSCCD) derives its full authority from the Constitution of the State of California and the California Legislature. In meeting its responsibility, all activities and decisions reflect the public interest without undue influence. To accomplish this, the Board has developed clear policies and practices to ensure the quality of student learning and protect the district from undue influence or pressure ([IVB-19](#) and [IVB-20](#)). These published policies

mandate how, when, where, and in what manner the Board shall govern the district's two colleges.

Each board docket agenda provides for public presentations and for staff reports at the regularly scheduled meetings. While the Board receives comments from the public or staff during these public presentations, discussion does not occur.

The Board meets in closed session to discuss personnel and legal issues of a confidential nature and follows all applicable regulations regarding the reporting out of the substance of discussions that take place in closed session, preserving comprehensive records and minutes as required by law ([IVB-21](#); Example of BOT Minutes—[IVA-27](#)).

The Chancellor serves as the designee of the Board to operationalize board policies and ensure all policies are fulfilled through corresponding administrative regulations (AR's—[IIIA-2](#)). RSCCD's procedure for selection of its chief administrator states that: "The Board of Trustees shall appoint a properly qualified person to be chancellor. The chancellor shall be accountable to the Board for the administration of all district activities not reserved by the Board or by the education code." BP 2200 encompasses the duties of the Chief Executive Officer ([IVB-2](#)), BP 2430 relates to the Chancellor's Prerogatives ([IVB-22](#)), and BP 2435 governs the Evaluation of the Chancellor ([IIIA-50](#)).

When board policies need revision, the Chancellor works through the governance structure and recommends policy changes to the Board Policies Committee of the Board. The establishment, evaluation, and revision of policies are governed by several established board policies for setting policy, evaluating the Board of Trustees, and making decisions. Revision to board policies may be generated from the participatory governance committees at the colleges or the district. Recommendations from the college are reviewed by President's Cabinet and then Chancellor's Cabinet. They are sent to the Executive Vice Chancellor of Educational Services and Human Resources, reviewed by POE, referred to District Council, and then the Board Policies Committee prior to full board approval ([IVB-3](#); Example Human Resources Committee—[IIIA-77](#); Example District Council—[IVB-24](#); Revision of Board Policies—BP Committee, [IVB-25](#)). The Board values consensus building and realizes its legal responsibility to make final decisions regarding policy.

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The Rancho Santiago Community College District mission statement is listed on the Mission and Goals web page of the Rancho Santiago Community College District Board

of Trustees ([IVB-5](#)). The mission is actualized by the Board of Trustees through the establishment of a comprehensive set of 39 Board Policies directly linked to the structure, functioning, and evaluation of the RSCCD Board of Trustees. This is supported by a set of year-round activities that are designed to maximize student success and learning across the Rancho Santiago Community College District.

To ensure that board members carry out their roles with the highest standards of integrity, the Board has established BP 2715, which delineates the code of ethics and standards of practice required of all board members ([IIIA-58](#)). The Board Code of Ethics/Standards of Practice (BP 2715) considers the educational welfare and equality of opportunity for all students in the district to be of major importance.

The Board of Trustees ensures the quality, integrity, and improvement of student learning programs, and services, and within its budgetary means, provides the resources necessary to support them. To do this effectively, the Board receives regular reports from the presidents of the colleges, the Academic Senate presidents, the Student Trustee, and the Associated Student Government representatives of both colleges. The Board also receives reports from the Executive Vice Chancellor of Educational Services and Human Resources, the Vice Chancellor of Fiscal and Business Operations, the Accreditation Liaison Officers of both colleges and other staff members as needed (Example BOT Minutes with Regular Reports and Informational Presentation on the Budget— [IVB-26](#), Item 2.6; BOT Accreditation Presentation, 09-23-13—[IVB-27](#)).

The Board of Trustees regularly establishes and updates its policies in a manner consistent with its district mission statement and clearly commits the district to educational equality and student learning services as primary board responsibilities ([IVB-2](#), [IVB-3](#), and [IVB-20](#)).

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Board's primary function is the legal oversight and overall functioning of the Rancho Santiago Community College District ([IVB-2](#)). The day-to-day instructional and operational details, including the administration of the district, are carried out by its officers and employees. Board policy makes known publically that the elected members of the Board of Trustees serve as the governing body of the Rancho Santiago Community College District, and that the Board shall exercise all the powers, duties, responsibilities, and obligations given to it by law ([IVB-2](#) and [IVB-20](#)). Furthermore, board policy states that the Chancellor shall act as professional advisor to the Board in the formulation of policies for governing the Rancho Santiago Community College District and as the district's chief executive responsible for carrying out the policies adopted by the Board

(AR's—[IIIA-2](#); BP 7110-Delegation of Authority—[IVB-16](#) and BP 2430—delegation of Authority to the Chancellor—[IVB-22](#)). All powers and duties delegated to the Chancellor are to be executed in accordance with policies adopted by the Board of Trustees, and all acts performed by the Chancellor which are classed in the law as discretionary are subject to review and final approval by the Board of Trustees. Board policy stipulates that the Chancellor, as Chief Executive Officer of the Board, shall have specific duties and powers and shall be directly responsible to the Board for the proper exercise of those duties and powers ([IVB-22](#)).

