EVALUATION REPORT

Santa Ana College
1530 West 17th Street
Santa Ana, CA   92706

A Confidential Report Prepared for the Accrediting Commission
for Community and Junior Colleges

November 26, 2008

This report represents the findings of the evaluation Team that visited
Santa Ana College on October 20-23, 2008

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Comprehensive Evaluation Visiting Team Roster
Santa Ana College
Monday, October 20 – Thursday, October 23, 2008

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Summary of the Evaluation Report

INSTITUTION: **Santa Ana College**

DATE OF VISIT: **October 20-23, 2008**

TEAM CHAIR: **James M. Meznek, Chancellor**
                                     Ventura County Community College District

A nine-member accreditation Team with two Team assistants visited Santa Ana College from October 20-23, 2008 for the purpose of evaluating the institution's request to reaffirm accreditation. In preparation for the visit, the Team chair attended an all-day chair training workshop on August 19, 2008, and the chair and Team members participated in a full day Team training workshop on September 10, 2008 conducted by the Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges (WASC, ACCJC). Members of the Team reviewed the Commission's Handbook for Evaluators, the Accreditation Reference Handbook, the Team Evaluator Manual, and the Distance Learning Manual, as well as the college's audit, fiscal, and federal student aid eligibility reports prior to their visit. In addition, Team members carefully read the college's self study and found it to be well written and comprehensive.

The Team chair and assistant conducted pre-visit meetings with the college president and district chancellor on September 17, 2008, to clarify the expectations of the Team and to assure that all logistical arrangements for the visit were in order.

Several weeks prior to the Team visit, each member prepared a written report of their assessment of the entire self study and the specific accreditation standard to which they had been assigned. Team members also identified those persons with whom they wished to confer while on campus, and this information was shared with the college. On October 20, 2008, the Team met to review the self study, and share observations regarding the conclusiveness of its propositions and

evidence.   The Team found the self study satisfactorily addressing all standards and the commission's eligibility requirements.

During the site visit, Team members held over 50 individual or group meetings with college board members, employees, students, and community representatives. Two well-attended open meetings were also provided for those wishing to speak to Team members. The Team reviewed documents supporting the self study report as well as board policies and regulations, official records, board and committee minutes, and online information. The Team also visited a wide variety of academic and student support facilities and observed classroom and online instruction. Two members of the Team visited the college's Centennial Education Center and several Team members attended committee meetings taking place on campus during the visit. In addition, the Team coordinated its observations and findings on district-wide matters with the Team concurrently visiting Santiago Canyon College.

The Team greatly appreciated the enthusiasm and support provided by college staff throughout the visit. Personnel responded quickly to Team requests. Staff were open and candid in their responses to Team members' questions. The Team noted the college's self study was extremely useful to its members due to its thoroughness, clarity, and completeness. A district/multi-college mapping document delineated district-wide and campus functions and authority. The Team work room was provided with well-organized evidentiary documents referenced in the self study, as well as online computer access to supporting policies and regulations.

INTRODUCTION AND SUMMARY

Santa Ana College was established as a "Junior College" within Santa Ana High School in 1915. An earthquake forced the college to relocate to a new site on North Main Street in 1933. In 1947, the institution moved to its current location on Bristol Street. It is the fourth oldest public two-year college in California.

Santa Ana College formally separated from the Santa Ana Unified School District to form the Rancho Santiago Community College District (RSCCD) in 1971. Fourteen years later, in 1985, the District's Orange Campus instructional site began providing classes and programs to students. Renamed Santiago Canyon College, the campus became an independent district college in 1997.

Rancho Santiago Community College District educates approximately 36,000 students in credit programs and 19,000 in non-credit programs. The District's student enrollment is also fourth largest in California. The District encompasses the communities of Anaheim Hills, Garden Grove, Irvine, Orange, Santa Ana, Tustin, and Villa Park. Approximately 700,000 residents live within the 193 square miles of the District service area.

The main campus of Santa Ana College is located at the corner of 17th and Bristol Streets and occupies an area of sixty-five acres in the geographic center of Orange County. Santa Ana College serves approximately 40,000 students per semester in both the credit and non-credit programs at its main campus and community sites. Santa Ana College operates the Centennial Education Center as its administrative site for the School of Continuing Education (SCE) offered throughout approximately one hundred locations in the community. The SCE provides a broad array of non-credit courses to address the needs of a diverse population of adult learners. Enrollment averages approximately 20,000 students, with the greatest portion enrolled in English as a Second Language courses. Other course offerings include adult basic education, high school completion, parent education, and vocational training.

At the time of its site visit, the college had 593 full time employees in a variety of positions including 38 administrators, 276 classified employees, and 279 faculty. As of fall 2007, 47% of the faculty, 59% of the classified, and 61% of the administrative employees were female. Approximately 48% of the college's full time workforce is white, 32% Hispanic, 11% Asian, and 4% African-American.

During fall 2007, 45% of the college's credit enrollment constituted Hispanic students. Thirty-one percent of the students were white, 11% Asian, and 2% African-American. Eleven percent of the student body classified themselves as "other."

Among students enrolling in non-credit courses during fall 2007, 4% were Asian, 53% Hispanic, 3% white, and 1% African-American. Thirty-eight percent of the non-credit students classified themselves as "other."

RESPONSES TO THE RECOMMENDATIONS OF THE 2001 TEAM VISIT

In 2001, Santa Ana College applied for and was awarded *Reaffirmation of Accreditation* by ACCJC. An *Interim Report* addressing Recommendation 5 of the evaluation Team of October 2001 was completed in February 2003. A *Focused Midterm Report* was then issued in October 2004 regarding Recommendation 5 and all other recommendations of the October 2001 evaluation Team. The *Focused Midterm Report* was accepted with the requirement of a *Progress Report* followed by a visit of commission representatives. In October 2005, a *Progress Report* addressing Recommendation 5 was completed, and a Team visit was held in November 2005. No further recommendations were issued by WASC.

2001 Team Recommendation 1

The Team recommends that campus policies that affect student behavior and activities, such as student conduct, student grievances, discrimination, complaint procedures, civility, as well as academic honesty be widely disseminated in a format that is understood by the college's student population. Special efforts should be made to make this information available at all locations offering credit and non-credit courses. (Former Standard 2.1, 2.6)

2008 Team Finding for Recommendation 1

The 2008 Team found that Recommendation 1 had been fully addressed.

2001 Team Recommendation 2b
2b: Standard IB, IIA

Developing appropriate means for assessing student learning at the course, program, degree, and institutional levels; tie student learning outcome measures to the expectations of stakeholders (employers, transfer institutions, next course in a series); demonstrate how the regular review of student performance has led to improvements in curriculum and instructional delivery. (Former Standard 3C.1, 3C.2)

2008 Team Finding for Recommendation 2b

The 2008 Team found that Recommendation 2b had been fully addressed.

2001 Team Recommendation 2c

2c: Standard IB, IIIB, IIID

Making planning more comprehensive, with clear connections between planning at the department, college, and district levels; indicate how institutional effectiveness data are used in planning and how accomplishments of objectives are tracked; develop linkages between financial, facilities (including capital construction and major maintenance), human resource, information technology and program planning, including identification and interdependencies in each are (the "total cost of ownership" concept). (Former Standard 3B.3, 8.5, 9A.1)

2008 Team Finding for Recommendation 2c

The 2008 Team found Recommendation 2c had been partially addressed. Planning and assessment was made more comprehensive at the college. However, there was no evidence of clear links between planning, budgeting, and resource allocation. Further, no evidence was identified that the "total cost of ownership" concept for planning had been adopted by the institution, nor that integrated human resource planning was taking place.

2001 Team Recommendation 2d

2d: Standard IB, IIID

Ensuring that all processes for allocating resources (operating budgets, discretionary funds, staffing, and capital equipment) rely on college plans for establishing priorities. (Former Standard 3B.2, 9A.1, 9A.3)

2008 Team Finding for Recommendation 2d

The 2008 Team found Recommendation 2d had been partially addressed. The district Budget Allocation and Planning Review (BAPR) Committee had established methods by which fixed expenses are funded and discretionary funds are allocated among the district office and its two colleges. Evidence relating to the integration of planning, staffing and budgeting was not identified.

2001 Team Recommendation 3a

The Team recommends that employee evaluation systems be reviewed such that:

> **3a: Standard IIIA**
>
> Classified employees are evaluated in a timely fashion as called for in policy and agreements. (Former Standard 7B.1)

2008 Team Finding for Recommendation 3a

The 2008 Team found Recommendation 3a had been fully addressed.

2001 Team Recommendation 3b

3b: Standard IIIA

Consideration be given to including the opportunity for positive comment in faculty evaluation forms and requiring peer classroom observation in the evaluation processes for tenured faculty, as additional methods of promoting effective teaching. (Former Standard 7B.2)

2008 Team Finding for Recommendation 3b

The 2008 Team found Recommendation 3b had been fully addressed.

2001 Team Recommendation 4a

Recommendation 4: Standard IIID

The Team recommends that the Santa Ana College members of the Budget Allocation and Planning Review Committee, working with the others on that body, provide leadership. (Former Standard 9A.1, 9A.2, 9A.4, 9A.5)

4a. to develop criteria for making allocation decisions at the district level.

2008 Team Finding for Recommendation 4a

The 2008 Team found Recommendation 4a had been fully addressed.

2001 Team Recommendation 4b

4b. to evaluate the effectiveness of the resource allocation process.

2008 Team Finding for Recommendation 4b

The 2008 Team found Recommendation 4b had not been addressed. The college did not have a mechanism to assess the effectiveness of previous budget initiatives. This is critical to evaluate the outcomes of budget allocations and make decisions in the subsequent budgets.

2001 Team Recommendation 4c

4c. to link decisions to college plans.

2008 Team Finding for Recommendation 4c

The 2008 Team found Recommendation 4c had been partially addressed. Apart from dialogue regarding committee meeting discussion of its decisions the complex nature of college planning makes the linkage between planning and decision making nontransparent to constituents.

2001 Team Recommendation 4d

4d. to disseminate information to the colleges on the criteria and process.

2008 Team Finding for Recommendation 4d

The 2008 Team found Recommendation 4d had not been addressed. Apart from dialogue regarding committee meeting discussion of budget criteria and process, no evidence could be identified that the college has attempted to disseminate information to the campus community.

2001 Team Recommendation 5a

Recommendation 5

The Team recommends that special attention be given to the evolving relationship between the district and the college. Experience to date and candid evaluation of that experience should now permit:

> **5a:IVA** in consultation with the appropriate district and college leaders, a specification of the ultimate district/college relationships and governance structures desired, with an

estimated timeline for achieving these arrangements; the Board should periodically be apprised of progress being made. (Former Standard 10C.3)

2008 Team Finding for Recommendation 5a

The 2008 Team found Recommendation 5a had been fully addressed.

2001 Team Recommendation 5b

5b: IVB

Administrative structures to be designed consistent with the governance structures desired, with an estimated timeline for moving functions and appropriate administrative capacity to the appropriate locations.

2008 Team Finding for Recommendation 5b

The 2008 Team found Recommendation 5b had been fully addressed.

2001 Team Recommendation 6

The Team recommends that, working with the Chancellor, the Board of Trustees review its self-evaluation practices and consider additional processes that would establish criteria for Board performance, develop measures of performance relating to the criteria, periodically evaluate performance, and discuss specific steps for improvement. (Former Standard 10A.5)

2008 Team Finding for Recommendation 6

The 2008 Team found Recommendation 6 had been partially addressed. Since the last Team's visit, the Board of Trustees approved a revised Trustee evaluation policy (BP 9022) and implemented a self evaluation relate to three criteria. The Board has subsequently conducted self evaluations almost every year and is considering changes in its assessment criteria. However, it is not clear that the Board used this information to improve performance other than compare the previous year's evaluation to the one being conducted, nor is it clear that the Board has evaluated the self evaluation model.