Clear organizational systems have been established throughout the Rancho Santiago Community College District that reinforce the extensive operations associated with this standard as applied to all aspects of college-district functionality to ensure that processes flow as efficiently as possible and that the Board itself and the systems that support it are linked and efficiently coordinated. Tools that support that continuous work include college docket preparation schedules and campus review sheets (Example Docket—[IIB-20](#)); the processing of personnel through the regular hiring process or through reorganizations; the process for developing and updating contracts for special services; and operational parameters encompassed by board policies. Leaders throughout the colleges and at the District Office work in coordination to advance items related to these primary areas of board authority each and every business day along organized processing pathways with timeframes anchored to Board of Trustee meetings, where action can be taken ([IVB-28](#), [IVB-29](#), and [IVB-30](#)).

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The Board of Trustees disseminates Board policies related to its duties, structure, operating procedures, and responsibilities in numerous sections of Board Policy 2000. Documentation indicates that Board Elections (including trustee areas); Vacancies on the Board; Board Duties and Responsibilities; Officers; Committees of the Board; Annual Organizational Meeting; Regular Meetings; Quorums and Voting among other operational procedures are in place (BP 2000 sections—[IVB-17](#)). The design of how the Board conducts its business is in place and is readily available to the public and all staff on the RSCCD website. As evidence of discussion at the Board meeting, on January 17, 2012, agenda item 6.2 indicated that the Board of Trustees discussed membership as well as Board of Trustee election areas. These agenda items had been revised and they adopted new versions, thus demonstrating the Board's adherence to continual evaluation and improvement ([IVB-1](#) and [IVB-31](#)).

The district is sub-divided into seven areas with one member of the Board residing in each area ([IVB-1](#)). There is an election process in place stating how members will be elected. They are voted into office by voters of their sub-areas of responsibility; they are not voted in at-large elections by the entire district.

The Board of Trustees participates in an annual self-evaluation that focuses on internal board operations and performance. The February 18, 2014 investigation confirmed that the district/college has met the requirements for public notification of the election process of the board members, establishing their areas of responsibility. In addition, established policy delineates members' code of conduct and how they are to announce and document their meetings. The Board of Trustees Annual Planning Session addresses issues of its constituents (students, community members, and the State Chancellor) ([IVB-32](#)).

Regularly published and updated versions of Board Policy are accessible to the public and all district employees through the internet, and are available on the Rancho Santiago Community College District website with links under Trustees leading to Trustee Areas, Board Policies, Mission and Goals, and Administrative Regulations ([IVB-33](#)).

Board Policy regarding organization of the Board of Trustees establishes the composition, election of members, election of officers, Secretary to the Board, duties of officers, and committees found in the BP 2000 sections. It continues and specifies how meetings are to be conducted, including schedule; rules of proceedings; agendas; order of business; securing board action; speakers; minutes of meetings; and public access of materials to be discussed. All Board of Trustee meeting agendas and minutes are posted on the RSCCD website for the public to view in accordance with BP 2360 ([IVB-17](#), [IVB-21](#), and [IVB-34](#)).

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

Procedures are in place for the continual monitoring and updating of the Board's policies and procedures ([IVB-31](#)). The process for updating board policies is a continuous, collaborative effort whereby members of each college's Cabinet meet and confer with the leaders that oversee operations in the impacted areas and work as a team with each other and the Executive Vice Chancellor of Educational Services and Human Resources at the District Office to process the updates as appropriate. The process is generally driven by changes in state law and/or regulations and moves from the colleges to the District Office, and from there, to the Board Policy Committee before being recommended to the Board of Trustees as a whole for adoption ([IVB-3](#), [IIIA-77](#), [IVB-24](#), and [IVB-25](#)).

The Board’s self-evaluation process has been well established and continuously improved since the last full Self Evaluation for the Reaffirmation of Accreditation at Santa Ana College in 2008. The process evaluates the Board as a whole (not individual members) and focuses on internal board operations and overall performance. The Board establishes goals that are used in the self-evaluation process. The self-evaluation instrument is based on these goals and includes the establishment of strategies for improving board performance (BP 2746—Board of Trustees Annual Evaluation of District Goals, [IVB-7](#)). Policies and goals are updated for the following year’s self evaluation. The evaluation process includes the Board as well as students, faculty, and members of the community who attend board meetings and are knowledgeable about board meetings and practices ([IVB-35](#) and [IVB-36](#)). In addition, public comments are encouraged. The community, student and staff’s evaluation of Board of Trustees’ Operations and Performance occurred in October 2013 as referenced in the official board minutes for October 28, 2013 ([IVB-33](#)).

The most recent Board Evaluation survey, entitled “2013 Results of the Community, Student and Staff’s Evaluation of Board of Trustees’ Operations and Performance,” was distributed to individuals identified in BP 2745 in October 2013. The survey responses were presented to the Board at the October 28, 2013 meeting. BP 2745 also provides for the Board of Trustees to conduct an annual self evaluation based on information from the surveys by November of each year ([IIID-53](#), item 6.4).

According to BP 2410, board policy changes are reviewed by the Board’s Policy Committee, the Chancellor’s Cabinet (comprised of the Chancellor, vice chancellors, and college presidents), the Chancellor’s District Council (comprised of Academic Senate presidents, student representatives from each college, other faculty, and a CSEA classified representative, the Chancellor, vice chancellors, and college presidents). The Board receives items in a first reading for information only and a second reading to take action ([IVB-3](#)).

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

BP 2740 (Board Education) describes the commitment the RSCCD Board has made to board development:

The Board is committed to its ongoing development as a board and to a trustee education program that includes new trustee orientation. To that end, the Board will engage in study sessions, provide access to reading materials, and support

conference attendance and other activities that foster trustee education. Board members who attend conferences or state and national committee meetings shall provide a report on the activity to the Board at the next regularly scheduled Board meeting.

New board members meet with the Chancellor, Board President, veteran board members, Academic Senate presidents, employee union leadership, and college presidents. They are encouraged to attend the new trustee orientation held at the state level. As evidence of the Board's commitment to continuing education, special training was provided by a legal expert on the Brown Act, held for all board members and the public at an open board meeting in 2013 ([IVB-37](#)).

BP 2100 clearly outlines the procedures for the election of board members as well as the process in which the student trustee is selected. It clearly states that the terms of the trustees are staggered for a four-year term. In addition, board policy states how often elections are held. "The term of office of each trustee shall be four years, commencing on the first board meeting in December following the general election in November. Elections shall be held every two years, in even numbered years. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election" ([IVB-38](#)).

A systematic process is in place for board development and new member orientations through BP 2740 (revised in Oct. 8, 2012) ([IVB-37](#)). The Board works to educate itself on district matters through study sessions, planning meetings, and retreats. Board members have the opportunity to attend regional, state, and national conferences and meetings. Board members who attend conferences and other activities provide a report to the other trustees at the next regularly scheduled board meeting. Board members attend college events and programs to gain insight into the district and community.

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.1.g. The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

The Board's self-evaluation process is formally established as part of its overall policies and is conducted annually. The process was updated in October 2012 to expand the number of participants in the assessment. It is carried out in a timely and efficient manner according to the protocol specified in BP 2745, Board Self-Evaluation ([IVB-19](#)). The Board's last self-evaluation occurred on November 12, 2013 ([IIID-53](#)). The process provides the Board an opportunity to evaluate their effectiveness and provides information to set goals for the following year.

The process for the governing board's self-evaluation is clear and has met the standard as written. On October 28, 2013, a special meeting was requested in which the Board of Trustees answered questions and provided clarification on the self-evaluation instrument used by the RSCCD Board. The self-evaluation instrument previously used was limited to only five questions. Information was based on the responses from board members and did not incorporate perspectives from students, faculty, staff, the community, and other constituents. In response to the ACCJC recommendation of 2008 related to board self-evaluation, the Board has improved and expanded the self-evaluation instrument to include board members, faculty, staff, students, and community members ([IVB-39](#), Item 6.4 and [IVB-19a](#)).

RSCCD Board Policy states that the Board will go through an annual self-evaluation as a whole, based on goals set by the board members. The self-evaluation will examine board operations, board effectiveness, and areas of strengths and weaknesses. The evaluation will also include input from the specific members of the college community.

In addition, Santa Ana College faculty, classified staff, and administration have access to all the documents pertaining to the standards set in IV.B.1.g. Although any individual may provide input to the Board at the Board's self-evaluation public meeting, the final results are tabulated and discussed at a subsequent public meeting and used to identify accomplishments in the past year and set goals for the following year. There are also minutes from board meetings that keep the public and Board informed on current regulations, which are reviewed and revised periodically.

The Board is committed to assessing its own performance as a Board in order to identify its strengths and areas for improvement ([IVB-19a](#)). The board policy defines the process and is focused on the internal board operations and performance.

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

RSCCD board policy provides a code of ethics/standards of practice that all board members are expected to follow. It also defines conflict of interest, political activity, and the civility code that all RSCCD employees must follow ([IVB-40](#) and [IIIA-58](#)). BP 2715 was revised on September 9, 2013, and it delineates the ethical standards of practice that board members are expected to follow as well as steps for addressing ethical violations ([IVB-41](#)). Conflict of Interest, BP 2710, revised October 8, 2012, outlines the steps for disclosure of any conflict of interest board members may have in their capacity as board members. Both policies are in compliance with California law and regulations ([IIIA-1](#) and [IVB-42](#)).

The President of the Board, in consultation with the Chancellor, is authorized to consult with legal counsel when s/he becomes aware of or are informed about actual or perceived violations of pertinent laws and regulations, including but not limited to conflict of interest; open and public meetings; confidentiality of closed session information; and use of public resources. Violations of law may be referred to the District Attorney or Attorney General as provided for in law ([IIIA-58](#)).

Violations of the Board's code of ethics policy are addressed by the President of the Board, who will first discuss the violation with the trustee to reach a resolution. If resolution is not achieved and further action is deemed necessary, the President may appoint an ad hoc committee to examine the matter and recommend further courses of action to the Board. Sanctions will be determined by the board officers and may include a recommendation to the Board to censure the trustee. If the President of the Board is perceived to have violated the code, the Vice President of the Board is authorized to pursue resolution ([IIIA-58](#)).