College Commendations

The Team was impressed with the dedication and commitment of trustees, employees and community members to Santa Ana College in meeting its mission through its many fine programs and services. Two activities were noted by the Team as warranting commendation as models of outstanding institutional practice:

1) The college is commended for creating and maintaining the physical infrastructure, operations, and technology necessary to support approximately 100 alternative learning delivery sites across its community. These learning sites offer a wide range of specialized instructional and support programs that address the unique needs of diverse student populations in accessible locations.

2) The college is commended for the creation and operation of its web-based "Dashboard" management information tool. The Dashboard approach allows members of the college community to access data necessary for decision making within a systematic culture of evidence and cycle of continuous improvement.

2008 Team Recommendations

College Recommendations

College Recommendation 1

The Team recommends that the college evaluate its planning processes, including the integration of technology, staffing, and facilities master plans, to ensure the budget is used as a planning tool to achieve its strategic goals and that the outcomes from these activities be formally and broadly communicated to ensure quality. As part of this integration, the Team recommends that the college resource allocation be based on plans, program reviews (Department Planning Portfolios, or DPPs), and actual budgetary performance. This requires that the college evaluate the outcomes of its planning/budget process and use that data in subsequent budget development. (Standards I.A.1, I.A.3, I.B.4, I.B.6, II.A.1, II.A.2.f, III.B.2.d, III.D.1, III.D.2, III.D.3, IV.B.3.a, IV.B.3.b)

College Recommendation 2

In order to fully meet standards II and III, the Team recommends that the college prepare and maintain an updated Diversity Plan. (Standards II.A.1.a, II.A.3.c, II.B.3.d, III.A.4.a, III.A.4.b)

College Recommendation 3

The Team recommends that the college strengthen its communication with classified employees regarding governance service opportunities, processes, deliberations, and outcomes. (Standards III.A, IV.A.1)

District Recommendations

District Office Review

During the course of the concurrent accreditation visits at Santa Ana and Santiago Canyon Colleges, district trustees and staff were interviewed by Team chairs and Team members, individually and jointly, for the purpose of identifying any recommendations related to the district. In addition, the Teams reviewed board policy and regulations, minutes, and district documents as it assessed the evidence regarding system operations.

District Recommendation 1

The Team recommends that the district evaluate its planning processes, including the integration of technology, staffing and facilities master plans to ensure the budget is used as a planning tool to achieve its strategic goals. As part of this integration, the Team recommends that the allocation model for resources be based on the plans, program reviews and the sustainability of the planning process and that the outcomes from these activities be formally and broadly communicated to ensure quality. This requires that the District evaluate the outcomes of the budget process and use that data in subsequent budget development. (Standards I.A.1, I.A.3, I.B.4, I.B.6, II.A.1, II.A.2.f, III.D.1, III.D.2, III.D.3, IV.B.3.a, IV.B.3.b)

District Recommendation 2

In order to maintain stable financial resources, the Team recommends that the District reviews its computer-based student attendance recording system to ensure that repeated courses are being

appropriately reported for state apportionment funding consistent with existing regulations. (Standards III.D.1.b, III.D.2.a, III.D.2.g)

District Recommendation 3

The Team recommends that a set of written policies and regulations be created that establishes appropriate communication processes between the trustees and district employees. The Team further recommends that Board adherence to these regulations and procedures be assessed within a systematic culture of evidence and cycle of continuous improvement. (Standards IV.B.1.a, IV.B.3.a, IV.B.3.e, IV.B.3.f)

District Recommendation 4

The Team recommends that the district review its board evaluation policy to ensure integrity and effectiveness, and that its self-assessment results are widely communicated and applied within a systematic culture of evidence and cycle of continuous improvement. (Standards IV.A.5, IV.B.1.g)

ELIGIBILITY REQUIREMENTS

The Accrediting Commission for Community and Junior Colleges Eligibility Requirements for Accreditation (Revised January, 2004) contain continuous compliance criteria. The assessment criteria compliance is part of the institutional self study and comprehensive site visit process. The Team validated Santa Ana College's compliance with Accrediting Commission eligibility requirements.

Authority

The authority for Santa Ana College (SAC) rests with the Board of Trustees. The Board derives its authority from the state of California. The Team confirmed that the District receives state approval and funding for its programs and services, and is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

Mission

The Team confirmed that the college's mission statement is clearly defined. The current educational mission of SAC was revised and adopted by the Board of Trustees in November 2007. The mission statement is included in the college catalog and class schedule, it appears on college meeting agendas, and it is posted on the District website. The mission is appropriate to a two-year degree granting public institution of higher learning.

Governing Board

The Team confirmed that the governing board of Rancho Santiago Community College District (RSCCD) consists of seven members who are responsible for the quality, integrity, and financial stability of the District. The Board ensures the institution's mission is being effectively carried out. Its membership is sufficient in size and composition to fulfill its responsibilities. The Board

of Trustees has adopted a Board Policy for "Ethical Conduct," which contains language to address breaches of its code. The board follows a conflict of interest policy which requires that financial interest are disclosed and do not interfere with the fiscal integrity of the district.

Chief Executive Officer

The Team confirmed the District has a Chief Executive Officer who is appointed by the governing board and whose primary responsibility is to the District. The Chief Executive Officer of Rancho Santiago Community College District is the Chancellor, who has served in this capacity since 1997.

The president of Santa Ana College is recommended by the District Chancellor and confirmed by the Board of Trustees. The college president commenced her duties and responsibilities with SAC in March 2005. The President's primary responsibilities to the institution and District are contained in a duty statement. The President ensures the college implementation of federal, state, and local statutes and regulations as well as Board policies; the efficient management of fiscal and human resources; provides effective leadership to define goals, develop plans, and establish priorities for the college; and ensures communication and cooperation among SAC constituencies.

Administrative Capacity

The Team confirmed the college has an administrative staff adequate to support the programs and services for an institution of its size, scope, and mission. The training and experience required for each administrative position, as well as duties and responsibilities, are clearly set forth in employment statements.

Since the last Self Study in 2001, SAC has undergone staff turnover in upper administration, including the positions of president, vice president of academic affairs, vice president of administrative services, and vice president of the School of Continuing Education (SCE).

Operating Status

The Team confirmed that the college is operational with students actively pursuing its degree and certificate programs. The college enrolls approximately 27,000 full- and part-time students by the end of each semester in credit courses, and 13,000 full- and part-time non-credit students, including inmate education classes. Classes are offered in the day, evening, and during weekend college in a wide variety of lengths from four weeks to a sixteen-week semester. Approximately 1,300 associate degrees and 900 certificates were awarded by Santa Ana College during the 2006-2007 year.

Degrees

The Team confirmed that the majority of Santa Ana College course offerings are in programs that lead to degrees, as described in the college catalog. There are over 200 concentrations, or majors, leading to the associate degree in arts or science. A significant proportion of the institution's students are enrolled in these program offerings. The college catalog contains a listing of degrees offered, course credit requirements, and unit length of study for each degree program. Descriptions and explanations of courses offered and degree requirements are also provided in the catalog.

Educational Programs

The Team confirmed the college's degree programs are consistent with its mission and represent recognized fields of study in postsecondary education. Santa Ana College offers two-year general education, transfer, career, and technical education programs in the credit mode as well as non-credit programs consistent with the RSCCD vision and mission. All college courses, degrees, and certificates of completion fulfill California regulations, addressing collegiate-level quality and rigor.

Academic Credit

The Team confirmed the college awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Institutional policies and transfer

requirements, as well as the awarding of credit, are clearly and accurately described in the SAC college catalog. SAC awards academic credits based on the Carnegie formula: one semester unit of credit is defined as one hour of recitation or lecture, or three hours of laboratory work each week for a full semester.

Student Learning and Achievement

The Team confirmed the college has a substantial number of completed student learning outcomes (SLOs), and is addressing a college-wide learning outcomes model of assessment and improvement. Santa Ana College conducts regular assessments of programs in academic and student services areas to support ongoing and systematic efforts to student learning and achievement. Quadrennial course review is overseen by the Curriculum and Instruction Council. In addition, annual *Department Planning Portfolio* development with quadrennial program review of academic programs within the *Department Planning Portfolio*, and annual student services program review is embedded in the Santa Ana College *Educational Master Plan.*

All programs and services are working toward continuous improvement by linking identified SLOs to the broader seven *Core Competencies* of the college. Through program review processes, SLOs are revised as needed in academic programs. Direct SLO assessment is conducted in a course-embedded program assessment approach in conjunction with analysis of indirect data supplied by the Institutional Research department. Changes made in the SAC *Strategic Plan* are based on the program review work of departments and broad-based interdisciplinary dialogue.

General Education

The Team confirmed the college defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual capacity. Degree credit for general education is consistent with a level of quality and rigor appropriate to higher education, with general education courses spanning six general academic areas: Natural Sciences, Social and Behavioral Sciences, Humanities, Cultural

Breadth, Communication and Analytical Thinking, and Lifelong Understanding and Self-Development.

Academic Freedom

The Team confirmed that the college faculty and students are free to examine and assess all knowledge appropriate to their discipline or area of study, as judged by the educational community. RSCCD Board Policy 4201 addresses and ensures that SAC maintains an atmosphere in which intellectual freedom and academic independence exist. The *Academic Freedom Policy* is in the college catalog and in the *Faculty Handbook*, both of which are on the college website.

Faculty

The Team confirmed that SAC employed 276 full-time faculty and 1,570 adjunct faculty in both credit and SCE programs. The faculty members are qualified to conduct the institution's programs and meet both professional standards and state requirements.

Student Services

The Team confirmed the college provides all of its students with appropriate support services and develops programs consistent with their characteristics and the institution's mission. Services and programs address the needs of a highly diversified student population. Monitoring student characteristics and their needs has been an ongoing college activity.

Admissions

The Team confirmed that Santa Ana College's published admissions policies are aligned with its mission, appropriate for its programs, and follow practices that are consistent with college policies that specify the qualifications of students are appropriate for its programs.

College admissions forms and information is available through the Office of Admissions and Records, published in the schedule of classes, and available on the SAC website.

Information and Learning Resources

The Team confirmed the college, through its library, learning labs, and related programs and services, provides specific, long-term access to electronic and printed resources sufficient to meet its educational purposes. Santa Ana College has a large library as well as the Media Services department, Tutorial Learning Center, Success Center, Academic Computing Center, Testing Center and several labs and centers utilized for specific programs. The School of Continuing Education (SCE) operates a Marketplace Education Center (MEC) Computer Lab, Centennial Education Center (CEC) Learning Skills Lab, CEC Main Computer Lab, CEC Small Lab, and CEC Computer Skills Lab.

Financial Resources

The Team confirmed the institution operates from a financially stable funding base, plans for financial development, and identifies and uses financial resources to support its mission and educational programs. Fundamental structures and practices are in place for allocating and controlling its budget. The District is working to meet its future retiree benefit obligations and to comply with GASB45.

Financial Accountability

The Team confirmed that the District demonstrates financial accountability through the findings of an independent financial audit secured by the Board of Trustees to perform review.

Institutional Planning and Development

The Team confirmed evidence of basic planning for the development of the college through documents such as the *Strategic Plan 2007-2015*, Academic, Student Services, Administrative Services and President's Cabinet Program Review, the *Department Planning Portfolio*, the *Technology Plan*, the *LPA Facilities Master Plan* and Budget Committee goals, all referenced in an *Educational Master Plan*. The Team found evidence, however, that the institution's ongoing cycle of planning, resource allocation, evaluation, and improvement require strengthened

integration of its component parts. The link to budget allocations is not clear, nor are expenditure outcomes assessed.

Public Information

The Team confirmed that the college catalog contains accurate, clear policies, procedures, and practices relative to admission requirements; academic and career technical education programs; requirements and degrees; grievance procedures; fees; academic credentials of faculty and other items relevant to student attendance and withdrawal.