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

Board Policies regarding this standard are clearly stated and easily accessible (BP 3200, Accreditation, [IVB-43](#)). The RSCCD Board of Trustees is actively involved in the accreditation process at a variety of levels throughout the academic year and throughout the accreditation self-evaluation cycle. The President of the college and the Accreditation Liaison Officer provide regular updates to the Board of Trustees on accreditation Self Evaluation Reports, Follow Up Reports, Midterm Reports, and pertinent changes in ACCJC or USDE regulations ([IVB-44](#), Item 1.8, Presentation on Accreditation).

Since the last full Self Evaluation Report of 2008, the Board has become more familiar with the ACCJC standards and the accreditation process. The Chancellor ensures that the Board complies with the process and is informed and participates as required (BP 3200, formerly BP 7100, [IVB-43](#)). The Board received formal training in 2009 by Barbara Beno, President of ACCJC, titled: *Accreditation and Trusteeship: What Every Board Member Should Know* ([IVB-45](#)).

For this Self Evaluation Report, two members of the Board served as liaisons to Standard IV ([IVB-46](#) and [IVB-47](#)). The Board's involvement with the planning through self-evaluation and discussions concerning accreditation is specified in BP 3200 and is further reflected in the minutes of October 28, 2013 ([IVB-48](#)).

The Board is actively involved in the accreditation process, and board members are knowledgeable and understand the ACCJC standards. Board members have made

themselves available to answer questions and provide insight regarding the Board's duties and participation in the accreditation process.

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

RSCCD Board Policies delineate the processes to be followed in seeking, hiring, and evaluating a chief administrator (Chancellor) and a college president. Board policy also delegates authority to the Chancellor for the executive oversight of all operations associated with the Rancho Santiago Community College District and the college president, as appropriate (BP 2431, Chancellor Selection [IIIA-40](#); BP 2430, Delegation of Authority [IVB-22](#); BP 2435, Evaluation of the Chancellor [IIIA-50](#)).

The established board process for conducting search and selection processes for the chief administrator is as follows, including specific references to college presidents, which are recruited through national searches, typically with the assistance of an executive search firm:

- 1) Rancho Santiago Community College District is a multi-college district with two major college campuses, Santa Ana College and Santiago Community College, in addition to non-credit site locations. The chief administrator is known as the Chancellor and is delegated full responsibility and authority to implement and administer Board Policies without board interference.
- 2) Each campus has its own president.

BP 2430 delegates the authority and responsibility for administering the policies adopted by the Board to the Chancellor and holds the individual accountable for the operation of the district. According to BP 2431, the Board shall establish a search process that is fair and open and complies with law and regulations in case of a chancellor vacancy ([IIIA-41](#)). If, for any reason, the Chancellor is unable to fulfill the responsibilities of the position, BP 2432 guides the Board in appointing an interim chancellor ([IIIA-49](#)). The district uses AR 7120.4 (formerly AR 4102.4), Administrative Recruitment and Employment Regulations, to guide its search processes, including the process of

recruiting a new college president (AR 7120.4, Administrative Recruitment and Employment Regulations [IVB-50](#)).

BP 2435 outlines a detailed process of evaluating the performance of the Chancellor on an annual basis ([IIIA-50](#)). As part of the process, the Chancellor prepares a self-evaluation that is made available to all board members. The Board posts a public meeting evaluation notice as required by law. The most recent chancellor evaluation was completed on August 19, 2013 ([IVB-11](#)). BP 7008 (formerly AR 4128) specifies policy for conducting employee evaluations and is complemented by AR 7008.2, which further specifies the evaluation procedures to be followed for management, which include the college president ([IVB-51](#) and [IVB-52](#)).

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary

The President is the chief administrative/educational officer of Santa Ana College and provides continuous leadership to the institution and to the community. The President is responsible for planning, overseeing, and evaluating the administrative structure and staffing of Santa Ana College and works throughout the year to ensure that the current organizational structure as well as policies and procedures promote student success and learning.

The President works with the President's Cabinet to ensure that resources are efficiently managed and that planning, decision-making, and budgeting processes are aligned. In addition to weekly Cabinet meetings, the Santa Ana College President receives recommendations from College Council, constituency groups, employee groups, standing committees, operational groups, and community-based interest groups. These recommendations, and the rationale for them, confirm the President's establishment of institutional priorities reflective of the college's mission, vision, and goals ([IVB-53](#)).

As its Chief Executive Officer, the President is responsible for the institutional effectiveness of the college and for its student learning results. The President serves on numerous local, state, and national leadership boards and meets individually with constituency group leaders (Management Council agendas [IIIA-156](#), [IVB-53](#), and [IVB-54](#); College Council web page [IB-57](#)).

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/She delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The college’s administrative structure is comprised of four main divisions, each of which is led by a vice president who serves as a member of the executive team. These areas are Administrative Services, Academic Affairs, Student Services, and the School of Continuing Education. The President delegates authority to each area vice president for the functioning of their primary area of authority and also for all accountability associated with the human and fiscal resources dedicated to their respective areas. The vice presidents and President work as a team and meet and confer formally in Cabinet for a half a day each week. They also communicate informally continuously regarding the status of work in progress and to make immediate decisions for smooth functioning of the college.