Relations with the Accrediting Commission

The Team confirmed that the college provides assurance that it complies fully with the eligibility requirements, accreditation standards, and policies of the Commission, and it demonstrates honesty and integrity in representations to all constituencies and the public, and in relationships with the accreditation association and other external agencies.

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

General Comments

The Santa Ana College self study accurately describes the appropriateness of the institution's mission statement to its community, student body, planning, programs, service, and student learning activities. The college mission statement is closely aligned to that of its district, and plays a central role in informing campus planning and decision making.

The mission statement reflects the college's desire to serve its constituents who have varied levels of educational needs such as "transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment." The college further exemplifies its mission by openly addressing its core competencies and student learning outcomes related to communication, thinking and reasoning, information competency, diversity, civic responsibility, life skills, and careers.

Over the past few years, the college has taken many actions toward improving its planning, program review, student learning outcomes, and institutional effectiveness. This has included; creating a Strategic Plan, revising the Department Planning Portfolio (DPP) and Program Assessment/Program Review (PA/PR) process, placing student learning outcomes and core competencies on course outlines of record and the course syllabus, as creating a Planning and Assessment Processes flowchart, and forming an Institutional Effectiveness and Assessment Committee (IE&A), to mention a few. Using data to drive decision-making is evident through the plans that involve all areas of the campus. Results from program review are used for change. Overall, there are numerous planning processes, however the plans are not integrated or always clearly linked to budget allocation.

The Team confirmed that Santa Ana College's mission statement demonstrates self reflective thought developed through participatory governance processes. It is widely distributed and understood. Overall, the Team found that the college meets the requirements of Standard I.

Findings and Evidence

Standard I.A: Institutional Mission

The Team found that the district last assessed its mission statement on April 13, 2007 at the Board of Trustees meeting after the mission statement was reviewed by Santa Ana College department, division, and service areas. (Standard I.A, I.A.2) The Board of Trustee's district mission and goals are used as a force behind Santa Ana College's mission statement. The college plans to continue the periodic review of its mission and to assess the effectiveness of this process. Non-college employees who are considered stakeholders should also continue to be involved in reviewing the mission of the college. The college surveys its employees to see if they are knowledgeable regarding the mission statement and are employing it to guide their activities. It is unclear if the Institutional Effectiveness and Assessment Committee or another committee evaluate the effectiveness of how the institution develops, approves, and communicates the mission statement. Furthermore, the Team could not determine what fosters the necessity for review of the mission statement, other than the passage of time. (Standard I.A.3)

A Team review of the college's mission statement as well as its web site supports the institution's continued commitment to revise and design programs within a framework of community needs. Through the use of core competencies and student learning outcomes, the college demonstrates its commitment to the achievement of student learning. (Standards I.A, I.A.1) The institution justifies its operations, programs, and services within the centrality of its mission statement. (Standard I.A.4) Santa Ana College has a program review process (i.e., Department Planning Portfolio (DPP)) that uses the college mission statement as its first step in assessment. The college also places the mission statement on all agendas and its committees are created as needed to serve the mission statement. Department Planning Portfolio reports, along with Research Department's findings on institutional effectiveness, are used as the basis for the college to review its mission statement and its progress in addressing its mission. (Standard I.A.1, I.A.4)

Standard I.B: Institutional Effectiveness

The committee confirmed that the use of data for reflective improvement in areas such as English, mathematics, history, communications, and reading through the DPP process. The process includes review of different elements of a program each semester (i.e., direct assessment of SLOs), each year (i.e., goals and assessment of those goals) and every four years (i.e., 19-questions are answered with data from the District Research office). Program Assessment/Program Reviews (PA/PRs) are one aspect of the annual review process. (Standard I.B.1, I.B.2) Data is provided to each college department so they may observe indicators of student achievement. The departments use this data, along with the SLO information, to assess program status. Results of program review are used for budget requests. Academic program reviews are evaluated by the Teaching and Learning Committee (TLC) and recommendations are made to IE&A, who then refers them on to a relevant governance committee for consideration. The non-academic department program reviews are also provided to IE&A via college deans for review.

The Team noted that the College Council is the institution's primary governance body. Through the reporting relationship of numerous participatory governance committees to the College Council, program review and planning are linked to a budget allocation process. However, the link is a complex system of review by other committees, President's Cabinet, the President, and district personnel. (Standard I.B.3, I.B.4, I.B.6) The Team concluded through an analysis of the institution's Planning for Assessment Processes flowchart that it appears that all program reviews are eventually provided to IE&A, but they also go to the Deans and VPs, who then refer the information the President's Cabinet, who then refers it to College Council. A rank ordering of all college requests is done by the Budget Committee. The President's Cabinet and College Council review the requests and create one set of recommendations for funding for the year. The President decides the final ranking and makes recommendations to the District. This process lacks clarity, and there is a need to make the alignment between planning and budgeting more transparent, and functional.

The Team did not find evidence the college evaluates its planning, program review, and revenue allocation process for continuous quality improvement. (Standard I.B.7) The Team confirmed

that the college actively seeks alternative funds from grants to offset funding needed beyond that available from the general fund for many of the activities it identified through its planning. (Standard III.A.2)

The Team confirmed the college is doing a very good job of placing the course-level SLOs and the core competencies on course outlines of record (COR) using Web CMS. Nearly 100% of the CORs contain SLOs. The Teaching and Learning Committee (TLC) was pivotal in aiding departments to write and place SLOs on the COR, and provides professional development opportunities. To date 25% of the courses have SLOs and COR on the syllabus, and the college should make every effort to achieve their plan for 100% completion by 2011.

Evidence demonstrates the college offers some opportunities for collegial self-reflective dialogue regarding planning, processes, programs, and quality. Planning retreat records indicate that sixty members of the college discussed the planning process and how to use data. At the conclusion of the meeting, they created the Strategic Plan for 2007-2015. The Team noted, however, that there is a need to provide strengthened, ongoing, collegial, self-reflective dialogue with classified employees about governance service opportunities, processes deliberations and outcomes. (Standard I.B.1)

It is important that the college sustain and update its plans, and that its existing planning processes be assessed so as to continually improve. (Standard I.B.1, I.B.2, I.B.3, I.B.6) Although evidence suggests some limited review, the Team confirmed the need to update the college's Facilities Master Plan and Human Resource Plan. The Team also noted that the institution's IE&A report on progress in meeting college goals stated that it was too early in the process to have much progress. Evidence did not indicate that the college evaluates its limited strategic planning evaluation process. (Standard I.B.7)

The Team noted that the college's Department Planning Portfolio process was operative on an annual basis. The DPP process includes a review of goal achievement by college departments, resources, course schedules, and staffing, student demographics, grade distributions, enrollment projections, and SLO assessment. (Standard I.B.3, I.B.6) The Team could not identify evidence

to support a link between the college's Strategic Plan and its Department Planning Portfolio process. The goals developed in the DPP are linked to the Board of Trustee goals. (Standard I.B.2)

The Team found that the application of results from the college's planning processes outcomes were evident in numerous ways: IE&A changed the DPP process, and TLC provided rubric and assessment training for staff and recommended greater interdisciplinary dialogue. The college's Research Department provides ad hoc data services for department program review and needs. Both the Strategic Plan and the DPP are new, and thus evaluation of its full cycle of implementation is not yet accomplished. (Standard I.B.7)

The Team identified evidence that different types of data are collected to measure the effectiveness of the college and its programs, from individual course-level direct measures of student learning outcomes to institution-wide enrollment data and surveys. Through the cyclical review and use of results, the college seeks to improve the quality of its services through the institution's primary governance committee, the College Council. (Standard I.B.5, I.B.6) Many committees provide reports and recommendations to the College Council: IE&A, SAC Budget, Facilities, Santa Ana College Technology Advisory Committee (SACTAC), and Student Success.

The Team found no evidence of the existence of a formal communication process used to inform others regarding quality. (Standard I.B.5) An annual report is produced by IE&A that outlines the progress toward meeting departmental planning agendas. No evidence was identified to suggest that the results of planning and evaluation of institutional effectiveness are reported to the Board of Trustees or to the college community in a transparent manner. Institutional Effectiveness and Assessment is responsible for institutional effectiveness including SLOs and their and assessments, accreditation issues related to the college mission statement, planning and institutional planning, and planning coordination. It is unclear how the Board of Trustees provides guidance for subsequent improvement. (Standard I.B.7)

Conclusions

The Team found evidence that Santa Ana College has a mission statement that is regularly reviewed and updated using an inclusive and comprehensive process of dialogue. The mission, which is developed by the college community and approved by the Board, guides the college's planning and decision making regarding programs and services, policies, and procedures. The college has planning and evaluation structures in place to promote continuous improvement. The Team found evidence that the college conducts ongoing, collegial, and self-reflective dialogues through college-wide symposiums, planning retreats, governance committee meetings, and division/departmental meetings. Through these critical dialogues, the college community has identified institutional learning outcomes and has connected these outcomes to program and course-level student learning outcomes. The college has also identified strategic themes, and has used these themes to inform the Strategic Plan.

Elements of planning, budgeting, measuring student learning, evaluation of institutional effectiveness and improvement seem to be conducted through participatory governance committees that regularly engage in dialogue in reviewing data upon which to assess its effectiveness. Subsequent changes occur accordingly and are communicated throughout the college. However, several of the processes are relatively new and will take time to complete cycles of planning, evaluation, improvement, and integration. Use the Accreditation Committee on an ongoing process for examining, evaluating, and acting upon the college's need to meet or exceed the standards throughout the six-year review cycle.

Recommendations

College Recommendation 1

The Team recommends that the college evaluate its planning processes, including the integration of technology, staffing, and facilities master plans, to ensure the budget is used as a planning tool to achieve its strategic goals and that the outcomes from these activities be formally and broadly communicated to ensure quality. As part of this integration, the Team recommends that the college resource allocation be based on plans, program reviews (DPPs), and actual budgetary performance. This requires that the college evaluate the outcomes of its planning/budget process

and use that data in subsequent budget development. (Standards I.A.1, I.A.3, I.B.4, I.B.6, II.A.1, II.A.2.f, III.B.2.d, III.D.1, III.D.2, III.D.3, IV.B.3.a, IV.B.3.b)

District Recommendation 1

The Team recommends that the district evaluate its planning processes, including the integration of technology, staffing and facilities master plans to ensure the budget is used as a planning tool to achieve its strategic goals. As part of this integration, the Team recommends that the allocation model for resources be based on the plans, program reviews and the sustainability of the planning process and that the outcomes from these activities be formally and broadly communicated to ensure quality. This requires that the District evaluate the outcomes of the budget process and use that data in subsequent budget development. (Standards I.A.1, I.A.3, I.B.4, I.B.6, II.A.1, II.A.2.f, III.D.1, III.D.2, III.D.3, IV.B.3.a, IV.B.3.b)

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

General Comments

The Team validated that the Santa Ana College self study accurately described the institution's policies, planning, and practices related to its programs, services and student learning. The college is a comprehensive community college offering a wide variety of general education, basic skills, English as a second language, vocational, career, and transfer courses. It is positively regarded by its community for the quality of its instructional programming and student services. Santa Ana College is sensitive to the diversity and socio-economic status of its student body. The institution provides basic courses and services at approximately 100 sites across its service area.

The college engages in considerable dialogue about educational processes and effectiveness and has developed a systematic approach to integrating planning and budget at the departmental level. The foci of the model are course, department and degree embedded SLOs through the seven core competencies. The college has adopted a student learning outcomes format that supports the mission of the college via dialogue at the department level through the development, implementation, and systematic assessment of core competencies in concert with the mission statement. SAC has a process for systematic review of departmental program assessments and a course embedded approach to evaluating SLOs within the program level review and the Portfolio Assessment/Program Review (PA/PR) on a 4-year cycle. The institution has developed a separate systematic annual program review of departments in student support services. The first oversight committee for these departmental and the PA/PRs is the Teaching Learning Committee, which is charged with reviewing them annually and forwarding them to the Institutional Effectiveness and Assessment Committee, which provides recommendations to the College Council. The process addresses the individual needs of different departments and programs, however, its complexity appears to get in the way of effectively and efficiently producing one of its desired outcomes, which is integration of planning and budgeting. The

Team concluded that overall, Santa Ana college met Standard II, based upon its examination of evidence.

Standard II.A: Instructional Programs

Findings and Evidence

The Team verified that the college has an appropriate variety of curriculum and delivery systems which include weekend, online, and hybrid courses, including an online A.A. degree, which was approved by the Commission in April 2008. All current information on transfer and occupational programs, articulation, courses, certificates and degrees, and schedules are available both in print and online in the catalog and class schedule. In addition to providing a variety of schedules to meet student demand, SAC addresses diverse learning styles through study skills courses and learning style assessment, and multiple measures. All career technical education (CTE) programs have advisory committees in place, a requirement to receive California Technical Education Act funds. All coursework goes through the established curriculum review process originating with the discipline faculty, while a community services advisory committee identifies courses of interest to the community. Academic integrity is maintained through the established curricular processes and through the oversight of the Curriculum and Instruction Council. Grades, certificates and degrees are awarded according to standard grading methods and on the achievement of stated student learning outcomes. (Standards II.A.1.b, II.A.2, II. A.2.a, II.A.2.b, II.A.2.c, II.A.2.h, II.A.2.i.)

The Team confirmed that the college represents itself accurately to the public through published documents and in electronic formats. The college widely publicizes information about its programs, courses, degrees, core competencies, and General Education SLOs. Individual student learning outcomes are also listed on all course outlines of record. Policies related to transfer are available in the catalog along with other college policies regarding the awarding of credit through exam. There is a clear process and Board policy for the elimination of programs, although it is rarely used, with only one program (electronics) eliminated since the last accreditation visit. Board policies also ensure academic freedom, student honesty, a statement of professional ethics that distinguishes between professional views and personal conviction, and a

framework for personnel conduct. (Standards II.A.6, II.A.6.a, II.A.6.b,II.A.6.c, II.A.7, II.A.7.a, II.A.7.b, II.A.7.c)

The Team found that the college has adopted a student learning outcomes format supporting the mission of the college. The SLO and Program Review process and cycle has been developed and implemented since the last accreditation, and relies on the research office for data relevant to each program. SAC heavily uses both quantitative and qualitative research from the Institutional Research (IR) department for demographic and trend analysis and to identify student needs. IR annually drafts a research agenda in consultation with the administration based on departmental data needs. In addition, IR produces three annual reports: Student Satisfaction Study, Pathways of Student Persistence (along with 12 measures of success), and the graduate student study. IR assists with the Assessment validation studies, but the actual determinations and cut scores are made by the Assessment Committee, as necessary. All departments receive data spanning several terms that feed the department's individual program review and annual report. IR also assists departments in their development of individual surveys, focus groups, and other qualitative evaluation instruments. Bodies of data feed a number of other seemingly successful support services such as specialized instruction via a Success Center, the Tutorial Learning Center, EOPS, DSPS, student support services program, Freshman Experience, Sophomore Learning Communities II and an Honors program. The institution maintains a "Dashboard" information tool available online to decision makers. The college demonstrates its commitment to research-based improvement by maintaining an IR seat on the TLC and the IE&A Committees. (Standards II.A.1, II.A.1.a, II.A.2.g)

Program Review for all credit and non-credit Instruction is scheduled on a quadrennial cycle, supplemented by annual department portfolios. Most other support services conduct program review on an annual cycle. Categorically funded programs receive a six-year trend on characteristics and outcomes. Non-categorical programs use surveys, inferential studies, and correlation studies. Administrative Services use surveys, safety and security reports, and descriptive data from departmental surveys. CTE programs meet industry standards, as evidenced by the completion and success rates of students on state and national boards and licensures. The Instructional and Student Services data are derived largely from IR, with some

departmental surveys designed either independently or with IR assistance. Program reviews for academic programs utilize an Assessment document accompanied by "19QT," a questionnaire template. The approval process for the department portfolios differ depending upon purpose. The program reviews are submitted through an established committee review process with final recommendations going to the College Council by IE&A. (Standards II.A.2.e, II.A.5)

All program reviews are on target to complete a full cycle for every department by 2012. One of the participatory governance committees, the Institutional Effectiveness and Assessment Committee, which works with the Teaching and Learning Committee, is the oversight committee for the coordination of all college plans, including Academic Affairs, Student Services, Administrative Services and the President's Cabinet. SLOs are assessed at the course and program level via seven core competencies: communication skills, thinking and reasoning, information competency, diversity, civic responsibility, life skills, and careers. The Teaching and Learning Committee is a permanent oversight group for SLOs, assessment, and academic course/program review. Nearly 100% of courses embed SLOs and 25% of departments have completed the PA/PR cycle. The standard is met with SLOs in place at the course, certificate, and degree levels, but the self-study identifies a need to fully implement the full assessment cycle of the General Education (GE) program, which is not yet complete because some disciplines in the GE program have not completed their discipline PA/PR cycle. All programs focus on one major, or an interdisciplinary core, with GE breadth. It will be complete when 100% of programs have completed their assessment cycle in 2011. (Standards II.A.1.c, IIa.2.e, II.A.2.f, II.A.3.a, II.A.3.b, II.A.3.c, II.A.4)

The Team found that in response to the statewide Basic Skills Initiative, the college created both a faculty development coordinator and a basic skills/literacy coordinator position to assist faculty in identifying and addressing the diverse needs and learning styles of students, especially those entering the college with developmental education needs. The college has crafted robust faculty development programs for both the credit and non-credit sides of instruction. The Basic Skills Task Force and the Academic Literacy Learning Work Group work in concert to provide a comprehensive faculty development program aimed at improving the retention and successful course completion rates for developmental students. Faculty development for both credit and

non-credit programs are provided via flex week activities and through Basic Skills Initiative (BSI) activities. According to an interview with the Basic Skills Coordinator, the college is planning forums with all groups to educate all constituencies about the strategies for improved success of basic skills students that SAC has identified. Continuing Education also provides approximately 200 workshops per year in flex activities specifically for faculty teaching in non-credit programs. Faculty and administrative leads from each of the ten non-credit areas hold regular BSI meetings with credit faculty, creating more crossover and understanding between the two areas. In addition, prior to teaching an online course faculty are required to take "Faculty Readiness for DE" and Blackboard training, and must attend one-on-one training on Blackboard and online teaching methodologies. SACTAC ensures that all online courses are accessible and all distance education courses are delivered in a format consistent with Chancellor's office guidelines. (Standards II.A.2.a, II.A.2.d)

Standard II.B: Student Support Services

Based on the evidence reviewed and interviews with students, faculty, administrators, and staff, the Team found that Santa Ana College offers an impressive array of student-centered programs and services for a highly diverse student population who are enrolled in both the credit and non-credit programs. The partnership that exists internally between instruction and student services is strong and highly collaborative, leading to programs and services that are highly integrated and innovative. For example, the hybrid nature of Counseling, which reports directly to instruction but works collaboratively as a key member of the Student Services Team, has resulted in better integration of counseling functions with classroom instruction. Santa Ana College has had a long history of strong partnerships with local agencies, including the Santa Ana Unified School District. This relationship has resulted in innovative and unique programs, such as the Higher Education Centers in the feeder high schools. These programs and services promote successful outcomes at varying levels of student involvement with the college.

At the School of Continuing Education, the close partnership and collaboration between the English as a Second Language (ESL) Department and the Counseling Department have resulted in a learning communities model, where the counselors and the instructional faculty work with

the students in the classroom. This model allows time to support students who are usually unable to connect with counselors outside of the classroom. (Standard II.B.1)

The Team confirmed that student support services are available and accessible to students at the main campus, in continuing education sites, and on-line during the day, evening and weekends. At the main campus, on-line services include counseling, tutoring, financial aid assistance, application for admission, registration, library access, and bookstore purchases. Support services are also embedded into classroom-based curriculum, such as the Learning Communities, classes and in the classes offered by the Counseling Department, the EOPS, and DSPS programs. At the School of Continuing Education, in-person support services include admissions, bookstore, career and job placement, citizenship services, outreach, records, student transition, and tutoring (Standard II.B.1, II.B.3.a).

The Team verified that Santa Ana College publishes a College Catalog that provides students with current and accurate information about the college, policies and procedures, instructional and student support programs, credit and non-credit course descriptions, the School of Continuing Education, and faculty information. To ensure accuracy and currency, the Catalog is produced and reviewed annually by the Curriculum and Instruction Council. The College Catalog is available in print and on-line, and is available for purchase in the Bookstore or as a free reference in the Library and various student service program offices. College policies and procedures are also available in the *Student Handbook and Planner*, which is available free of charge to students. (Standard II.B.2)

The learning needs of students are systematically identified during various levels of student engagement with the College. Matriculation services, including assessment and orientation, are provided to students at the high schools. For example, in partnership with the Santa Ana Unified School District, the academic records of all seniors are reviewed to determine the students' levels of preparation for college and to identify appropriate support services to facilitate the students' matriculation. During the application process, students are asked to identify support services that they need. These are systematically reviewed by appropriate departments for follow-up. The faculty, administrators, and staff who administer student support services regularly review

demographic, enrollment, and community needs data provided by the Institutional Research department. In collaboration with IR, quantitative and qualitative research methods are utilized to identify and evaluate programs and services. Focused and comprehensive surveys are conducted and analyzed (e.g., satisfaction surveys, graduate student surveys, CCSSE) to guide program planning and improvement. As a result, programs such as the Freshmen Experience and the EOPS extended orientation were developed to respond to the needs and better support for the success of first time, first-year, and first generation students. The faculty and staff in student services, instructional support, and the college in general actively engage in dialogue about effective practices that promote student learning and student success -- for example, at the department and program levels, during student services retreats, at the Student Success Committee meetings, and at the IE& A meetings. Guided by an integrated department planning and assessment instrument, which contains Student Learning Outcomes, previous year and current year goals, and a student services program effectiveness review, department faculty, administrators, and staff engage in a critical self-study of their programs and collaboratively identify areas for program development and improvement. (Standards II.B.1, II.B.3, II.B.4)

The effectiveness and efficiency of student support services are evaluated utilizing a variety of strategies, including the annual Department Planning Portfolio process as well as department, inter-department, division, and cross-divisional level dialogues. The program effectiveness review process is an integral part of the College's planning and review cycle, and is aligned with the college's planning and budget processes through the IE&A. Completed program reviews and accompanying data are sent to the Student Success Committee so that the results are incorporated into the Committee's overall report and review of best practices, which in turn inform the College's Strategic Plan. Program review results are simultaneously submitted, via the Vice Presidents, to the Budget Committee, the President's Cabinet, and finally to the President for consideration in the allocation of college resources. However, there appear to be multiple parallel avenues for budget requests so that the path to budget allocation is not entirely clear. (Standard III.B.4)

Guided by institutional level core competencies, student support programs have identified student learning outcomes (SLOs) and have embedded relevant SLOs in the annual Department

Planning Portfolio. The majority of the student support programs have completed some degree of assessment of their identified SLOs and, in the coming year, will be incorporating assessment results in the DPP process. SLO assessment strategies include both quantitative and qualitative research methodologies. (Standard II.B.3, II.B.4)

Civic responsibility is one of the College's core competencies. The Team found that the institution as a whole provides an environment that promotes the personal and civic responsibility of students, as well as their intellectual, aesthetic, and personal development. The college's Service Learning Center provides opportunities for students who are enrolled in various disciplines to get involved in service learning projects that benefit the community. The Associated Students provide leadership opportunities for community-based projects. Santa Ana College offers many academic and co-curricular programs, including collegiate sports and wellness programs, art, music and dance performances, art exhibits, and various art appreciation programs, to name a few. (Standard II.B.3.b)