Each of the executive divisions of the college has both academic and classified managers who are responsible for the day-to-day operations of programs and divisions. (Organizational Charts may be found in the Introduction.) They are responsible for the creation and updating of planning portfolios; the monitoring and updating of the budget; and the tracking of student success and learning outcomes that result from effective programs and practices.

The President meets with academic and classified administrators regularly throughout the academic year for the purpose of briefing them on critical challenges and developments; requesting their perspectives; and to provide professional training on tools, systems, and major initiatives. When critical issues emerge that require special attention, the President uses the Management Council meeting to confer with managers to improve the success of the college. One example of this was a concern that emerged from classified employees that they did not receive regular and predictable updates on critical college and program issues from their managers. The President held a Management Council meeting and requested a report documenting such efforts (College Council Agenda, [IB-39](#); Management Council agendas [IIIA-156](#), [IVB-53](#), and [IVB-54](#); SAC Student Services example of classified meeting and communications, [IVB-55](#); President’s Cabinet Agenda, [IID-36](#)).

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.2.b. The president guides institutional improvement of the teaching and

learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

In consultation with Santa Ana College's College Council, the President establishes annual institutional goals that are included in the Educational Master Plan and in Santa Ana College's Strategic Plan ([IIID-14](#), [IB-2](#), and [IB-2a](#)). These institutional goals and the strategies associated with them reflect the ongoing effort to continually improve the effectiveness of Santa Ana College. The college's institutional values, goals, and direction are communicated and discussed in a variety of venues, including participatory governance committees and department meetings ([IIB-34](#)).

Annual Program Reviews completed by departments are based on research ([IA-22](#)). Program review is tied to goals and budget allocation. The RSCCD Research Office provides data regarding student success and achievement rates. These data are integrated into the departments' annual program review ([IB-29](#) and [IB-28](#)).

The Santa Ana College planning process is directly connected to resource allocation. A new planning template was introduced in 2012 that connects student learning outcomes to department goals, institutional goals, and resource allocation requests (RAR's) ([IB-18](#), [IIIA-73](#), [IB-43](#), and [IVB-56](#)).

The President has the responsibility for institutional planning and has provided support to improve the planning process. College-wide committees discuss the Strategic Plan, and changes are made annually. College Council conducts a retreat that further updates and refines the Strategic Plan ([IB-38](#)). This material is shared for review and input ([IB-37](#), [IIB-9](#), [IIIA-37](#), and [IIID-14](#)).

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plan

A formal Office of Institutional Effectiveness with the ALO and a researcher dedicated to the college will improve strategic planning and institutional effectiveness.

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The President has established an effective participatory governance and organizational infrastructure to comply with all applicable state and federal regulations as well as locally-established Board Policies. The President delegates operational oversight of the college to the executive administrative team. The President meets quarterly with all managers to maintain direct communication. The vice presidents meet regularly with their respective management teams.

The President serves as chair of College Council, which has representatives from all constituent groups including students ([IB-57](#)). The President reports the work of College Council as well as other relevant college information to the Board of Trustees and the Chancellor at every Board meeting and in bi-monthly meetings with the Chancellor. She also attends District Cabinet meetings and District Council ([IVB-57](#)) and brings information back to the college.

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

The President is responsible for the development and oversight of the college budget. The new SB 361 budget model has given the President more authority in the development of budget priorities and in the processes for monitoring their utilization and stability. The college Planning and Budget committee and campus managers make budget recommendations based on the mission, goals, and objectives of departments and the college through a formal Resource Allocation Request process ([IB-43](#)). Budget and planning is a standard agenda item at President's Cabinet, as funding streams are analyzed relative to expenditures in support of student learning. The President maintains final authority and responsibility for the budget and for all college operations and decisions ([IB-18](#)).

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The President communicates with the constituencies of Santa Ana College. The President uses the resources of the faculty/staff ListServe; the college website; and fall and spring college-wide convocations ([IVB-58](#)). The President makes presentations to the campus as necessary. She leads College Council, attends other committees as needed, and meets individually or in small groups with members of the college community (faculty, classified staff, and students) on an ongoing basis. The President represents and acts on behalf of the college in policy and practice forums throughout the state and nation. She also serves on leadership groups that bring visibility to the college and help to expand its partnerships regionally.

The President also regularly meets with the Santa Ana College Foundation, its Executive Committee, taskforces, and individual donors to promote the college's mission and to enhance resources ([IVB-59](#), [IIIA-142](#), [IIA-14](#), and [IVB-60](#)).

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

The district clearly delineates and communicates the operational responsibilities and functions of the district from those of the colleges. The district and colleges adhere to these practices.

RSCCD, comprised of two colleges, Santa Ana College and Santiago Canyon College, is regulated pursuant to California State legislation, the California Education Code, local board policies, and local administrative regulations. In 2012, work began by the district Planning and Organizational Effectiveness committee to update the 2007 RSCCD Functions/Mapping of Responsibilities chart to delineate the operational roles and responsibilities of the District Office and the colleges. The functional map is adhered to,

with continuous attention to the efficiency and functional alignment of the complex systems of the district and the colleges ([IVB-4](#)).