Another core competency that has been identified by Santa Ana College is diversity. The Team verified that the achievement of this competency is supported through a number of courses that promote the understanding and appreciation of diversity. The School of Continuing Education offers non-credit courses for English as a Second Language learners, older adults, and those with disabilities. The Student government and the various student clubs strongly support this college-wide goal and sponsor a wide range of programs and events that promote social awareness, and the understanding and appreciation of diversity. The Office of Student Life develops and implements multicultural events that celebrate diverse cultures. (Standard II.B.3.d)

Santa Ana College's Counseling Center offers academic, personal, and career counseling services that are open to all students. Counseling programs also include specialized programs (e.g., the Freshmen Year), academic advisement, and orientation services. On-line counseling services are available and regularly evaluated. Services are delivered in a variety of formats, such as scheduled, walk-in, and on-line appointments. Program services are systematically evaluated utilizing a variety of assessment strategies, such as Student Satisfaction Surveys and focus groups. The Counseling Department faculty and staff conduct regular professional

development and planning activities, including the Student Services Program Effective Review, which is part of the Department Planning Portfolio. (Standard III.B.3.c)

The Team verified that the College admissions criteria and policies, which are guided by a Board-approved policy, are clearly outlined in the Catalog and the Schedule of Classes and are available in both hard copy and on-line. The application process is available to students on-line, but paper applications are also made available to students on-site upon request. Paper applications are also utilized for concurrent enrollment students and for special programs, such as the Sherriff's Academy. Admissions assistance is available to students in multiple languages through the services of bilingual staff in Chinese, English, Spanish, and Vietnamese. For some of the Admissions staff positions, bilingual skills are part of the job requirements. (Standard II.B.3.d)

In compliance with Board-approved policy and administrative regulations, as well as the Family Educational Rights and Privacy Act (FERPA), student records are maintained permanently and securely, in hard copy as well as electronic formats, in a variety of ways. Some records are stored electronically in the Student Information System. Paper records are filed and all Class One records are electronically backed up through imaging. Records that are not electronically imaged are stored off-site through a contract with an off-site record storage company. Records that are electronically stored are backed up on off-site servers. (Standard II.B.3.f)

Based on its Matriculation Plan, Santa Ana College utilizes assessment instruments that are approved for use by the State Chancellor's Office. These instruments are administered by the Assessment Center and have been validated in collaboration with the math and English faculty. College policies related to assessment are clearly outlined and communicated to students utilizing a number of formats, including on-line, such as the College Catalog, and Assessment flyers/brochures. In addition, the College conducts ongoing research for multiple measure validity and biases. (Standard II.B.3.e)

Standard II.C: Library and Learning Support Services

The Team verified that the college provides substantial instructional support through the library and learning resource service. The combined services of the Library, Academic Computing Center, Tutorial Learning Center, Success Center, Testing Center, and Community Learning Center provide hundreds of thousands of hours per year of student support, particularly services for Basic Skills students. While some facilities are short on seating during peak times, the centers are well staffed with qualified faculty and staff. Most notably, the Testing Center, given its disparate functions, is particularly tight, but scheduling and providing off-campus assessments alleviate the space constraint. The primary function of the library is to support the General Education and CTE programs, and the print and media holdings are selected by the librarians in consultation with the program faculty. In addition to the students on the main campus, the library also supports the needs of off-campus students in continuing education and distance education. The collections consist of over 400 periodicals, thousands of microforms, 29 full-text databases, and nine reference databases.   The library participates in the CCLC consortium in order to minimize the cost of online resources. Students also have access to a reserve collection of over 2,700 hardcopy materials. Free tutoring is available on a one-on-one basis or small group basis through the Tutorial Learning Center. The Success Center, which is primarily used by math and language learners, provides 51 computers with specialized software for ESL, math, and learning skills development classes. The campus Testing Center provides opportunities for students to take make up tests, as well as serving as the placement and career testing service, with assistive technology for DSPS students. Each Center provides computer access with lockdown devices to prevent theft, anti-virus software to protect the system, and encryption to ensure website authenticity. Each of the Centers has a coordinator who keeps abreast of advances in their respective fields of learning resources, informing Center decisions about software applications and other learning software systems. The library relies on TTIP funds and lottery funds as part of their annual budget allocation, while the other Centers largely rely on an institutional replacement plan for technology, noting that the stability of this funding is a concern. Both the Library and the Centers need to work within the structure for budget allocation to adequately augment their base budgets. (Standards II.C.1, II.C.1.a, II.C.1.d, II.C.1.e)

Information competency is embedded in many courses across the curriculum, either through a library tutorial or as an additional course requirement incorporated within transfer and CTE courses. The librarians provide face-to-face information and orientations via library workshops, a Library and Information Studies program primarily for transfer students, and a Library Technology Program primarily for CTE students. The Information Studies program fulfills elective credit for Associate degree and transfer students. The Library Technology Program offers a major for students to train as library assistants or as library technicians. The library programs are largely conducted in collaboration with faculty across campus, many of whom require some aspect of library study as a part of their course work or offer extra credit to students who participate in the workshops. The Academic Computing Center provides students opportunities to enhance their basic technology skills through access to common application software in a Center with instructional staff support. The Success Center offers credit and non-credit classes simultaneously in math and language-related courses. Students have access to these resources six days a week during the primary semesters and five days a week during intersession and summer session. The collections in the library are available through multiple means of delivery, from hard copy books and subscriptions to e-books and full-text electronic databases. The Library and various Centers evaluate their effectiveness through user surveys and usage data provided by IR. The library functions without an on-site administrator and reorganization is under consideration by the administration, but no firm plans are yet in place. Administrative oversight of the various Centers rests with faculty coordinators who have various reporting structures within Academic Affairs and Student Services. (Standards II.C.1.b, II.C.1.c)

The Team confirmed that the library participates in the institutional Portfolio Assessment/ Program Review process, relying on course-related data provided by the Institutional Research department, annual statistical library data, and library surveys. The library technology plan is updated annually as well. The other Centers conduct program review through the Student Services model of annual reviews based on IR data for their support functions and through the academic model for teaching functions. While each Center has a separate charge and reporting structure, they might benefit from more cross-function dialogue about student support to coordinate their services and departmental needs. (Standard II.C.2)

Conclusions

SAC instructional and student support programs are regularly assessed to ensure accuracy of strength in instruction and student learning strategies and outcomes. SAC has a thorough process for evaluating student learning outcomes through its seven core competencies; its review processes and institutional effectiveness are data driven, relying heavily on the Institutional Research department. The instructional programs use an academic portfolio model that includes annual department portfolios and a full quadrennial cycle of program review. The student support services have developed a support services model of program review, conducted on an annual basis. Both models provide for data-driven self examination of their programs and services, a method for evaluating respective program effectiveness, and an avenue for budgetary requests through the institutional budget allocation process, although the relationship between the departmental plans and budget allocation is not entirely clear. The college has addressed the needs of under-prepared students and developed a model for Basic Skills students with numerous support systems to lead those students to successful completion, both in the instructional programs and the student support services.

The Team found that the instructional and student support services faculty, administrators and staff share a deep commitment to serving the needs of SAC students, and to supporting student success. This is evidenced by the depth and variety of innovative and specialized instructional and student support services available in both the credit and non-credit programs and by individual and departmental initiative to make the entire learning and working environment better.

Suggestions

The Team suggests the college develop a more systematic integration between the credit and non-credit faculty development programs and the credit and non-credit basic skills initiative programs to build on the success of each. (Standard II.A.2)

To strengthen program effectiveness, the Team also suggests that each of the Learning Resource Centers (such as the Academic Computing Center, Testing Center, Success Center, and Tutorial Center) and library develop more cross-function dialogue on student support to better coordinate

their services and departmental needs, despite each Center's separate charge and reporting structures.

Recommendations

College Recommendations

See College Recommendation 1, Standard 1

College Recommendation 2

Team recommends that the college develop and maintain an updated Diversity Plan. (Standards II.A.1.a, II.A.3.c, II.B.3.d, III.A.4.a, III.A.4.b)

District Recommendations

See District Recommendation 1, Standard 1

STANDARD III: RESOURCES

General Comments

The Team found that Santa Ana College's self study accurately describes the institution's policies, practices, planning, and outcomes related to its capital, human, and financial resources. The college's central campus is located in an urban setting on 65 acres in the City of Santa Ana. The college has approximately 100 other sites where it delivers instruction. The college has technology resources sufficient to support student learning.

The college employs over 2,300 staff and is one of the largest employers in the City of Santa Ana. The college employs 1,570 adjunct instructors, 286 part-time classified staff, 276 full-time classified employees, and 254 full-time faculty members. The total combined employees represent approximately 1.5% of the total workforce of Santa Ana.

The Rancho Santiago district office assumes responsibility and budget for the college's technology infrastructure and personal computers. College staff participates in the planning and assessment of technology at the institution through district and college committee structures. Throughout the main campus and its alternative sites of delivery, Santa Ana College has integrated information technology into its curriculum and its administrative services.

Santa Ana College adopts an annual budget that plans for current and future expenses. With an adopted 2007-2008 General Fund budget of $208 million, Rancho Santiago Community College District reserves 7% of its resources for economic uncertainty. This district reserve provides fiscal stability for both colleges in the District. A budget development process that anticipates future needs has ensured that Santa Ana College operates with financial stability.

Overall, the Team concluded that Santa Ana College met Standard III, based on its review of evidence.

Standard III.A: Human Resources

Findings and Evidence

A Team review of administrative regulations indicates the college makes appropriate efforts to recruit highly-trained employees. Full-time faculty recruitment is directed through a well-defined policy that stresses minimum qualifications and includes both advertising and outreach components. Similarly, classified staff recruitment is handled through a policy based on class specifications on file with the Human Resources Department. A review of job announcements for faculty and classified staff positions suggests that the college advertises for appropriately prepared and experienced employees. (Standard III.A.1.a)

The Team noted that degrees held by Santa Ana faculty were represented in the college catalog. All degrees were from institutions of higher learning recognized by U.S. accrediting bodies. In describing her role in the college's hiring process, the college president confirmed that: (1) Human Resources advertises positions in trade and ethnic journals and organizations as well as through traditional outlets; and, (2) hiring committees validate a candidate's professional and pedagogical background. (Standard III.A.1.a)

Written policies exist pertaining to the performance evaluation of faculty, classified staff, and administration. Employees have mechanisms for including both positive and negative feedback in their evaluations. The schedule of evaluations is maintained in an Access database in the Human Resources office, and the Chief Human Resource Officer (CHRO) has indicated that supervisors comply with this schedule much better now that "overdue" evaluation notices are copied to the President. (Standard III.A.1.b)

Faculty evaluations do not presently include a component that addresses student progress towards achieving SLOs. A question that does address a faculty member's experience with developing and assessing outcomes is, however, included on the new evaluation form that is under negotiations with the faculty union. The college representatives interviewed indicated that accountability for achieving successful student outcomes is included informally in the existing evaluation process, and that both the faculty and administration have a long history of supporting such accountability. (Standard III.A.1.c)

A Team review of Board Policies 4201 (academic freedom), 5420 (freedom of expression), 7020 (code of ethics), and 9002 (Board conduct) demonstrates that there is formal recourse for unethical behavior. Penalties can range from informal censure to criminal prosecution. (Standard III.A.1.d)

The Team confirmed that the college has a sufficient number of full time faculty, staff, and administrators for its current enrollment. However, much of the college's recent growth has been in non-credit courses, creating anxiety related to the fact that non credit instruction is outpacing full-time credit program hiring. The college is building new classroom space to accommodate additional full-time students and hopes that, as credit enrollment grows, the state will fund additional full-time faculty. Second, the college's faculty has been proactive in developing and implementing strategies (e.g., a compressed calendar and hybrid courses) that enable the institution to maximize enrollment while making the best use of limited facilities and personnel. (Standard III.A.2)

The Team confirmed that Santa Ana College practices demonstrate a concern for equity and diversity. During the hiring process, diversity training for faculty members is handled by the Academic Senate and by the CSEA for classified staff members. In particular, this includes preparing some faculty and staff members to serve as Equal Employment Opportunities (EEO) representatives on hiring committees. Each college implements its own flex program, and during the past two years the District has hosted an "all staff" orientation day organized around a theme such as organizational change that, by the nature of the community the campus serves, naturally incorporates diversity issues. (Standard III.A.4.a)

The Team confirmed that the college's staff diversity plan has not been updated recently, and the process for doing so is currently on hold pending guidance from the CCC Chancellor's office. In particular, the college's CHRO is a member of a group that is pushing to "rethink" what goes into an EEO plan. The group proposes to focus on local measures of success (e.g., recruitment of students, outreach) as opposed to compliance with statewide labor market data. (Standard III.A.4.b) The Team recommends the college update and maintain its diversity plan.