Each of the operational units in the district reviewed their respective portion of the functions map for completeness and accuracy. The 2014 RSCCD Functions/Mapping of Responsibilities was finalized, and approved by the Board April 28, 2014 ([IVB-61](#), item 5.2, and [IVB-4](#)). One important change in function was the change in the budget allocation model. The budget model gives more autonomy to the colleges.

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

RSCCD has a number of services to support college operations and functions. Some of the primary services include Human Resources; Business Operations and Financial Services; Payroll; District Information Technology Services; Facilities Planning/Construction (including oversight of the campus construction program); District Safety; Risk Management/Employee Benefits and Resource Development, among other sub-departments ([IVB-4](#)).

Each unit under District Operations assesses the effectiveness of its services by conducting its own program review through a process it deems most appropriate (focus group, interview, data, survey– [IIIB-29](#)). As of 2013-14, the District Office has changed the process to include the entire district (which includes full-time faculty, full-time and on-going part-time classified, administration/supervisory) in the assessment of each district operation unit. The results were distributed to the units for inclusion in their program effectiveness review.

Collaboration between the district and the colleges is continuous and supports student learning. Cross-functional areas are integrated into college and are located at both the District Office and the college. These areas include Information Technology Services (ITS), the Student Business Office, and Campus Safety. These three offices enable Santa Ana College to more effectively maintain its infrastructure while supporting students and the programs that serve them at the college ([IB-47](#)).

RSCCD's Institutional Research Office serves the colleges directly by providing research data and information utilized in strategic planning, program effectiveness review, student learning outcome assessment, and analysis of pathways to completion. Examples include membership on the SAC Student Success Committee; participation in the college's intersegmental regional partnership; developing, administering, and analyzing surveys for employees, students, alumni, and community members. RSCCD's Research Department also provides professional development and assistance to faculty and staff in association

with special projects. The Research Department helps assess the impact of new practices in a pilot program. Examples of this include analysis of the Santa Ana ¡Adelante! program at SAC in relation to National Student Clearinghouse data. The Research Department also helps to supervise research projects related to the effectiveness of programs and services ([IB-28](#)).

Although some district functions have been decentralized, the remaining centralized district functions are beneficial to the colleges. For example, Payroll has implemented an automated tracking system to expedite absence and vacation accounting processes online, and the department has created specialized training for users. To assist employees with questions about their benefits, RSCCD offers workshops on such topics as health, wellness, and retirement benefits. Finally, the district gave supplemental funding to support the college's reinstatement of the Winter Intersession in January of 2014.

In 2013, SAC participated in a District Services Satisfaction Survey ([IB-47](#)). The survey results have been forwarded to each district operation and have been used to create an assessment report with action items for continuous improvement of district departments. Program review for District Office operational units integrate the survey results and use it to improve overall quality of services ([IVB-62](#), [IVB-63](#), [IVB-64](#), [IVB-65](#), [IVB-66](#), [IVB-67](#), [IVB-68](#), [IVB-69](#), [IVB-70](#), [IVB-71](#), [IVB-72](#), and [IVB-73](#)).

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plan

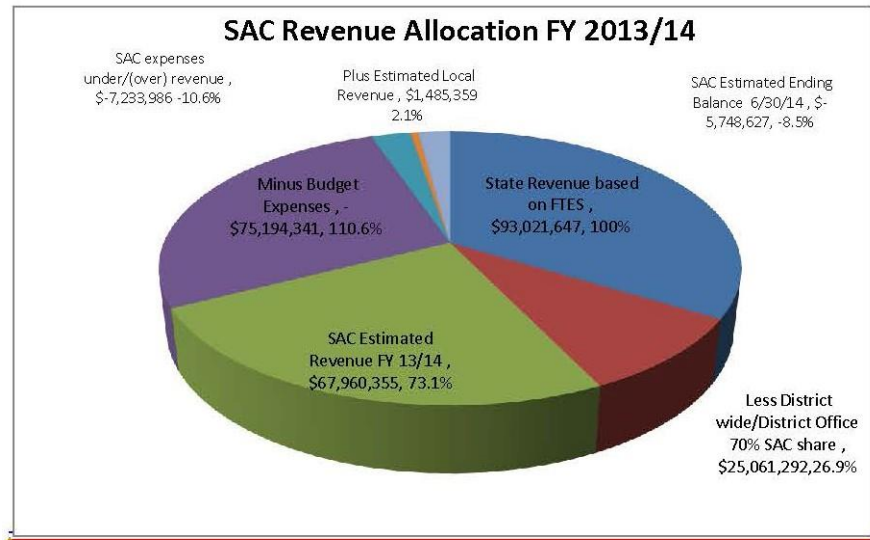
None.

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

The RSCCD process for distributing resources has evolved as it transitioned from a single college/multi-campus district to a multi-college district. In February 2013, the RSCCD Board of Trustees adopted a new Budget Allocation Model (BAM) based on the SB 361 model, which changed budget allocation from an expenditure model to a revenue allocation model. This resulted in more authority for budget planning, management, and accountability at the colleges. The Budget Allocation Model provides guidelines, formulas, and procedures for the development of an annual district-wide budget including specifications for the distribution of resources to each college and to the District Office ([IIID-3](#) and [IIID-5](#)).

The following chart demonstrates revenue allocation to the colleges and the District Office for FY 2013-14.



The district-level governance structure was also modified to accommodate this change and align planning and budget. The Budget Allocation and Planning Review Committee (BAPR) was dissolved and replaced by the Fiscal Resources Committee (FRC, [IIID-42](#)). The FRC is comprised of ten college representatives, including members of the Academic Senate and collective bargaining units, and four representatives from district administrative units.

Pursuant to the SAC 2013-14 Planning and Budgeting Manual ([IIIB-44](#)), the FRC not only develops the budget assumptions but reviews the recommendations from the Chancellor, Board of Trustees, and the public at large. Throughout the planning and budgeting process, the tentative budget is reviewed, and recommended changes are considered periodically (tentative budget assumptions 02-25-14 [IVB-74](#); Tentative Budget 2014-15 [IVB-75](#)).

Campus budget allocations are distributed to the colleges based on FTES earned by the colleges, mirroring the statewide model that is in place for the California community colleges. A portion of the available funding is set aside based on college-district negotiations and with the approval of the Chancellor to fund the cost of district operations and to maintain a contingency reserve account for the benefit of RSCCD overall. This fund has served the district for the past five years during the period of statewide budget reductions. RSCCD has been able to maintain fiscal solvency with reductions and deferred apportionment payments.

Since the passage of SB361 in 2006, RSCCD has continually reviewed its budget allocation model to ensure the colleges can operate and support core programs and services with consideration for FTES. Since the transition occurred in the 2012-13 fiscal, full implementation has been in effect for the 2013-14 fiscal year. The FRC is designated the participatory governance committee designated to evaluate the effectiveness of the model (RSCCD Planning Design Manual, 2013, [IB-55](#), p. 28).

RSCCD will continue to review its resource allocations to the colleges and its reserve levels. The Chancellor and college presidents will review the balance of allocations to

District Operations and the colleges. Guidelines, procedures, and responsibilities will be reviewed and updated.

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

The Budget Allocation Model guidelines, procedures, and responsibilities will be reviewed and revised as needed.

IV.B.3.d. The district/system effectively controls its expenditures.

Descriptive Summary

Pursuant to RSCCD Board Policy, the district has established mechanisms to control expenditures. These mechanisms are designed to ensure that budgets and expenditures support the district's Strategic Plan. For example, all expenditures must be made pursuant to an approved budget (Tentative Budget Assumptions 2014-15 [IVB-73](#); Approved Budget 2013-14 [IVB-76](#)). The assumptions upon which the budgets are based must first be presented to the Board for review. Also, multiple reports are presented to the Board of Trustees throughout the year including the tentative budget; monthly actual expenditure vs. approved budget; and annual budget projections that address long-term goals and commitments (Budget Presentations to BOT—[IVB-77](#); Tentative Budget 2014-15 [IVB-78](#)). Any changes or deviation in the approved budget and actual expenditures is reported to the Board in a timely manner.

Further, the Board revised BP 3204 and BP 3205 on September 9, 2013 (now BP 6250) ([IVB-14](#)), to require Board approval for any changes to major expenditure classifications. This policy requires that unrestricted general reserve funds are to be no less than five percent. Transfers from the reserve for contingencies to any expenditure classification must be approved by a two-thirds vote of the Board. For example, revenues accruing to the District in excess of the amount budgeted shall be added to the district's reserve for contingencies. They are available for appropriation only upon a resolution of the Board that sets forth the need according to majority vote.

In addition to the district's minimum reserve fund policies, the district's monthly budget and expenditures reports are created and disseminated in coordination with the colleges to create an accurate system of expenditure controls. Detailed monthly budget and expenditure reports are prepared for each division of the District Operations and are combined with cash flow management tools that the college has created for individual manager's use in analyzing the percentage of the budget available at any point in the academic year. The RSCCD report shows the district managers how closely their actual expenditures come to their budget. In order to maintain control over their expenditures, the district and college managers must then reduce cost or adjust expenditure plans accordingly (sample report—[IVB-79](#)).

RSCCD has a record of financial stability. The district has demonstrated, by maintaining a positive ending balance for the past six years, that it has effective control of expenditures and a stable fiscal environment capable of functioning during periods of

high funding volatility. Since 2008, the district has closed the fiscal year with a positive ending balance, based on external audits, with results available on the district website (District Audit 2013 [IVB-80](#); SAC Foundation Audit 2012-13 [IVB-81](#)). These independent external audits are conducted annually for the district and the colleges. Each audit is prepared in accordance with the Budget Accounting Manual ([IIIB-44](#)), which establishes the standard for external financial reporting for public institutions. The audits also provide external reviews of internal processes and are key indicators of fiscal stability and effective control. The district's commitment and ability to adhere to the five-percent minimum reserve and maintain a positive ending balance demonstrates it has an effective control of its expenditures ([IIID-2](#)).

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

The Chancellor's right to delegate his responsibilities is derived from BP 2430 ([IVB-22](#)). This policy states that the Board of Trustees appoints the Chancellor and holds him accountable for the administration of all district activities not reserved by the Board or pursuant to the California Education Code. Therefore, the Chancellor may delegate any powers and duties entrusted to him by the Board but will be specifically responsible to the Board for the execution of such delegated powers and duties. In turn, the Chancellor of RSCCD delegates the authority for administrative decisions and operations at SAC to the SAC President.