Team interviews with staff, students, and community members confirmed that the college treats both employees and learners with integrity. This occurs without prejudice regarding gender, age, race, ethnicity, or social status. The institution prides itself in its service to diverse populations of learners. (Standard III.A.4.c)

The Team confirmed evidence that all college employees are provided with opportunities for growth and development. Staff development activities are planned "from the bottom up" by constituent groups. The activities that are offered each year depend to some extent, however, on available funding. Currently, there is no professional development coordinator for classified staff. However, the college works directly with the CSEA leadership to encourage interested staff members to take courses and the college provides financial support to enable them to do so. (Standards III.A.5.a, III.A.5.b, III.C.1.b)

Faculty hiring is tied directly to the Department Planning Portfolios, and these same documents drive much of the institutional dialogue about "where the college is going" in terms of programs and facilities, as well as personnel. Interviews with faculty and administrators indicate that the link between human resource needs and institutional planning is perceived as working well for part-time faculty and short-term hourly staff. There is a sense the college is "moving in the right direction" to strengthen the linkage between planning and budgeting for staffing, but this is a long-term goal. (Standard III.A.6)

The Self Study and interviews indicate that the Classified Employees feel somewhat disenfranchised since the dissolution of the Classified Senate. While the move to dissolve the Classified Senate was not prompted by the college itself, the Senate is missed as a channel for communication and participation in the governance of the college. The Team recommends that the college strengthen its communication with classified employees regarding governance committee vacancies and service opportunity processes, deliberations, and outcomes. (Standards III,A, IV.C.C)

The Team reviewed evidence that some post assessments of college professional development activities take place. However, it could not be confirmed that this information has been used for purposes of improvement. (Standard III.A.5.b)

Standard III.B – Physical Resources

Santa Ana College serves over 28,000 credit students on its main campus and approximately 13,000 non-credit students on 100 mainly leased locations throughout the surrounding community. The average age of buildings on the main campus is over forty years, creating a variety of challenges in terms of maintaining quality facilities for student learning. The Team found that the SAC Facilities Committee prioritizes departmental space and building maintenance needs, guided by a Facilities Master Plan created in conjunction with the Measure E bond passed in 2004. Despite budget shortages and a steadily growing number of work orders, college Maintenance and Operations personnel, assisted by an outside construction management firm hired by the District, do an admirable job maintaining buildings and grounds on the main campus. In fact, the Team determined that Maintenance and Operations staff take such pride in the overall appearance of the campus that they routinely take on facilities improvement projects beyond the scope of their own duties, occasionally on their own time. Maintenance at the various leased facilities is either handled by the property owner or, depending on the terms of the lease agreement for a particular site, by the district. (Standard III.B; III.B.1.a)

By combining the college's $156.3 million share of the District's 2004 Measure E bond with state funding, SAC has been able to significantly expand its landlocked main campus from fifty-six to sixty-five acres while, at the same time, funding the renovation of a significant number of campus facilities and the construction of some significant new buildings, including a much-needed new classroom building and a state of the art digital media center located a short distance away from the main campus. Due to rising construction and materials costs, however, the college determined that Measure E funds will cover significantly fewer of the renovation and construction projects originally included in the Facilities Master Plan, prompting the college to begin a dialogue on alternative funding sources. As a result, the District placed a second bond proposal, Measure O, on the ballot in 2007, which was not approved by voters. To facilitate the

passage of potential bonds in the future, two facilities improvement districts have been subsequently created to allow Santa Ana College or Santiago Canyon College to pursue a bond on their own. A capital campaign conducted by the Santa Ana College Foundation has also been discussed to fund future facilities needs. (Standard III.B.1.a)

Evidence indicates that the college has made significant strides in terms of assuring access to, and the safety, security, and healthfulness of its physical facilities. This is demonstrated by the college's substantial, ongoing response to the previously inoperable fire alarm systems in a number of buildings on the main campus, progress in increasing accessibility for those with physical challenges through recent renovations, as well as the re-establishment of the college's Safety and Security Committee. For example, the college has just reached agreement with a new contractor that will install a new fire alarm system throughout the main campus over the next six months. At the same time, the college, working in concert with the City of Santa Ana Fire Marshall, is beginning the process to obtain a five year state certification for fire preparedness which, among other things involves the replacement and or testing of all fire sprinkler and fire hose systems in campus buildings. The Safety and Security Committee is also making a concerted effort to train members of all college constituencies in disaster preparedness through in-service training, Flex workshops, and all college emergency simulations. (Standard III.B.1.b)

In addition to various ADA accessibility projects already accomplished through Measure E funding, including restroom renovations and a barrier removal project at the off-campus Centennial Education Center, the college also hired an ADA compliance consultant in spring 2008 to identify all accessibility barriers on the main campus. The consultant's findings are currently being reviewed by the ADA subcommittee of the Facilities Committee to develop an action plan for correction. In conjunction with this process, the Safety and Security Committee is recommending that a budgetary planning component be integrated into the Facilities Master Plan for safety and ADA compliance. (Standard III.B.1.b)

The Team noted that the college's major capital outlay and construction projects are guided by a comprehensive facilities master plan developed in 2004 and implemented through the work of the Facilities Committee, which reports to the College Council and shares information with the

Institutional Effectiveness and Assessment Committee (IE&A). The committee serves as a two-way information conduit for the college community on facilities issues, incorporating the needs of the end users of facilities (faculty, staff, and students) into renovation and construction of facilities while, at the same time, planning renovations and construction to proceed in ways that minimize negative impacts on student learning. (Standard III.B.2.a)

The Team found that while the Facilities committee has made great strides in terms of effectively implementing the master plan, two impediments are evident. First, as indicated in the self study, the District's Office of Facility Planning and Support Services manage all major capital outlay and related construction projects. However, the District is not able to provide a formula for the total cost of ownership of facilities and equipment for campus use. District administrators report to the Team that they will soon begin to develop such a formula. Also, while the Facilities Master Plan frequently states that it is a "living document" subject to revision as college needs and resources change, the original 2004 document has not been modified in any formal way since its creation, though the priorities project list and some other, minor aspects of the plan have been subsequently modified by the Facilities Planning Committee. (Standard III.B.2.a)

The Team observed that facilities and equipment requests originate at the departmental level and move through the Department Planning Portfolio to the IE&A Committee, the Facilities Committee, the College Council, and the Budget Committee. Faculty and administrators consistently reported that this is a "no exceptions" process, with college deans refusing to consider equipment and/or facilities requests that do not come through the portfolio process, as well as those that do go through the process but do not include specific facilities needs and/or cost estimates. An examination of a variety of Departmental Planning Portfolios, however, revealed a great diversity in the level of detail concerning facilities and equipment needs and costs, raising questions on the part of the Team concerning the sufficiency and quality of information provided in this critical aspect of the planning process. (Standard III.B.2.b)

Standard III.C – Technology Resources

The Team confirmed that Santa Ana College has technology resources sufficient to support student learning. The Rancho Santiago District Office assumes responsibility and budget for the maintenance and operations of the technology infrastructure and personal computers for the college. The District utilizes approximately 50 employees, 15 of whom work on the Santa Ana College campus. The centralized services have allowed the District to realize an economy of scale for the entire District while the locally "housed" technology staff enhance college operations and effectiveness. (Standard III.C.1.a)

The Team identified evidence which indicates that the college does a satisfactory job providing useful training in the effective application of technology in academic and administrative areas for members of all constituencies. The various areas within the Information and Learning Resources Division, including the Center for Learning and Instruction, provide a wide variety of face-to-face and online workshops and programs dealing with a broad array of hardware, software, and web-based application. Student technology training is provided by the Academic Computing Center as well as through many of the college's academic departments. (Standard III.C.1.b)

Since 1998, the Santa Ana College Technical Advisory Committee (SACTAC) has been a participatory governance committee reporting to the College Council. The Team found that the committee has made a concerted effort to become a more integrated part of the college's planning process over the past three to four years. Accomplishments in this area include making technology an explicit part of the budget process through the Department Planning Portfolios and embedding the Technology Plan in the larger SAC Master Plan. The committee also verified that the college's technology infrastructure and equipment was maintained and replaced as necessary. The SACTAC administrative co-chair is a member of IE&A and reports monthly to the IE&A committee on technology issues at the college. Representation on the District-wide Technology Advisory Group is broad based, along with SCC and District IT staff. (Standards III.C.1, III.C.1.c, III.C.2)

Santa Ana College delivers instruction through distance education. The Distance Education Coordinator is a standing member of SACTAC. Through this high level participation of the

faculty and the Distance Education Coordinator, Santa Ana College maintains high performance in its delivery of on-line and other distance education programs through the adequate distribution and utilization of technological support and services. (Standard III.C.1.d)

The college has one main 65-acre campus located in Santa Ana College. There are, however, approximately 100 delivery locations that require information technology and support. In addition, the college maintains computer laboratories at the Academic Computing Center and the Nealley Library. The college is commended for providing support to many diverse sites. (Standard III.C.1.d)

The technology support staff also provides very helpful, centralized information to the campus community. The "Dashboard" function of the college intranet provides "at-a-glance" management information such as budget, enrollments and demography. The college is to be commended for developing such a useful, instantaneous report model to aid in the administration of the college.

The college central technology services supports myriad software for the users. There is currently no list of supported software. As a result, the technicians must become proficient in many different software packages some of which may be in competition with others. In other words, there may be two different applications on the campus that perform essentially the same function and the technology staff must support both. The Team suggests the college may want to evaluate a way to standardize applications to avoid duplication, realize an economy of scale with respect to support and save money in licensing agreements.

The college is in the process of implementing DataTel administrative software. The original plan was to install the basic version of the software without many enhancements. As the software system has been developed, college constitutencies have decided to install more customized modules which take longer to implement. The Team noted there was a feeling by some faculty that this delay has caused an implementation hierarchy in which academic computing is serviced second to the administrative computing. (Standard III.C.1, III.C.1.a, III.C.1.d)

The Team identified no strategic plan for information technology, but SACTAC is working on one. The college should develop a process whereby the technological needs are cataloged and consolidated into a plan that will assist in long range life-cycle cost analysis and budgeting.

The college self study indicated that the institution does not have a standard inventory control process for computers, causing the District to not have accessible inventory records for them. According to the SACTAC members, while items with an original cost of less than $1000.00 are not ordinarily included in the inventory control system, an exception was made for computers; they are included even if the original cost was less than $1,000. In order to maintain and refresh the computers on a stated cycle of three to five years, the college needs to know the inventory details. The Team found that district inventory records are accessible but lack detailed information that SACTAC needs to develop computer replacement and refresh schedules. (Standards III.C.1.c, III.C.1.d, III.C.2)

The college has a well designed web site that provides relevant content on demand. It is organized as a data delivery system as opposed to a marketing device to attract new students. The data presented on the pages are, for the most part, new and accurate. It was noted that some of the pages, such as those dealing with the budget, were obsolete and presented data that is outdated and no longer accurate. The Team found that the college has no current plan that reviews the content of the web sites to ensure accuracy of data or timliness of other content. College management tools offered online are excellent and provide extraordinary access to the management information systems. (Standards III.C.1, III.C.1.a)

Standard III.D – Financial Resources
Rancho Santiago Community College District, Santa Ana College's home district, had an adopted General Fund Budget of approximately $208 million for the 2007 – 2008 fiscal year. Included in this budget is a prudent reserve of approximately 7%. This reserve together with accounting for long-term and current expenses of the college provides financial stability for the

college. Contained within this general district budget is the Santa Ana College budget of approximately $104 million.

The college uses a combination of local, state and federal funding for General Fund expenses. The majority of the funding is provided through state entitlements generated by instruction of full-time equivalent students (FTES). The college serves approximately 40,000 credit and non-credit students per semester.

Budget Development

Santa Ana College uses a budget development calendar that begins activities with the State of California Governor's Proposed Budget. The college relies upon the Rancho Santiago Community College District to appropriately make and use budget assumptions that lead to a reliable budget. Once revenue assumptions are established, the fixed expenditures of the District are budgeted and discretionary budgets established. The budget assumptions used are accurate and timely and are used to create a budget development process that has integrity and a high likelihood of accurate projections.

The Budget Allocation and Planning Review Committee (BAPR) developed a budget allocation model that distributes unrestricted funds as approved by the Board of Trustees. With this model allocations are made first to fund the fixed expenditures of the two colleges. These expenditures include: regular employee salaries and benefits, utilities, insurance, district reserve, rents and leases, inter-fund transfers and district match for equipment grants. The remainder becomes discretionary funding divided among the district and the colleges according to a fixed formula. This fixed formula has been in use for many years and was the product of negotiations with the Academic Senate. While there are some comments about revising the distribution model, all staff interviewed feels the model is equitable, simple and easy to understand.

Staff reported that the BAPR requires annual evaluation. However, the Team found the process had not been reviewed for the past several years. In order to link strategic planning with budget initiatives, it is important that the BAPR is annually reviewed in relationship to the strategic

plan, mission and vision of the college. Without this annual review, the process of planning can become disintegrated from the budget development process.

It is essential that the budget development model use reliable estimates and assumptions. In order to ensure that the campus community can participate in the budget development process, it is important that those assumptions and estimates are appropriately disseminated to participatory governance groups. One such example of Santa Ana College's dissemination of this vital budget information is located at: http://www.rsccd.org/apps/rpub.asp?Q=725. This web site is a very valuable tool for all employees. In addition to this online effort, the college has used informal "brown bag lunches" and newsletters from the President of the college to disseminate information about the budget.

In maintaining the informative web sites, however, the college and district should update data as it changes or note data as superseded by another version or update. For instance, at http://www.rsccd.org/apps/rpub.asp?Q=725, the Team found one revenue assumption could indicate that the college projected 4.53% COLA 2007-2008. The final State of California Budget Act provided 0.68% COLA 2008-2009.

The college uses a combination of local, state, and federal funding for General Fund expenses. The majority of the funding is provided through state apportionment generated based upon FTES. Because such a large amount of money is generated through the reporting of FTES, it is important that such reporting is without error. The Team identified what appears to be a systematic error in the reporting of repeated coursework by students. If the state determines that the repeated courses have been reported in error, and in excess of the repeated courses allowed under law, there may be a significant and sudden reduction in FTES funding by the state. The district and college must adjust its student information system to ensure that enrollment data is retained, that repeated courses can be tracked, and, when appropriate, removed from the FTES calculation.

The Team verified that budget information is disseminated through informal reports and meetings as well as memos, newsletter, and participatory governance committees. Some

classified staff reported feeling that the college governance process did not keep them as informed as other college employee groups regarding the budget and other matters. (Standards III.D.1.d, III.D.1.2, III.D.2.a, III.D.2.b)

Strategic Planning

The Institutional Effectiveness and Assessment Committee (IE&A) serves as the planning and oversight committee of Santa Ana College. The IE&A reports to the College Council. This body is a participatory governance, recommending body that is charged with developing and revising the college mission statement and linking the strategic planning, program review and Department Planning Portfolios.

The breadth and authority of this committee makes it a vital link in the participatory governance process and in the communication of the coordinated planning efforts. However, planning for technology, staffing, and facilities are developed separately. Consolidation of the planning activities would strengthen college planning. Santa Ana College could also improve its planning through the IE&A by using the results of the previous year's budget outcomes and feeding them back into the beginning of the planning calendar in the subsequent year and sharing its findings regarding quality.

As a result of the current hiring freeze, it has been difficult to pursue the strategic goals of the college. Nevertheless, it is important that the college continue to integrate the strategic planning process so that when state budget conditions improve, there will be a well-coordinated plan to achieve the college strategic goals. (Standards III.D.1.a, III.D.1.b, III.D.2.c, III.D.3)

Financial Aid

Santa Ana College has satisfied the requirements to participate in Federal Financial Aid programs. On March 12, 2008, the United States Department of Education found that Santa Ana College satisfies the definition of an eligible institution under the Higher Education Act of 1965.

In the college's application, the Financial Aid Program reported a district unrestricted reserve of 17.2% for the period ending June 30, 2007. This represents evidence of a stable college that can weather temporary budget challenges without drastic budget reductions. (Standard III.D.2.d)

Other Post Employment Benefits (OPEB)

Santa Ana College has commissioned a report by Total Compensation Systems, Inc. to assess the value of future retiree benefits as required by GASB 43 and 45. According to the actuary, the annual required contribution for the college is $7,535,015. The total actuarial accrued liability as of September 1, 2005 was $111,243,936. As of this most recent actuarial report, the college district has set aside $16,448,430 toward this liability. The Adopted Budget for 2007 – 2008 shows expenditures / transfers out of $7,535,015, the amount due to fund the OPEB liability. This continued commitment to funding the OPEB liability will tend to stabilize the finances of the college and even the cash flow over the years that the debt is funded. (Standards III.D.1.c, III.D.2.a, III.D.2.c)

Department Planning Portfolios

Department Planning Portfolios (DPP) are the smallest unit of strategic planning at Santa Ana College. The consolidated plan includes compilation of the DPPs into strategic initiatives for: staffing, facilities and technology. Because the DPPs vary in their comprehensiveness, the DPPs have not been an effective strategic planning tool. The Team found evidence that the budget is built without review of all of the individual DPPs. This loose relation between the DPPs and the budget create a "hole" in the strategic planning process. The consequence is that the strategic plans are not fully incorporated into the budget.

Similarly, the Team found the outcomes of the previous year's budget initiatives and the development of DPPs are not evaluated when compiling the subsequent year's budget. The consequence is that there is no "learning cycle" in which the organization can develop multiple year budgets carrying forward learning from past periods. (Standards III.D.1.c, III.D.2.a, III.D.2.f, III.D.3)

Financial Control Systems (FCS)

The college uses an integrated financial control system. Currently, Santa Ana College is transitioning to DataTel software systems. The current FCS provides adequate internal control and provides commendable management information. The financial records are reviewed annually by a licensed CPA, who renders an opinion of control, accuracy, and timeliness of data. (Standards III.D.2.a, III.D.2.d, III.2.e, III.D.2.g)

Conclusions

The Team found that SAC effectively utilizes its human, capital, technological and financial resources to achieve its mission and student learning outcomes. College employees are well qualified and treated fairly and their performance is systematically evaluated. The institution provides opportunities for employees to participate in staff development activities to strengthen their skills and knowledge. College hiring practices demonstrate a commitment to the importance of providing diverse personnel as role models for students. However, the Team noted that the institution needs to develop and keep up to date a diversity plan. The Team also reviewed evidence that a portion of SAC classified employees feel the need for strengthened communications pertaining to campus governance issues.

A Department Planning Portfolio process drives most campus planning issues including staff hiring. However, no overarching Human Resources plan exists and clear linkages between Human Resources planning and budgeting is also lacking. The Team noted that a facilities master plan was created, but needs updating and like Human Resource planning requires a clear linkage to the budgeting process.

SAC provides outstanding technology and support for approximately 100 learning sites throughout its community. The technology support staff have also provided a very helpful information management information "dashboard" tool to strengthen college employees' ability to plan and assess the adequacy of programs, services and practices. The Team found however that the district's computer-based student attendance recording system should be assessed for accuracy. The district and college employ prudent financial practices supported by abundant software tools and self reflective dialogue.

Commendations

The Team was impressed with the dedication and commitment of trustees, employees and community members to Santa Ana College in meeting its mission through its many fine programs and services. Two activities were noted by the Team as warranting commendation as models of outstanding institutional practice:

1) The college is commended for creating and maintaining the physical infrastructure, operations, and technology necessary to support approximately 100 alternative learning delivery sites across its community. These learning sites offer a wide range of specialized instructional and support programs that address the unique needs of diverse student populations in accessible locations.

2) The college is commended for the creation and operation of its web-based "Dashboard" management information tool. The Dashboard approach allows members of the college community to access data necessary for decision making. Through the use of accessible information from tools of this type, the college is in a position to complete broad-based, integrated planning and budgeting.

Recommendations

College Recommendations

College Recommendation 1

The Team recommends that the college evaluate its planning processes, including the integration of technology, staffing, and facilities master plans, to ensure the budget is used as a planning tool to achieve its strategic goals and that the outcomes from these activities be formally and broadly communicated to ensure quality. As part of this integration, the Team recommends that the college resource allocation be based on plans, program reviews (DPPs), and actual budgetary performance. This requires that the college evaluate the outcomes of its planning/budget process and use that data in subsequent budget development. (Standards I.A.1, I.A.3, I.B.4, I.B.6, II.A.1, II.A.2.f, III.B.2.d, III.D.1, III.D.2, III.D.3, IV.B.3.a, IV.B.3.b)

See College Recommendation 2, Standard 2

College Recommendation 3

The Team recommends that the college strengthen its communication with classified employees regarding governance committee vacancies and service opportunity processes, deliberations, and outcomes. (Standards III.A, IV.A.1)

District Recommendations

See District Recommendation 1, Standard 1

District Recommendation 2

In order to maintain stable financial resources, the Team recommends that the District reviews its computer-based student attendance recording system to ensure that repeated courses are being appropriately reported for state apportionment funding consistent with existing regulations.(Standards III.D.1.b, III.D.2.a, III.D.2.g)

STANDARD IV: LEADERSHIP AND GOVERNANCE

General Comments

The Santa Ana College self study provides an accurate depiction of the effective leadership and governance of the institution as verified by the Team. The system relationship among the board, chancellor, district office personnel and both Santa Ana and Santiago Canyon Colleges are positive and productive. Santa Ana College's strong orientation towards student learning and success rests upon professional staff relationships employing collegial dialogue within a framework of participatory decision-making.

The Ranch Santiago Community College District is governed by the Board of Trustees, which consists of seven elected representatives of the district service area. In addition, a student trustee is appointed annually. The board operates under the authority of California Education and Government Codes, and the governing policies of the Rancho Santiago Community College District. The Board develops goals for the District on a biannual schedule and acts in accordance with its policies and regulations. The board has approved a mission statement for the district and the college, which supports the purposes of lower division higher education. The Board has delegated the authority to operate the district to the Chancellor, who is the Chief Executive Officer of the District and directly responsible to the Board of Trustees.

The Chancellor has delegated leadership accountability and authority to the President of SAC. The president has been successful in ensuring quality campus operations, programs and services consistent with the college mission. The institution employs four Vice Presidents to ensure effective operations of their respective units. The four major units include Academic Affairs, Student Services, Administrative Services and Continuing Education. Each college unit has sufficient staff to carry out its functions.