Pursuant to the job description, [the president] “[serves] as chief executive officer of the campus with overall responsibility to the Chancellor for all aspects of planning, leadership, funding, staffing, facilities, and delivery of all district programs in the Santa Ana service area, personnel services and employer-employee relations, student services and activities, student performance and conduct in the service area.”

The President meets with the Chancellor approximately four times per month, twice as part of the Chancellor's Cabinet, and twice individually to discuss any issues related to the execution of her administrative duties and operations of the colleges. The Chancellor has delegated full authority and responsibility to the college President in all matters related to campus administration and operations.

The effective operation of the college then becomes the responsibility of the college President, and any issues or challenges that may arise at the college are the responsibility of the President. The Chancellor provides guidance, resources, and district perspective in resolving any potential issues.

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

Pursuant to BP 2430 ([IVB-22](#)), as part of the Chancellor's authority, one of the responsibilities enumerated states: "All reports, recommendations, and correspondence to the Board of Trustees from any employee shall be submitted to the chancellor for transmittal to the Board." The Chancellor is therefore the primary conduit for all information passing from the college to the governing board. The participatory governance structure and the management team must ensure that information is delivered to all constituents through formal processes.

There are six participatory governance committees involved in planning at the district level. The District Council serves as the primary participatory governance body responsible for district-wide planning activities including planning and budgetary recommendations submitted to the Chancellor and Board of Trustees. The five other district-level participatory governance committees that support the work of the District Council include the Planning and Organizational Effectiveness Committee (POE); the Fiscal Resources Committee (FRC); the Human Resources Committee (HRC); the Physical Resources Committee (PRC); and the Technology Advisory Group (TAG). All of these groups include college and district representatives (rsccd.edu governance committee rosters for 2013-2014, e.g., District Council—[IVB-56](#)).

The Chancellor brings issues from the college presidents to the Board, and he supports their decisions. The Chancellor acknowledges that the participatory governance structure and management structure play an important part in ensuring the timeliness and the effectiveness of communication processes district-wide. There are regular meetings between the Chancellor and the presidents of the Academic Senates.

The RSCCD Board of Trustees meets twice a month in formal meetings that include the SAC President; the SCC President; the Presidents of the Academic Senates of SAC and SCC; the Presidents of the SAC and SCC ASG; and the Student Trustee. The Chancellor holds weekly Cabinet meetings, Management Council meetings, and bi-monthly meetings with the Presidents of the Academic Senates. The Chancellor also sends out emails to all district email users with information on key issues impacting the colleges and announcements regarding recent accomplishments at the colleges, of their students, faculty, and staff. In terms of the flow of information and processes, the established system functions well.

With regard to 2008 ACCJC District Recommendation 3 for SAC/Recommendation 5 for SCC, regarding "appropriate communication processes between the trustees and district employees," the Board of Trustees and the colleges have responded by adhering to

BP 2715—Code of Ethics/Standards of Practice (formerly BP 9002 – Statement of Ethical Conduct, for BOT) ([IIIA-58](#)) and BP 7001 (formerly BP 7020 – Code of Ethics, for all district employees) ([IIIA-1](#)). In addition, the Board of Trustees amended BP 2745—Board of Trustees Self-Evaluation (formerly BP 9022), which calls for a broad evaluation of the Board of Trustees by constituent groups (BP 2745 [IVB-19](#)). One section of the evaluation instrument is entitled, Board Relations with the Chancellor, Presidents, Faculty, and Staff. In the six years since this recommendation was issued, there have been no violations of these policies, nor has there been inappropriate communication between the Trustees and district employees (BOT Minutes 05-17-14, [IVB-26](#), Item 2.1).

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plans

None.

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The district regularly evaluates its role delineation by arranging for an annual planning meeting with administrators from both colleges to revise the existing delineation model. This delineation model is also shaped and molded by decisions made at the yearly Board Retreat. Decisions made at these meeting are communicated through the District Functions/Mapping of Responsibilities document, which was completed and posted to the district website spring 2014 ([IVB-4](#) and [IB-22](#)).

In 2013, a district-wide survey was conducted to assess the district’s role delineation. The results of the survey was distributed to each district operational unit. As a result of this survey, the district has a mechanism to evaluate processes and functions with both quantitative and qualitative input from all constituency groups, including classified, faculty, management, and the Board ([IIIB-29](#)).

In an interview with the Assistant Vice Chancellor of Fiscal Services and Business Operations, it was noted that the results of the survey indicated that there are opportunities for his unit to improve its actual and perceived services. The survey results also indicated a lack of clarity regarding what district functions and services are, which may have led to inconsistent assessment results. Clearer and more consistent communication to raise general awareness of what the district does has been identified as a goal for further improvement of RSCCD District Operations effectiveness.

Self Evaluation

Santa Ana College meets this standard.

Actionable Improvement Plan

To improve overall effectiveness within RSCCD, the college will increase the frequency and clarity of information disseminated from the District Office regarding program and service functions. In addition, the 2014 RSCCD Functions/Mapping of Responsibilities will be broadly shared.