The College Council serves as the primary participatory governance body for all campus constituent groups. Employees express general satisfaction with the operations and outcomes of college governance committees, although some classified staff point to the need for strengthened communications with this constituency.

The chancellor's district office provides leadership and support for several core functions of the district and its colleges. These services include administrative services, facilities services, safety and security, planning oversight, economic and workforce development, research, child development services and centers, financial resources, human resources, information technology support, digital media center and educational services.

Evidence identified by the Team has led it to conclude that Santa Ana College meets Standard IV.

Standard IV.A - Decision-Making Roles and Processes

Findings and Evidence

The Team confirmed through interviews and document reviews that Santa Ana College has created an environment for empowerment, innovation, and institutional excellence. Faculty are fully engaged in decision making that enhances college programs and services via governance structures and practices which support inclusion in problem solving and planning. These mechanisms range from Departmental Planning Portfolios and Portfolio Assessment activities to Strategic Planning for the college. All of these processes provide opportunities for faculty and others to directly ensure quality in instructional programming. Likewise, student services staff, through their membership on committees and their Program Review process, affect the excellence of programs and services.

The Team noted evidence pertaining to the effective operation of SAC's College Council, the campus's primary participatory governance body. Through this broad-based group, faculty, staff, students, and administrators advise the President on college issues and review recommendations by other governance committees. The college's participatory governance

structure, clearly articulates the membership and roles of the Academic Senate, Classified Staff, and Student Government Committees. However, the Team observed that a portion of the classified staff perceives a lack of involvement in college decision-making process, even though they are members of numerous governing bodies on campus. The President is taking steps to ameliorate this perception and ensure that classified staff is engaged and informed regarding decision-making processes throughout the college. Recently, the college's Institutional Effectiveness and Assessment Committee, which provides oversight of all college planning and a reinstated Safety and Security Committee, was added to the college's participatory governance committee structure further empowering college constituents in the achievement of institutional goals. Because these committees are relatively new, their effectiveness remains to be determined. (Standards IV.A.1, IV.A.2, IV.A.2.a)

The Team verified that faculty have a primary role in providing input into program development which includes student learning outcomes as evidenced via the Curriculum and Instruction (C&I) Council, division curriculum committees, the Teaching Learning Committee (TLC), the Institutional Effectiveness and Assessment (IE&A) Committee, the Student Success Committee and the Department Planning Portfolio process. In a joint agreement with the Board of Trustees, the Academic Senate commits to consult collegially on academic and professional matters. As a committee of the Senate, the C&I Council certifies all credit and non-credit classes and programs. As a sub-committee of the C&I Council the TLC provides oversight of student learning outcomes (SLOs) and assessment as well as for staff development related to SLOs. The IE&A receives information from the other committees and integrates it into the Educational Master Plan, which is subsequently employed to inform other college planning activities.

Finally, faculty impact academic achievement via the Student Success Committee which has four subcommittees that include: the SAC Basic Skills Task Force, the Matriculation Committee, the Transfer Task Force, and the Student Success Scholarship Task Force. Representatives from the administration, faculty, classified staff and students also participate as members of these committees. (Standard IV.A.2.b)

The Team noted that the college's Participatory Governance Structure contains seven committees that provide input and make recommendations to the President in the College Council. In addition to this council, additional committees are also a part of the governance structure: Accreditation, Technology Advisory, Safety and Security, Institutional Effectiveness and Assessment, Facilities, and Student Success all function within a structure of participatory decision-making. Faculty, classified staff, student, and administrators report working positively and effectively in the college's governance committees and expressed both pride and satisfaction in their collective institutional accomplishments. While the structures and processes are in place for clear communication among the institution's constituencies, at times information as not been effectively shared, as indicated by administrative responses to inoperable fire alarms that went largely unknown to many concerned employees. As a result, the college has learned from this incident and is attempting to make improvements in the communication aspect of this standard. (Standard IV.A. 3)

Santa Ana College's broad-based Accreditation Committee is charged with the primary responsibility of overseeing and coordinating institutional self studies with regard to accreditation. The Team found that the college has responded to all requests from the Commission as a result of its last accreditation visit, which included an Interim Report and other follow-up reports. While the majority of the 2000 Team's recommendations have been met, several were incomplete at the time of the 2008 Team's visit.

The Team validated that the college's Participatory Governance Structure has been assessed within the past two years by the college and academic presidents. As a result of this evaluation, two new governance committees were added; the Institutional Effectiveness and Assessment Committee and the Safety and Security Committee. Further ongoing evaluation of the college's Participatory Governance practices are planned with findings to be shared with the appropriate constituent groups. (Standard IV.A.5)

Board and Administrative Organization
Team interviews with staff and reviews of policy and board minutes confirm the effectiveness of the district governing board, appropriate delegation of operational authority and accountability to

the chancellor and college presidents, and the positive performance of the district and its campuses serving the needs of its students and community.

The district Board of Trustees have adopted clear policies which guide employees in the operational pursuit of Santa Anna College's mission. Interviews with trustees and college leaders validate that the board understands and exercises appropriate authority in its leadership, control, and governance of the district. (Standards IV.B.1.a, IV.B.1.b, IV.B.1.c, IV.B.1.d, IV.B.1.e)

District Series 9000 Policy and Trustee Bylaws outline the membership of the governing board, terms of service, officers, and orientation process. Trustees conduct is addressed in Board Policy 9002, which outlines the board ethical practice standard and its process for violations of this policy.

Board Policy 9022, Evaluation of the Trustees, was reportedly implemented on an annual basis, however, some evidence suggests that a predictable cycle of assessment has not been followed. The Team could not confirm that the board evaluation, as described in the policy, has been effective. The Team did find evidence in the board minutes of August 28, 2006 that the board had completed its annual self-evaluation, and a summary of the results of the self-evaluation was provided to the Trustees. The minutes indicate that "the Board is held in high regard by the community and district." During the site visit, board officials reported recently completing a board assessment facilitated by a consultant from The Association for Community College Trustees (ACCT). This evaluation took place in a closed meeting of the board, and the Team could not verify that its findings would result in ongoing, continuous improvement within a culture of evidence. (Standard IV.B.1.g)

The Team noted that the 2001 site visit Team recommended that "...working with the chancellor, the Board of Trustees review its self-evaluation practices and consider additional processes that would establish criteria for board performance, develop measures of performance relating to the criteria, periodically evaluate performance, and discuss specific steps for improvement." (Former Standard 10A.5)

Although Board Policy 9202 was revised by trustees in January 2005 demonstrating a self-reflective response to working within their prescribed role, the Team could not identify what, if any, steps for improvement had been taken by the Board in their district leadership role. (Standards IV.B.1.f, IV.B.3.g)

The Team confirmed that the board both hires and evaluates the district chancellor, and has delegated full responsibility and authority to him to effectively operate the district. Trustees annually set goals for the chancellor which are used for purposes of performance assessment. Evidence supports that the board is operating as an independent and policy-making body, and it acts as a whole in advocating for and supporting its colleges. The Team review of district policy found they ensure quality, integrity, and program and service improvement. The board understands its responsibility and authority regarding educational, legal, and financial matters. Board activities and actions are consistent with its policies. However, evidence was identified that indicated individual trustees are directing staff and/or requesting records of information on an individual basis and not going to the board chair and chancellor as the proper mechanism to be employed by trustees to obtain information. This diminishes the role of the district office to act as a liaison between the colleges and the governing board. (Standard IV.B.1.j, IV.B.3.a, IV.B.3.f)

The Team verified that the president has been delegated the primary responsibility for the quality assurance of Santa Ana College. The president is responsible for administrative activity and guides the college's overall operations and institutional improvement. This is accomplished primarily through the participatory governance structure. The president is aware of the district's mission statement and its board policies. The Team found that despite budget cuts, the president controls the college's budget effectively. The president works well with the City of Santa Ana and with neighboring communities. Community members attending open meetings during the site visit expressed considerable satisfaction with both the president of Santa Ana College and the quality of its programs and services.

The Team noted that the organizational structure, staffing levels, and employee qualifications at Santa Ana College are appropriate to an organization of its size, mission, and complexity. The college president and her administrative staff play central roles in the ongoing operation of the institution and provide leadership to the college's planning, evaluation, and budgeting processes. The president and her administrative Team operate the college within the policies and regulations of the Board of Trustees. (Standards IV.B.2.a, IV.B.2.b, IV.B.2.c, IV.B.2.d, IV.B.2.e)

With the opening of Santiago Canyon College in the fall of 1985, Rancho Santiago Community College District became a two-college district. The district has recognized the importance of clear lines of responsibility and authority between the district and the two colleges. The Team verified the district has a written delineation of functions to differentiate the responsibilities of the district and the college. This mapping of functions was included in the self study and has been widely disseminated. Through interviews with staff, the validity of responsibilities defined in the mapping was affirmed. (Standard IV.B.3.a)

Conclusions

Santa Ana College provides for an environment that allows for empowerment, innovation, and institutional excellence. Mechanisms via the participatory governance structure provide for engagement of faculty and staff in the decision-making processes of the college. However, a perception exists that although the structures exist for involvement, communication and/or effectiveness of the input into the decision-making processes, particularly by classified staff, is a concern.

The participatory governance structure provides for seven committees to make recommendations on the direction of the college. Each clearly identifies purpose, membership, meeting times and support staff. The Academic Senate plays a vital role in regarding the vitality and integrity of approved college credit and non-credit classes, including student learning outcomes, and programs via the Curriculum and Instruction Council while the Accreditation Committee takes the lead role in addressing WASC commission activities. Other committees provide guidance in various areas that ultimately impact on student success.

Based on observations, interviews, group meetings, and on-campus conversations, the Team has identified a high degree of pride and loyalty that is evident at Santa Ana College. The Team; however, is also aware of a reported need for strengthened communication with members of the classified staff. This need appears to have surfaced following the elimination of the classified senate staff in 2002. The Team confirmed evidence that the Board of Trustees is aware of its role as the policy-making body for the district, and makes efforts to leave the administration of the district to the chancellor. Additional evidence points to concern on the part of staff that individual trustees are providing direction and/or requests for information outside of their authority or roles. Historically, contacts have come through the chancellor or board chair on behalf of trustees. The reported behavior creates staff speculation within the district regarding perceived trustee conflicts of interest and is inconsistent with current board, district chancellor's office, and college delineation of functions.

At the time of the site visit, the Team noted that four of seven trustee positions were open for election in November. One currently serving trustee was no longer seeking office. The district has practices in place to orient new trustees. Although policy exists pertaining to board self assessment, the Team could not confirm that its practice leads to a cycle of continuous improvement based upon a culture of evidence.

The chancellor has served the Rancho Santiago Community College District for eleven years. His experience with the district and his administrative skills are recognized and appreciated by the RSCCD staff. The president of Santa Ana College (SAC) has held her current position since March 2005. Her passion for SAC and "upbeat" attitude is recognized and appreciated by her staff. Her leadership goes beyond the borders of SAC and extends into the community where she has established several community/college partnerships. The Team believes that the governance of RSCCD and SAC is in competent "hands".

<u>Recommendations</u>

<u>College Recommendations</u>

See College Recommendation 1, Standard 1

See College Recommendation 3, Standard III

<u>District Recommendations</u>

See District Recommendation 1, Standard 1

District Recommendation 3

The Team recommends that a set of written policies and regulations be created that establishes appropriate communication processes between the trustees and district employees. The Team further recommends that Board adherence to these regulations and procedures be assessed within a systematic culture of evidence and cycle of continuous improvement. (Standards IV.B.1.a, IV.B.3.a, IV.B.3.e, IV.B.3.f))

District Recommendation 4

The Team recommends the district review its board evaluation policy/regulation to ensure integrity and effectiveness, and that its assessment results are widely communicated and applied within a systematic culture of evidence and cycle of continuous improvement. (Standards IV.A.5, IV.B.1.g)